

Access Agreement 2012/13

1. Background and context

This Access Agreement will build on the University of the West of England's impressive track record in delivering widening participation to higher education and enabling students from under-represented groups to succeed. The University has a strong record of promoting educational opportunity and delivering activities, support and interventions. This commitment is evidenced in the University Strategic Plan ¹, the University Widening Participation Strategy ², the current Widening Participation Strategic Assessment ³ previous Access Agreements ⁴ and a wide range of University wide strategic and operational plans, involving the University's academic Faculties and also professional support services.

UWE Bristol works as a "Partnership University" with other educational providers and sectors, and with related organisations (such as those engaged in IAG), with employers and employer organisations, community and voluntary organisations and most importantly future, current and former students. Delivery of this and future Access Agreements will be part of a long term engagement in Enhanced and Sustained Partnerships. This will include continuation of our support for Academies and Trust Schools, and our engagement with new Teaching Schools and at least one University Technical College. In addition we have renewed our commitment in 2011 to continue to work with our UWE Federation partner colleges. Our policy on fees will support additional investment in this work.

Our delivery is founded in a range of ground breaking research, including that by Professor Lynn Raphael Reed and colleagues related to young participation in higher education in Bristol and in other cities ⁵. The University led the HEFCE funded project on Enhanced Partnerships with schools in Bristol in 2009/10 ⁶. The University was Xcel Widening Participation University of the Year in 2009, and UWE students were awarded Xcel Student of the Year awards in 2010/11.

Support for under-represented groups is embedded in the full student life cycle, from raising the aspirations of potential students to supporting the onward transition of graduates. From raising aspirations, through outreach activities, transition to UWE, retention, achievement, employability and further study, UWE provides a "One University" approach. This Access Agreement reflects and builds on that approach for the future.

We are proud of our reputation and track record in widening access to higher education and recruiting students from under-represented groups, and we are determined to do more in the future. Our approach so far has resulted in our meeting and beating key performance indicators, and in this Agreement we set ourselves ambitious targets for the future.

¹ Strategic Plan 2007-12 Revised 2010-12. <http://www1.uwe.ac.uk/aboutUWE/strategy/assets/pdfs/strategic-plan-2010-2012>

² Widening Participation Strategy <http://www.uwe.ac.uk/wideningparticipation/strategy>

³ Available on request

⁴ See <http://www.offa.org.uk/access-agreements>

⁵ Young Participation in Higher Education: a sociocultural study of educational engagement in Bristol South parliamentary constituency Bristol: UWE and HEFCE 2007 with C Croudace, N Harrison, A Baxter and K Last.

⁶ Developing Enhanced University Partnerships with Schools in Bristol: UWE and HEFCE 2011 Professor Ron Ritchie et al

2. Developing the new Access Agreement for 2012/13

The University established a Project Board, under the Chairmanship of a Deputy Vice-Chancellor, comprising members from across senior management, academic faculties and professional support services. A set of Guiding Principles was agreed to steer the development of the Agreement and they will underpin delivery. They are attached as **Annex 1**.

Representatives of the Student Union have been included in discussions as members of the Governing Body and in a series of discussions with staff developing this Agreement. The SU commented on earlier drafts and made suggestions which have been adopted, in particular in relation to bursary provision and the criteria for the National Scholarship Scheme. This Agreement was authorised by the Board of Governors, endorsed by the Vice-Chancellor's Executive Group and approved by the Vice-Chancellor.

This Agreement refers to 2012/13, although we have considered outline planning for 2013/14 and 2014/15 as part of the development process. Costs for 2013/14 and future years are indicative at this stage.

3. Introduction

This Agreement places primary emphasis on a programme of access, retention, and employment measures, supported by specific bursaries for key target groups. The access, retention and employment measures included build on current established work, as well as providing opportunities for innovation.

Targeted bursaries will be offered as part of integrated programmes of outreach, intervention and support, so that students can enter the University, maximise their engagement with what is on offer and secure the highest outcomes in achievement and onward progression and employment. We have reduced our expenditure on bursaries compared with previous years, in light of research nationally, for example by OFFA⁷, and research conducted by our own staff⁸. We are moving away from using bursaries as marketing tools to attract disadvantaged students to the University. We will use them as part of integrated programmes to support retention and achievement, along with the other access measures detailed in this Agreement.

Our new programme of integrated access measures and financial support will be identified as the University of the West of England Student Progression Framework. It will be a "compact" between the student and the university, building two way loyalty and commitment. Establishing this new package will allow us to build on our current progress under earlier Access Agreements, as well as support the development of new ideas and interventions.

This Agreement will allow us to respond to changes in the requirements of students and the market in HE, and potential changes in government policy/requirements as the new funding regime beds in, as we currently understand them. Although we are advised that 2012/13 is a "transition year", we would like, if practical, to use this Agreement as part of an integrated programme of long term development.

4. Assessment of access and retention record and targets for 2012/13 to 2016/17

4.1 Priority target groups

We have identified the following priority groups to target in 2012/13, building on our current Access Agreement and long standing practice and track record:

- a) Potential students from Low Participation Neighbourhoods, recruited nationally and also targeted through our partner schools and colleges, including through a new UWE Compact Scheme under the University of the West of England Student Progression Framework;
- b) Care leavers;

⁷ Have bursaries influenced choices between universities? OFFA September 2006

⁸ Research by Neil Harrison et al, forthcoming 2012

- c) Access to HE Diploma (QAA validated) students;
- d) Disabled students;
- e) Students from black and minority ethnic groups;
- f) Students from disadvantaged groups accessing the professions;
- g) Students in the UWE Federation Colleges.

Groups a) to d) will be offered bursary support through the UWE National Scholarship Programme, as well as integrated programmes of activities and interventions.

We have also identified further groups that we may wish to prioritise specifically in future years, depending on funding available, including:

- The unemployed and those in low paid employment;
- Apprentices;
- Part-time students;
- Mature students;
- Post graduates from under-represented groups;
- Other work based learners.

The above priority groups are not mutually exclusive, and some students may “qualify” under more than one heading.

4.2 Fees and fee income above £6000

It is our intention to charge tuition fees of £9000 a year in 2012/13 to all new full-time home/EU undergraduate students. In accordance with the guidance issued by OFFA by email on 31st March 2011, information about undergraduate and post graduate students in 2012/13 for initial teacher training (ITT) leading to qualified teacher status has not been included in this Agreement.

The estimated number of entrants at this fee level in 2012/13 will be 5715 By 2015 this will rise to over 15,000 We would seek to increase fees each year to maintain their value in real terms, as permitted by Government regulations.

4.3 Expenditure on additional access and retention measures

We expect to spend over £10.5 million a year on additional access and outreach measures (see Annex B for details). This will represent 22.8% of the additional income above the basic fee and demonstrates the University’s absolute and real commitment to widening participation.

We have included a range of continuing interventions and activities as well as new proposals. We have included additional commitments to tracking and research and to data analysis and monitoring and evaluation. This will provide resource to review outcomes in 2012/13 for specific target groups with a view to refining provision in subsequent years. We may therefore wish to review our commitments in subsequent Access Agreements, but always with a clear focus on increase and improvement.

This Agreement includes additional expenditure on our Core Outreach Programme, and further development of our Enhanced Partnerships with key local and regional schools and colleges. It also includes funding for a new UWE Compact Scheme under the the University of the West of England Student Progression Framework. The university committed additional funding of £400,000 to Core Outreach activity in 2011/12, to replace external funding which was withdrawn (including from Aimhigher, the Lifelong Learning Network, the Regional Development Agency, the Teaching Development Agency and from local authorities), in addition to baseline funding of £750,000. Funding has also been allocated under this Agreement to measures which will enhance the student experience, increase retention, develop leadership skills and lead to improved employment prospects and outcomes for targeted students.

This Agreement will therefore support students into and through UWE. Our work will include raising aspirations, supporting attainment prior to entry, transition to UWE, achievement at UWE, engagement with the University and the full student life cycle and progression into graduate level employment or other successful outcome.

4.4 Track record and targets/milestones

It is clear that the current and future environment and context will be unpredictable and challenging across the sector for a number of years. However, at this time, we have identified ambitious and challenging targets for future years, based on our current good track record.

Our overall objectives are to:

- Increase the number of students recruited from priority target groups (See 4.1 above);
- Increase the volume of activity through Outreach and through the student life cycle;
- Increase the number of students retained from priority target groups;
- Increase the number of leavers moving into graduate level employment or other graduate level destinations from priority target groups;
- Continue current efforts to try to agree a sustained programme of generic widening participation in partnership with other universities and associated stakeholders.

We recognise that we may wish to revisit our targets in the light of any significant changes to the external context within which we are operating.

Percentage of students recruited from Low Participation Neighbourhoods.

This is our key measure of widening participation at the University, and is a key performance indicator in the University Strategic Plan ⁹. It is included in our current Access Agreement ¹⁰ and our Widening Participation Strategic Assessment ¹¹ to 2011/12. The data below demonstrates current progress and proposes a similar trajectory in future years.

TABLE 1

LPN - young full-time first degree entrants (HESA Table T1a)										
Baseline %	Achieved %			Target %						
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
9.5	8.9	9.3	10.2	10.6	11.0	11.4	11.8	12.2	12.6	13.0
Location adjusted benchmark 09/10 10.2%										

Table 2

LPN - young full-time first degree entrants, all undergraduates including Fd, HND, HNC etc (HESA Table T1b)										
Baseline %	Achieved %			Target %						
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
9.6	9.1	9.4	10.5	10.9	11.3	11.7	12.1	12.5	12.9	13.3
Location adjusted benchmark 09/10 10.6%										

⁹ ibid

¹⁰ ibid

¹¹ ibid

TABLE 3

LPN – mature full-time, all undergraduate entrants (HESA Table T2a)										
Baseline %	Achieved %			Target %						
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
14.7	14.4	16.6	13.6	14.0	14.4	14.8	15.2	15.6	16.0	16.4
Location adjusted benchmark 09/10 11.4%										

Source: HESA Performance Indicators in HE in the UK.

We intend to target these students through bursary provision and through integrated access measures described below, including the new the University of the West of England Student Progression Framework.

Care Leavers

The University acquired the Frank Buttle Trust HE Quality Mark in June 2009 for work with Care Leavers and Young People in Care. The University has led work in the local region through Aimhigher West, working with local authority Virtual Schools for young people in care. With the end of Aimhigher funding the University has committed funds in 2011/12 to continue outreach work with Care Leavers and support for them on entry to the University and throughout their studies.

In 2010/11 we provided bursaries to 26 students, in three cohorts, all under the age of 25. We intend to offer bursaries to include over 25 year olds from 2012/13. Attrition rates for care leavers have improved from 40% in 2007 to 30% in 2009.

Our target for 2012/13 is 20 new Care Leavers, who will be offered bursaries and integrated programmes of access measures including the new University of the West of England Student Progression Framework. We wish to maintain similar levels of recruitment for subsequent years, build on the retention record referred to above and target care leavers for graduate employment.

Access to HE Diploma students

The University has a long and successful track record of work to support Access students, including the established Access to HE Progression Accord. As reported in our Access Agreement and Widening Participation Monitoring Return for 2009/10, our Access students come disproportionately from disadvantaged groups:

TABLE 4

	Access acceptances 09/10	Non Access acceptances 09/10
NS SEC 4 – 7	49.5%	32.2%
LPN	45.1%	26.8%
Bottom 40% IMD	35.0%	21.8%

Numbers of Access to HE Diploma students entering UWE increased from 280 in 07/8 to 428 in 10/11, although some of these were for NHS programmes.

We expect to award 275 bursaries to Access students in 2012/13 as part of integrated programmes of access measures including the new the University of the West of England Student Progression Framework. (This will exclude NHS students).

Percentage of students recruited in receipt of Disabled Student Allowance

The University has made good progress in recruiting students in receipt of Disabled Student Allowance (see Table 5 below). However, we recognise that only counting DSA is likely to mean considerable underreporting of disability. We intend therefore to target 100 Disabled students for bursaries in 2012/13 on the basis of Disability Living Allowance. Disabled students will be offered bursaries and integrated programmes of access measures.

TABLE 5 HESA Table T7

Baseline %	Achieved %			Target %						
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Full time students 09/10 Benchmark 5.2%										
3.9	4.1	4.6	5.5	5.8	6.1	6.4	6.7	7.0	7.3	7.6
Part-time students 09/10 Benchmark 2.8%										
2.9	3.1	3.4	4.9	5.2	5.5	5.8	6.1	6.4	6.7	7.0

Percentage of students retained

The University currently does better than sector adjusted achievements, in accordance with the latest data available from HESA, which is for 2008/9. We expect to see a decrease in 2009/10 as we have already tightened regulations with a view to increasing standards. We have set demanding targets for future years.

TABLE 6 using HESA data

Baseline %	Achieved %			Targets %						
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
89.1	88.3	89.4	88.5	89.0	89.5	90.0	90.5	91.0	91.5	92.0

Percentage of target students taking up graduate level employment or further study

We do not have disaggregated data on graduate level employment or further study for our target students. National datasets do not at this time enable tracking by these categories. We have carried out our own selective research, for example into progression to employment for students from black and minority ethnic groups. Our commitment to investment into tracking and to additional data collection and analysis in this Agreement will enable us to identify relevant performance indicators in future years. Our new University of the West of England Student Progression Framework will support the continuation and improvement of our current work to enhance the employment opportunities of our graduates from under-represented groups.

5. Collaborative Partnership for Widening Participation

The University invited senior representatives from Bristol University, Bath University, Bath Spa University and the University of Gloucestershire to meet on 5th April 2011 to consider the development of a new collaborative partnership to widen participation in the local region from 2011/12. As a result it was agreed that in 2011/12 and in 2012/13 the Universities would continue to liaise at senior and operational levels to:

- Seek to promote common messages about the value of higher education;
- Share communications about institutional provision to support widening participation in higher education.

Once future funding and support arrangements become clearer, the Universities will consider what further collaboration might be appropriate.

We have stated our commitment to providing funding for collaborative activity to widen participation in future. We will continue to explore further collaboration with other stakeholders, including schools, colleges and guidance services. We will continue to develop our Enhanced Partnerships with key schools and colleges.

The University is currently a member of the Western Vocational Progression Consortium with 6 other higher education institutions in the region, and those institutions' collaborative partners. This group supports progression of vocational and non-traditional learners into and through higher education, and the development and support of higher education in further education. This includes responsibility for the "Lifepilot" website (www.life-pilot.co.uk) which offers information, advice and guidance to adult, part-time and work-based learners. It has been agreed that the Consortium will continue into 2011/12, and the University will negotiate for its continuation in 2012/13.

6. Enhanced Partnerships with schools including Academies and Trust Schools

The University has a long standing commitment to working locally and regionally with schools on diverse programmes to support widening participation in higher education. UWE recruits approximately 50% of its undergraduates from the local region, and works closely with schools and the local authorities to enhance attainment, to raise aspirations and promote progression to University of local school and college students. The city of Bristol includes areas of stark social inequality and educational and multiple deprivation. The University was the first higher education institution to support an academy when we sponsored the City Academy, Bristol in 2003. This sustained partnership working with an inner city school in a low participation area, has proved very successful and seen dramatic improvements in pupils' achievements and progression to higher education. UWE is currently engaged in support for 3 other academies (soon to be 5) through its sponsorship of the Cabot Learning Federation (CLF) and several trust schools through its sponsorship of Trust in Learning; the Worle-Westhaven Trust and the South Bristol Co-operative Trust. All of these schools are in low participation areas. The impact of this work has been recently evaluated as a part of a HEFCE-funded research project, soon to be published, which provided sound evidence of the positive impact of this work¹². UWE is also actively involved in the development of a new Teaching School (again through CLF) and a University Technical College (with City of Bristol College).

These 'Enhanced Partnerships', which have been supported under earlier Access Agreements, will be sustained and further developed in 2012/13, through the delivery of the proposed key interventions and access measures detailed below (Section 8), and through dedicated engagement in particular under the Outreach Programme. We will work with partners to generate and share knowledge, expertise and resources related to teaching, learning, curriculum enrichment, learner support, leadership, governance and organisation with a view to building educational excellence.

7. UWE Federation

The UWE Federation is an established strategic partnership between the University and further education colleges in the local region. It provides opportunities for students to study on higher education programmes locally, and to progress to a top-up year at the University. In 2011 the University has reviewed the operation of the Federation and renewed its commitment to continued support and partnership in the future. Relationships with 4 colleges in particular will be deepened and enhanced, including through increased activities aimed at raising aspirations, increasing students to UWE and expanding progression agreements to UWE from Foundation Degrees.

Fee levels will be the same as for the University, but we will negotiate with colleges about the level of bursary/fee waiver and access measures they wish to offer. Partner colleges will be required to make provision at least at the same level offered by the University. Arrangements will be agreed that are appropriate locally.

¹² ibid

The Federation is particularly effective in attracting a range of students who are under-represented in higher education. In 2009/10 70% of Federation students were mature students over 21 years of age, compared with an average of 50% for UWE as a whole. Also in 2009/10 50% of Federation students were studying part-time, compared with 40% for the University overall. Federation students are also marginally more likely to have entry qualifications other than A levels. HESA data for 2008/9 indicates that 16% of UWE Federation students were from Low Participation Neighbourhoods.

8. Proposed key interventions/access measures

The following will be provided as elements of the integrated University of the West of England Student Progression Framework:

8.1 National Scholarship Programme

The University will offer a scheme under the National Scholarship Programme (NSP) to provide 514 bursaries, and integrated programmes of support, for students from low income households, who come from Low Participation Neighbourhoods. Priority will be given to local/regional students under the new UWE Compact Scheme and aligned with the further development of our Enhanced Partnerships with key schools and colleges. Care leavers will be guaranteed a bursary. A key principle underpinning the scheme is that bursaries will be linked to integrated programmes of access measures. Beneficiaries will receive bursaries of £1,000 in Year 1, together with Vouchers equivalent to £2,000 which can be exchanged for accommodation. If a voucher for accommodation is not required a fee waiver will be offered.

8.2 UWE Bursaries

In addition to the NSP, the University will offer 500 UWE Bursaries for students from low income households from our target groups. These students will receive a bursary of £1,000 in Year 1. This scheme will benefit a maximum of 500 students.

8.3 UWE Retention Bursaries

Students who qualify for a NSP bursary, or a UWE Bursary, will be eligible for a Retention Bursary of £1,000 per annum in Years 2 and 3. This responds to research that we have undertaken which indicates that bursaries can support retention, and to discussions with and advice from our Students Union.

8.4 Access Fund

The University will provide a bespoke Access Fund. This will provide flexible support for target students to secure retention and support achievement. In particular it will be used to ensure that Disabled students get the support they need. It will include awards for:

- costs for severely disabled students who have used all their DSA allowance
- diagnostic testing costs
- high travel or childcare costs
- emergency funds.

8.5 Outreach Programme

The University invested in additional Outreach in 2011/12, following the demise of external funding, including from Aimhigher, allocating an extra £400,000 to normal baseline funding of £750,000. In 2012/13 we will maintain current expenditure and increase funding and delivery further. Delivery will be through a revised and refocused raising aspirations and progression programme as part of the University of the West of England Student Progression Framework. It will be based on refined targeting in line with this Agreement and with additional emphasis on outcomes. This will include tried and tested interventions including for curriculum support (master classes, revision and study skills, literacy and numeracy etc.), Information, advice and guidance, mentoring, tutoring, summer schools, Knowledge Exchange Networks, CPD for staff, special events and talks. The menu of activities will be

offered to schools and colleges as an integrated Progression Programme. This approach will be trialled in 2011/12.

A new UWE Compact Scheme will be developed for 2012/13 to replace the existing Heading Higher Passport Scheme. The new Scheme will be targeted at students from Low Participation Neighbourhoods in key partner target schools and colleges, and will include Access to HE Diploma students, Care leavers and Disabled students. It will be integrated with Outreach and the provision of bursaries. The criteria for the Scheme will enable the inclusion of contextual data in the admissions process to UWE. In addition, we will align the scheme with enhanced access to employers, for example the BBC Bristol Face to Face programme which supports progression into careers in the creative industries and media. This will include the provision of mentoring and internships. We will develop further links with employers, including through Business West. The scheme will include levels of entitlement for target students to activities which will be University based and also delivered in schools and colleges. As this is a new scheme, being launched at a time of significant contextual change, we will monitor closely its introduction.

The Outreach Programme will include support for existing and additional Enhanced Partnerships with schools, as described in Section 6 above. This will support the achievement of targets and milestones identified in this Agreement.

The Outreach Programme will also include further work through the UWE Federation of colleges, to consolidate and enhance current delivery, and to support the achievement of targets and milestones identified in this Agreement. See also Section 7 above.

There will be additional investment in 2012/13 in research into and tracking of participants into and through the student life cycle at UWE (See 8.9 and 8.10 below). We will also review our monitoring and a range of qualitative and quantitative evaluation mechanisms. This will start through investment in and the introduction of a new CRM system for Outreach activity across the University in 2011/12. All of these developments will be used to demonstrate outcomes, refine targeting and inform planning for future Access Agreements.

8.6 Access to the Professions for under-represented groups

There will be bespoke new work to raise aspirations and support progression into higher education at UWE for students from Low Participation Neighbourhoods, for:

- Women, students from black and minority ethnic groups and disabled students into Engineering;
- Under-represented groups in accounting;
- Black and minority ethnic students and men into education (for example men working in Early Years);
- Men into the health care professions.

There will be additional work to provide a range of employability interventions for undergraduates from a variety of under-represented groups, including focused careers support, and encouragement to engage in volunteering activity to build skills, knowledge and confidence. In addition a range of opportunities for high quality work experience such as paid internships and mentoring links with professionals will be provided. This will be based around key professional areas in burgeoning modern and also traditional professions, including, but not exclusively, business (including marketing and HR) and finance, law, media, public services and IT. We will utilise and expand existing expertise and experience and well established collaboration with employers. Students will be offered funded high quality work experience during the summer vacation at the end of the first year, and during term time

on a part-time basis. This will give students from low income backgrounds an alternative to low quality part-time work.

8.7 Peer Assisted Learning – UWE Leaders Scheme

We will build on the current, very successful, Peer Assisted Learning programme to offer students from disadvantaged backgrounds a wide programme of leadership training in Year 1. The scheme will nurture leadership skills and develop planning for and preparedness for employment through higher education, compensating for contextual disadvantage which can affect students from our target groups. We will support students in TEL, science and communication, on our Graduate Development Programme and through other institutional services and provision. Targeted activities will be offered to address specific cultural/gender or other sensitivities. This programme will lead into the Vice-Chancellors Student Leadership Programme in Year 2.

8.8 Vice-Chancellor's Student Leadership Programme

This will build on the current successful Peer Assisted Learning Scheme, the new UWE Leaders Scheme (8.5 above) and the existing UWE Careers Employability and Diversity Scheme to offer a new programme of support and interventions for disadvantaged target students. It will encourage the development of leadership skills and preparation for and entry to leadership roles in employment. It will offer:

- A series of fora and meetings;
- Bespoke training and development;
- Enhanced access to current leaders;
- Access to networks for future employment;
- Research opportunities;
- Opportunities for internships and mentoring.

8.9 Information and communications

Our approach will be reviewed in 2011/12, and there will be additional investment to respond to the complexities of the new financial support system and to take account of the outcomes of the KIS consultation. In 2012/13 we will develop bespoke information materials and communication mechanisms for key target groups to disseminate messages about statutory funding and about UWE support into, through and beyond University. Target audiences will be students in schools and colleges (including adults), parents and carers and IAG staff, tutors and teachers.

8.10 Information Advice and Guidance

We wish to invest in additional IAG as we see this as a critical area to support, in particular, the recruitment of students onto the best courses for them, and to secure their retention and achievement. We are conscious of the recommendations of the Millburn report into Access to the Professions and the current cuts and changes to guidance services available through local authorities and in schools and colleges. We will produce and maintain dedicated IAG resources for teachers and advisors, for use with students and parents. We will deliver bespoke programmes of CPD training for key staff in schools and colleges. We will offer 1 to 1 specialist IAG pre-entry.

8.11 Tracking and research

The University will fund a pilot project in 2011/12 to track students from under-represented groups into and through UWE. The outcomes of this pilot will shape a long term initiative to track and evaluate the student experience for target students, and to inform forward planning for future years. It will be informed by current research work at the University, including the “Paired Peers” comparative research with the University of Bristol into the experience of middle class and working class students.

8.12 Data analysis and monitoring and evaluation

We wish to invest in additional resource to critically review our current data analysis and monitoring and evaluation, and implement additional and meaningful new mechanisms. This will provide an opportunity to review how we set our targets to be most meaningful and effective, and how we ensure that our analysis feeds back into the most effective mechanisms for the future. This will mean we can ensure that all funds are used to maximum benefit, to improve future practice and to deliver the best outcomes for students.

8.13 Development Fund

A small Development Fund will be established to allow for growth, innovation and the further development of excellence in practice in future years. This will support our ambition to be a market leader in the areas of work included in our Agreement. It will provide an opportunity for staff across the university, for members of the Students Union and other partners to submit proposals for innovative development work to support the overall aims and objectives of the Agreement.

9 UWE Bristol monitoring and evaluation arrangements

The success of this Agreement, and the associated Widening Participation Strategic Assessment, will be monitored and reviewed at senior management level through report to the relevant Executive Groups (Participation, Community and Public Engagement and Learning and Teaching and Student Experience) and the Employability and Enterprise Management Group and be approved by the Vice Chancellor’s Executive Group. Operational matters will be considered by the Widening Participation Management Group and by the Schools and Colleges Partnerships Management Group. Progress against milestones will be formally reported to Academic Board. Reports will be submitted for approval as required to OFFA and HEFCE.

Guiding principles established to underpin the development of the Access Agreement 2012/13

The following principles were agreed at the start of the development process for the Access Agreement 2012/13 by the Project Board. They reaffirm the University's existing commitment to widening participation in higher education.

The UWE Access Agreement 2012/12 will be founded in:

1. A commitment to social justice, social mobility, fair access and widening participation.
2. A commitment to widening participation in HE from all those who can benefit, through raising aspirations, raising attainment and supporting progression into and through the university.
3. Our sector wide and national reputation for delivery and excellence in widening participation. This will be sustained and enhanced.
4. Building on current and future enhanced and sustained partnerships with local and regional schools and colleges.
5. A sustained commitment to, over the medium to long term, delivery of widening participation.
6. Support for information, advice and guidance, transition to UWE, retention, achievement and employability.
7. Delivery of integrated programmes and mechanisms of support into and through UWE for target students. To provide a student experience of the highest quality for all kinds of students.
8. A commitment to a higher education experience which leads to and supports enhanced employability for students and supports local, regional and national requirements for highly skilled graduates to meet the requirements of employers.
9. Commitment to working in partnership with other providers (universities and colleges) and other stakeholders including schools, guidance services, local authorities, employers organisations (such as Chamber of Commerce, CBI etc), guidance services, community groups and any other relevant institutions or groups.
10. Delivery of generic widening participation interventions as well as those which might lead to recruitment to UWE Bristol.
11. A realistic and sustainable model of delivery, which is also ambitious, within the resources available. Delivery which will be adaptable to the changing context and requirements of the market, sector, funders, OFFA and government.
12. Transparent and accountable activity across the University, including Service and Faculties.
13. Ongoing review and evaluation, to monitor progress and inform future planning and delivery.

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

[illegible]

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

[illegible]