

# University of Greenwich

## Access Agreement

### 1.0 Introduction

The University of Greenwich is based in South East London and Kent, with a mission to provide educational opportunities for the people of these areas as well as more widely. The University's main campuses are in the London Borough of Greenwich and in Medway: locations with the lowest category of HE participation in England (HEFCE 2005/03). In recognition of this, the University puts a high priority on widening participation and is proud of its track record. We run an extensive range of activities, including Summer Schools, open days, HE awareness raising, challenge and discovery days, ambassador work with local schools, outreach programmes for underrepresented groups, progression compacts, transparent admissions and selection criteria and enhanced tutorial and pastoral support.

The University performs consistently well against its widening participation benchmarks (table 1). Recruitment from low participation neighbourhoods is 18% against the national average of 14%, and the locally adjusted benchmark of 13%. Greenwich performs well in recruiting students from under-represented groups. For young full-time students on undergraduate programmes, the proportion recruited from state schools has steadily risen to 97% against a national figure of 87%, and a benchmark of 94%. Mature entrants comprise around one-half of the FT undergraduate student body with the proportion recruited from low participation neighbourhoods, or with no family history of HE, in line with both the University's benchmark and the UK average. Students from social classes I-III account for more than two fifths of the undergraduate student body and the percentage recruited from these groups has increased by four percentage points over the last six years. The University performs at or above its benchmarks for non-continuation of study the year after entry and there is no statistically significant variation from them. However, retention is a priority and a range of measures have been instigated to ensure that students successfully complete their programme of study.

The University revised its widening participation strategy in 2004 to provide a holistic and integrated approach to widening participation. That strategy is attached as an Annex. This Access Agreement, with the Annex, form our new widening participation strategy. The strategy relates closely to the University's mission emphasis on nurturing excellence. One of the key elements of the University's work in widening participation is to create a mechanism whereby both young and more mature learners have access to a seamless pattern of contact, supporting raising aspirations, access and choice at various stages of their HE experience.

**Table 1 (a) and (b) Performance Indicators**

<b>(a) Participation of under-represented Groups in HE: young and mature entrants 1999- 2005</b>															
	Young Full Time First Degree - State Schools			Young Full Time First Degree - From Social Class III, IV and V			Young Full Time First Degree - From low participation neighbourhoods			Mature Undergraduate			Mature undergraduate - no previous HE and from low participation neighbourhoods		
	%			%			%			%			%		
	UoG	Benchmark	UK	UoG	benchmark	UK	UoG	Benchmark	UK	UoG	Benchmark	UK	UoG	Benchmark	UK
2000 – 2001	96	93	86	39	33	25	14	13*	12	42	-	26	16	11*	15
2001 – 2002	95	93	86	36	33	26	15	12*	12	47	-	27	15	11*	16
2002 - 2003	97	93	87	41	36	28	14	11*	13	49	-	27	13	10*	15
2003 – 2004	96	94	87	46	37	29	17	12*	14	48	-	28	15	12*	16
2004 - 2005	97	94	87	43	37	29	18	13*	14	49	-	27	16	11*	16
<b>(b) Non-continuation following year of entry - all FT First Degree entrants 1999-2005</b>															
	Young entrants not in HE following year of entry			Mature entrants not in HE following year of entry			Mature Non continuation from low participant neighbourhoods with previous HE			Sub degree – all entrants not in HE following year of entry			Projected outcomes – neither award nor transfer		
	%			%			%			%			%		
	UoG	Benchmark	UK	UoG	benchmark	UK	UoG	Benchmark	UK	UoG	Benchmark	UK	UoG	Benchmark	UK
2000 – 2001	14	12	8	19	17	16	16	15	11				26	23	16
2001 – 2002	12	11	7	20	16	14	12	12	10				31	23	15
2002 - 2003	12	10	7	16	16	15	15	13	10	14	20	18	23	21	14
2003 – 2004	13	10	8	18	16	15	10	12	11	19	19	17	25	21	14
2004 - 2005	11	11	8	14	17	16	11	13	11	16	18	18	22	21	15

\* These benchmarks have been ‘location adjusted’ by HEFCE to apply specifically to the University of Greenwich.

## 2.0 Fee Limits

The following fees limits will apply for all full-time home (including EU) students enrolling on a University of Greenwich undergraduate programme from September 2007. The fee limits will apply throughout the student's programme of study, subject only to an annual inflation-related rise.

### At the University of Greenwich's Campuses:

Maritime Greenwich Campus  
 Avery Hill Campus  
 Medway Campus  
 Kings Hill Institute  
 University Centre Folkestone

<ul style="list-style-type: none"> <li>Medway School of Pharmacy MPharm Foundation Degree Pharmacy Practice</li> </ul>	<p>£3,070 per annum £2,500 per annum</p>
<ul style="list-style-type: none"> <li>All other undergraduate honours degree programmes</li> </ul>	£2,560 per annum
<ul style="list-style-type: none"> <li>Higher National Diploma programmes, Foundation Degrees* and other 'sub-degree' programmes .</li> </ul>	£1,535 per annum
<ul style="list-style-type: none"> <li>Post Compulsory Education and Training Cert Ed, PGCE</li> </ul>	£2,560 per annum
<ul style="list-style-type: none"> <li>Fdn Paramedic Science</li> </ul>	£2,600 per annum

\*Exceptions to this general fee level may be introduced for programmes designed for employers where a component of tuition fee costs will be covered by the employer.

### At the University of Greenwich's Partner Colleges:

Academy of Live and Recorded Arts  
 Bexley College  
 Bromley College of Further and Higher Education  
 Greenwich Community College  
 Hadlow College  
 Lewisham College  
 North West Kent College  
 Orpington College  
 West Kent College.

<ul style="list-style-type: none"> <li>Undergraduate honours degree programmes</li> </ul>	£2,050 per annum
<ul style="list-style-type: none"> <li>Higher National Diploma programmes, Foundation Degrees and other 'sub-degree' programmes</li> </ul>	£1,535 per annum
<ul style="list-style-type: none"> <li>European School of Osteopathy</li> </ul>	

BSc(Hons) Osteopathy	£3,070 per annum
• Bird College BA(Hons) FD	£3,070 per annum £1,535 per annum
• Canterbury College – All HND, Foundation Degree and BA/BSc (Hons) programmes	£1,225

### 3.0 Financial Support for Students

#### At the University of Greenwich's Campuses.

The following new financial assistance measures will be available to all qualifying students on honours degree programmes except the Medway School of Pharmacy MPharm degree, along with certain initial teacher training and NHS funded programmes (where alternative government funded schemes for student financial support apply). Support measures will be subject to an annual inflationary uplift.

- Mature full-time student bursaries: £500 pa (for maximum of 3 years, years 2 and 3 dependent on satisfactory progress) cash bursaries for UK students over the age of 25 on initial registration, who qualify for means-tested government grants.
- Full-time student Scholarships: £500 pa (maximum of 3 years, years 2 and 3 dependent on satisfactory progress) cash scholarships for UK students with UCAS tariff scores from A-level or equivalent qualifications (excluding A/S level) and obtained in a maximum of two consecutive years in excess of 300.

For MPharm students in the Medway School of Pharmacy, the following bursary scheme will apply:

- Medway School of Pharmacy bursary: £305 per annum for all students from 2008 who qualify for a £305 per annum **student means tested government maintenance grant** excepting in the final year only those students who qualify for the final year bursary below.
- Final year Pharmacy bursary: a means-tested cash bursary is available to MPharm students in the 4<sup>th</sup> (final) year of study.

This award will range from £2000 - £1000 as a cash bursary dependent on residual family income as follows:

Family income less than	£20,000	bursary	= £2,000
“ “	£20,000-£25,000	“	= £1,500
“ “	£25,000-£30,000	“	= £1,000.

(The Medway School of Pharmacy is jointly operated with the University of Kent.)

These schemes are not available for Foundation degree, HND and other 'sub-degree' students who we are supporting through a significantly lower fee level, or for students in Partner Colleges who have access to financial support measures as indicated below.

### **At the University of Greenwich's Partner Colleges**

The following bursary scheme will apply to all Greenwich Honours degree programmes running in the following Partner Colleges:

Bexley College  
Bromley College of Further and Higher Education  
Greenwich Community College  
Hadlow College  
Lewisham College  
North West Kent College  
Orpington College  
West Kent College

- Greenwich Partnership Bursary: £500 per annum (maximum of 3 years, years 2 and 3 dependent on satisfactory progress) cash bursary for home and EU students who qualify for means-tested government funded grants.

This scheme is not available for Foundation degree, HND and other 'sub-degree' students who we are supporting through a significantly lower fee level.

The following bursaries will apply to students studying Greenwich honours degree programmes at the European School of Osteopathy and Bird College: Cash bursary of £305 to students who qualify for the maximum means tested government grant of £2765.

### **The Greenwich Financial Support Fund**

In addition to these measures, the University has a new student hardship fund with a minimum value of £250,000, for distribution to students who, during their programme, encounter genuine and unanticipated financial difficulties which jeopardise their continued study. This adds to the existing 'Access to Learning Fund' of around £1m which is used for similar purposes.

## **4.0 Provision of Information to Students**

The University has a strong system of student services and support including a team of financial advisors and student counsellors. As part of current widening participation activity, provision of information to both students and parents takes place on a regular basis through information packs and open and information evenings. With the introduction of variable fees it is recognised that students need more than ever to be given clear and accurate information. The University has adopted a number of strategies, building on existing good practice, and increasing current levels of resource to ensure that prospective students are provided with the appropriate information. Additional emphasis has been placed on pre-entry guidance and the provision of both on-line and face-to-face support to enable applicants to plan how to finance

their study and provide information about the level of support available through bursaries and other forms of financial assistance.

The University has considerable expertise in helping students with difficulties through the Student Finance and Financial Support Section of the office of Student Affairs and through the cross-University committee where judgements are made on fee remission. Bursaries and financial support will be centrally administered through a standard set of criteria. Financial support and advice will draw on the experience of staff in gaining a rounded view of a student's financial position and providing appropriate advice and referral systems. Specific actions for prospective students includes:

- the provision of financial information, with 'Frequently Asked Questions' and illustrations of the cost of study for students on different types of courses, through a dedicated and interactive section of the University website and an annually updated booklet;
- named financial adviser with particular responsibility for provision of fee information relating to variable fees, state support, bursaries and scholarships;
- incorporation of financial and fees advice as an integral part of information provided for prospective students through open days, the website, the prospectus and other publications;
- a series of talks in local schools and colleges;
- inclusion of financial planning in our 'Preparation for HE' course which forms part of our range of outreach activity (see Annex);
- an information pack sent to all full and part-time students receiving offers of places on programmes, clarifying their position in relation to fees and financial support;
- a communications campaign developed by the Marketing Office.

For new and continuing students financial support and advice will be provided by the Student Finance and Financial Support team within the Office of Student Affairs. The University has been commended by QAA for its strong student support service. The team of advice and support staff will provide information and assistance to students through our 'one-stop shop' facilities. We will:

- provide administrative support for the Access to Learning Fund and a new Greenwich Financial Support Fund;
- add financial advice to the student user section of the University's web site;
- provide support sessions on finance.

The Students' Union, and in particular its team of student advisers, will also play an important role in providing additional support and in telling students about sources of information and help. The Students Union also has a grants and funds database to provide

information to current students. Information on Student Union services will also be widely available to students through the University's 'one-stop shops'.

## **5.0 Outreach work**

Participation with success is the primary goal of the University's Widening Participation Strategy. We believe that access to higher education only has real value if those students who are recruited into the University continue and succeed in their studies. However, some students do not complete their awards and the improvement of retention rates is an institutional priority; the University has set a target to reduce non continuation rates to at or below the benchmark over the period of the Access Agreement.

The University has a well developed culture of strong student support and aims to provide a high quality system of pastoral, personal and academic support for all students. Such support is viewed by the University as of central importance in encouraging students from underrepresented groups to study at the University in the knowledge that a wide range of support mechanisms exist.

Pre and post entry support is provided through a range of initiatives and students are made aware of the systems of pastoral and personal support in the University through pre-entry events and activities. The Summer University enables students to access a number of learning skills courses designed to support preparation for university and their progression and success between different levels of study. Dyslexia and disability support is well developed and at confirmation and clearing, counsellors are available to provide students with advice on the support systems available. We intend to invest further to enhance the capacity of these activities.

For students studying through partner colleges, the sector's small group sizes and extensive experience of working with disadvantaged groups and students with specific learning needs ensure that students recruited to programmes delivered in the FE sector are intensely supported. For the benefit of internal students, the University intends to invest a significant proportion of anticipated new fee income recruiting additional academic staff to reduce staff-student ratios and on that basis to further improve our learning and teaching and tutorial support services. Investment will also be put into enhanced learning and skill support on all programmes and through an extension of Summer School and Summer University programmes in specific subject areas.

A range of activities currently takes place with mature learners, this includes adult guidance work through the office of Student Affairs, a range of Access open days, for example Access to health, and taster days which are open to all mature learners. The Summer University programme provides bridging and pre-entry support for mature learners and weekly study skill sessions are provided which are accessed by a wide range of students. The University also runs two mature student open days. It will be the intention to build on this work to increase support for Access and mature students and to enhance education guidance for mature learners.

The University proposes to appoint an education liaison officer with a particular focus on access and advice and guidance for mature learners, a mature student society, mature student helpline and a special induction for mature students will also be established.

A member of staff will be appointed to deal specifically with the learning enhancement agenda. Additional pre-entry support will be provided through further development of the University's Passport Programme with its emphasis on preparing for higher education and learning and study skills for post 16 learners. New subject specific Summer Schools and FE Summer Schools are also planned.

## **6.0 Milestones**

Given the good baseline which already exists in relation to widening participation a major aim of the University's Access agreement is to retain existing levels of recruitment and to maintain performance at or above the benchmarks. The published performance indicators will be used as indicators of success in the implementation of the Access Agreement.

The indicators set out in table 1 will provide the measures against which the University will assess its progress. The main area where the University will seek improvement is in student retention as part of the aim of reducing rates of non completion to at or below the benchmark.

Two milestones are therefore a key aspect of the Access Agreement:

- (a) maintenance of the benchmark levels, or better performance, in relation to widening participation as evidenced by HEFCE performance indicators. (Table 1 a.)
- (b) increase of student retention in the period 2005- 2008 (measured in terms of projected outcomes of neither award nor transfer. (Table 1 b.))

The evaluation of the impact of access measures and widening participation initiatives and activities will be significant in enabling the university to assess not only the benefits of additional financial support measures and interventions, but also improvements in staff-student ratios. As work takes place with pupils from upper primary through to secondary education it will be important to undertake longitudinal analysis of long term benefits of projects and activities. The University will monitor the retention and success rates of those entering University from non, or less, traditional entry backgrounds, in order to evaluate the extent to which provision of education and support mechanisms meets with student need. The University will also use management information to guide interventions to address, for example, student withdrawal and at risk programmes.

All University Schools will, in addition to existing targets, develop targets for outreach, retention, pass rates and employability in their student cohorts, as appropriate; these will be incorporated into the School's Annual Reports. Research undertaken by the widening participation research officer will also provide important information to complement HEFCE performance indicators as well as data to underpin applications for external funding.

## **7.0 Monitoring Arrangements**

The Access Agreement and associated Widening Participation Strategy will be monitored through the corporate plan and annual operating statement and through the University's committee structure. Regular reports will be made to the University's Learning and Quality Committee which has a particular responsibility for learning enhancement and student achievement. The Fees and Financial Support Group and the Student Finance and Financial



Support Section of the Office of Student Affairs will also play a key role in monitoring activities.

**Extract from:  
University of Greenwich  
Widening Participation Strategy**

## **Introduction**

*Participation with success* is the primary goal of the University's Widening Participation Strategy. This recognises that widening access to higher education only has value if those students who are recruited into the University progress and succeed in their studies. A major aim is to ensure that efforts for widening participation are embedded in all areas of work, that barriers to participation and achievement are successfully identified and removed, and that good practice, both within and outside the University, is used to evaluate and enhance provision.

The University's strategy takes the student life cycle as an organising concept to ensure a holistic, integrated and efficient approach. One of the key elements of the University's work in widening participation is to create a mechanism whereby both young and mature learners have access to a relatively seamless pattern of contact, raising aspirations, enhancing access and widening choice at different stages. Research has shown that progression and access routes to higher education are complex involving both lateral and vertical progression and thus it is important for such diversity to be reflected in the University's approach. This is particularly evident in the development of a progression curriculum creating links with the University at each learning stage for young people through from upper primary to higher education entry, and also embraces post –entry support though a focus on participation with success and subsequent employment. Adopting the student life cycle as an organising concept relates closely to the University's mission commitment on nurturing excellence, with the first level of study focused on nurturing learning, the second on consolidation of the learning experience and the third on the development of independence in learning. The strategy encompasses both activities for young people and adult learners. The Aimhigher initiatives place a major emphasis on young people under 30, however, given the significant number of adult learners recruited to the University and partner colleges it is important that the University strategy maintains and enhances widening participation activity for mature learners.

The Student Life Cycle covers a number of distinct stages, viz:

- Raising aspirations - (Outreach)
- Pre-entry activities - (including admissions)
- First year/first level - (nurturing)
- Progression - (consolidation)
- Employability - (independence)

and provides an organising framework for widening participation activities in a number of key areas including mentoring, and ambassador programmes, taster sessions and discovery and challenge days, information and advice sessions, open days, summer schools, progression agreements and compacts, foundation years and research and tracking.

Significant numbers of young and mature learners are involved in these activities and there is widespread commitment from University staff to the widening participation agenda. Synergy has been created between various activities through the identification of key organising themes and

priorities for widening participation. These themes provide the organising framework for the University's work in widening participation, underpin the University's Access Agreement and link into, and form the basis of, Aimhigher and related widening participation initiatives.

## **Widening Participation Themes**

Six themes have been identified to link closely to the student life cycle and to support key corporate objectives viz:

- Pathways to Learning
- Passport to Higher Education
- Summer Learning
- Student Experience Initiative
- Employability
- Research

The themes fit well with initiatives such as Aimhigher and thus enable the University's work to link clearly to that of other partner education providers in London, Kent and Medway. Underlying each widening participation theme are a number of common issues. **Raising attainment** underpins all the proposed widening participation activities and a major emphasis of the University's work is on raising attainment both pre and post entry. It is widely acknowledged that widening participation and attainment of targets require innovative curriculum solutions and **curriculum development** is a second issue that will impact on all activities. **Staff development** is required for University staff, staff in partner colleges and schools and a commitment to staff development will underpin and support all widening participation work. Each of the themes are outlined below.

**Pathways to Learning** focuses on raising aspirations and building progression networks for both young people and adults and links closely to the three Aimhigher projects in which the University is either lead or an active participant<sup>1</sup>. Tasters, super learning days and mentoring are an integral aspect of this theme. Ambassador and mentoring activities are of particular importance in raising attainment and aspirations among young people while also linking into employability through providing university students with valuable work related experience.

The University has developed close links with EiC partnerships, Education Action Zones, Excellence clusters, LEAs and schools through Aimhigher and School and Colleges liaison activities in the London boroughs of Greenwich, Lewisham, Southwark, Wandsworth, Lambeth, Bexley and Bromley and in West and North Kent and Medway. These well established links have been created to deliver a wide range of outreach activities targeted at non-traditional students with no history of higher education within their families. Widening participation initiatives and targeted interventions draw on extensive geo-demographic analysis using Indices of Deprivation and geodemographic profiling data, enabling the University to target a number of specific socio-economic client groups from low participation neighbourhoods including, for example, work with students in receipt of EMAs and white males from lower socio-economic groups.

The University is committed to enhancing its level of work with local state schools and raising the aspirations of school pupils able to benefit from higher education. This work will continue both within and outside of Aimhigher areas. The University has developed an excellent reputation for delivering innovative work with schools, including *Children's University* activities, *Challenge*

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<sup>1</sup> Aimhigher Kent and Medway, Aimhigher London South, Aspire South East London Aimhigher (lead)

*Days, Discovery Days, Science Week, Family Learning and Summer School* activities. The University seeks to continue this best practice and embed the examples of good practice identified in Aimhigher and the Tomlinson Report into mainstream work. Future work will focus on the creation of a standardised entitlement of pre-entry work for young people attending schools in local boroughs which aims to motivate and encourage young people to do well in their studies and to progress into higher education.

The training of undergraduates as student ambassadors and mentors will continue to provide role models for local school and college students taking part in awareness raising activities within and outside the institution. Student and peer evaluation of existing widening participation programmes has shown this to be especially important for students with no family history of higher education.

**Passport to Higher Education** focuses on pre entry activities with a particular emphasis on removing the barriers that may hinder entry to higher education, enabling potential students to make the right choice of programme and ensuring students are adequately prepared to succeed in their programme of studies. Progression Accords and compacts form a significant area of activity and place particular emphasis on recognition of the importance of the wider student experience and learning and study skills in underpinning entry to higher education. The University is committed to developing a common approach to pre entry work through progression compacts and will extend and roll out its Passport Programme according to local need. Pre-entry Guidance will be an important focus for widening participation together with an enhanced emphasis on AP(E)L, particularly in the context of work based learning. This work also encompasses admissions and there is a commitment within the University to review continually recruitment practices and to ensure that admission and selection practices are free of any inadvertent bias which might disadvantage students from non-traditional backgrounds. Regular staff development sessions for HE admissions tutors and FE and school staff enable annual review and updating of admissions criteria, especially in response to changing curriculum requirements within schools and colleges.

The University will continue to closely work with its Partner Colleges to widen access from further to higher education, by developing clear progression routes with an explicit focus on vocational progression. Flexible programmes and alternative entry routes such as pre-entry support through the Summer University and the development of a 'Pathways to Learning Programme' for non-traditional learners in adult, further education and community settings will be a key area of activity. Geo-demographic profiling tools will be used to ensure that outreach activities can be targeted towards low participation neighbourhoods.

**Summer Learning** will be an important aspect of supporting student recruitment and retention through two interlinked summer learning programmes; first, Summer Schools for school pupils in years 10 to 13 as part of raising aspirations and encouraging enhanced links with higher education; second Summer University through a focus on equipping students with an appropriate set of skills and knowledge prior to entry, providing a taste of higher education and enhanced skill, study and employability support for current students.

**The Student Experience initiative** is a key aspect of the widening participation and learning and teaching strategies through an emphasis on enhanced systems of personal and pastoral student support and on developing student employability. Personal tutoring is viewed as of central importance in helping students to:

- understand their programme
- develop study skills
- make choices in relation to their programme

- deal with non-academic problems
- achieve employment.

Personal tutoring serves to help students successfully negotiate their programmes, effectively manage their learning, optimise their performance in assessment and ultimately handle themselves effectively when seeking employment.

The University will use, and seek to further develop, a variety of methods to provide additional support for students at risk. These include:

- Enhanced personal tutorials and group tutorials
- Study skills sessions on all campuses
- Key skills packages, e.g. in learning and study skills, for individual use through IT based delivery
- Counselling and guidance
- Mentoring
- Specialist support for students with particular needs, e.g. disability and dyslexia

The range of these support services will be extended, and the provision enhanced, to improve the effectiveness with which the University currently caters for WP students' academic and personal experience of study. Consideration will be given to a wider range of methods for supporting students, including peer support and e-Learning opportunities.

The University provides a disability and dyslexia service at each campus and has succeeded in widening access to many students with disabilities who formerly might not have contemplated studying in higher education. The WP strategy includes a focus on disability to raise participation in HE by students with disabilities living in neighbourhoods which do not have a culture of study in HE and where the lack of aspiration and opportunity for such people, compounded by their disabilities, may currently be a significant barrier to attendance. Specific locally-negotiated borough-wide targets will be developed to focus on overcoming barriers to access for disabled students.

**Employability** focuses on ensuring that students graduate with an appropriate set of employment related skills. Work related learning, entrepreneurship and graduate employment will each be important aspects. Career planning and management will provide a key aspect of activities offered under this theme through the Student Experience Initiative. A range of University School employability support programmes will be developed for students as part of the Student Experience Initiative, making use of both on-line key skill and learning packages and providing opportunities for students to gain accreditation for employment related experience such as, entrepreneurship, real work projects for external clients, part-time employment, ambassador and mentoring programmes, student representation and student union activities.

**Research, monitoring, tracking and evaluation.** The evaluation of the impact of widening participation initiatives and activities will be significant in enabling the University to assess the value added and significance of both long and short term initiatives. As work takes place with pupils from upper primary through to secondary education a key aspect of the strategy will be to undertake longitudinal analysis of long term benefits of projects and activities. Research will be carried out in academic areas where students are at 'high risk' of non-completion, to determine the factors that are particularly significant in relation to retention.

Research will also provide important benchmarks to complement HEFCE performance indicators as well as data to underpin applications for external funding. Such research will enable the University to raise its national and international profile in this area through dissemination of results and good practice.

The University will continually review the deployment of widening participation funding and additional fee income to support the key themes of the strategy. This will involve assessment of which activities should be maintained or further developed and which might be reduced or ceased in the context of resources, both financial and human, and the evidence of research. An annual widening participation action plan will be produced as a key aspect of the corporate plan and annual operating statement, this will include assessment against key target and the evaluation of performance indicators.