

**University of Winchester**  
**Access Agreement 2012/13**

The University of Winchester is committed to widening access to Higher Education.

**FEES**

The University of Winchester will be charging a fee of £8,500 for all Full Time Undergraduate courses. This fee applies to UK and EU students and will rise annually at the rate permitted by Government regulations.

The fee for sandwich courses will be 50% of the full time fee during the placement year.

**STUDENT NUMBERS**

For the purpose of the Access Agreement, the student numbers includes all Full Time Home and EU students excluding TDA funded courses. The breakdown of assumed numbers by year is:

	2012/13	2013/14	2014/15	2015/16
Yr 1	1313	1313	1313	1313
Yr 2		1098	1098	1098
Yr 3			963	963
Yr 4				0
	1313	2411	3374	3374

**ACCESS RECORD**

The University of Winchester has a strong history of commitment to Widening Participation. This is demonstrated by our HESA Performance Indicators as well as previous Access Agreement expenditure to under-represented students. Over half of our students are classed as 'under-represented' by the Office of Fair Access (OfFA)<sup>1</sup>.

The University commits to an expenditure of 20% of the fee charged above £6,000 per FTE at steady state.

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<sup>1</sup> The 2009/10 Access Agreement Monitoring Report' reported 56.4% of students in receipt of OfFA Countable bursaries and scholarships

## EXPENDITURE ON ADDITIONAL ACCESS MEASURES

### The National Scholarship Programme

*We will match fund our NSP allocation as follows:*

	<i>2012/13</i>	<i>2013/14</i>	<i>2014/15</i>	<i>2015/16</i>	<i>2016/17</i>
NSP Match Funding	<i>£0</i>	<i>£91,500</i>	<i>£274,500</i>	<i>£457,500</i>	<i>£549,000</i>

- We will spread the allocation of our match funded NSP programme, supporting bright under-represented students at different stages of the academic studies.
- In year 1, our Government allocation will be awarded to the 61 students with the highest academic performance prior to entry. All these students must have a household income of under £25,000 (as determined by and SLC household income assessment for the purpose of Maintenance Support)
- The University Match Funding component of the NSP will support those top 61 students progressing from year 1 to 2, and then year 2 to 3 who achieve an end of year mark of 60% or more (based on the progression mark confirmed by the Exam Board) Again, these students must have a household income of under £25,000.
- The number of allocations will increase year on year to 122, then 183 as the Government increases the NSP fund.
- In the case of students who do not meet the criteria for funding in their second or third year, the University will use the funding previously allocated to them to create new awards for first year entrants.
- The amount on offer in each year (either through Government Funding or University Funding) will be:
  - First Year = £3,000
  - Second Year = £1,500
  - Third Year = £1,500
- In each case, the amount offered will be in the form of a fee waiver

### Outreach

*We will commit the following to Outreach measures*

	<i>2012/13</i>	<i>2013/14</i>	<i>2014/15</i>	<i>2015/16</i>	<i>2016/17</i>
Outreach	<i>£250,000</i>	<i>£175,000</i>	<i>£175,000</i>	<i>£175,000</i>	<i>£175,000</i>

In 2012/13, this figure will be at the higher level of £250,000 to account for expenditure in 2011/12 to work towards meeting the gap left by the end of AimHigher

## Retention

We aim to improve the retention of students at the University of Winchester with total allocations of:

	2012/13	2013/14	2014/15	2015/16	2016/17
Bursary Scheme	£242,500	£439,000	£762,000	£767,000	£767,000
Care Leavers Awards	£ 5,000	£10,000	£15,000	£15,000	£15,000
Hardship Fund	£ 32,825	£60,275	£84,350	£84,350	£84,350
Study Skills	£15,000	£15,000	£15,000	£15,000	£15,000
Attendance Monitoring	£10,000	£10,000	£10,000	£10,000	£10,000
<b>Total</b>	<b>£305,325</b>	<b>£534,275</b>	<b>£886,350</b>	<b>£891,350</b>	<b>£891,350</b>

- We will introduce a bursary scheme for full time UK/EU undergraduate students with a household income under £25,000. Students can choose if they wish to receive their benefit as:
  - A Fee Waiver
  - A discount to their accommodation if in University Halls or managed housing (from their final instalment)
  - Cash paid in May of each year
- The amount of bursary each eligible student will receive is:
  - First year - £500
  - Second year - £500
  - Third year - £1,000
- We will enhance the King Alfred Scholarship for care leavers, offering £1,000 per year of study. Students entering higher education at the University who have a Former Relevant care leaver status. This being those young people who are under 25 years old and who were 'looked after' by the local authority for at least 13 weeks since the age of 14 and which ended after the age of 16 (Children (leaving Care) Act 2000)

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

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

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

- We will enhance the resourcing for Hardship Funds by allocating 5% of the Access Agreement commitment per year. The funds will be allocated to students in need of additional support, as assessed by the Student Services department.
- We believe that offering additional study skills will aid retention. £15,000 will be allocated per annum.
- Targeted attendance monitoring will allow us to identify when students are disengaging from their course and then offer any necessary support. £10,000 will be allocated at per annum.

## Employability and Success

We will commit the following to Employability and Success activities:

	2012/13	2013/14	2014/15	2015/16	2016/17
Study Abroad Support	£0	£10,000	£10,000	£10,000	£10,000
Volunteering Support	£0	£10,000	£10,000	£10,000	£10,000
Graduate Jobs South	£5,000	£5,000	£5,000	£5,000	£5,000
Internship Support	£0	£10,000	£10,000	£10,000	£10,000
Post Graduate Fee Waivers	£0	£0	£0	£33,740	£33,740
<b>Total</b>	<b>£5,000</b>	<b>£35,000</b>	<b>£35,000</b>	<b>£68,740</b>	<b>£68,740</b>

The opportunity to study abroad on Exchange or Erasmus programme is a valuable means of improving student success. £10,000 per annum (at steady state) will be allocated to financially support under-represented students who would otherwise not take up these opportunities.

Volunteering is key to the mission and values of the University; encouraging our students to become active citizens. £10,000 per year will be allocated to support under-represented students who would otherwise not take up these opportunities.

The university is a partner in Graduate Jobs South, an initiative between the University of Winchester, Southampton Solent University, the University of Southampton and the University of Chichester which encourages students and graduates to remain in the region after graduation and work for local companies.

Unpaid internships/work experience helps to increase students' employability and enhance their career opportunities. We will allocate £10,000 per annum (at steady state) to fund a support package for under-represented students who take up unpaid work experience.

We believe that encouraging continuation onto post graduate study will enhance the employability of our students. 2% of the Access Agreement Fund will be allocated to Post Graduate Fee Waivers at steady state.

## Provision of Information

	2012/13	2013/14	2014/15	2015/16	2016/17
Provision of Information	£5,000	£5,000	£5,000	£5,000	£5,000

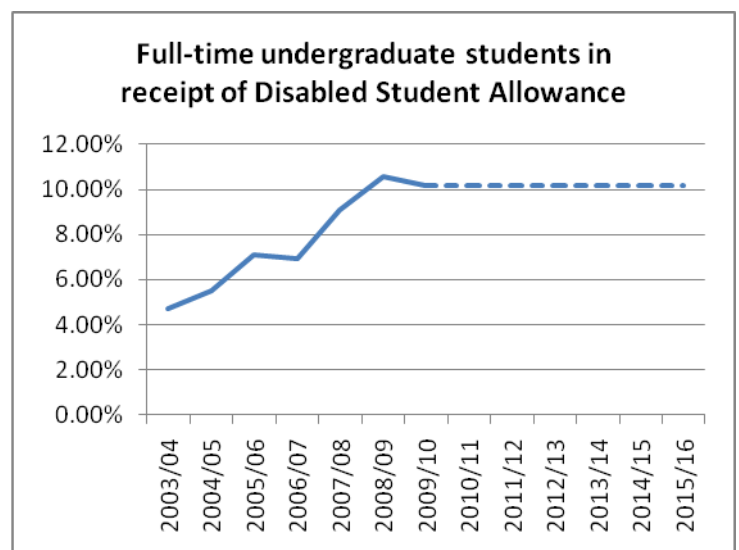
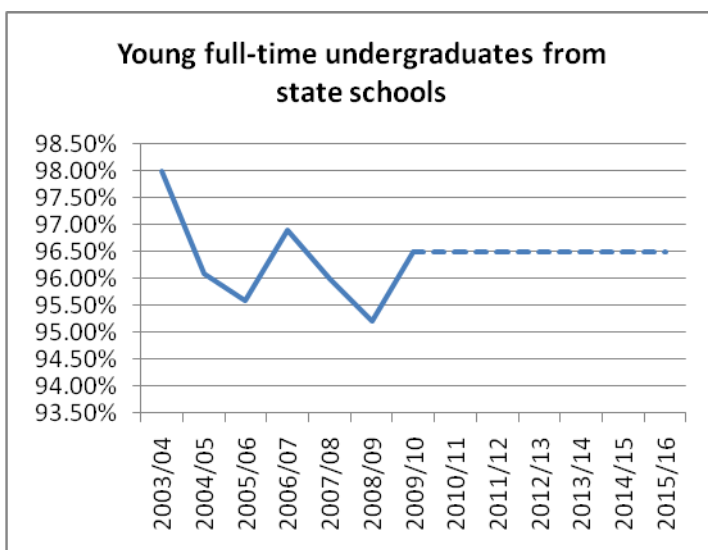
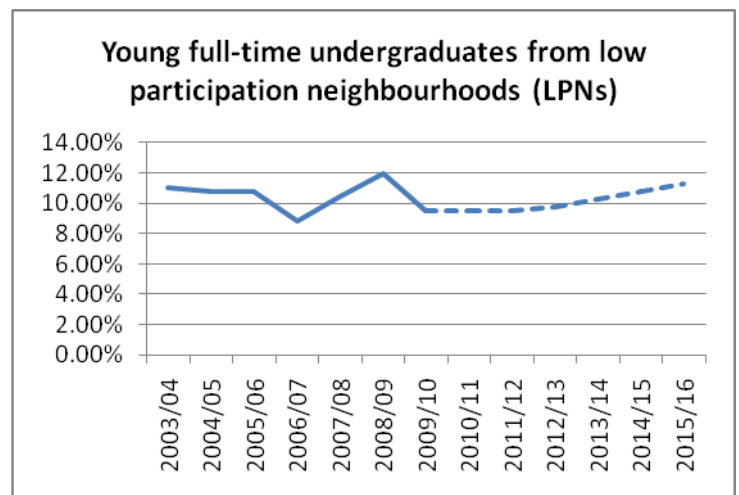
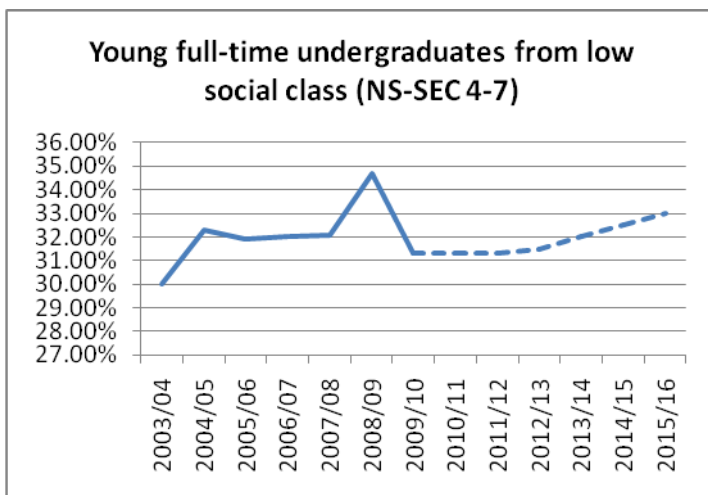
**Total Expenditure**

	<i>2012/13</i>	<i>2013/14</i>	<i>2014/15</i>	<i>2015/16</i>	<i>2016/17</i>
NSP Match Funding	£0	£91,500	£274,500	£457,500	£549,000
Outreach	£250,000	£175,000	£175,000	£175,000	£175,000
Retention	£305,325	£534,275	£886,350	£891,350	£891,350
Employability and Success	£5,000	£35,000	£35,000	£68,740	£68,740
Provision of Information	£5,000	£5,000	£5,000	£5,000	£5,000
<b>Total</b>	<b>£565,325</b>	<b>£840,775</b>	<b>£1,375,850</b>	<b>£1,597,590</b>	<b>£1,689,090</b>

## TARGETS AND MILESTONES

### Outreach and collaborative work

Young full-time Undergraduate access indicators	Baseline	Projected Targets					
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Young full-time undergraduates from low social class (NS-SEC 4-7)	31.30%	31.30%	31.30%	31.50%	32.00%	32.50%	33.00%
Young full-time undergraduates from low participation neighbourhoods (LPNs)	9.50%	9.50%	9.50%	9.75%	10.25%	10.75%	11.25%
Young full-time undergraduates from state schools	96.50%	96.50%	96.50%	96.50%	96.50%	96.50%	96.50%
Full-time undergraduate students in receipt of Disabled Student Allowance	10.20%	10.20%	10.20%	10.20%	10.20%	10.20%	10.20%



The University has a very good track record in recruiting students from backgrounds under-represented in higher education, and has also led the very successful Aimhigher Hampshire and Isle of Wight partnership. Evidence of this success is demonstrated by the high level of growth in UCAS Applications from POLAR 1-2 areas within Hampshire and Isle of Wight between 2003-2010 (48%) compared with POLAR areas 3-5 (15%).

During 2011-12 the University will retain 2 Aimhigher staff who will share good practice and resources with colleagues in other Hampshire universities. The initial target is to put a replacement collaborative structure in place during 11-12 to enable us from 2012 onwards to share the University's considerable expertise in working with children in care, provide support for BME communities for progression, and share training of Student Ambassadors for placement in schools and community settings.

We will also continue to work collaboratively with our Hampshire university partners to subscribe to the post-Aimhigher SE database, which will enable us to continue to closely target schools and young people, record activities/interactions, and monitor measurable outcomes.

From 2012 our outreach plan is as follows. However, it must be understood that all of this work requires agreement and co-operation with local authority and school partners; so much of our work during 2011-12 will focus on negotiating and embedding plans in strategic partnerships. The Learner Progression Framework (and associated targets) referred to in points 3 and 4 below is attached as an appendix.

1. Work with **children in care** in partnership with Hampshire Children's Services:
  - a. Out-of-school-day activities – residential, weekend/evening events (run in partnership with HCC Participation Officer) to raise aspirations and self-belief, give young people a better understanding of progression routes to FE and HE. This work will be based on very successful partnership activity which has been in place since 2005
  - b. Other on-campus projects (in partnership with HCC Manager for Vulnerable Children and Hampshire Learning and Development Centre), for example aspiration-raising days for groups of vulnerable Yr 9 children, support for Yr 11 children in care who are at risk of being NEET. Plans will be developed during 2011-12 and will include evaluation methods
  
2. Support for **care leavers**, including maintenance of Buttle UK Quality Mark for Care leavers in HE and associated monitoring and reporting. This includes 365 day housing and a designated Welfare Adviser in Student Services.
  
3. **Primary school project** working with target primaries in low participation neighbourhoods in Andover (8) and Basingstoke (4). Year 5 work in-school, Year 6 in-school and on-campus. Incorporates junior graduations, including partnership with Test Valley Borough Council. Workshops and campus days delivered with extensive use of Student Ambassadors and using Learner Progression Framework adapted from successful Aimhigher project

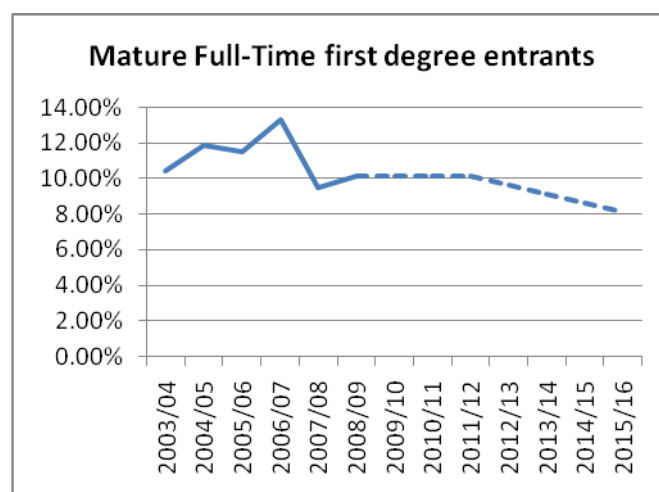
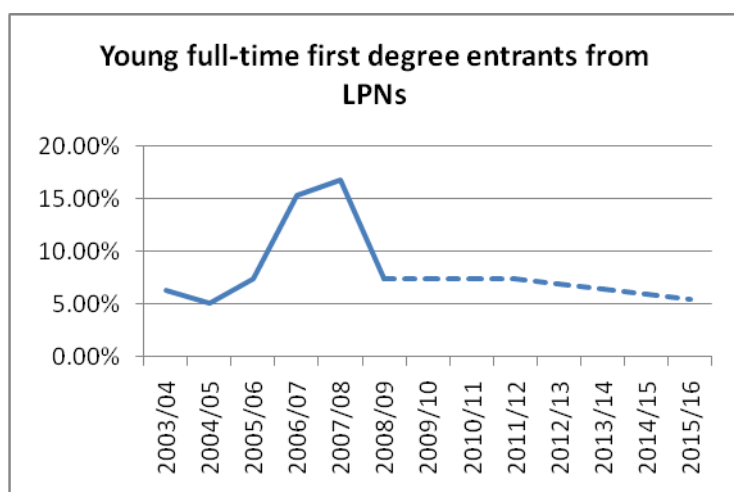
4. **Learner progression framework for sustained engagement with target young people in nine priority secondary schools** in Andover and Basingstoke, incorporating sustained use of Student Ambassadors and based on successful framework adapted from Aimhigher. This will target a core group of 135 young people using well-established Aimhigher targeting methods. These young people will visit the campus in Years 8 and 10 and will also be reached through in-school activity in Years 7, 9 and 11 as part of larger year groups to whom activity will be delivered:
  - Year 7 in-school workshops (averaging 3 per school)
  - Year 8 on-campus days (135 target young people)
  - Year 9 in-school workshops (averaging 3 per school)
  - Year 10 on-campus days (135 target young people)
  - Year 11 in school workshops (averaging 3 per school)
5. **Compact Scheme (post-16)** – this scheme currently links the University with 32 partner colleges and school sixth forms in Hampshire and surrounding areas. The aim of the scheme is to encourage applications from students who are from groups under-represented in higher education. The partnership includes staff development activity for Compact Co-ordinators in partner institutions to raise awareness of routes into University, curriculum developments, financial support and special measures which the University puts in place to support applicants and students from target groups. These measures include taking into account special circumstances/contextual information for those applicants from target groups in Compact institutions who are identified as potentially benefiting from a tailored entry offer.
6. Partnership work to support **physically disabled students** in transition to HE. Scoping to take place during 11-12, but some aspects will be based on successful Aimhigher partnership work with Treloar’s College. We already have some effective evaluation tools from previous project work which measure understanding and awareness of HE support for disabled students among students and their parents. These will be adapted in the light of new work post 2012
7. **Support for WP-targeted school and consortia-based events** such as parents events and careers events, but only when targeted to meet widening participation criteria (eg aimed at vocational learners, talented students who are under-achieving, disabled students, minority ethnic groups, particular low participation neighbourhoods). Scoping to take place during 11-12, but from 2012 the outreach will adapt flexibly to changing requirements of schools particularly in light of changes to school-based CEIAG services and activities. Evaluation methods will be developed in partnership with schools consortia.
8. Continued focus on **target minority ethnic groups**, particularly the Nepalese community, and mainly through campus visits for families or support for events run in North Hampshire. Evaluation will be through pre and post-event questionnaires to measure awareness and understanding of HE opportunities.



## Retention

### Non-continuation of students

Year	Baseline			Projected Targets				
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Young full-time first degree entrants from LPNs	7.40%	7.40%	7.40%	7.40%	6.90%	6.40%	5.90%	5.40%
Mature Full-Time first degree entrants	10.10%	10.10%	10.10%	10.10%	9.60%	9.10%	8.60%	8.10%



During 2010/11 the university will be trialling the use of 'Back On Course'; an advice and guidance service which aims to contact early leavers from universities after they have withdrawn and offer support and guidance in either returning to higher education or explaining other positive options such as further education or another type of education. The annual report will identify common underlying characteristics of non-completers and re-appliers which will then enable us to strengthen our retention strategy and put in place positive actions from 2012 onwards.

A nominated student adviser currently offers individual support to all students coming from care including financial advice, administering the King Alfred Scholarship for cared-for students, and giving advice regarding housing. From 2012/13 the funds for the King Alfred Scholarship will be increased.

Winchester offers a broad study skills programme of workshops, one-to-one consultations, and tailored workshops within the curriculum. Student Services staff, academic and professional services staff throughout the university recommend study skills appointments to students in under-represented groups, where appropriate. During 2010/11 the SkillsNet website has been further developed, encouraging students to access study skills materials and further support online. From 2011/12 this website will include course specific materials. During 2011/12 study skills tutors will work with programme leaders and course tutors to develop additional early intervention methods to encourage greater numbers of failing students to access study skills support. Struggling students from under-represented groups will be followed up. From 2012/13 additional resources will be used to:

- Train experienced students to become paid 'student mentors', supporting under-represented students with their study skills. Study skills staff will recruit, train, monitor and support the study buddies.
- Provide free pre-entry familiarisation course for students from under-represented groups; these will include study skills training.
- Carry out ongoing research to inform and evaluate these new systems.

Targeted attendance monitoring will be carried out during 2011/12. From 2012 onwards the University will strengthen its personal tutor system with staff nominated as academic advisers to provide targeted support to students disengaging, in conjunction with support from Student Services

### **Employability and Success**

The University of Winchester is committed to ensuring that all students gain employability skills to enable them to enter graduate level jobs and pursue the careers of their choice. Our Employability Strategy has been in place since June 2008 and ensures that the University continues to monitor and enhance its mechanisms for supporting employability.

We have a strong track record of our graduates gaining employment after graduation. More than 90 per cent of Winchester graduates are employed or undertaking further study six months after graduating (Destination of Leavers from Higher Education 2008/09 survey). However, 43% of employed 2008/09 graduates were in non-graduate level employment at the time of this destinations survey, showing that there is more that could be done to help greater numbers of Winchester graduates enter graduate level employment.

Students from under-represented groups may find it harder to enter certain professions and the university is keen to find out how their career aspirations may change while they are at university. Student Services will carry out an 'aspirations survey' during Induction week 2011/12 to find out more about students' thoughts about their future careers, at an early stage in their time at university. Students will then be tracked throughout their time at the university, to see how their career plans are shaped, allowing the university to reflect on the careers support currently offered to students and to see how this could be improved. Information gained from under-represented students will be used to ensure that appropriate support mechanisms are put in place.

The Winchester Passport scheme was piloted in 2010/11; open to all undergraduate students, this optional non-credit bearing certificate rewards students who carry out extra-curricular activities and experiences that enhance their employability skills. At the end of this academic year the success of the scheme will be analysed and improvements will be put in place.

From 2012 onwards, the following will be developed:

1. Encouraging students to take appropriate postgraduate courses will help them develop their employability and enter graduate careers. Currently the university offers a limited number of

Postgraduate Living Allowances to students from low income backgrounds and Alumni Masters Scholarships to all former students who have completed a course at Winchester in the past. From 2012 we will offer Postgraduate Fee Waivers to students from low income groups to enable them to continue their studies at a higher level.

2. Some under-represented students find it difficult to access opportunities to study abroad. At Winchester most undergraduate students have the option to spend some time studying abroad. The university has strong links with universities in the USA, Korea and Japan. In order to encourage greater numbers of students from under-represented groups to attend, financial support will be offered to these groups
3. Graduate employers recognise the value of volunteering, and it is also key to the mission and values of the university. Students from some under-represented groups may find it more difficult to be able to carry out volunteering e.g. if their financial situation means that they need to earn money rather than volunteer. Student Services advertises volunteering opportunities throughout the local area and has developed close links with local providers. A new Volunteering Module will be on offer to most undergraduate students from 2011/12, allowing students to gain accreditation for carrying out volunteering. During 2011/12, Student Services will analyse the statistics of former and current student volunteers to investigate the numbers of students from under-represented groups taking part in opportunities. From 2012 we will allocate financial support to these students who would otherwise be unable to take part.
4. Unpaid work experience, often called internships, is seen as vital for students wanting to enter most career areas. Work experience can be difficult to obtain, is highly competitive within larger graduate employers and many career areas, and the fact that it is generally unpaid means that students from some under-represented groups are unable to take advantage of opportunities. At present the Careers Service only advertises paid opportunities and volunteering (within voluntary organisations). During 2010/11 the Careers Service will upgrade to the new Prospects Net online vacancy handling system and begin advertising unpaid work experience to students. From 2012, students from low income backgrounds will be encouraged to apply for these opportunities and/or source their own unpaid work experience opportunities, and will be able to apply for financial support from the university to support their living expenses while taking up these opportunities.
5. In conjunction with Graduate Jobs South, there will be major investment in helping student entrepreneurs start up their own businesses. The University of Winchester will concentrate on supporting students from under-represented groups through business start up schemes which provide them with training, mentoring and financial support where necessary.

## **MONITORING AND EVALUATION ARRANGEMENTS**

Monitoring and evaluation of targets will be the responsibility of the Director of Lifelong Learning, advised by the Widening Participation Strategy Group. This group will comprise:

Senior Pro Vice Chancellor  
Director of Lifelong Learning and Staff Development (*Chair*)  
Dean's nominee from each Faculty  
Director of Student Services or nominee  
Director of Student Recruitment and Marketing or nominee  
Finance Officer  
Student Union President

## **PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS**

The University will communicate the funding on offer through a range of different channels to ensure the maximum exposure for the support on offer. This includes:

- Detailed information on the University Website
- A dedicated 'Fees and Funding' booklet to be sent out with offer packs
- Presentations at pre and post application open days
- Use of the University Twitter and Facebook pages
- Targeted emails to eligible students

These various forms of communication will ensure that prospective and current students are informed of the different funding streams that are available to them.



**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.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Continue work with children aged 14-17 in the care of Hampshire Children's Services to include residential summer school, weekend/evening aspiration-raising events, IAG/Get Set programme			15-20 participants	20 participants	20 participants	20 participants	20 participants	The aim of our work is to keep the young people engaged in education and achieving their potential/discovering their talents. Success will be measured by their level of engagement during events, and by their destinations post-school leaving age. However, this data will need to be sourced by Hants CSD and provided to us. During 2011-12 we will work with Hants to develop suitable monitoring data, including numbers progressing to HE
Outreach / WP activity (collaborative - please give details in the next column)	Work in collaboration with Hampshire universities to share expertise in working with children in care, provide support for BME communities for progression, and share training of Student Ambassadors for placement in schools, and community settings								This work will follow on from our highly successful Aimhigher partnership. We are retaining 2 Aimhigher staff after 31.7.11 who will share good practice and resources with colleagues in other Hampshire universities, supporting outreach as funding allows. The initial target is to put a collaborative structure in place during 11-12
Outreach / WP activity (collaborative - please give details in the next column)	Subscribe to the post-Aimhigher SE database, which will enable us to continue to target schools and young people, record activities/interactions, and monitor outcomes for young people								Continue to use and develop the SE database in partnership with universities across the SE, enabling close targeting of participants and monitoring of measurable outcomes
Outreach / WP activity (other - please give details in the next column)	Work with target pupils in 9 priority secondary schools low participation areas in Andover and Basingstoke to engage them in a Learner Progression Framework			9 schools, 135 target pupils per year group (yrs 7-11)	9 schools, 135 target pupils per year group (yrs 7-11)	9 schools, 135 target pupils per year group (yrs 7-11)	9 schools, 135 pupils per year group (yrs 7-11)	9 schools, 135 pupils per year group (yrs 7-11)	Further detail about the Learner Progression Framework and outcomes for secondary school pupils is in attached Word Document
Outreach / WP activity (other - please give details in the next column)	Work with 12 priority primary & junior schools in target low participation areas to engage them in a Learner Progression Framework			12 schools, whole year groups in Yr 5 and Yr6	12 schools, whole year groups in Yr 5 and Yr6	12 schools, whole year groups in Yr 5 and Yr6	12 schools, whole year groups in Yr 5 and Yr6	12 schools, whole year groups in Yr 5 and Yr6	Further detail about the Learner Progression Framework and outcomes for primary school pupils is in attached Word Document
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Continue to develop Compact Scheme for potential applicants from partner colleges and school sixth forms in Hampshire and surrounding areas (currently 30 partners)								Submitted as supporting Info
Student support services	Recruit experienced students to become 'student mentors', supporting students from under-represented groups with their study skills.			5 student mentors	10	15	20	25	We believe that offering additional study skills support to students from under-represented groups will enhance retention rates. Training experienced students and paying them to become 'student mentors', to support students from under-represented groups individually with their study skills will help to improve study skills and retention rates

