

ACCESS AGREEMENT 2012/13

Fee Limits

- 1 The University of Worcester will charge a range of fees to new full time undergraduate entrants in 2012/13, from £6000 to £8100, averaging £7643, as follows (please note that this list included all courses expected to run in 2012/13 at the time of submission of the Access Agreement – the University’s website will include an up to date list including any additional courses approved for 2012/13):

Course	Location of delivery	Fee
BA (Hons) (excluding Initial Teacher Training)	University of Worcester	8100
BSc (Hons)	University of Worcester	8100
BSc (Hons) Outdoor Adventure Leadership & Management	Delivered with Herefordshire College of Technology	8100
BSc (Hons) Horticulture	Through franchise arrangements with Warwickshire College (Pershore)	8100
Top-up degrees (from 2014/15)	University of Worcester	8100
BA (Hons) Professional Practice Top-up Degree (from 2014/15)	The Learning Institute & Somerset SCITT	7000
BSc (Hons) Food Safety & Quality Assurance Top-up Degree (from 2014/15)	Warwickshire College (Pershore)	8100
BA (Hons) Performance: Costume & Make-up Top-up Degree (from 2014/15)	Worcester College of Technology	8100
FdA Early Years	Delivered through franchise arrangements at: Birmingham Metropolitan College; Bournville College; Halesowen College; Hereford Early Years Development & Childcare Partnership; Ludlow College; Stourbridge College; Worcester College of Technology	6000
FdA Learning Support	Delivered at the University of Worcester and through franchised arrangements at:	6000

	Halesowen College; Herefordshire College of Technology; South Worcestershire College	
FdSc Health & Social Care	Delivered at the University of Worcester and through franchised arrangements at: Halesowen College; Herefordshire College of Technology	6000
FdSc Counselling	Delivered through franchised arrangements at: Herefordshire College of Technology	6000
FdA Integrated Children's Services	Delivered through franchised arrangements at: The Learning Institute & Somerset SCITT	6000
FdA Teaching & Learning	Delivered through franchised arrangements at: The Learning Institute & Somerset SCITT	6000
FdA Service Sector Management	Delivered through franchised arrangements at: Worcester College of Technology	6000
FdSc Learning Disabilities	Delivered through franchised arrangements with: Herefordshire College of Technology	6000
FdSc Arboriculture	Delivered through franchise arrangements with: Warwickshire College (Persore)	8100
HND Dance	Delivered through franchised arrangements with: Kidderminster College	7000
HND Urban and Electronic Music Production	Delivered through franchised arrangements with: Kidderminster College	7000
HND Sports Coaching	Delivered through franchised arrangements with: Stourbridge College	7000
HND Sports Performance and Coaching	Delivered through franchised arrangements with: Telford College of Arts and Technology	7000
HND Sports Studies	Delivered through franchised arrangements with: Worcester College of Technology	7000
HND Horticulture	Delivered through franchised arrangements with: Warwickshire College	8100

	(Pershore)	
HND Animal Welfare and Management	Delivered through franchised arrangements with: Warwickshire College (Pershore)	8100
FdSc Pre-Hospital, Unscheduled and Emergency Care	University of Worcester	8100

2. The University will charge 20% of the full time fee for students on a year-long sandwich placement.
3. The University will apply annual increases in line with the amount set by the Government each year.

Expenditure on Additional Access and Retention Measures

4. We have assessed our access and retention record based on our own internal data and the performance indicators published annually by HESA, paying particular attention to any trends and to the position in 2009/10. We have taken into account absolute numbers and also our performance against our locally adjusted benchmarks.
5. The proportion of entrants across all courses and categories of student who are recruited from state schools or colleges, is 97% in the case of young full time first degree entrants and young full time undergraduate entrants and 98% for young full time sub-degree entrants. This is a very high absolute number, in excess of our locally adjusted benchmarks.
6. The percentage of students from socio-economic class (low) in 2009/10 was as follows: young full time first degree entrants 35% against a locally adjusted benchmark of 38%; young full time undergraduate entrants 37% against a locally adjusted benchmark of 39%; young full time sub-degree entrants 44% against a locally adjusted benchmark of 45%.
7. The percentage of students from low participation neighbourhoods in 2009/10 was as follows: young full time first degree entrants 12% against a locally adjusted benchmark of 15%; young full time undergraduate entrants 13% against a locally adjusted benchmark of 15%; young full time sub-degree entrants 18% against a locally adjusted benchmark of 19%.
8. Ignoring 2008/09 when SEC data is not comparable to prior years due to a change in the measure used, the proportion of students from socio-economic class (low) has remained more or less consistent since 2005/06. The proportion of students from low participation neighbourhoods has been more variable over the same period.
9. The challenge for the University in both these measures is that the University continues to recruit a significant proportion of its students from its immediate sub-

region where there are relatively few low participation neighbourhoods. There are areas where rural deprivation is widespread but it is not geographically concentrated.

10. The University admits a significant proportion of mature students – in 2009/10 570 (33%) of full time first degree entrants were mature. For all undergraduate entrants 1095 (44%) were mature. For mature sub-degree entrants 525 out of a total of 775 (68%) entrants were mature. These are high absolute figures. However, the proportions of mature students recruited in 2009/10 with no previous higher education experience and from low participation neighbourhoods were below the locally adjusted benchmarks. This reflects the geographical features of the University's sub-region referred to above. This is an area where we will target future activities in a focussed way.
11. The University has a well-deserved reputation for the recruitment and support of disabled students and has consistently recruited above average numbers of disabled students in absolute terms and against its benchmarks. In 2009/10 5.9% of all full time first degree undergraduate students were in receipt of DSA (against a benchmark of 5.4%). This is above the national participation rate of disabled students of 4.8%. 9.1% of all students at the University in 2009/10 declared a disability. One of the targets in the University's previous Access Agreement was to maintain above average performance in the recruitment of disabled students and this will remain a focus with a particular emphasis on part-time study.
12. In summary the University believes that it is a broadly representative institution but that it needs to renew and refresh its efforts to increase the proportions of students from low socio economic backgrounds and low participation neighbourhoods by being more targeted and focussed. The University has over several years adopted a policy of increasing entry levels because it believes this leads to better student achievement. In implementing this policy the University has sought to ensure that this does not impact on its ability to meet its strategic objective to widen access to higher education. We will in future look more closely at the use of contextual information in order to ensure that equal opportunity for access to the University is secured for applicants from schools and colleges in low participation neighbourhoods, and will monitor all applications, offers and admissions by all key social characteristic measures.
13. Turning to retention the University has been concerned for some time that rates of progression, retention and achievement need to be improved. Although the latest data shows some improvement and the University's rates compare favourably with national averages the University wishes to further improve in these areas before it can be satisfied that the retention and achievement of students particularly those from low socio economic classes and low participation neighbourhoods are at acceptable levels. At face value the data for 2008/09 shows that the University is at or below its benchmarks for non-continuation and the projected outcomes for full time students starting first degree courses in 2008/09 has improved to 15%. However, the University feels that it should aim to improve on these figures. This is consistent with the University's strategic objective to ensure that it only admits students likely to

succeed and its commitment to provide levels of support that will ensure satisfactory levels of progression, retention and achievement.

14. Our overall assessment therefore is that we have reasonable proportions of students from under-represented groups but that we remain below our locally adjusted benchmark in several areas. On retention our self-assessment is that we have made progress but wish to achieve a position where we exceed our benchmarks and move above sector averages. We have therefore concluded that we should spend around 22.5% of additional fee income on increased outreach activity and additional measures to improve retention and achievement. We will continue to fund outreach work covered by our previous access agreement. We will fund and take forward those Aim Higher activities that were successful but there will be a refocusing and restructuring of this work to better focus on work with targeted schools and children from target groups. We will also continue to fund some of the activities of the Herefordshire and Worcestershire Lifelong Learning Network that were closely aligned with widening participation. Our future outreach programme will focus on working collaboratively with specific partners to improve recruitment from low social class and low participation neighbourhoods. We will also be more rigorous in monitoring and evaluating the impact of our work. We recognise that our outreach work needs to be scaled up and that we need to maximise opportunities to work effectively with our FE partners.
15. We have carefully considered the balance between expenditure on outreach and retention and financial support to students in the form of bursaries or fee waivers. We are especially mindful of OFFA's research on the impact of bursaries and our internal research on the influence on potential students of our own bursary package. We have therefore concluded that in the new environment we should heavily weight our expenditure in favour of outreach and retention. We will do this in a way which provides extensive opportunities for students to be trained and be paid for assisting with outreach and related activities, so that their employability skills are enhanced and that they enjoy opportunities to "earn as they learn". Such opportunities will include the appointment to remunerated Outreach Associate posts, assistantships at summer activities for children from schools with low progression to HE, and mentoring roles pairing students from under-represented groups (for example: disabled, ethnic minority and adult returners) with pupils at local schools and colleges and through community based groups. We will also build on previously successful schemes like "Learning Through Sport" and "Impact Theatre" which use sport and drama as the focus for WP activities in schools throughout the region.
16. We recognise that ensuring that students who are admitted have every opportunity to succeed and we will put in place additional support through enhanced induction and academic tutoring to ease the transition into higher education. We will review continuously the balance between expenditure on outreach and retention to ensure that we address both agendas equally and effectively. We believe that judicious management of the Access to Learning Fund has a positive impact on providing specific financial support to students who are at risk of leaving because of adverse circumstances which are often unforeseen. We strongly support the continuation of

the Access to Learning Funding but if it is withdrawn or significantly reduced we would wish to establish a University of Worcester Hardship Fund to substitute for it.

Additional Access Measures (Outreach and Retention)

16. As indicated above we plan to spend around 22.5% of fee income above £6000 on outreach and student retention. We will continue those initiatives that we believe have impacted positively on widening participation, refocus others where there is scope to achieve greater impact and introduce additional measures to improve retention and achievement.
17. The University's Widening Participation Strategy in 2009 set a number of ambitious targets for improving recruitment of students from the most under-represented groups:
 - Young entrants from low participation neighbourhoods;
 - Entrants from socio-economic class (low)
 - Learners in local schools with poor HE progression rates;
 - Level 3 students in partner FE colleges;
 - Learners with vocational qualifications;
 - Disabled students;
 - Learners leaving care;
 - Black and minority ethnic groups with particular emphasis on specific subject areas.

These remain the under-represented groups that we will target in our extended outreach work. We shall in addition seek to retain our good record in recruiting mature students, and in particular mature students with no previous HE background.

18. We will engage in the following outreach activities:
 - An increased number of strategic partnerships with schools in our region working closely with pupils through years 7-13 on a range of activities that improve attainment raise aspirations and prepare learners for success in higher education.
 - Working with our existing partners in Herefordshire, Worcestershire and surrounding areas we will launch a new partnership progression programme concentrating on progression from FE to HE and collaborative working between the University and the partner college on outreach activities in schools.
 - An enhanced programme which has been in existence for three years and previously funded by AimHigher, working with year 9 pupils who might benefit from additional intensive support to increase their interest in progressing to a HE. The programme is delivered by trained and paid undergraduate mentors and we will seek to increase fivefold by 2014/15 the number of pupils on the programme.
 - Further development of the Worcester Outreach Associates programme building on the success of the AimHigher Scheme to provide a school and

college learner resource delivering information advice and guidance on applying to HE, student finance and information for parents, increasing significantly the number of pupils reached through the programme

- A range of summer schools for years 10, 12 and 13 pupils
- Extend the existing Learning Through Sport programme, in particular working with year 6 pupils at local primary schools on literacy and numeracy attainment using material developed by the University's Institute of Sport and Exercise Science.
- A continuing programme of activities previously funded through Aim Higher based around the "University of Worcester Theatre in Education" around the theme of "Why Bother with Higher Education?"
- A targeted programme with community groups to encourage mature and other underrepresented students into Higher Education – this will be supplemented by our existing programme of impartial advice and guidance to individuals considering returning to Higher Education

19. The University is exploring how contextual data might be used to further support the admissions process whilst ensuring that the admissions policy remains fair and transparent. Admissions tutors are increasingly using information drawn from selection processes to ensure an applicant has the potential to complete successfully their studies at the University. In 2011/12 the University plans to make use of the care status of an applicant and guarantee to make an offer of a place to any student from a care background within Herefordshire and Worcestershire at the time of the application. As a result of the University being increasingly selective, the use of other items of contextual data will be examined to support the admissions process.
20. In view of the earlier comments about an increased emphasis on retention we will:
- Implement a strategy for "extended" induction to HE, to secure better student engagement, particularly in the first year, including enhanced arrangements for pre-entry advice and guidance.
 - Enhance academic tutoring for first year students;
 - Enhance provision in study skills and other intensive support for at risk students.
 - Review the Undergraduate Modular Scheme to improve student engagement and satisfaction
21. In 2012/13 the University has been allocated 99 National Scholarships. Our matched contribution to the Programme in the same year will be £297,000. Therefore, there will be a total of 198 £3000 scholarships in 2012/13 and these will be awarded as a combination of full time and pro-rata part-time scholarships. We will continue to match fund the NSP programme in subsequent years. We have now decided (November 2011) to award scholarships in the form of a fee waiver of £3000 in the first year of study to full time students. Pro-rata scholarships to part-time students will be awarded in the form of a fee waiver, with any balance paid to the student as a cash payment. All applicants who meet the basic eligibility criteria (a declared household residual income of £25,000 or less whether they are full time or part time) will be able to apply although meeting this criterion does not equate to an entitlement

to a scholarship. Priority will be given to students from a care background, from backgrounds whose household income qualified them for free school meals (less than £16,190) and refugees. Remaining scholarships will be allocated on a means tested basis. We do not consider that this has any equalities implications since we have not amended our supplementary criteria and recipients of the scholarship will continue to qualify for the maximum maintenance grant and should they experience additional financial difficulties will be able to apply to the University's Access to Learning Funds. We also believe that students from lowest income backgrounds are the most debt averse and therefore fee waivers provide an attractive incentive.

22. From 2012/13 the University will introduce a £1000 scholarship in the form of fee waiver for students entering with AAB+ equivalent qualifications. This is a merit based scholarship which will not be means tested. On the basis of our current population of students we anticipate that approximately 130 such scholarships will be awarded and that approximately 80 of these scholarships will be awarded to students within OFFA countable categories. On this basis we have indicated this in the appropriate table.

Targets and Milestones

23. We have set targets relating to both the recruitment and retention of students from underrepresented groups and also for the University's outreach activities.
24. Our targets for the participation of students from underrepresented groups and for student retention have been set in the context of annual performance indicators published by the Higher Education Statistics Agency and in the context of overall sector performance. We have chosen to use our locally adjusted benchmark data and have set targets that will take us above our benchmarks and either to meet or exceed sector averages. In areas where we have done well we have set targets which build on previous successes. We have ensured that milestones have been included and we are committed to close monitoring of our progress and adjustment of our targets upwards or downwards on the basis of our evaluation of progress and also to reflect changes in our locally adjusted benchmarks.
25. In setting specific targets relating to our outreach work we have sought to build on existing success but also recognise that if we are to make further significant progress then we must be both more strategic and more ambitious in the number of schools and colleges with which we engage strategically and meaningfully especially in relation to outreach work in low participation neighbourhoods and schools with low progression to HE. We have taken into account the nature of our geographical location, acknowledging that we recruit significant numbers from our immediate hinterland where there are currently falling participation rates and relatively few designated LPNs. We will seek to extend the geographical focus of our outreach to bring in low participation neighbourhoods surrounding the sub-region of Herefordshire and Worcestershire.
26. Our mission targets for our access work will reflect our commitment to widened access in the University's Strategic Plan and in managing our widening participation efforts we will focus on further embedding the quality and philosophy of fair access in

the practice of the institution. We will also seek to improve the use of data to better target our outreach activity and to collect and support the use of contextual data in managing admissions. We will initiate a training programme for Admissions Tutors in this regard.

Monitoring and Evaluation Arrangements

27. We shall monitor our progress through the formation of an Access and Retention Monitoring and Evaluation Group, chaired by the senior officer responsible for the delivery of the Agreement, currently the Registrar and Secretary. The membership of the group will include representation from key agencies within the University with responsibilities in related areas. The Group will include student representation.
28. The group's reporting line will be two-fold: into the University's Board of Executive Managers (relating to monitoring of achievement against targets and resource matters), and to the Academic Board, through the Academic Standards and Quality Enhancement Committee (relating to issues of quality and standards).
29. We recognise the importance of evaluation in order to assess whether we have impacted on the aspirations of learners in target schools and colleges, whether our work has led to better learner academic achievement and progression, and to student success. We regard evaluation as essential in enabling us to make better decisions on the value of activities to learners and to the University. The results of evaluation will inform future strategy and will help to identify areas for further development and where resource is most effective and how it should be allocated.
30. We will ensure that our evaluation is designed to be feasible and not undertaken as a distraction to the actual work of improving access. We will adopt four stages of evaluation:
 - a) Basic monitoring e.g. how many participants?
 - b) Assessment of targeting e.g. did the activity reach the intended people?
 - c) Measurement of outcomes e.g. were the intended outcomes achieved?
 - d) Assessment of value for money e.g. was the activity cost effective.

We will ensure that our approach to evaluation uses and analyses relevant statistical data. In order to ensure that our targets relating to broadening participation in HE and improving retention and achievement we will work with academic departments in the University to identify their own targets for student intake from underrepresented groups and for their subsequent progress.

Provision of Information to Prospective Students

31. We will publish clear and accessible information on the fees that we charge and any financial support offered, in printed materials (e.g. the University Prospectus and a separate guide on Student Fees and Finance) and prominently on the University's web-site. In our communications with applicants at Open and Visit days, specific sessions on Fees and Finance will be included in all programmes. In making offers,

we will always make reference to the financial commitments that the student is undertaking and any financial support that is available.

32. The University will provide accurate and timely information to UCAS and the SLC in order for these organisations to populate their web services to applicants.

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)

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	
NS-SEC (location adjusted) (HESA Table T1a)	Target relating to percentage of young full time first degree entrants SEC (low)	2009/10	0.35	0.36	0.37	0.38	0.39	0.39	Our end objective is to exceed our current locally adjusted benchmark by 1%. As we update our Access Agreement annually we will reflect into it any future changes to our locally adjusted benchmark.
NS-SEC (location adjusted) (HESA Table T1b)	Target relating to percentage of all young full time undergraduate entrants from SEC (low)	2009/10	0.37	0.38	0.39	0.4	0.4	0.4	Our end objective is to exceed our current locally adjusted benchmark by 1%. As we update our Access Agreement annually we will reflect into it any future changes to our locally adjusted benchmark.
LPN (location adjusted) (HESA Table T1a)	Target relating to percentage of students from LPNs - young full time first degree entrants	2009/10	0.12	0.13	0.14	0.15	0.16	0.16	Our end objective is to exceed our current locally adjusted benchmark by 1%. As we update our Access Agreement annually we will reflect into it any future changes to our locally adjusted benchmark.

LPN (location adjusted) (HESA Table T1b)	Target relating to percentage of students from LPNs - all young full time undergraduates graduates	2009/10	0.13	0.14	0.15	0.16	0.16	0.16	Our end objective is to exceed our current locally adjusted benchmark by 1%. As we update our Access Agreement annually we will reflect into it any future changes to our locally adjusted benchmark.
Non continuation: Young (HESA Table T3a)	Target relating to percentage of young full time first degree entrants not in HE following year of entry	2008/09	0.08	0.07	0.06	0.06	0.06	0.06	We have set an ambitious target here which is 3% below our current benchmark for the number of young entrants not in HE following their year of entry and slightly below the average of 6.5% for all institutions in 2008/09.
Non continuation: Mature (HESA Table T3a)	Target relating to percentage of mature students not in HE following year of entry	2008/09	0.1	0.1	0.09	0.09	0.09	0.09	The 2008/09 performance was the University's best since the PI was introduced in 1996/97 and considerably improved on the previous 2 years and we have therefore set what we consider to be an ambitious target to remain significantly below our benchmark figure and also significantly below the average for all Universities of 12.9% in 2008/09.
Non continuation: LPN (HESA Table T3b)	Target relating to percentage of young full time first degree students from LPNs not in HE following year of entry	2008/09	0.1	0.1	0.09	0.09	0.09	0.09	The figure for 2008/09 shows a considerable improvement on the previous 2 years and our target is to maintain this position in 2012/13 and improve in subsequent years to a level close to the overall position for all institutions in 2008/09 (8.7%)

Projected outcomes (HESA table T5)	Projected outcomes for full time students starting first degree courses	2008/09	0.78	0.79	0.8	0.81	0.81	0.81	Our performance in 2008/09 was the best since 2005/06. There was a 5% improvement on 2007/08 and in the base line year we exceeded our benchmark of 77%. We are setting targets that will take us above our benchmark and also above the national average of 78.8% in our base-line year .
Completion/Non continuation (other - please give details in the notes)	This target relates to the proportion of full time students starting first degree courses who neither achieve an award nor transfer to another institution	2008/09	0.15	0.14	0.13	0.12	0.12	0.12	For the baseline year we were 1% above benchmark and this represents the University's best absolute performance since 1998/99. However, we have set a target that is ambitious in keeping with our ambition to move above the sector average.
Applications	Proportion of total applications from applicants living in LPNs	2010/11	0.18	0.19	0.2	0.2	0.2	0.2	We have set this target in the context of the national figure of 19% applications from LPNs and also in the context of our local area. We will be doing further analysis around conversion rates and will incorporate these into future Access Agreements.
Care-leavers	No of care leavers at institution	2010/11	38	See Note					As noted in our Access Agreement we are in the process of applying for the Buttle quality mark. We will see to increase the number of care leavers admitted but are not at this stage setting specific numeric targets

Disabled	Participation of disabled students in receipt of DSA in HE - full time undergraduate (HESA Table 7)	2009/10	0.055	0.055	0.06	0.06	0.065	0.065	Our target has been set in the context of our current position against the national average for 2009/10 (4.8%) and our ambition to build on our excellent reputation for supporting disabled students.
Disabled	Overall proportion of students on all courses undergraduate and postgraduate, full time and part time students in receipt of DSA and not in receipt of DSA	2009/10	0.0916	0.0916	0.1	0.105	0.11	0.11	
Low-income backgrounds	Participation of pupils who had free school meals	2005/07	3.3% (70)	See note					We have used data provided by the Sutton Trust here. We will seek to increase the proportion of students in this category but will not set specific targets until we have completed further analysis of numbers in receipt of free school meals at schools with which we will develop a strategic partnership (see table 5b)
Mature	HESA Table 2a - participation of mature full time first degree entrants with no previous HE and from low LPNs	2009/10	0.06	0.07	0.08	0.09	0.1	0.1	The University's benchmark for 2009/10 was 10% and we will seek to match this locally adjusted benchmark and will adjust our targets in line with changes to the benchmark. We acknowledged that this is an ambitious target in view of the nature of the geographical area from which most mature students are recruited.

Mature	HESA Table 2C - participation of mature full time sub-degree entrants with no previous HE and from low LPNs	2009/10	0.1	0.11	0.11	0.12	0.13	0.14	We are setting a target which would take us above our locally adjusted benchmark. We have set this target whilst acknowledging that many potential entrants in this category study at partner colleges.
Ethnicity	Proportion of UK domiciled students from BME backgrounds	2008/09	0.062	see note					In our previous Access Agreement we had a target to maintain levels of recruitment from ethnic minority groups at a higher rate than the percentage of the ethnic minority population in Herefordshire and Worcestershire. We have achieved this target consistently throughout the duration of the Access Agreement . We recognise that we are still significantly below the national figure but this is partly a reflection of the geographical area from which we recruit significant numbers. We have not set specific targets but instead will look specifically at provision in the Institutes of Education and Health & Society where numbers of ethnic minority students on professional courses is relatively low.

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/	A partnership with a secondary school	2010/11	1	5	7	10	10	10	Strategic partnerships with schools where agreement exists to work closely with pupils through yrs 7-13 on sequenced intervention activity that improves attainment, raises aspirations and prepares learners for success in higher education.
Outreach / WP activity (collaborative - please give details in	A partnership for progression with an FE College	2010/11	0	10	12	14	14	14	Although we currently have partnerships with all FE Colleges in Herefordshire and Worcestershire and others in the surrounding region these relate mainly to collaborative and franchise provision. We will launch a new partnership for progression approach which will concentrate on FE to HE progression and collaborative working between the University and the partner college on WP activities in schools.
Strategic partnerships (eg formal relationships with schools/	Compact agreements with schools and colleges including contextual data approved offers	2010/11	0	5	7	10	10	10	Compact arrangements through the Aim Higher CARD Scheme and the WM Compact have had minimal impact on progression and low impact on local schools. A new UoW compact will be developed. This will include a range of learner focussed activity and curriculum development to ensure good preparation for HE, thereby increasing the likelihood of successful progression to HE.

Operational targets	Think Smart' Year 9 mentoring programme - working with year 9 pupils who would benefit from additional intensive support to increase the likelihood of making a positive choice about their HE progression. The programme is delivered by trained undergraduate mentors. It was previously funded through Aim Higher.	2008/10	80 pupils	120 pupils	220 pupils	300 pupils	300 pupils	300 pupils	This programme has been running for 3 years, has been developed using psychotherapeutic techniques and addresses some of the key barriers to young people fulfilling their potential. It is the subject of a three year PhD study which will be completed in 2012. Student mentors will be paid for their engagement in this programme
Operational targets	Worcester Outreach Associates - this will build on the success of the Aim Higher and existing UoW scheme to form a school and college learner resource delivering support on IAG, applying to HE, parental information and student finance	2010/11	18 (80)	75 (750)	150 (1500)	300 (3000)	300 (3000)	300 (3000)	Note: the first figure is the number of Associates and the figures in brackets the number of learners to be supported.
Outreach / WP activity (other - please give details in the next column)	"Learning through Sport" - Year 6 reading attainment	2008/10	100	150	200	250	250	250	This is already a successful programme working with pupils in year 6 of local feeder primary schools using materials especially developed within the University's Institute of Sport and Exercise Science
Outreach / WP activity (other - please give details in the next column)	Childrens Storytelling Festival	2009/10	5	8	10	15	15	15	This activity is aimed at year 6 and 7 pupils. The targets relates to the number of schools involved which will increase at the same time as an increased programme of activity

Outreach / WP activity (other - please give details in the next column)	University of Worcester Theatre in Education - Why Bother school theatre production	2010/11	3000 (60)	3500 (80)	3500 (80)	3500 (80)	3500 (80)	3500 (80)	3500 (80)	School based theatre groups develop the programme by working with undergraduates to devise and deliver the piece. The students involved are remunerated and as a result of the activity can join Equity and this is a good example of the way UoW links outreach with Earn As You Learn and employability. The figures in brackets relates to the number of students involved.
Outreach / WP activity (summer schools)	3 types of summer school for years 10, 12 and 13 pupils	2008/10	120	200	250	300	300	300	300	The year 10 summer school will have an awareness and aspiration raising focus and will be a 2 day activity. The year 12 programme will include subject specific events and will be a 2 day programme . In year 13 learners progressing to UoW will be offered the opportunity of a transitional summer school in their institute of study. This will be a 3 day programme and will also serve to improve the likelihood of successful completion.