



ACCESS AGREEMENT 2013/14

Fee Limits

- 1 The University of Worcester will charge a range of fees to new full time undergraduate entrants in 2013/14, from £6000 to £8650. The University will charge pro – rata fees to part time students, we will charge a maximum of £6750 to part time students where the full time equivalent tuition fee for any course is higher. The Universities average fee for full time students after fee waivers will be £7266. Fees for individual courses will be as follows:

Course	Location of delivery	Fee
BA (Hons)	University of Worcester	8650
BSc (Hons)	University of Worcester	8650
BSc (Hons) Outdoor Adventure Leadership & Management	Delivered with Herefordshire College of Technology	8650
BSc (Hons) Horticulture	Through franchise arrangements with Warwickshire College (Persore)	8650
Top-up degrees (from 2014/15)	University of Worcester	8650
BA (Hons) Primary Initial Teacher Education	University of Worcester	8650
BA (Hons) Education (Theory & Practice) Top-up Degree (from 2014/15)	The Learning Institute	7450
BSc (Hons) Food Safety & Quality Assurance Top-up Degree (from 2014/15)	Warwickshire College (Persore)	8650
BA (Hons) Performance: Costume & Make-up Top-up Degree (from 2014/15)	Worcester College of Technology	8650
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: Halesowen College; Herefordshire College of Technology; South Worcestershire College	6000
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	6000
FdA Teaching & Learning	Delivered through franchised arrangements at: The Learning Institute	6000
FdA Service Sector Management	Delivered through franchised arrangements at: Worcester College of Technology	6000
FdSc Health and Social Care (Learning Disabilities)	Delivered at the University of Worcester and through franchised arrangements at: Herefordshire College of Technology	6000
FdSc Arboriculture	Delivered through franchise arrangements with: Warwickshire College (Persore)	8650
HND Dance	Delivered through franchised arrangements with: Kidderminster College	7450
HND Urban and Electronic Music Production	Delivered through franchised arrangements with: Kidderminster College	7450
HND Sports Coaching	Delivered through franchised arrangements with: Stourbridge College	7450
HND Sports Performance and Coaching	Delivered through franchised arrangements with: Telford College of Arts and Technology	7450
HND Sports Studies	Delivered through franchised arrangements with: Worcester College of Technology	7450
HND Horticulture	Delivered through franchised	8650

	arrangements with: Warwickshire College (Persnore)	
FdSc Pre-Hospital, Unscheduled and Emergency Care	University of Worcester	8650
PGCE	University Of Worcester	9000
FdA Young Peoples services	University of Worcester	6000
FdSc Birth and Beyond Educator	University Of Worcester Delivered Through Franchise with The national Childbirth Trust	6000

2. The University will charge 20% of the full time fee for students on a year-long sandwich placement.
3. The University will apply inflationary annual increases year on year to the fee charged to continuing students who commence their course in 2013/14 academic year, up to the maximum fee set by Government. Increases will be calculated using the RPI.

4. **Expenditure on Additional Access and Retention Measures**

In 2013 /14, the university have taken the unusual step of committing a considerable additional proportion of fee income to increased student financial support. The additional spend will ensure that all students eligible for the National Scholarship receive the full award – a £3000 fee waiver. The University have taken this decision as we feel that there is no fair way of ensuring a fair distribution of the Government allocation and minimum match fund. We have considered the impact of this decision on the overall spend on Access, Outreach and Retention and have concluded that we should increase the financial support package available to eligible students whilst keeping the committed spend on outreach and retention activity at the levels committed to in the 2012/13 access agreement; in order to maintain our planned activity levels and reach the targets to which we have committed.

5. 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 2010/11. We have taken into account absolute numbers and also our performance against our locally adjusted benchmarks.
6. The proportion of entrants across all courses and categories of student who are recruited from state schools or colleges, (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) exceeds the locally adjusted benchmark of 95% in the first two categories and matches the benchmark of 98% in the latter case.
7. The percentage of students from socio-economic class (low) in 2010/11 was as follows: young full time first degree entrants 36% 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 45% against a locally adjusted benchmark of 49%.

8. The percentage of students from low participation neighbourhoods in 2010/11 was as follows: young full time first degree entrants 12% against a locally adjusted benchmark of 14%; young full time undergraduate entrants 12% against a locally adjusted benchmark of 15%; young full time sub-degree entrants 13% against a locally adjusted benchmark of 18%.
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 participation rates are falling and where, despite some pockets of urban and rural deprivation, there are relatively few low participation neighbourhoods. However a significant proportion of those recruited from Herefordshire and Worcestershire and surrounding areas are drawn from households with a residual income which qualifies students for maximum student support. This is also true of students we recruit nationally. We have taken these factors into account in deciding to exceed considerably our match funding of the National Scholarship Programme to allow us to award National Scholarships to all who meet the basic eligibility criteria. (see also paragraphs 14 and 22)
10. The University admits a significant proportion of mature students – in 2010/11 555 (30%) of full time first degree entrants were mature. For all undergraduate entrants 985 (39%) were mature. For mature sub-degree entrants 430 out of a total of 635 (68%) entrants were mature. The relative proportions of mature students recruited with no previous higher education experience and from low participation neighbourhoods was 6%, 7% and 9% respectively. This was below the locally adjusted benchmarks (9%, 11% and 14%).
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 2010/11 6.1% of all full time first degree undergraduate students were disabled (against a benchmark of 5.8%). 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 and success the University continues to be concerned that rates of progression, retention and achievement need to be improved. Our internal UW retention data found that the following groups experience the highest rates of non-continuation: part time students (UMS, FD and HNC/D), all students on HNC/D courses, male students (across all subject areas), students from black and minority ethnic backgrounds (home), mature students on UMS courses, but young entrants on all other courses and students from widening participation backgrounds on all courses except HNC/D.

The following groups of students were found to achieve a lower percentage of good degrees: Part time students (UMS and first degree), Disabled students, BME students (home and international), WP background students (except nursing) and Male students. However additional analysis shows that the proportion of students considered part time are in fact students that have changed from full time to part time courses for various reasons, as a result we will undertake additional research of the retention and achievement of part time students.

Whilst the latest data shows some improvement the University believes that it has some distance to travel 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 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 benchmarks 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 towards sector averages.

The proportion of students in OFFA countable groups is high and the number of scholarships available through the NSP would mean a significant number of these students would be excluded if we were to limit the expenditure on fee waivers to this allocation we have therefore concluded that we should increase our match funding of National Scholarships so that scholarships are awarded to all students in receipt of Full State Support. We will also continue to fund outreach and retention activities at the same levels.

We will also award £1000 cash scholarships to high achieving students who attain ABB or equivalent. In 2013/14 we estimate that this there will be approximately 200 students and that 60 % (122) of these will be Offa countable.

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. There has been no announcement on the future of this Fund but if it is withdrawn or significantly reduced we would wish to establish a University of Worcester Hardship Fund to substitute for it.

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 poorly targeted bursaries and our internal research on the influence on potential students of our own bursary package. The evidence from recent studies of new entrants in 2009 and 2010 showed that of the respondents only 8% and 18% respectively indicated that bursaries were a factor in their decision making during the application process. This is despite extensive publicity around our bursaries including reference to them at Open and Visit Days and in all correspondence with enquirers and applicants. Whilst the availability of bursaries may have had some impact on student retention, the evidence from our management of the Access to Learning Funds suggests that, where financial circumstances cause students to contemplate withdrawal the requirement is for levels of financial support significantly above the level of the bursary. This is particularly the case for mature students and those with significant "caring" responsibilities.
16. We will continue to support activities in outreach and retention at the level indicated in our 2012/13 access agreement. 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 particularly 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 use recent developments in the universities estate to support and stimulate innovative approaches to outreach work. This will include extensive use of the Hive; the first joint University and Public library in the UK, which will provide a focus for access initiatives with schools throughout our region including literacy and other similar activities. We are currently building an indoor sports arena which will also serve the community and which has a opportunities for disability sport built into its design; this will provide extensive opportunities for outreach work with people with disabilities.

In Summary: we will spend approximately £4,211,000 of additional fee income on financial support for students. £848,172 on additional outreach activity, and £559,448 on additional retention measures.

We will spend £122,000 on 122 £1000 cash Bursaries for Offa Countable students achieving ABB or equivalent on entry.

Additional Access Measures and Collaborative Partnerships

17. We plan to allocate around half of the total spend on Access measures to outreach and student retention. We wish to focus a considerable proportion of our funding to develop our approach to collaborative partnerships. We recognise that student success in education can be influenced heavily by individual capacity and we wish to understand further how outreach programmes can be better developed in collaboration to achieve better more sustainable outcomes for individual learners.
18. We will continue to target our activity at those most underrepresented in higher education:
 - Young entrants from low participation neighbourhoods;
 - Entrants from socio-economic class (low)
 - Static 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. Through our partnerships we will identify where we can best support specific groups of underrepresented learners for example by targeting progression programmes in FE colleges to access students.

We wish to encourage full engagement with outreach and retention activity across the institution by allocating a proportion of the additional access funding to support development of programmes that can demonstrate impact in areas of outreach, retention and achievement of the groups identified in our self assessment. This will include research, and targeted attainment and aspiration raising programmes. We will use the monitoring and evaluation of these programmes in planning and amendment of future access agreements.

19. The types of outreach activity that we will fund will include:
 - Targeted work with schools and colleges where progression rates are low or where there are significant proportions of students from disadvantaged backgrounds working through a comprehensive system of staff and student teams offering a structured programme of activities through years 6-13.
 - A significant proportion of the above work will be undertaken through collaboration with our FE partners so that outreach teams will be formed composed of staff and students working together from the University and

partner colleges. Examples of the activities within this programme will include: master classes, revision classes, mentoring, summer holiday education schemes, engagement with parents etc.

- A similar targeted programme working with community groups to encourage mature students to enter higher education
- Independent advice and guidance to individuals considering returning to education
- Focused transition support for targeted WP students who are progressing to UW courses of study (including those studying UW courses at partner FE colleges)
- Impartial HE IAG professional support for practitioners and teachers in Schools

In 2013/14 our focus on collaborative approaches to outreach and retention will be further consolidated, and we will have established partnership agreements through our Associate College programme with Halesowen College and Hereford College of Technology. These partnerships will have collaborative targets and milestones in relation to outreach and will include collaborative approaches with schools. In 2013/14 we will grow the Associate College programme with a further 3 Further Education colleges. Our schools partnership programme will continue to grow expanding on the partnerships with Tudor Grange Academy and Dyson Perrins Academy; both these partnerships and new collaborations will work towards the development of a progression framework, one that is focused on individual attainment in both academic and personal development. Our approach to partnerships with both schools and colleges will be aligned to ensure a shared focus on outcomes and impact.

20. The University will further define the policy and processes for the use of contextual data in admissions. Our collaborative partnerships will include a compact agreement which will detail any specific entry requirements and complimenting outreach programmes. We will extend our work in attainment and achievement through our collaborative programmes. Compact agreements will incorporate incentives for high achieving students by offering a range of scholarships; ABB, Sport, community engagement. We will continue to increase the number of scholarships and prizes available for students who continue to achieve well throughout their study.
21. In view of the earlier comments about an increased emphasis on retention we will:
 - Review the impact of our extended induction programme and of enhanced academic tutoring for first year students and assess the benefit of a transition programme for students progressing from partner schools and colleges.
 - Review provision in study skills and other intensive support for at risk students whilst in course.

- Undertake research to better understand the experience of part time students and the impact of our outreach and retention work and financial support packages.

We will support additional retention work that focuses on:

- Engaging students on relevant work programmes for extended vacation periods.
- Increased opportunities to participate in outreach and retention programmes as mentors / specialist support workers.
- Transition support through our partnerships programme.

Funding will be allocated to academic and service departments for specific initiatives in these areas.

22. As indicated above in 2013/14 we will extend our match funding to award scholarships of £3000 in the form of a fee waiver to all first year entrants who meet the basic level eligibility criteria of a household income of £25000 or less. On current data this means that the university will award scholarships to approximately 1250 students.

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. It is worth noting that recent figures from the student loans company indicate a significant proportion of our intake is in receipt of maximum or partial state support (66%) so we will continue to undertake data analysis of our performance in terms of actual recruitment of students in these and other OFFA countable groups to ensure that our performance measures remain relevant.
25. We have made only minor adjustments to our targets and milestones for 2013 /14 it is our aim to define our approach to sequenced and progressive outreach work and further refine our collaborative work with our school and FE partners. We have completed analysis in 2011 of access, progression and achievement of students by institute and course and will use this data to work with individual academic

departments to identify their own targets for student intake from underrepresented groups and for their subsequent progress. This data will inform the development of focused intervention work at course / subject level and help formulate achievable plans for joint work with our FE partners. We have also undertaken a broad analysis of school and FE data on progression and participation in higher education; this is informing the spread of our outreach programme to take in a much broader geographic area.

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 Pro Vice Chancellor (Students), the senior officer responsible for the delivery of the Agreement, whose membership 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 into the University Executive.
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. The benefits of evaluation are that we will be able 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 in the future.
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 develop a staged strategy which will incorporate the administration of questionnaires, more in depth focus group discussion or structured interviews with learners and their teachers, data collection and analysis on GCSE and other attainment levels at partner schools and colleges. In order to ensure that our targets relating to broadening participation in HE and improving retention and achievement

Consulting with students.

31. Students have been consulted on their views on financial support packages and to the setting of milestones and targets in the Access Agreement and their views have been taken fully into account in the decision making process. The Students Union will be key delivery partners in achieving the outcomes in the agreement and in investigating the impact of the agreement on students, to inform future direction for Access and Inclusion. Discussions on the content of the 2012/13 access agreement took place within a wide range of forums including the diversity and equality committee, academic quality committee and student employability and enterprise working group, all of which have student representatives as members. Special meetings have been convened to consult with students on the 2013/14 agreement and student representatives have met with the Vice Chancellor, Deputy Vice Chancellor and Pro Vice Chancellor (Students) at the beginning of the planning process subsequently a meeting took place between Pro Vice Chancellor (Students),

the Director of Access and Inclusion, the current and incoming Sabbatical Officers and the full time Students Union Official who's portfolio includes student representation. The current President and VP Education who are full members of the Board of Governors were present at the meeting when Board agreed the broad parameters for the decisions on fees and national scholarships were agreed.

Provision of Information to Prospective Students

32. 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.
33. 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.

Equality and Diversity.

34. The university access agreement shares a prominent position with inclusivity and equality within the university strategy. Responsibility for Access and Widening Participation is the responsibility of the Pro Vice Chancellor (Students). A new post of Director of Access and Inclusion has been created to oversee the achievement of the access agreement and of further embedding inclusive practice in relation to recruitment and success of all students. The university has made changes to its internal structure to ensure alignment between access and inclusion and equality and diversity. The Pro Vice Chancellor (Students) will chair the University Diversity and Equality committee which has elected representatives from across the institution staff and student body. The Director of Access and Inclusion is also a member of this committee.

When drafting this agreement we have considered the impact on any group with protected characteristics and where appropriate will monitor and address any issues arising out of their implementation. Where we have referenced specific groups within this agreement we have ensured alignment with the university equality and diversity strategy.

We have expanded the scope of the University Equality Framework to include the groups identified within the access agreement. Our focus is on inclusive practice and embedding this throughout the institution. The benefit of including a wider identified target group for the Equalities Framework is the higher profile it gives to work undertaken under the access agreement. This should achieve the embedding of monitoring and evaluation of the impact of outreach and retention activity. Reporting on equality issues are included in annual monitoring requirements.

OFFA Access Agreement 2013/14 - Annexes B & C

Institution name: University of Worcester

Institution UKPRN: 10007139

Table 6 - Milestones and targets

Validation checks:

10. A reason for changing any prefilled data must be recorded in column L for both tables 6a and 6b.

Validation check passed.

Notes:

These tables have been pre-populated using the information you provided to us in your 2012-13 access agreement.

You will, however, need to consider whether you wish to amend or add targets to reflect:

- the inclusion of part-time and/or ITT courses within your access agreement
- any significant changes to the nature and size of your cohort, for example in response to changing student number controls
- more joint targets around collaborative outreach work
- targets to improve equality and diversity in your access agreement

Table 6a - 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)	Is this a collaborative target?	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)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.
					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	35%	36%	37%	38%	39%	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	37%	38%	39%	40%	40%	40%	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	12%	13%	14%	15%	16%	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	13%	14%	15%	16%	16%	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	8%	7%	6%	6%	6%	6%	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	10%	10%	9%	9%	9%	9%	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	10%	10%	9%	9%	9%	9%	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	78%	79%	80%	81%	81%	81%	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 next column)	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	15%	14%	13%	12%	12%	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	18%	19%	20%	20%	20%	20%	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.
Both ITT: Gender (e.g. male primary teachers)	institution is strongly committed to expanding our outreach and aspiration raising activity to include access to the professions. We will deliver a programme of awareness raising activity that will focus on raising the professional status of teaching amongst widening participation groups.		2010	18.21%	18.21%	19.21%	21%	22%	23%	
Undergraduate ITT: Black and minority ethnic groups	As above we will develop focused outreach activity. The numerical targets reflect our aim which is to ensure that ITT students reflect the institution as whole.		2010	5.56%	6%	7%	7.5%	8%	9%	
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	9.16%	9.16%	10%	10.5%	11%	11%	
Postgraduate ITT: Black and minority ethnic groups	As above		2010	4.67%	5%	6%	7.5%	8%	9%	
Mature	HESA Table 2a - participation of mature full time first degree entrants with no previous HE and from low LPNs		2009/10	6%	7%	8%	9%	10%	10%	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	10%	11%	11%	12%	13%	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.

Table 6b - 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)	Is this a collaborative target?	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)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.
					2012-13	2013-14	2014-15	2015-16	2016-17		
Strategic partnerships (eg formal relationships with schools/colleges/employers)	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 the next column)	A partnership for progression with an FE College		2010/11	0	5	6	6	6	6	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. 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.	We have reflected on the achievability of the previous targets as a result of preparatory work on the development of associate college programme. As a result we feel a smaller number of more intense and focused partnerships will achieve better outcomes & more significant impact on our access and inclusion strategy.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	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	

