

University of Worcester

Access and Participation Plan 2024-25 to 2027-28

Introduction and Strategic Aim

The University of Worcester's mission is to be a beacon for social mobility, inclusion and opportunity. We are an open, meritocratic institution that proactively seeks out people capable of benefitting from higher education, minimises barriers to their participation and contributes to the expansion of higher education opportunities locally, nationally and internationally - as reflected in our latest TEF assessment. The University is an engine of opportunity supporting our students to benefit from an educational experience that is personally transformative and allowing them to succeed in their chosen career. At the core of our strategy are three commitments: We will create possibilities. We will develop potential. We will increase community engagement.

The University is home to over 10,000 students. We attract students from around the UK, Europe and the rest of the world however, many of our students live and work locally and a considerable proportion of our students travel to study each day combining their learning with family, work, and other caring responsibilities. The University has continued to operate innovative modes of delivery through our partnership arrangements with further education providers, multi academy trusts, and employers. Other partnerships with organisations such as the National Childbirth Trust (NCT), The Learning Institute, and Dudley Institute of Technology continue to support many students returning to learning and many of our mature students. Our commitment to increase apprenticeship programmes, and where possible develop Higher Technical Qualifications, will offer a genuine opportunity to local people and the wider community to gain Higher and Degree level qualifications to have a better chance of achieving a rewarding career of their choice.

We are proud of our diverse community and aim to create a culture of dignity and inclusivity providing a working and learning environment, where all members are valued for their contribution and individuality. Our student community is ethnically diverse – 12.5% of students are from Black, Asian and Minority Ethnic backgrounds. This is double the local population and is continuing to grow for both home and international students.

We remain successful in attracting a considerable proportion of our students from low participation neighbourhoods, first generation entrants (52%) and those with non-traditional qualifications on entry (44%).

The University received recognition in 2022 for providing opportunities for young learners when we won a national award for our efforts in driving social mobility through educational opportunities for children. The award followed a visit from the Rt. Hon. Justine Greening (Secretary of State for Education 2016-18) who described the University as an anchor institution, spreading equality of opportunity.

As one of the UKs biggest educators of teachers, our initial teacher education was praised as exceptional and rated as outstanding by Ofsted. Commenting on the report, the Rt. Hon. Justine Greening said "Providing the very best teacher training for the next generation of teachers is crucial for giving children the best start at schools all over the region".

The University Library, The Hive, is Europe's first fully integrated university and public library with a busy events programme, regular public lectures, exhibitions and performances. A public, as well as a University facility, The Hive is a new model of university and community engagement and has achieved its vision to inspire the people of the region to read for enjoyment and for education.

We have been ranked joint 3rd in the UK for Quality Education and the number one university in the UK for Gender Equality, in the prestigious Times Higher Education's global University Impact

Ranking. We have always been deeply committed to gender equality and have a zero median pay gap.

The University has one of the best records of graduate employment in the Country. 96% of Worcester graduates are in work or further study 15 months after graduating (Graduate Outcomes Survey, 2022). Worcester is the number one English higher education institute (excluding specialist institutions) for sustained employment, with or without further study, three and five years after graduation (LEO, 2022), despite our students starting their higher education journey with low than average UCAS (Universities and Colleges Admissions Service) tariff points. We are third for law graduate prospects after Oxford and Cambridge (Complete University Guide, 2023).

The whole institution approach to widening participation we adopted is demonstrating a significant positive impact for our learners; for example: the University ranks 8th out of 132 UK universities for ensuring that people from all backgrounds have the chance to study at university. Throughout the 21st-century, a minimum of 97% of the University's students have been state educated.

The University of Worcester has consistently sought to develop initiatives to support potential students from areas of greater social deprivation, mature learners, those from Black, Asian and Minority Ethnic communities and students with a disability to have a successful University experience some examples include:

'Open Day Roadshows', delivered at Dudley, Sandwell and Wolverhampton Colleges, among the most deprived areas in the Government's Index of Multiple Deprivation. In addition, the University delivers mini roadshows at local shopping centres, targeted at mature learners who might otherwise find it difficult to attend an Open Day due to work or family commitments.

We offer a range of pre-entry and transition activities such as our Visual Impairment Information Days. These are held twice a year and are aimed at students from specialist schools, we also offer summer transition activities for Neurodivergent Students, a 2-day residential event for students who will be attending in the following academic year.

Prior to the pandemic the University achieved a significant narrowing of gaps in continuation, completion and attainment between disabled and non-disabled students, mature and young students and between the most and least advantaged learners.

Whilst the impact of the pandemic, including Government policy on in person teaching during periods of national lockdowns was significant for all students, the impact was particularly felt for some groups of our students (first generation, mature and students from Black, Asian and Minority Ethnic backgrounds). The intersection between these students and other factors (household income) are also important. These students were less likely to have reference points outside of university, may have experienced digital poverty and/or more sensitive to financial stress associated with the pandemic. This Plan is focussed on regaining the positive impacts that we were achieving.

We have revisited our approach to the development and delivery of our Access and Participation Plan, building greater strategic approaches to understanding and addressing risks to equality of opportunity and in reaffirming the University strategic commitment to these Plans, goals and objectives. The University continues to take a leading role in the development of our collaborative work regionally and manage the 'Rural' strand of the West Midlands UniConnect partnership, and with the West Midlands Aimhigher Partnership which works collectively to plan, deliver, and evaluate a range of pre-entry outreach activity across the West Midlands schools.

At the heart of this Access and Participation Plan we aim to support attainment at school, raise aspiration and to increase access to higher education. Further, we aim to ensure that all students regardless of entry qualification, family experience of higher education, household income and/or protected characteristics as defined by the Equality Act (2010), can achieve their full potential whilst studying with us.

Risks to Equality of Opportunity

We have identified risks to equality of opportunity by mapping data from the Office for Students (OfS) access and participation plan dashboard, Teaching Excellence Framework (TEF) data and our own internal data (e.g., our early feedback and course experience survey), against the 12 sector-wide risks identified in the Equality of Opportunity Risk Register (EORR). We have also reviewed data compiled by the Worcester Students' Union in their help and advice annual reports and strategy data reports. This approach has enabled us to identify those students that are less likely to access, continue, complete, be successful (attainment) or progress (graduate outcomes) during the student lifecycle and then to identify the significant barriers to equality of opportunity these students may experience and to design our strategic interventions to address them.

Our targets have been identified to address the lifecycle stage where we feel the activity is likely to have the earliest impact upon a student's success, for example our planned interventions at the continuation stage we expect to positively impact upon student completion, so have not set a separate target for completion. We intend to review our self-assessment annually for all students, at all stages of the student lifecycle to ensure that this approach remains valid.

Whilst we have undertaken comparative analysis against sectoral averages, it was apparent from our analysis that doing so against 'similar' or 'competitor' institutions was not beneficial. We have instead focused on ensuring inclusion is effectively embedded across our whole institution. Our strategic aims are therefore taken with this whole institution approach in mind.

During our analysis it was identified that in some areas the small size of comparator groups makes data statistically less reliable; for this reason, the granular level intersectional analysis has been limited. For some groups of students, the small cohort sizes have also limited the amount of statistical analysis we are able to undertake. These limitations are noted in the relevant sections of the self-assessment and this Plan. Nonetheless, discussions based on absolute measures allowed us to draw conclusions upon which we have identified clear strategic aims.

The focus of the analysis is on our full time home undergraduate population. We have considered part-time and apprenticeship students in our analysis; however, proportionally the number of these students is small. Continuing to adopt a whole institution approach will positively benefit all students including those studying part-time and on apprenticeships – we will continue to focus on the continuation, completion and attainment of these students as part of our wider approach.

We have included international students in our wider internal analysis as these students comprise 19% of our overall student population and addressing continuation will benefit these students alongside those students who fall within our Access and Participation Plan; however, international students were omitted from the assessment of performance and will not form part of future analysis relating to this Plan.

We have reviewed data in relation to protected characteristics as defined by the Equality Act (2010). Small cohort sizes make it challenging to identify meaningful comparisons between groups. We have, however, fully considered the characteristics of our diverse student population in relation to gender identity, disability, sexual orientation, faith and religion, and care experience in all our strategic interventions. These groups will also be included in our evaluation activity.

Although our Access and Participation Plan will focus on intervention strategies to address the risks we have identified for the specific groups of students outlined in the table below, the interventions and renewed focus on continuation, completion, attainment and progression will positively benefit all students.

Equality of Opportunity Risk	Student Group
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Access and Participation	Previously in receipt of free school meals
	Students from TUNDRA (tracking underrepresentation by area) Q1
	Students from Black, Asian and Minority Ethnic communities (all)
Continuation and Success	Mature students
	Students with entry qualifications other than A-Levels
	Students from Black, Asian and Mixed Heritage backgrounds (a subset within the Minority Ethnic identity)
	Students from TUNDRA Q1 backgrounds.
Attainment and Completion	Students with entry qualifications other than A-Levels
	Students from Black, Asian and Mixed Heritage backgrounds (a subset within the Minority Ethnic identity)

Access and Participation

Low Participation Groups – Our strategic approach to attainment and aspiration raising is to focus our resources in geographical areas where access to higher education outreach is limited and pupils are attending schools where progression rates to higher education are lower. The University attracts a high proportion of students from our local area and proportions of students entering the University from Tracking Underrepresentation by Area (TUNDRA) Q1 is consistently lower than for all other quintiles apart from Q5. For this reason, we have set a target to increase participation from this group, and we have used the TUNDRA data set in our analysis and target setting as a useful measure of impact. The proportion of students entering the University that were previously eligible for free school meals is lower than the sector average. Many of these students have no family history of engagement with higher education. Evidence from our evaluation of existing outreach activity suggests that students that live outside of densely populated urban areas have limited opportunities to engage with HE (Higher Education) providers (having access to an average of only one third of the volume of outreach activity) these students have reduced opportunity to access study support, attainment raising and aspiration raising interventions.

Students at the University enter from a wide range of backgrounds and around 70% of the student population come from within one or more widening participation category. Many students have a combination of characteristics, and such intersectional analysis would not, we believe add any value to our assessment as the resulting proportions would be too small to lead to any meaningful conclusions. For this reason, while we have undertaken an analysis of the available data using all of the available data sets we have not set individual targets for every characteristic. For example, we have not set targets for IMD as many of our Mature learners also fall into the IMD Q1 and Q2 and therefore our targets relating to Mature students will impact upon the same cohorts. We will continue to review our data and revise our approach if necessary.

Ethnicity – Participation rates at the University for students from different ethnic groups has remained unchanged from 2016/17 to 2021/22. Around 67% of students at the University are White. Participation rates for students from Black, Asian and Minority Ethnic backgrounds differ between academic schools and range from 10% to 17%, with lower participation in education subjects and the humanities. Black, Asian and Minority Ethnic background students currently make up around 13.2% of the home student population and 19% of the total University population, whilst this is a significantly larger proportion that are in the local Worcester population (6.3%) it does not reflect the population across the sector. We have, for the first time set access targets to increase the numbers of students entering the University from Black, Asian, and Minority Ethnic backgrounds. We recognise that these targets are ambitious and will be dependent upon cultural and structural interventions as well as activities. For this reason, we have been modest in our initial targets for access although we intend to review these annually.

We have also set targets at other stages of the student lifecycle to address gaps for students from specific ethnic backgrounds, such as the awarding gap between Black students and White students. Our overarching ambition is to eliminate any gaps between students of different ethnicities. Where we have set specific targets, these relate to students where there are the largest gaps, however our intervention strategies will be designed and measured for their impact on all individual ethnicities.

Participation rates for intersection between TUNDRA and Ethnicity have also remained at similar levels throughout the same period. Our internal data suggests that the reasons for this are many and complex but include: perceived lack of other students with similar backgrounds and experience at the institution impacting on students' sense of belonging; a lack of prior knowledge of the institution, its values and practices; and higher levels of engagement in pre-entry outreach activity offered by larger, more urban providers.

Continuation

Reflecting changes in Level 3 education qualification pathways into Higher Education, the profile and demographics of our students has also changed. Prior educational experience of our students and their routes into Higher Education may have contributed to the widening of gaps in continuation for some student groups. This may be a result of students lacking opportunities to access the full range of Level 3 qualifications, and / or unsuitable or inadequate access to impartial information, advice and guidance leading to limited experience and understanding of Higher Education. We have identified these gaps are higher for our students who are mature, have entry qualifications other than A-Levels, are from TUNDRA Q1 and those from Black, Asian, and Minority Ethnic backgrounds,

Completion

We have identified completion is lower for students from Black, Asian, and Mixed Heritage backgrounds (a subset within the Minority Ethnic identity), and for students with non-A-Level entry qualifications. We will focus on improving continuation for all of these students (by focussing on academic induction, academic skill development and a review of the factors contributing to lower continuation) as this is inextricably linked to completion. We have also identified lower completion for students previously in receipt of free school meals (FSM); however, we have not set an individual target for these students because of intersectionality with ethnicity, entry qualification and other common risks of equality of opportunity. We will monitor this group during the lifecycle of our Access and Participation Plan and, if necessary, set an individual target if we do not see the gap closing.

Success and Attainment

Analysis of our data highlights awarding gaps on attainment for Black students (46 percentage points (pp) compared to White students), Asian students (18pp compared to White Students) and students from Mixed Heritage backgrounds a subset within the Minority Ethnic identity) (8.5pp compared to White students). The gap for students entering the University with qualifications other

than A-Levels is 10.4pp and we have identified awarding gaps as early as Level 4 for these students. Our internal data has identified a higher proportion of non-submissions of the first summative assessment, academic integrity issues and academic failure for these groups of students.

Objectives

Equality of Opportunity Risk	Objectives
<p>Intervention Strategy 1</p> <p>Access and Participation – We will achieve our objectives in access and participation through targeted aspiration raising activities (including on campus activities, master classes, personal and cultural development activities, parental information, finance information and application support), and a collaborative cross-university and targeted programme of attainment raising activity and outreach provision.</p>	<ul style="list-style-type: none"> ▪ Objective 1: We will increase applications and progression into the University for students previously in receipt of free school meals to 19% by 2028.
	<ul style="list-style-type: none"> ▪ Objective 2: We will increase applications and progression into the University for students from TUNDRA Q1 to 20% by 2028.
	<ul style="list-style-type: none"> ▪ Objective 3: We will increase the proportion of students from Black, Asian and Minority Ethnic Backgrounds at the University to 14.5% by 2028.
	<ul style="list-style-type: none"> ▪ Objective 4: We will improve attainment rates for learners in target groups at Key Stage 3 by 4 percentage points (pp) by 2028.
<p>Intervention Strategy 2</p> <p>Continuation and Success – We will achieve our objectives to remove the barriers to engagement and success through the design and delivery of a comprehensive onboarding and academic induction programme (including skills audits and development), by ensuring our policies and systems and approach are appropriate for and reflect the diversity of our students and that we focus financial investment to ensure all students can fully participate during their time at the University. A review of curriculum, practice and experience for students joining from all pre-entry pathways and a staff development programme.</p>	<ul style="list-style-type: none"> ▪ Objective 5: We will eliminate the continuation gap, currently 6.3 pp, between mature and young students by 2028.
	<ul style="list-style-type: none"> ▪ Objective 6: We will eliminate the continuation gap between students from Black, Asian and Minority Ethnic backgrounds, and White students by 2028, with a particular focus on students from Mixed Heritage backgrounds for whom the gap is currently the largest at 10.3 pp.
	<ul style="list-style-type: none"> ▪ Objective 7: We will eliminate the continuation gap (5.3 pp.) between students entering with non-A-Level qualifications and those with A-Level qualifications from by 2028.

	<ul style="list-style-type: none"> ▪ Objective 8: We will eliminate the TUNDRA Q1 continuation gap (5.7 pp.) by 2028.
<p>Intervention Strategy 3</p> <p>Completion and Attainment – We will achieve our objectives in improving attainment and completion through engaging all students (including students previously temporarily withdrawn) in academic induction activities and build a long-thin induction programme supported by personal academic tutors (PATs), earlier identification of ‘at risk’ students to engage them in targeted and specialist academic and pastoral support (including academic skills development), ensure access to high quality student advice, support and knowledge (ASK) where the focus is on student success and progression, and financial investment to ensure all students can fully participate during their time at the University.</p>	<ul style="list-style-type: none"> ▪ Objective 9: Eliminate the Level 4 attainment gap (10.4pp.) between students entering with non-A-Level qualifications and those with A-Level qualifications by 2028. ▪ Objective 10: We will eliminate the Level 4 attainment gap between students from Black, Asian and Minority Ethnic backgrounds and White students. With a specific focus on Students from Black backgrounds where the Gap is currently the largest (30 pp), we will halve this gap by 2028. ▪ Objective 11: We will eliminate the award level gap (13.4pp.) for students receiving a good degree (1st or 2:1) between students entering with non-A-Level qualifications and those with A-Level qualifications by 2028. ▪ Objective 12: We will close the awarding gap for Black students (46.1 pp.), by 12pp by 2028.
<p>Intervention Strategy 4</p> <p>Access, Continuation, Attainment and Completion (Black, Asian and Minority Ethnic) – We will achieve our objectives for access, continuation, attainment and completion for Black, Asian and Minority ethnic students through systematically reviewing the factors contributing to the success of our students from these communities, reviewing our practice – including continuing our work on de-colonising the curriculum and delivery of our EDI framework – and working collaboratively with other universities to explore the barriers to participation and success for Black, Asian and Minority Ethnic students.</p>	<ul style="list-style-type: none"> ▪ Objective 3: We will increase the proportion of students from Black, Asian and other Minority Ethnic Backgrounds at the University to 14.5% by 2028. ▪ Objective 12: We will close the awarding gap for Black students (46.1 pp.).

Intervention Strategies and Expected Outcomes

Intervention Strategy 1: Access and Participation

This intervention strategy will increase applications and progression into the University for students; previously in receipt of free school meals (FIT reference PTA_1), TUNDRA Q1 (FIT reference PTA_2), students from Black, Asian and Minority Ethnic Backgrounds (FIT reference PTA_3) and improve attainment rates for learners in target groups at Key Stage 3 (FIT reference PTA_4).

Risks to Equality of Opportunity

This intervention strategy addresses the following equality of opportunity risks: knowledge and skills, information and guidance, perception of higher education and application success rates.

Activity	Inputs	Outcomes	Cross intervention
<p>Targeted cross-university aspiration raising activities (on-campus activity, master classes personal and cultural development activities, parental information, finance information and application support):</p> <ul style="list-style-type: none"> - Targeted outreach for Years 8-13. - Year 11 and 13 summer schools. - Online mathematics tutoring programme. - Reading comprehension programme focussed on grammar, word study and comprehension. - This is building on existing activity as part of the West Midlands Aimhigher partnership (which individual providers support with funding). - We will deliver 200 in school attainment 	<p>Resource to develop and maintain the Aimhigher website and database.</p> <p>Coordination of staffing in the central Aimhigher team and the University of Worcester.</p> <p>Marketing, coordination of large event delivery. Development and maintenance of mentoring platforms.</p> <p>Developing attainment raising resources and materials for schools.</p> <p>Training and ongoing support for student mentors and ambassadors.</p> <p>Time resource from academic staff and University leadership.</p>	<p>Increased knowledge, awareness and understanding of Higher Education and the benefits of studying at Higher Education level.</p> <p>Increased knowledge will lead to increased self-confidence and self-efficacy.</p> <p>Learners will develop the tools to support them in making the right choices about their education journey.</p> <p>Improved outcomes at GCSE for learners engaged in the Maths Tutoring Programme.</p> <p>Improved outcomes at GCSE for learners engaged in the Reading Comprehension programme.</p> <p>An increased number of learners from the target groups (previously in receipt of free school meals, TUNDRA Q1, Black, Asian and Minority Ethnic students)</p>	<p>This work will contribute to Intervention Strategy 2, Objective 2 and Intervention Strategy 4, Objective 4.</p>

Activity	Inputs	Outcomes	Cross intervention
<p>sessions and outreach activities in schools and on campus.</p> <ul style="list-style-type: none"> - We will co-deliver a care leavers outreach programme with the local area 'virtual school'. - We will create online resources for learners. 		will apply and successfully progress to higher education.	

Evidence base and rationale: We have drawn our intervention activity evidence from the UniConnect annual report and Aimhigher annual impact report. We have drawn our evidence base for activities from a range of sources including Aimhigher collaborative evaluation of delivery, Aimhigher tracking data and the transforming access and student outcomes in higher education (TASO) toolkit. Full details are available in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan (additional detail is in Annex B) When evaluation findings will be shared and the format that they will take
<p>Targeted outreach for Years 8-13.</p> <p>Year 11 and 13 summer schools.</p> <p>Online mathematics tutoring programme.</p> <p>Reading comprehension programme focussed on grammar, word study and comprehension.</p> <p>We will deliver 200 in school attainment</p>	<p>Increased knowledge, awareness and understanding of Higher Education and the benefits of studying at Higher Education.</p> <p>Improved knowledge will lead to increased self-confidence and self-efficacy.</p> <p>Improved GCSE grades for learners engaged in both Mathematics and reading</p>	<p>% increase in knowledge, awareness and understanding of Higher Education (Likert-Scale)</p> <p>Articulation of the benefits of Higher Education (Survey)</p> <p>Rosenberg (1979) self-esteem (RSE) scale and self-reported measures of self-confidence.</p> <p>Grade increases compared to predicted grades for participating cohort.</p>	<p>Aimhigher annual impact report – written format.</p>

<p>sessions and outreach activities in schools and on campus.</p> <p>Co-deliver a care leavers outreach programme with the local area 'virtual school'.</p> <p>Online resources for learners.</p>	<p>intervention programmes.</p> <p>Learners will develop the tools to support them in making the right choices about their education journey.</p> <p>An increased number of learners from the target groups (previously in receipt of free school meals, TUNDRA Q1, Black, Asian and Minority Ethnic students) will apply and successfully progress to higher education.</p>	<p>% increase of applications to study at Higher Education.</p> <p>% increase of applications from target groups to study at Higher Education.</p> <p>Aimhigher will also evaluate the effectiveness of the Aimhigher programme and regularly report via the Aimhigher impact report.</p>	
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Intervention Strategy 2: Continuation

This intervention strategy aims to increase continuation rates for all students whilst eliminating gaps between specific groups: Mature (FIT reference PTS_1), Students from Black, Asian and Minority Ethnic backgrounds with a specific focus on students from Mixed Heritage backgrounds (a subset within the Minority Ethnic identity) (FIT reference PTS_2), students entering the University with qualifications other than A-Levels (FIT reference PTS_3), Students from TUNDRA Q1 (FIT reference PTS_4).

Risks to Equality of Opportunity

This intervention strategy addresses the following equality of opportunity risks: insufficient academic support, insufficient personal support, mental health, ongoing impact of coronavirus, cost pressures, capacity issues.

Activity	Inputs	Outcomes	Cross intervention
A comprehensive Transition to University Programme with specialised focus on meeting the needs of the students in the target groups.	<p>Resource to host, develop and maintain our study portal.</p> <p>Staff time and resource for development of the content.</p>	<p>New entrants will have clear expectations of the University and are well informed about their expected role in their learning.</p> <p>Students are confident in their learning and in how to engage with learning</p>	This work will contribute to Intervention Strategy 3, Objective 9,10, 11 and 12 and Intervention Strategy 4, Objective 12.

Activity	Inputs	Outcomes	Cross intervention
<p>The programme content will include:</p> <ul style="list-style-type: none"> - What to expect guide (subject aligned). - Countdown to Study – pre-entry preparation support including a study skills self-assessment. - Suite of Microlearning courses – wellbeing, time management, study skills support. - Social networking groups – subject and personal interest. - E-mentoring – pre-entry. 	<p>Resource for delivery and maintenance of the e-mentoring and social networking groups</p> <p>Mentoring platform.</p>	<p>at the University and how to engage with each aspect of their learning journey.</p> <p>Students develop strong networks and social connections with their peers.</p> <p>Students are happy and engaged in their University experience.</p> <p>Students demonstrate elevated levels of competence of academic skills.</p> <p>Continuation rates improve and gaps in continuation are eliminated.</p>	
<p>A review of assessment methods and creation of a best fit assessment model for our students:</p> <ul style="list-style-type: none"> - A subject aligned assessment framework. - A shared formative assessment across all subject disciplines. 	<p>Strategic commitment in annual planning cycles</p>	<p>Students can evidence learning gain through progress made against pre-entry assessment.</p> <p>Assessment submissions increase from learners in the target groups and gaps in awards/attainment are eliminated.</p>	<p>This work will contribute to Intervention Strategy 3, Objective 9,10, 11 and 12 and Intervention Strategy 4, Objective 12.</p>
<p>A programme of staff development.</p> <ul style="list-style-type: none"> - Understanding pre-entry learning pathways and experience of entry qualification. - Decolonising the curriculum - Equality, Diversity and inclusion. 	<p>Academic staff time and support from leadership.</p> <p>Content development and delivery resources.</p>	<p>University staff have a shared understanding of their responsibility to the student's journey and can build delivery around this</p>	<p>This work will contribute to Intervention Strategy 3, Objective 9,10, 11 and 12 and Intervention Strategy 4, Objective 12.</p>

Activity	Inputs	Outcomes	Cross intervention
<p>Student financial support.</p> <ul style="list-style-type: none"> - Access to financial support to eliminate hardship. - Financial support to enable students to fully engage in non-academic enrichment activity. 	<p>Financial resources for payment to students.</p> <p>Resources to administer financial support payments</p>	Reduction in non-continuation due to financial pressures.	This work will contribute to Intervention Strategy 3, Objective 9,10, 11 and 12 and Intervention Strategy 4, Objective 12.

Evidence base and rationale: We have drawn our intervention activity evidence from a range of sources including TASO and Advance HE. Full details are available in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g., Type 2.	Summary of publication plan (additional detail is in Annex B) When evaluation findings will be shared and the format that they will take
<p>What to expect guide, subject aligned.</p> <p>Countdown to Study – pre-entry preparation support including a study skills self-assessment.</p> <p>Suite of Microlearning courses – wellbeing, time management, study skills support.</p> <p>Social networking groups – subject and personal interest.</p>	<p>New entrants will have clear expectations of the University and are well informed about their expected role in their learning.</p> <p>Students are confident in their learning and in how to engage with learning at the University and how to engage with each aspect of their learning journey.</p> <p>Students develop strong networks and social</p>	<p>Measure improvements in University of Worcester Course Experience Survey questions focussing on expectations.</p> <p>Measure engagement and usage of Induction skills toolkit.</p> <p>Measure increases in engagement and participation in personal academic tutoring sessions.</p> <p>Confidence % increase in learning as measured by Academic Behaviour Confidence Scale (ABC – Sander and Sanders, 2006; Sander, de la Fuente Arias, Stevenson and Jones, 2011).</p>	<p>Internal dissemination to guide best practice of student onboarding.</p> <p>Annual reporting to internal Learning, Teaching and Student Experience Committee and Academic Board.</p> <p>Findings to be shared where appropriate via sector networks and conferences.</p>

<p>E-mentoring – pre-entry</p>	<p>connections with their peers.</p> <p>Students are happy and engaged in their University experience.</p> <p>Students demonstrate elevated levels of competence of academic skills.</p> <p>Continuation rates improve and gaps in continuation are eliminated.</p>	<p>Measure improvement in University of Worcester Early Feedback Survey results focussing on belonging.</p> <p>Measure participation rates and engagement in sport club and society engagement.</p> <p>Reduction in academic failure (reassessment and academic integrity cases)</p> <p>% increase in continuation rates.</p>	
<p>A subject aligned assessment framework.</p> <p>A shared formative assessment across all subject disciplines.</p>	<p>Students can evidence learning gain through progress made against pre-entry assessment.</p> <p>Assessment submissions increase from learners in the target groups and gaps in awards/ attainment are eliminated.</p>	<p>Graduate attribute task and finish group to identify key measures of impact and success.</p> <p>% increase of assessments (formative and summative).</p>	<p>Annual reporting to Learning, Teaching and Student Experience Committee (and Academic Board).</p>
<p>Understanding pre-entry learning pathways and experience of entry qualification.</p> <p>Staff development and course review.</p> <p>Decolonising the curriculum.</p>	<p>University staff have a shared understanding of their responsibility to the student's journey and can build delivery around this.</p>	<p>New staff University induction feedback on understanding of our students' journeys.</p> <p>Measure course review for decolonising.</p> <p>Staff development engagement and participation.</p>	<p>Annual reporting to Learning, Teaching and Student Experience Committee, and Academic Board.</p>

Staff development activity for Equality, Diversity and inclusion.			
Access to financial support to eliminate hardship. Financial support to enable students to fully engage in non-academic enrichment activity.	Reduction in non-continuation due to financial pressures.	Monitoring of access to learning fund (ALF) applications by student demographic. Understanding impact of financial support on awards, and student continuation.	Annual reporting to Learning, Teaching and Student Experience Committee (and Academic Board).

Intervention Strategy 3: Completion and Attainment

This intervention strategy aims to eliminate any gaps in attainment on course and improve completion and attainment for students from across different demographic groups.

We will achieve this by increasing award levels and eliminating gaps in attainment for students entering the University with non-A – Level qualifications (final degree outcome % achieving good degree (1st & 2:1) (FIT reference PTS_5).

Increasing award levels and eliminating gaps in attainment at L4 for Students from Black, Asian and Mixed Heritage backgrounds (a subset within the Minority Ethnic identity) (FIT reference PTS_6).

Increase award levels (final degree outcome % achieving good degree (1st & 2:1) for students from Black and Asian backgrounds (FIT reference PTS_7).

Risks to Equality of Opportunity

This intervention strategy addresses the following equality of opportunity risks, insufficient academic support, insufficient personal support, mental health, ongoing impact of coronavirus, cost pressures, capacity issues and progression from higher education.

Activity	Inputs	Outcomes	Cross intervention
Ensure that students have the confidence and skills to fully engage in their HE experiences, students are well equipped to participate in academic activity and have the skills	Resource to host, develop and maintain UW Study portal. Staff time and resource for	Students are confident in their learning and in how to engage with learning at the University and how to engage with each	This work will contribute to Intervention Strategy 2, Objective 5,6,7,8 and Intervention

Activity	Inputs	Outcomes	Cross intervention
<p>and support necessary to fulfil their potential in HE.</p> <ul style="list-style-type: none"> - Re-induction activities programme for returning students to include what to expect for the next academic year (continuation of scheme detailed in objective 2). - A targeted support programme of academic skills development for returning students that will work to reduce the number of Academic Integrity issues in student submissions. - Workshops to improve academic writing skills and wider academic skills among target groups through a series of specialist workshops, resources and Microlearning courses. - PAT framework for re-evaluation of students' skills base and subsequent annual planning framework for students' success and progression, to be used during initial PAT sessions. - Graduate attributes and learning gain to be incorporated into student feedback. 	<p>development of the content.</p> <p>Resource for delivery and maintenance of the e-mentoring and social networking groups</p> <p>Mentoring platform.</p> <p>Resource and staffing for workshop design and delivery.</p> <p>Staffing and web resource for PAT systems.</p>	<p>aspect of their learning journey.</p> <p>Students maintain strong networks and social connections with their peers.</p> <p>Students are happy and engaged in their University experience.</p> <p>Students demonstrate elevated levels of competence of academic skills.</p> <p>Completion rates improve and gaps in attainment are eliminated.</p> <p>Students can articulate their wider skill set in relation to additional learning gain.</p>	<p>Strategy 4, Objective 12.</p>

Activity	Inputs	Outcomes	Cross intervention
<p>A programme of staff development.</p> <ul style="list-style-type: none"> - Ongoing staff development activities. - Specialist PAT network to support ongoing support for target groups of students. 	<p>Academic staff time and support from leadership.</p> <p>Content development and delivery resources.</p>	<p>University staff have a shared understanding of their responsibility for the student's journey and can build delivery around this.</p>	<p>This work will contribute to Intervention Strategy 2, Objective 5,6,7,8 and Intervention Strategy 4, Objective 12.</p>
<p>Student financial support.</p> <ul style="list-style-type: none"> - Access to financial support to eliminate hardship and access to financial support for participation in non-academic enrichment activity such as sports clubs and societies. 	<p>Financial resources for payment to students.</p> <p>Resources to administer financial support payments.</p>	<p>Reduction in non-completion due to financial pressures.</p>	<p>This work will contribute to Intervention Strategy 2, Objective 5,6,7,8 and Intervention Strategy 4, Objective 12.</p>

Evidence base and rationale: We have drawn our intervention activity evidence from a range of sources including TASO, Advance HE, Office for Students Student Success programme. Full details are available in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Re-induction activities programme for returning students. To include what to expect for the next academic year (continuation of scheme detailed in Objective 2).</p>	<p>Students are confident in their learning and in how to engage with learning at the University and how to engage with each aspect of their learning journey.</p> <p>Students maintain strong networks and</p>	<p>Confidence % increase in learning as measured by Academic Behaviour Confidence Scale (ABC – Sander and Sanders, 2006; Sander, de la Fuente Arias, Stevenson and Jones, 2011).</p> <p>University of Worcester Early Feedback Survey results focussing on belonging.</p>	<p>When evaluation findings will be shared and the format that they will take</p> <p>Annual reporting to Learning, Teaching and Student Experience Committee (and Academic Board).</p> <p>University of Worcester Learning and Teaching Conference.</p> <p>HE networks (FACE, WonkHE blogs/conference).</p>

<p>A targeted support programme of academic skill development for returning students that will work to reduce the number of Academic Integrity issues in student submissions.</p> <p>Workshops to improve academic writing skills and wider academic skillset among target groups through a series of specialist workshops, resources and Microlearning courses.</p> <p>PAT framework for re-evaluation of student's skills base and subsequent annual planning framework for students' success and progression, to be used during initial PAT sessions.</p> <p>Graduate attributes and learning gain to be incorporated into student feedback.</p> <p>Ongoing staff development activities.</p> <p>Specialist PAT network to support</p>	<p>social connections with their peers.</p> <p>Students are happy and engaged in their University experience.</p> <p>Students demonstrate elevated levels of competence of academic skills.</p> <p>Completion rates improve and gaps in attainment are eliminated.</p> <p>Students can articulate their wider skill set in relation to additional learning gain.</p> <p>University staff have a shared understanding of their responsibility to the student's journey and can build delivery around this.</p> <p>Reduction in non-completion due to financial pressures.</p>	<p>Increase in sport club and society engagement.</p> <p>Reduction in academic failure (reassessment and academic integrity cases).</p> <p>% increase in continuation rates.</p> <p>Graduate attribute task and finish group to identify key measures of impact and success.</p> <p>% increase of assessments (formative and summative).</p> <p>New staff University induction feedback on understanding of our students' journey's.</p> <p>An evaluation plan to review the impact of the new PAT system generally and in relation to the target groups of learners will be developed alongside the implementation plan (estimated completion date July 2024).</p>	
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<p>ongoing support for target groups of students.</p> <p>Access to financial support to eliminate hardship and access to financial support for participation in non-academic enrichment activity such as sports clubs and societies.</p>			
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Intervention Strategy 4: Access, Continuation and Attainment

This strategic intervention will address the gaps at each stage of the student lifecycle for students from Black, Asian and Minority Ethnic backgrounds. While some specific interventions are included within the other 3 strategic interventions we have set a separate strategic intervention to address gaps for these students.

At the Access stage of the students lifecycle, we have set a target to increase participation levels for students from all Black, Asian and Minority Ethnic backgrounds (FIT reference PTA_3). At the Continuation and Completion and Attainment stages, we have identified students from specific groups within those from Black, Asian and Minority Ethnic backgrounds where the gaps are largest: Black students, Asian students and students from Mixed Heritage backgrounds (a subset within the Minority Ethnic identity) (FIT reference PTS_2, PTS_6, PTS_7).

Risks to equality of opportunity

This intervention strategy addresses the following equality of opportunity risks, knowledge and skills, information and guidance, perception of Higher Education, application success.

Activity	Inputs	Outcomes	Cross intervention
<ul style="list-style-type: none"> - Develop an inclusive and diverse campus experience by celebrating the success and the achievements of students and staff from Black, Asian, and other Minority Ethnic communities. 	<p>Investment in culturally diverse celebrations and other events.- Resource to host, develop and maintain University of Worcester Study portal, workshop development and</p>	<p>Growth in applications and acceptances by students from Black, Asian, and other Minority Ethnic backgrounds.</p> <p>Culturally diverse campus experience and elevated levels of visibility of different</p>	<p>This work will contribute to Intervention Strategy 1, Objective 3, Intervention Strategy 2, Objective 6 and Intervention Strategy 3,</p>

Activity	Inputs	Outcomes	Cross intervention
<ul style="list-style-type: none"> - Celebrate and promote culturally and ethnically diverse practices at the University. - PAT system designed to embrace students from Black, Asian, and other Minority Ethnic communities. - Specialist training and development for staff around curriculum development, cultural competency, microaggressions and de-colonising curriculum and materials. - Targeted Outreach with learners in culturally and ethnically diverse communities and geographically diverse areas. - Equality Impact review of Pre entry, transition, study support and adaptation to reflect best model for student success. - Social networks groups and e-mentoring designed to support success for students from Black, Asian, and other Minority Ethnic backgrounds. 	<p>delivery and PAT support.</p> <p>Staff time and resource for staff development.</p> <p>Resource for delivery and maintenance of the e-mentoring and social networking groups</p> <p>Mentoring platform and peer mentors.</p> <p>Academic staff time and support from leadership.</p>	<p>culture in all aspects of University life.</p> <p>Elevated level of engagement by students with Black, Asian, and other Minority Ethnic backgrounds in University life in areas such as student representation, sports and activities, paid student opportunities.</p> <p>Improved continuation and completion, improved outcomes and eliminated gaps between diverse groups of students.</p>	<p>Objectives 10 and 12.</p>

Evidence base and rationale: We have drawn our intervention activity evidence from a range of sources including TASO and Advance HE. Full details are available in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan (additional detail is in Annex B) When evaluation findings will be shared and the format that they will take
<p>Develop an inclusive and diverse campus experience by celebrating the success and the achievements of students and staff from Black, Asian, and other Minority Ethnic communities.</p> <p>Celebrate and promote culturally and ethnically diverse practices at the University.</p> <p>PAT system designed to embrace students from Black, Asian, and other Minority Ethnic communities.</p> <p>Specialist training and development for staff around curriculum development, cultural competency, microaggressions and de-colonising curriculum and materials.</p> <p>Targeted Outreach with learners in culturally and ethnically diverse communities and geographically diverse areas.</p>	<p>Growth in applications and acceptances by students from Black, Asian, and other Ethnic Minority backgrounds.</p> <p>Culturally diverse campus experience and elevated levels of visibility of different culture in all aspects of University life.</p> <p>Elevated level of engagement by students with Black, Asian, and other Minority Ethnic backgrounds in University life in areas such as student representation, sports and activities, paid student opportunities.</p> <p>Improved continuation and completion, improved outcomes and eliminated gaps between diverse groups of students.</p>	<p>% increase of applications from target groups to study at Higher Education.</p> <p>Student satisfaction around sense of belonging and visibility on campus as measured by the Early Feedback Survey.</p> <p>Monitor participation and engagement rates in defined areas of University life.</p> <p>As measured in Intervention Strategies 2 and 3.</p>	<p>Annual reporting to Learning, Teaching and Student Experience Committee and Academic Board.</p> <p>University of Worcester Learning and Teaching Conference.</p> <p>HE networks (FACE, WonkHE blogs/conference).</p>

<p>Equality Impact review of Pre entry, transition, study support and adaptation to reflect best model for student success.</p> <p>Social networks groups and e-mentoring designed to support success for students from Black, Asian, and other Minority Ethnic backgrounds.</p>			
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Whole Provider Approach

Our Approach

The University has always adopted a whole institution approach to address the risks to equality of opportunity. The Hive Library, first imagined over 20 years ago and opened in 2012, helped to reimagine our whole institution approach and has remained the only fully integrated university and public library in the country. The Hive and our student study centre remained open throughout the pandemic as did our halls of residence for the many students for whom the University is their home – including students who have previously been in care – providing high quality learning spaces with fast and reliable internet access. The Hive has been described as a shining example of social mobility as has our fully inclusive ethos and approach including the accessible design of our buildings and University campus.

The University has invested heavily in facilities and support for students with a disability. The University’s Disability and Dyslexia Service offer a range of initiatives aimed at ensuring every student with a disability joining the University has the maximum opportunity to get all the information, advice and support they need to ensure a smooth and successful transition into University life. These include online programmes, more face-to-face appointments, and specific summer schools for those with additional needs to prepare them for life at University – including taster events for visually impaired students to help aid their transition into Higher Education. We were one of the first UK universities to design student accommodation fully accessible to wheelchair users and were the first university to design a sports Arena with the wheelchair athlete in mind.

We have continued to invest in technology including upgrading our infrastructure with advanced lecture capture, accessibility software and increasing the number and quality of student loan laptops – of particular importance to ensure all students have an equal opportunity of access to information technology. We have invested in free core software (including Microsoft Office 365) and discounted software for our students.

Our investment in The Hive and our digital estate are positively rated by our students – 91% overall positivity for library resources and 85% overall positivity for IT resources facilitating learning in the 2023 National Student Survey.

Our approach has continued to ensure that every learner, regardless of background or protected characteristic (as defined by the Equality Act, 2010), is afforded equal opportunity to access and succeed in their Higher Education journey. Our strategy for transformational change for all students is to understand, through robust evaluation, the most effective practices across all aspects of our engagement with our students, and to use this knowledge to deliver an evidenced based approach to practice. This continues to require a whole institution approach where inclusion remains at the very centre of all that we do.

Work on access and participation is embedded across the whole University. It influences all areas of our work including outreach and school engagement, academic planning, curriculum and assessment, student support, facilities and services. We run an annual Learning and Teaching Conference bringing together academic and professional staff to share best practice, sector knowledge and debate key themes. We share best practice more widely, including our work on decolonising the curriculum, through our Worcester Research and Publication repository. Our graduate attributes are embedded in our curriculum for all students and the work of our student services team through myCareer enables students and our graduates to audit their progress whilst also providing access to employment opportunities.

Our Learning and Teaching Strategy is central to ensuring consistency across our taught programmes. We continue to focus on inclusion, implementing major projects on student engagement monitoring, assessment and feedback, and our personal academic tutoring system. Our aim is to embed a culture whereby student retention is regarded as everyone's responsibility, and in which there are clear expectations about engagement with learning activities. We are making progress in developing approaches to learner analytics in a way that will empower students to monitor and reflect on their learning progress and engage in meaningful discussions with personal academic tutors. Underpinning this will be robust systems for recording attendance and monitoring disengagement.

We have been successful in embedding practice that has seen a narrowing of the gap in outcomes for disabled students, and we are now working to extend the principles in understanding inclusive practice for Black, Ethnic and Minority Ethnic students, students who enter with BTEC qualifications and those from low participation neighbourhoods. Our approach is to ensure effective and informed academic support through a strong personal academic tutor system, curricula that reflect diversity and aim to progressively develop student academic and professionally relevant skills. Where appropriate we are developing targeted interventions to raise aspirations or provide focused support to narrow disparities in outcomes for our target groups. We will also support Schools in monitoring progress and outcomes for our target groups ensuring their full engagement in developing and inclusive approach to learning and teaching that impacts on outcomes.

We have developed an inclusion toolkit for use across the University to develop best practice. The toolkit includes a suite of inclusivity guides, an inclusivity self-assessment toolkit and an extensive resource list to support curriculum design.

We are developing work on transitions support for target groups and as part of this will be piloting innovative approaches to pre-entry support, including developing microlearning platforms, in addition to the pre-entry work we already deliver to all students. This work will be prioritised in courses where we have identified higher numbers of learners from target groups. We will focus specific programmes of work beyond our whole institution approach to encourage greater engagement in culturally and ethnically diverse activity and in focussed targeted work with current students from Black, Asian and Minority Ethnic backgrounds.

Working in Partnership

We have two University centres established in partnership with local Further Education colleges; Herefordshire and Ludlow College and Halesowen College both have been established to create highly visible partnership work to encourage aspiration and increase knowledge about higher education, particularly by individuals who previously might otherwise not have considered higher education.

The University is the partner in the development of a new University Centre in Dudley, which will offer a range of University courses and deliver in partnership with the Dudley Institute of Technology and Dudley College. These courses will be specifically tailored to meet the needs of students that wish to study a Higher Education qualification in the Dudley area. These courses will attract a considerable proportion of learners from key target groups (including students with non-A-Level qualifications) identified in this Plan and will therefore be a focus of our Access and Participation work.

We continue to develop Higher and Degree Apprenticeships and our Apprenticeship Strategy outlines the aims and ambitions of the University over the next 5-years. We have established multi-agency approach to student mental health support, working with partners including Worcestershire Health & Care NHS Trust and Worcestershire County Council Public Health. We are continuing to build our data and evidence base to develop our strategy in this area and to refine our provision to better target our resources. This work will be closely aligned with the work that we are developing in the areas of student success and progression to ensure that support for students identified as most at risk of experiencing poorer mental health remain at the centre of our approach.

We enjoy a fruitful and positive working relationship with the Worcester Students' Union, and our work with them has a strong access and inclusion focus. The casework undertaken by the Union helps to inform their ongoing campaigns and activities and has helped to inform our Access and Participation plan.

Effective student representation is integral to the University's work to enhance quality, ensure genuine student engagement in the learning process and the relevance of its curricula. The University and Worcester Students' Union have developed a joint Student Academic Representation Code of Practice which is overseen by the Student Representation Oversight Group and is jointly chaired by the Students' Union VP Education and the University's Provost. The Code of Practice sets out clearly the role of all institutional areas in relation to student representation and voice. This has already delivered an increase in both awareness and effectiveness of student representation, evidenced by over 80% satisfaction in the most recent UW Course Experience Survey results for how well students are represented on their course.

Governance

Governance of our Access and Participation Plan sits within the formal structures of the University. The Pro Vice Chancellor Students has direct responsibility for ensuring monitoring and delivery of the Plan. Progress is actively monitored and reported to the Board of Governors, University Executive Board, Academic Board and the Learning, Teaching and Student Experience Committee (LTSEC), Worcester Students' Union sabbatical officers are members of the Board of Governors, Academic Board and LTSEC.

We have developed an Access and Participation Steering Group Chaired by the Director of Access and Inclusion. This group supports the work of themed working groups which have operational responsibility for the cross institutional delivery of our Access and Participation Plan. The groups have responsibility for setting annual action plans, monitoring and evaluation of the theory of change for specified areas of work and supporting delivery across the University.

The Pro Vice Chancellor Students and Director of Access and Inclusion will deliver roadshows across the University on our Plan, delivery of interventions and progress against the Plan, including evaluative data.

Our Access and Participation Plan has been aligned to our Equality, Diversity and Inclusion Policy Statement and strategic interventions aligned to our Equality, Diversity and Inclusion Framework. Race is one of the 4 core areas identified in the Framework we will focus on during the lifetime of the framework. As a University with inclusivity at its heart our participation Plan has been developed to ensure all students, regardless of protected characteristic as defined by the Equality Act (2010) have an equal chance of access to and success in Higher Education. We have

considered intersectionality and have developed a Plan that is inclusive to students from all backgrounds.

Student Consultation

As part of our whole institution approach we have involved our students in all aspects of developing our Access and Participation Plan including the self-assessment process, focus groups, course representative conferences and student meetings. We have fully engaged with the Worcester Students' Union at all stages. Additionally, we hosted a 'world café' event focussing on the risks to equality of opportunity for our students and we have implemented a steering group where students will also have representation.

A draft of our Access and Participation Plan was shared with students (including representation from students outlined as part of the target groups this Plan will focus on) and the Worcester Students' Union sabbatical officers during a consultation focus group – feedback from this focus group was invaluable in helping to shape our whole student approach, including ensuring we were clear to students of our intention to review our support systems and our approach to student communication.

Themed working groups (comprising of academic and professional staff, and students) will deliver the implementation strategies outlined in our Plan. The University and Worcester Students' Union regularly consult with students to evaluate the impact of our work in this area through both the representation system and through wider consultations such as the 'Big Worc Survey' and 'Change Week'. The sabbatical officers are members of the committees and of the themed working groups that oversee this work and contribute fully to the decision-making process.

In addition, the University and Worcester Students' Union work together to provide opportunities for students to feed into the development of our Plan and associated activity through working groups, task groups and inclusion in course representation meetings, conferences, and briefings.

Evaluation of the Plan

Our evaluation work is continuing to evolve. We have a well-established Evaluation Group which consists of both practitioners and academics that will take responsibility for the development of our ongoing evaluation of this Plan. We have developed an institutional approach to evaluation drawing on relevant methodologies such as Theory of Change. We have utilised a wide range of internal and external data as appropriate within this approach, with a strong focus on increasing the quality and volume of our internal data. We have upskilled staff involved in planning, implementation and evaluation of the APP in relevant methodologies. Our approach to the evaluation of initiatives and interventions utilises accepted methods of evaluating (such as the TASO evidence Toolkit) to enable comparative assessment over time and with other institutions. This approach goes beyond the toolkit approach and allows us to evaluate wider institutional impact upon widening participation and gives a more accurate and contextualised analysis and assessment of how the University widens participation than methods that restrict themselves to detailing specific initiatives and interventions.

We intend to undertake a range of evaluation throughout the life of this Plan. Our internal success and progression activity will generate Type 2 standards of evaluation with a range of evidence: our focus will be to generate the highest strength of evidence on strategic interventions that have the highest institutional risk to equality of opportunity to students. In addition to the method of evaluation of each activity outlined within each intervention strategy, we will annually evaluate whether planned activities are achieving their intended outcomes through analysis of the annual evaluation plans of each of our academic Schools. Each School writes a detailed evaluation and action plan which focusses on access, continuation, completion, attainment, and progression. We will use these plans to review the impact of interventions outlined in our Plan for students at course level and where necessary tailor and/or amend interventions.

We are strongly committed to the continued utilisation of the Aimhigher West Midlands Evaluation Framework through, for example, the evaluation of our schools' outreach programme. Our collaborative evaluation with our partners in the Aimhigher consortium has produced evaluation evidence in Type 2 evaluation and has made contributions to some Type 3 studies. Our involvement with Aimhigher also provides opportunities for collaborative approaches to evaluation and research in other areas of the student lifecycle such as continuation and attainment which would otherwise, as a smaller institution, be neither cost effective or of a sufficient scale.

We will publish the results of our evaluative work through our Learning and Teaching Conference and sector conferences as appropriate. As part of the Aimhigher West Midlands group we will also share our progress and results of evaluations within our local network. We will continue to engage with sector research and approaches to evaluation, including work published by WonkHE, the Sutton Trust, HEPI, JISC and AdvanceHE.

We will report on progress against our Plan and the success of the delivery of our interventions through our formal reporting structures as part of our Governance structure.

We have identified 5 key strategic priorities for evaluation:

1. Continuing to embed our institutional approaches to evaluation design.
2. Continuing to upskill staff across the University in evaluation design and evidence-led interventions.
3. Continue to enhance skills, knowledge and experience of evaluation using theory of change.
4. Develop our collaborative evaluation activity
5. Establish a clear mechanism for sharing of institutional good practice and evaluation outcomes internally and externally.

Provision of Information to Students

Fees

The University will charge the maximum fee of £9,250 (plus inflation) in 2024-25 for all our undergraduate courses. The fee for students studying part time will not exceed the maximum fee level of £6,935 (plus inflation).

We publish clear and accessible information on the fees that we charge on our webpages.

Example 1

If you are a full-time student starting in academic year 2024-25 and studying a 3-year honours degree, and the government applies an inflationary increase to the fee cap of 4% for the 2025-26 academic year and 2% for the 2026-27 academic year, you will be charged:

Year 1 (2024-2025) - £9,250

Year 2 (2025-2026) - £9,620

Year 3 (2026-2027) - £9,812

If the Government determine a change in the maximum fee we can charge, we will apply this change.

Where our fees are below the fee cap, we will apply annual increases in fee levels for continuing students. This will be in line with the appropriate inflationary measure set by the government. Any fee increases will be calculated using the Office for Budget Responsibility forecast RPI-X.

Example 2

If you are a part-time student starting in academic year 2024-25 and studying a 2-year Diploma in Education and Training (DET), and the Government applies an inflationary increase to the fee cap of 4% for the 2025-26 academic year you will be charged:

Year 1 (2024-25) - £3,290

Year 2 (2025-26) - £3,421

Financial Support

We offer financial support to students via our [Access to Learning Fund](#). This fund helps eligible students experiencing financial difficulties to continue to study until their course is completed through the award of non-repayable grants.

Access to Learning funds are available to students at each year of study, and students can make an application each year. Students are able to make additional in year applications in the case of a change of circumstances.

We offer [scholarships](#) for academic achievement and for sports. Full details of these and eligibility criteria are published on our webpages. Scholarships are available at each year of study for eligible students.

We share information on fees and financial support with prospective students at in-person events (including our open days), email communication and publish the fees that we charge on our [webpages](#).

Current students receive information about fees and the financial support available through our student portal, [webpages](#), internal communication and emails.

All students can access the most up to date information on fees and financial support via the [University website](#).

Levels 4, 5 and 6 (Years 1, 2 and 3)			
Scheme	Eligibility Criteria	Application Process	Award Level (£)
Academic Achievement Scholarship	Students who achieve 120 credits at Grade A- or higher during the academic year.	Awarded automatically to students meeting the eligibility criteria	£1,000

<p><u>Sports Scholarships</u></p>	<p>Dual Career Scholarship Student (DCSS) athletes are expected to be training as part of an elite athlete pathway scheme as well as representing at senior or junior level National & International tournaments. They should also be performing at the level identified on our <u>webpages</u> in their given sport.</p> <p>Performance Potential (PP) applicants are expected to be working towards an elite athlete pathway scheme in their identified sport. They should also be playing national league, or equivalent as identified on our <u>webpages</u>, in their given sport.</p>	<p>You can apply for a Sports Scholarship <u>here</u>.</p>	<p>Maximum of £2,000 for Dual Career Scholarships</p> <p>Maximum of £1,000 for Performance Potential Scholarships</p>
<p><u>Access to Learning Fund</u></p>	<p>The Access to Learning Fund is a non-repayable grant to help students who are experiencing financial difficulties. The fund is means tested and details of eligibility are included in the fund <u>guidance notes</u>.</p> <p>If you have previously been awarded a grant and your</p>	<p>You can apply for an Access to Learning Fund grant <u>here</u>.</p>	<p>Typically, within the range of £500-£1,500.</p>

	circumstances have changed you can apply for a further grant using the <u>application form</u> .		
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Investment

The University will maintain its existing level of investment in widening participation as a proportion of additional fee income. We will commit 19% of our additional fee income to support the development, delivery and impact assessment of the strategy and activity detailed within this Plan. We are committed to ensuring that continuous improvement is maintained and that our ambitious strategy is achieved.

We are investing in new ways of engaging with our students – including through microlearning (content delivered to students in 'bite-sized' (3-5 minute) bursts at the point of need). A pilot microlearning course during the 22/23 academic year was co-created with our students and focussed on building referencing and academic skill confidence. Engagement with the course (full course completion) was high (72%) and over half the students who completed the course were more confident with referencing and over 90% found all skill development tools helpful. The course was timed ahead of summative assessment. This initiative further reflects our whole University approach to supporting our students and where we are placing additional investment to support students.

With over 70% of our students meeting one or more widening participation measures our approach has and will continue to be, whole institution. In identifying our investment, we have calculated direct costs; staffing, central outreach activity and programme costs alongside infrastructure costs which encompasses school's liaison work undertaken by academic schools and colleges, student financial support including our Access to Learning Fund, costs associated with fair admissions and monitoring and evaluation of our work. We have estimated the proportions of funding that will be used to specifically address each of the 4 strategic risks and intervention strategies in our assessment of performance and in relation to underrepresented groups. We will continue to commit similar levels of funding to our pre-entry, pre- and post-16 outreach work and our collaborative work through the Aimhigher West Midlands partnership as in our previous plans.

Annex A: Assessment of performance

LIFECYCLE DATA SUMMARY

	Access	Continuation	Completion	Attainment	Progression
FSM Eligibility	Enduring gap – wider than the sector	Gap is reducing	Persistent gap, 11.7 pp in latest data. Will be addressed within the strategic interventions for continuation	Fluctuating rates, widened in most recent data	Fluctuating – small gaps
Target Set?	Yes - FIT Reference PTA_1)	No	No	No	No
Gender	Consistent	Continuation rates have fallen for both male and female students but at a greater rate for male students (2.6pp drop for females, 5.2pp drop for males)	Improvement, faster rate for males	Attainment between male and female students has remained consistent over the previous 5 years	There has been a drop of 3.7pp for males progressing
Target Set?	No	No	No	No	No

Ethnicity	Participation rates for students from Black, Asian, and other Minority Ethnic groups remain at similar levels (below sector)	There is a drop in continuation rates for all students, there are gaps in continuation between White students and all other ethnicities	Fluctuation between groups. Small gaps	Attainment for White students has been stable over the past 5 years and are higher than for all other ethnicities. Attainment rates for Black students have dropped 16.5pp	Progression rates are improving for all ethnicities
Target Set	Yes	Yes	No	Yes	No
Qual on entry	No	There has been a drop in continuation for all entry qualifications. There is a larger proportion of withdrawals from students entering with Non-A-Level qualifications	No data available.	Attainment rates for Students entering the university with non-A-level qualifications are consistently lower than for those entering with A level (Approx. 13pp)	No Data available.
Target set?	No	Yes	No	Yes	No
Disability	Steady increase In the proportions of disabled students at the university (higher than sector)	Continuation rates have dropped over the previous 2 years by 5.3pp for disabled students and by 2.5pp for non-disabled	Fluctuating rates for both disabled and non-disabled – small persistent gap	Attainment rates have improved for Disabled students by 4.7pp for disabled students (2pp drop for non-disabled)	Progression has decreased by 3.8% for disabled students over the past academic year. Keep under review
Target set?	No	No	No	No	No

TUNDRA	Access is fairly consistent across quintiles. Q1 participation remains below desired level	Gaps in continuation between Quintiles has remained. Continuation rates remain lowest for TUNDRA Q1 learners	Fluctuation in completion rates – though widening of the gap in most recent data. Intervention strategy for completion will address continuation gaps	Small improvement in attainment for quintiles 1 &4	Improved for Q2 & Q3
Target Set?	Yes	Yes	No	No	No
ABCS	Proportions of Students from ABCS Q1 are falling – however more analysis needed	Enduring Gaps between Q1 and Q5.	Enduring gaps – will be addressed within Continuation strategic intervention.	No Data Available	Gap between Q1 and 2 and Q5.
Target Set	No	No	No	No	No
Age On Entry	Growth in participation of Mature Students	Widening of the gap between Young and Mature – now at 6.3%	Completion rate gap is widening. Will be addressed through continuation strategic intervention	Gaps are narrowing.	Mature students' progress at a higher rate than young students
Target Set?	No	Yes	No	No	No
Part Time Students	A higher proportion of students entering with non-A level qualifications are studying part time, are more likely to be	Limited or suppressed data for many groups. There is a continuation gap between Disabled	There are some gaps in completion for ABCS though Q1 data is suppressed.	Data suppressed for all groups	Data suppressed for all groups

	female, not have a disability,	and non-disabled students (numbers are very small)	Gaps in completion are lower for P/T students from IMD Q1.		
Target Set?	No	No	No	No	No

We have taken the approach in the assessment of performance to analyse each of the underrepresented groups using the OfS dashboard, and our own internal student management information. Whilst we have undertaken comparative analysis against sectoral averages, we do not see the benefit of doing so against ‘similar’ or ‘competitor’ institutions, preferring instead to focus on ensuring inclusion is effectively embedded across our whole institution. Our strategic aims are therefore taken with this whole institution approach in mind.

The focus of the analysis is on our full time undergraduate population, as this represents over 90% of the student body. During the analysis it was identified that in a large number of areas the small size of comparator groups makes data statistically less reliable; for this reason the granular level intersectional analysis has been limited. Nonetheless, discussions based on absolute measures still lead us to conclusions upon which we can identify clear strategic aims.

In assessing our performance at each stage of the student lifecycle, we have identified areas where additional focus and intervention are required and where we have identified gaps in strategic activity to address any gaps. We have undertaken our assessment using the OfS data dashboard, and we have reviewed this data against the sector Equality of Opportunity Risk register. We have also reviewed our internal data to add context to the overall assessment.

Access

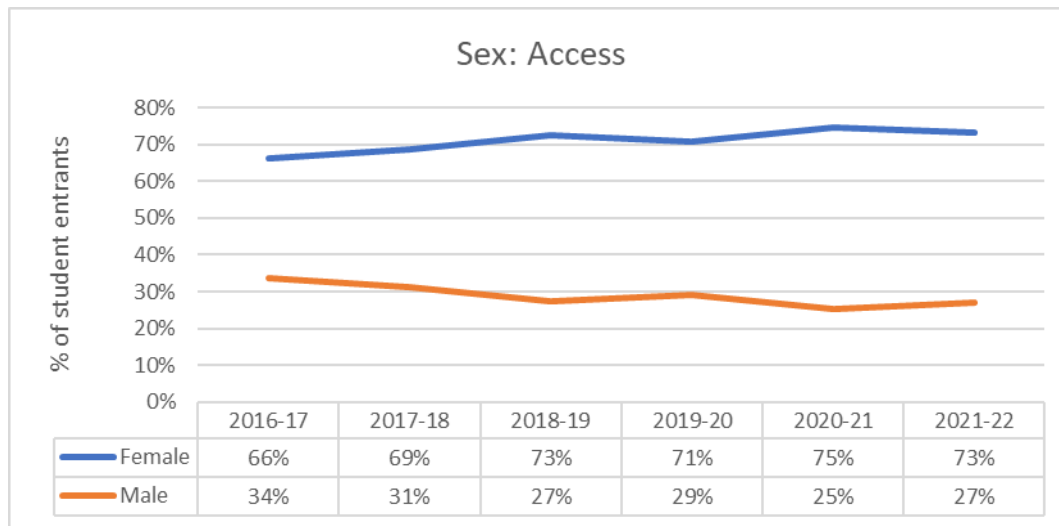
The University of Worcester has a diverse population of students. Many of our students are first in their family to experience Higher Education, a significant proportion enter the university as Mature students, 58.1% (over 21), 35.1% (over 25), 60 % of our students travel to study each day and many enter the university with qualifications other than A-Levels (44%). 12.5 % of our students are from Black, Asian, Mixed Heritage or other Minority Ethnic backgrounds. Analysis of student loan eligibility suggests that a significant proportion of our student are from a very low- or low-income background.

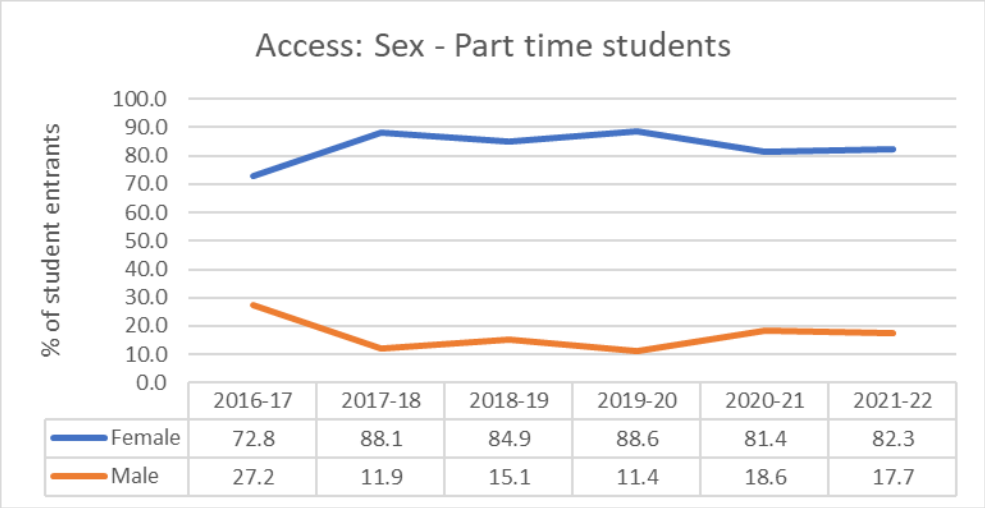
In total around 70% of our students carry one or more of the above indicators of underrepresentation in Higher Education, some students have additional intersections of disadvantage such as care experience, caring responsibilities. Therefore the university approach to inclusion is well

embedded within all aspects of the institution and we have many examples of where this approach is supporting student success. We have identified key target groups alongside our overarching strategy where we wish to make greater and faster progress.

Sex

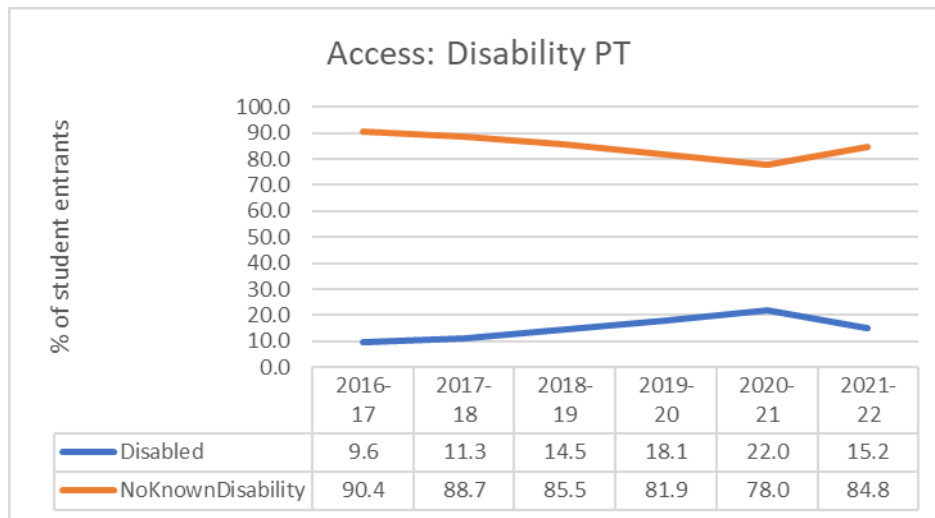
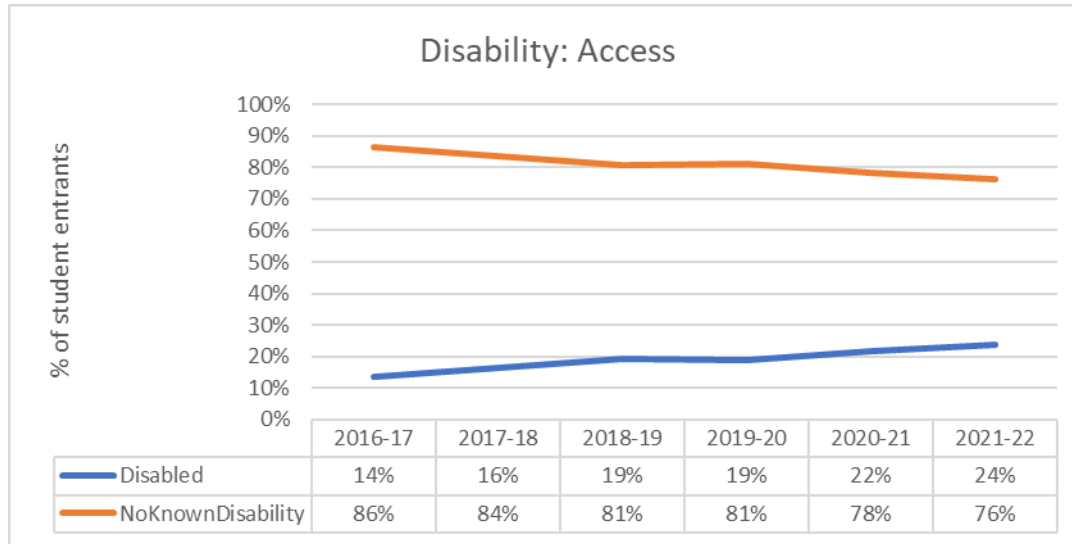
Our Proportions of female entrants have risen steadily over the past 5 years and female students now make up almost three quarters of the universities Home status students. The university course profile is a factor, over 50% of current students are studying for a health related or education related qualification, which have higher proportions of female , this is reflected across the sector <https://www.hesa.ac.uk/news/19-01-2023/sb265-higher-education-student-statistics/subjects> We have not set specific targets for Sex at any stage of the student lifecycle though we recognise that Male students face risks to equality of opportunity, and our whole institution approach addresses this within all of our activity.





Disability

Our proportion of entrants with a reported disability has risen since 2016-17 from 14% to 24% in 2021-22. Many of the university students declaring a disability have a recognised specific learning need (9.15%) or Mental Health Condition (7.21%). The university makes a significant investment in services to support disabled students and we have comprehensive strategies in place for supporting our disabled students throughout the student lifecycle.



TUNDRA

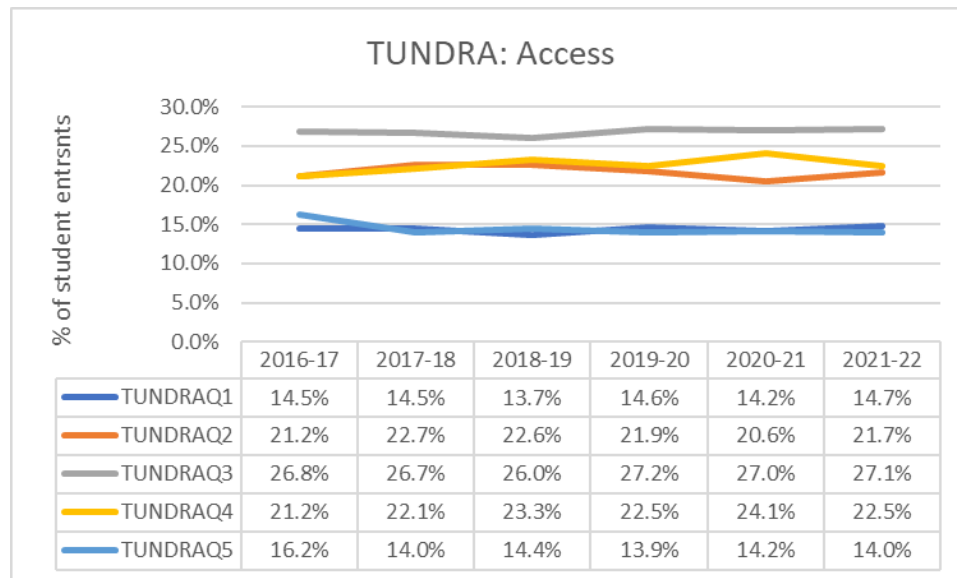
New entrants from TUNDRA Q1 are below the proportions in the general population and this underrepresentation is enduring. Geographic location is an important measure for the University in targeting of our pre-entry outreach activity, the university attracts a significant proportion of our students

from within the local area, which includes large areas of rurality. Learners in these areas, from the lowest quintiles are currently underserved by pre entry outreach (National Outreach Coverage), with the scale and volume of outreach having a significant upon HE progression.

<https://aimhigherwm.ac.uk/wp-content/uploads/2021/08/Optimising-the-impact-of-multi-intervention.pdf>,

During the lifecycle of our previous access and participation plan we saw a moderate decline (4 pp) in the proportion of students joining the University from (TUNDRA Q1).

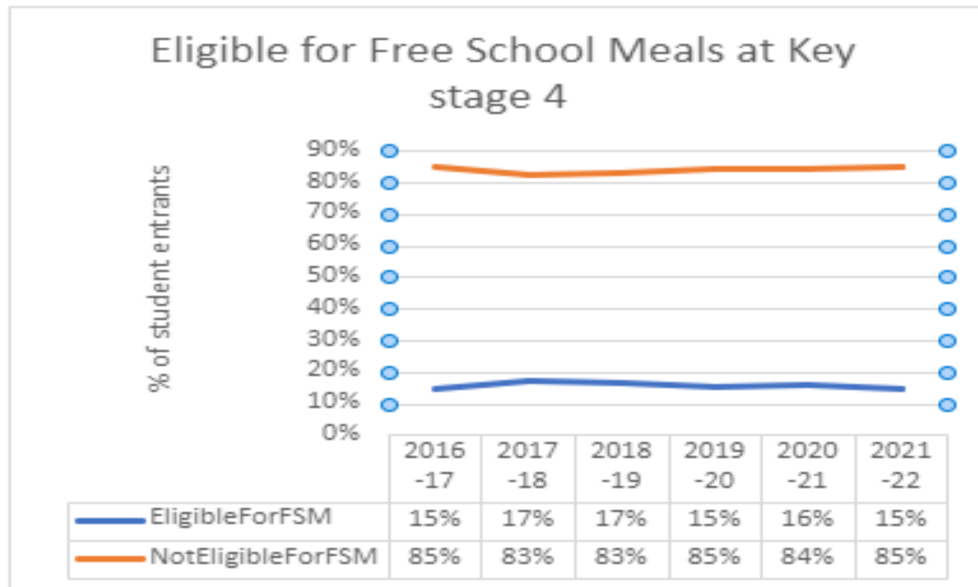
Local analysis of TUNDRA Q1 learners shows that they may be situated in Outreach 'cold spots' and /or in schools with too few learners eligible for Uniconnect funding – which then limits the learner's ability to access high quality attainment raising activity, including Information advice and guidance for Higher Education.



Data for Part time students is suppressed.

Free School Meals and Household Income.

The number of students joining us who would have previously been eligible for free school meals (15%) has remained at a level lower than the sector (18%). Like our assessment of the TUNDRA data, this measure is a useful indicator of those most underrepresented in HE within our local area.

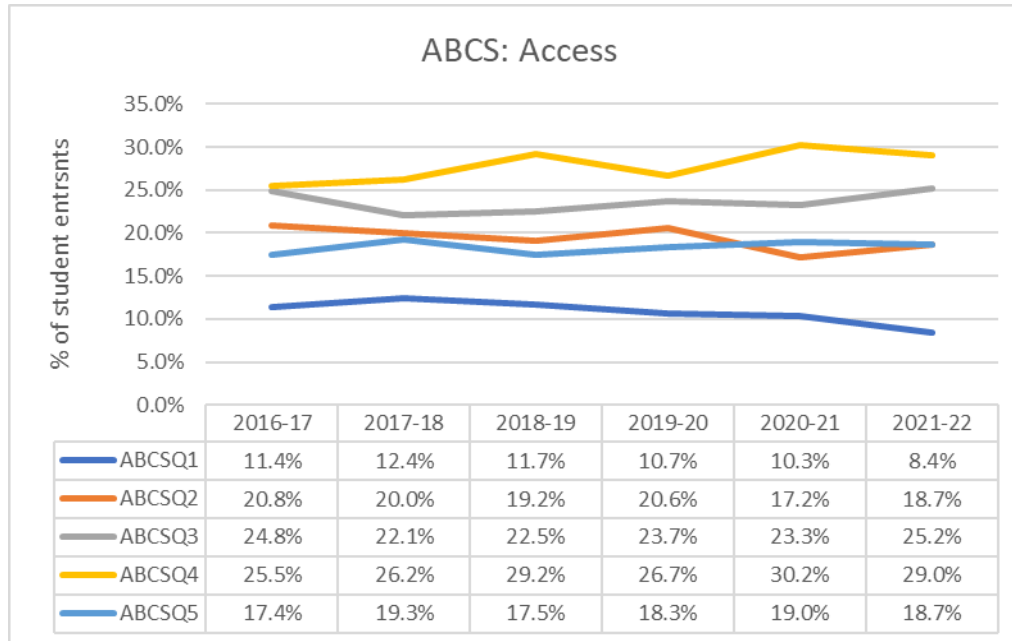


Data for Part time students is suppressed.

ABCS

Our understanding of the underlying data within the ABCS analysis is continuing to develop, the data shows that proportions of students entering the university from within ABCS Q1 are reducing, this is also the case for students in Q5. This mirrors a similar pattern in the TUNDRA data.

To better understand what this data is showing, during the lifetime of this plan (by 2028) we will develop our data analysis around the ABCS characteristics within this data set in relation to our other data and the other markers that we have identified for evaluation.



Data for Part time students is suppressed.

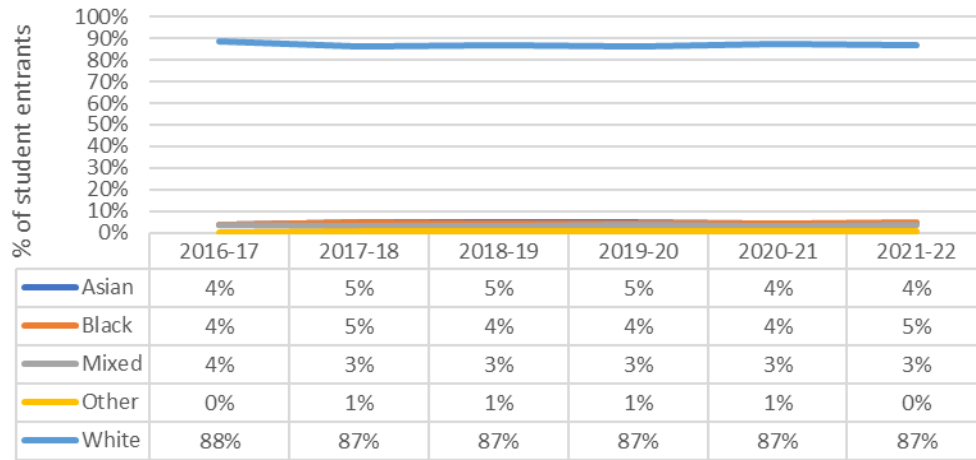
Ethnicity

The graph below shows there is a gap in access rates between white students and students from Black, Asian, Mixed Heritage and Other Minority Ethnic Groups at the University, the gap has remained constant since 2016/17.

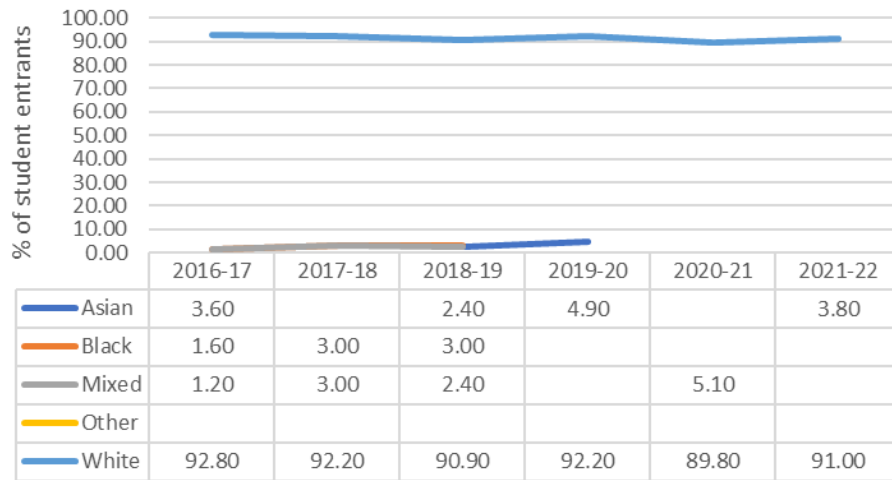
Sector participation levels for Black, Asian, Mixed Heritage and other Minority Ethnic students currently stand at 34.2%; the UW participation rate is considerably lower at 12.5% although it should be noted that this significantly exceeds the local BAME population of Herefordshire and Worcestershire (Herefordshire 3.1% ,Worcestershire 6.2% according to 2021 census data).

Although mindful of our geographical locality we wish to increase the numbers of students from Black, Asian and Minority Ethnic Communities applying and progressing to the University as these students currently represent 12.5% of home students and 19% of our overall student population.

Ethnicity: Access



Access: Ethnicity Part Time

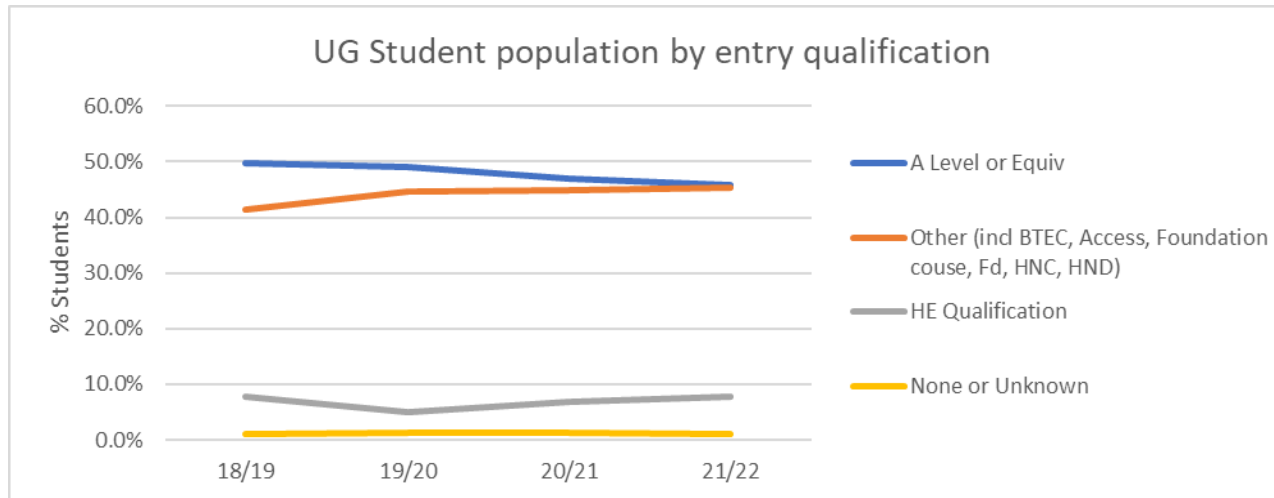


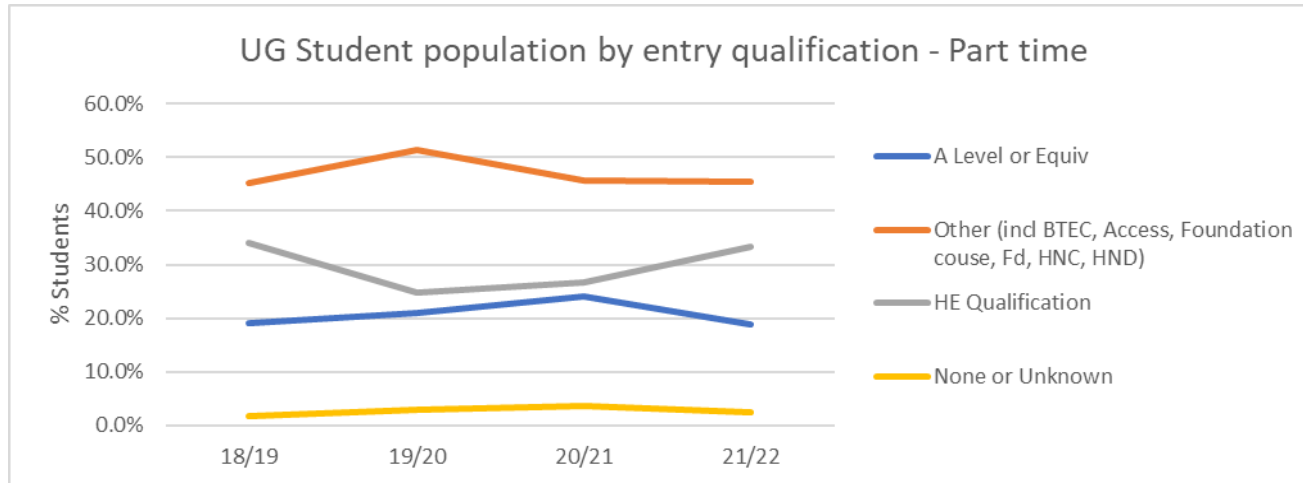
Data for Part time students is suppressed for some categories.

Qualification on Entry

The university is continuing to admit a growing proportion of students with entry qualifications other than A Levels. A proportion of students in the A-Level entry cohort also have some vocational qualifications.

The university has a strategic priority to grow entry pathways into the university through our degree apprenticeship provision – as such we expect to see qualifications on entry diversity even more.





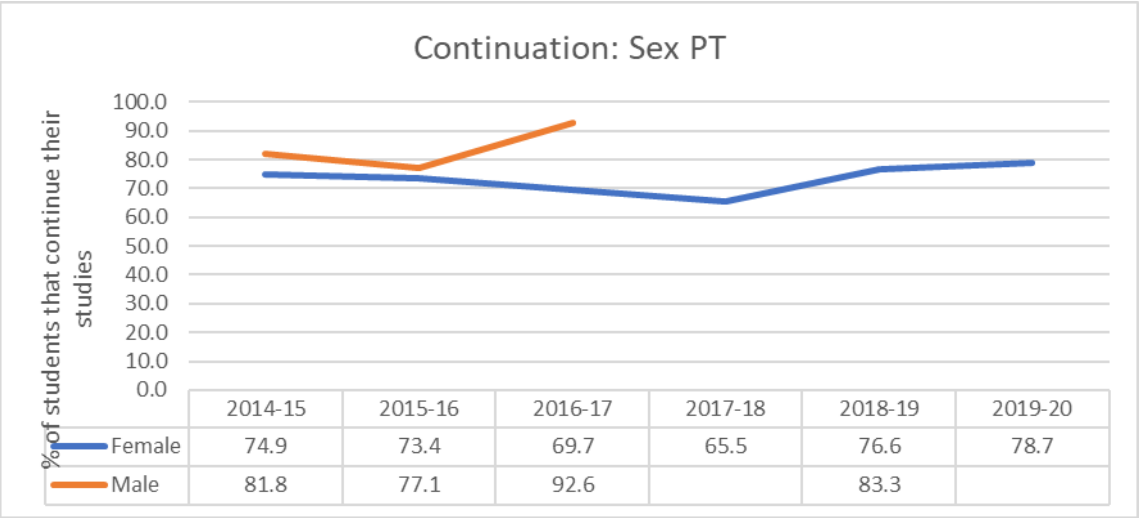
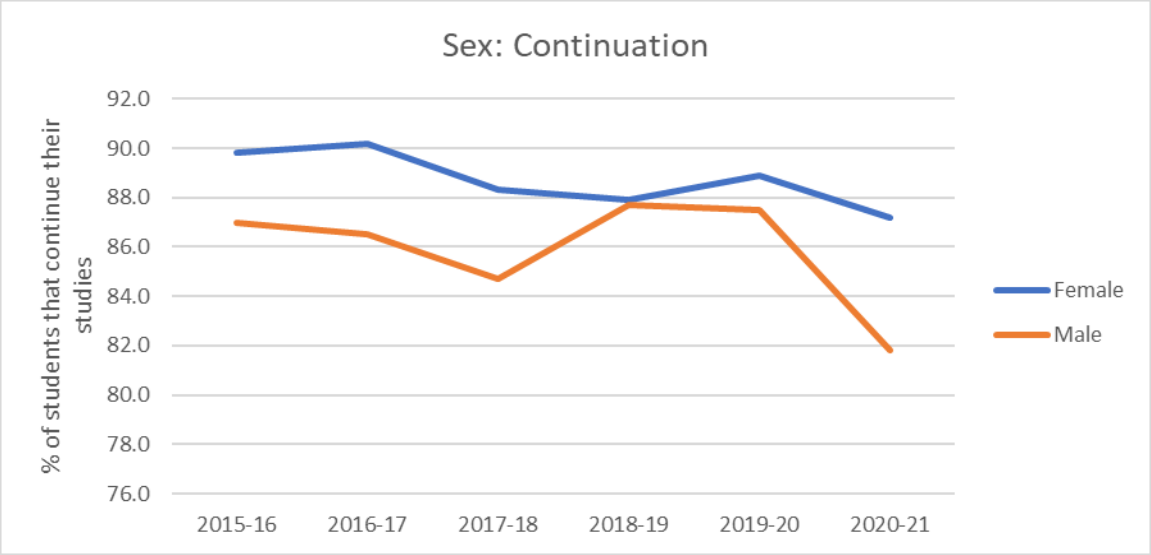
Continuation

Gaps in continuation have widened for all students since the start of the pandemic, progress made in addressing falling continuation rates has been reversed and, in some cases, worsened.

Improving continuation for all students is a strategic priority for the university and our intervention strategies will benefit all students but will be designed to ensure that where there are gaps between different groups of students these are addressed within them.

Sex

Continuation rates have fallen for both male and female students but at a greater rate for male students (2.6pp drop for females, 5.2pp drop for males). This drop-in continuation rates may be a temporary dip and will be subject to ongoing review.



Part time data is suppressed for some categories.

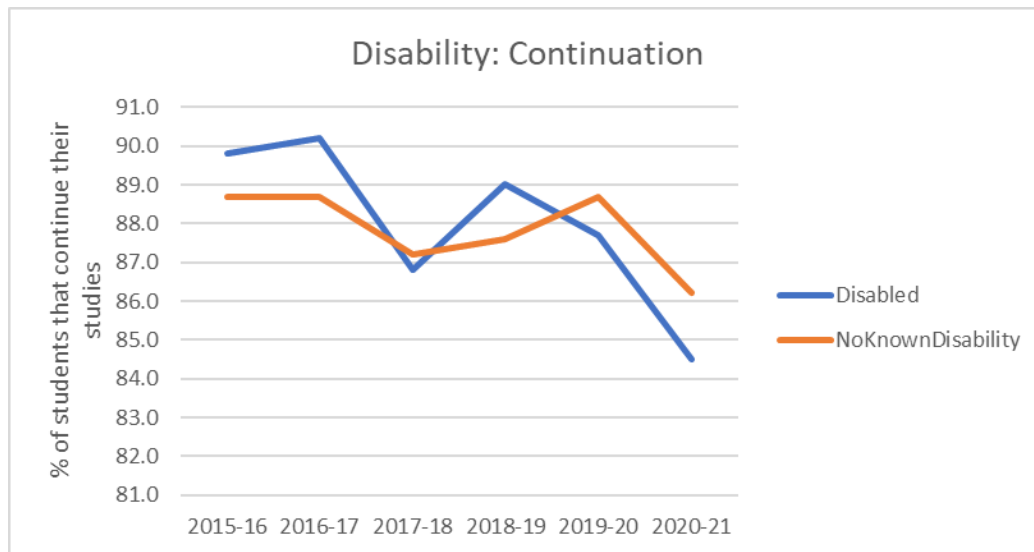
Age

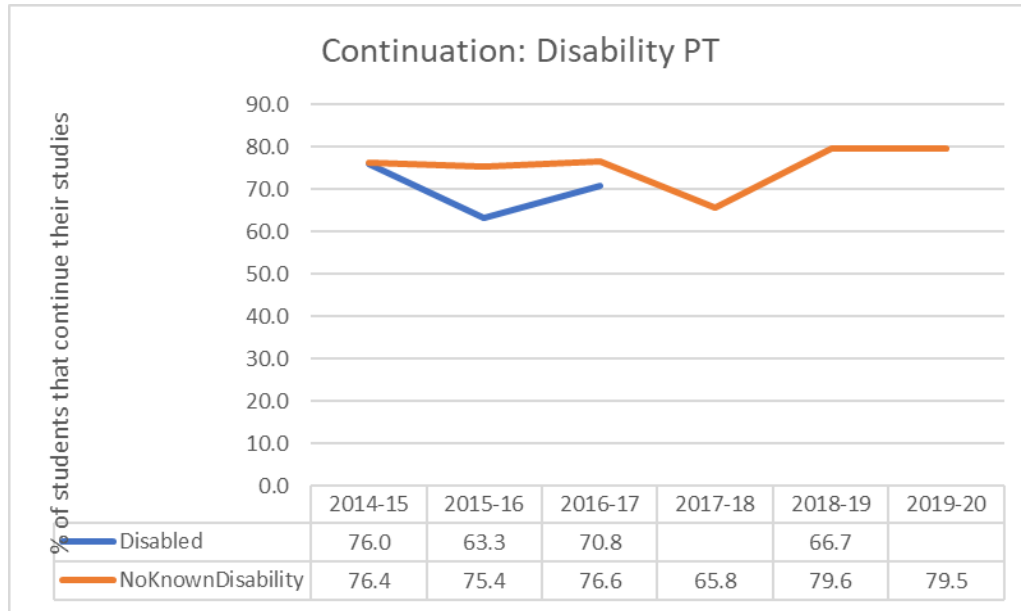
Continuation data shows a widening of the gap in continuation between Young students and Mature students from 5.4 pp to 6.3 pp in the latest data.

Continuation data for part time young students is suppressed

Disability

Continuation rates for disabled students have also shown a drop over the past 2 academic years, continuation rates have fallen at a greater rate for disabled students. Continuation rates for disabled students should be kept under review.

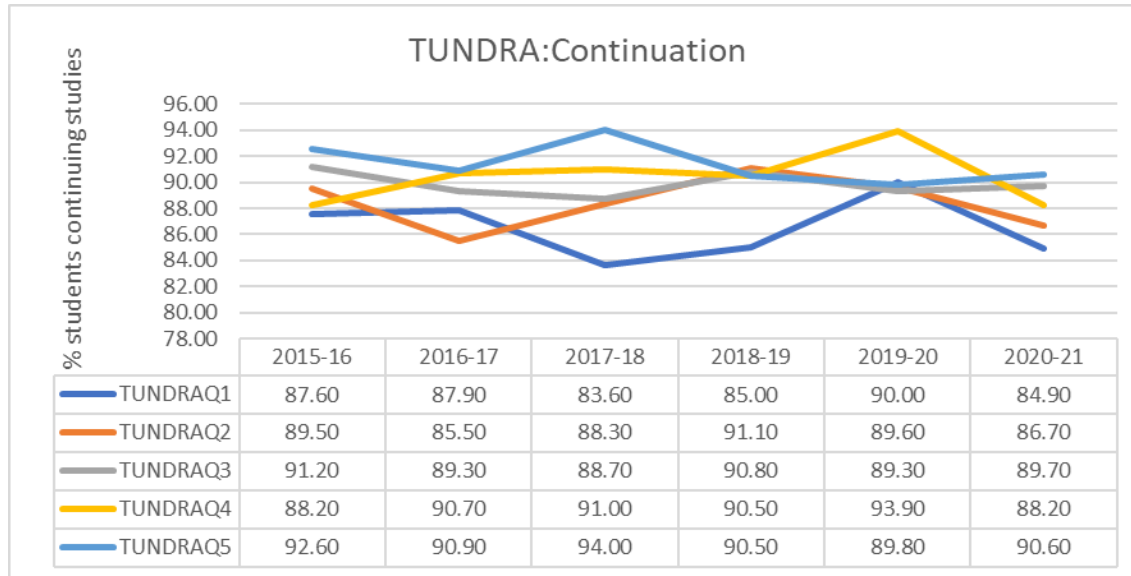




Part time data is suppressed for some categories.

TUNDRA

Continuation rates have dropped for all TUNDRA quintiles, students within TUNDRA Q1 however remain most at risk of non-continuation.

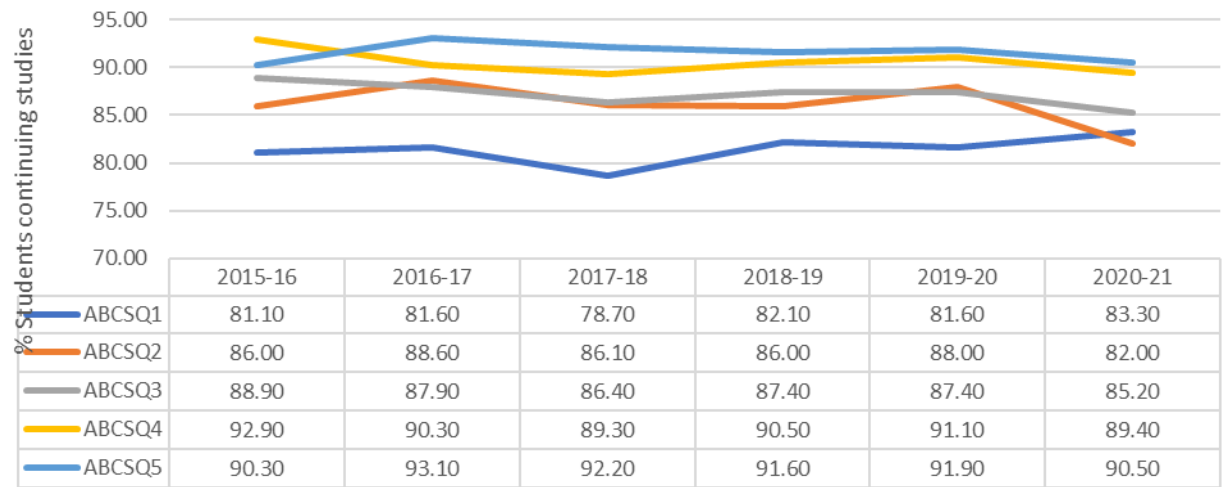


Part time data is suppressed.

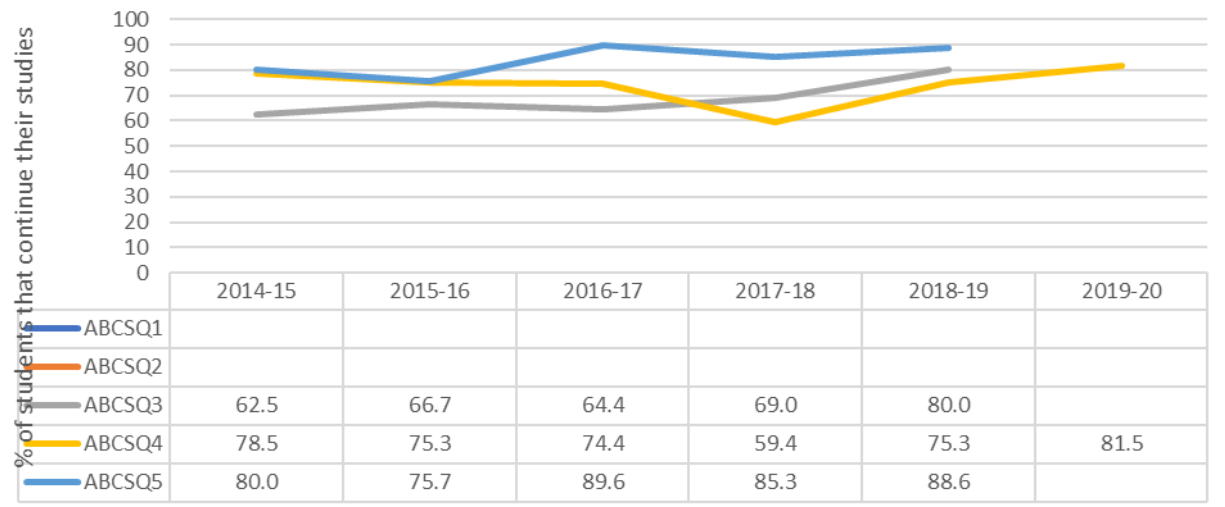
ABCS

There are persistent Gaps between ABCS Q1 and Q5, while the gap has reduced between 2019/20 and 2020/21 there is no evidence to suggest that this trajectory will continue. Students in the ABCS Q1 cohort appear to be at continued risk of non-continuation. The university will monitor the impact of our intervention strategies on this group.

ABCS: Continuation



Continuation: ABCS PT

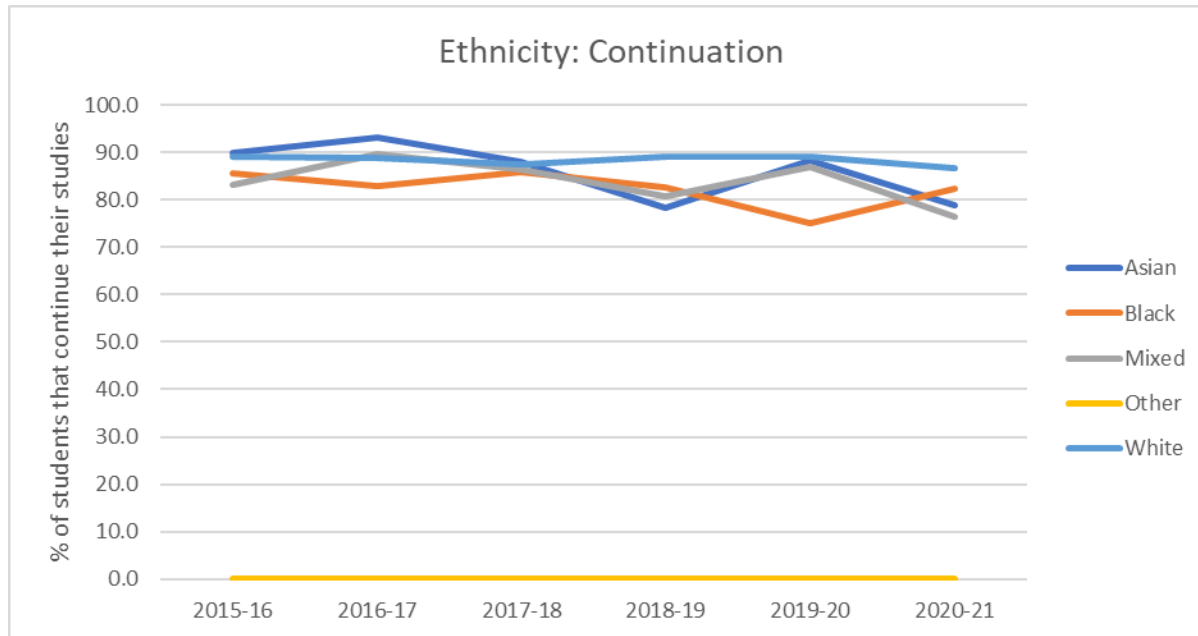


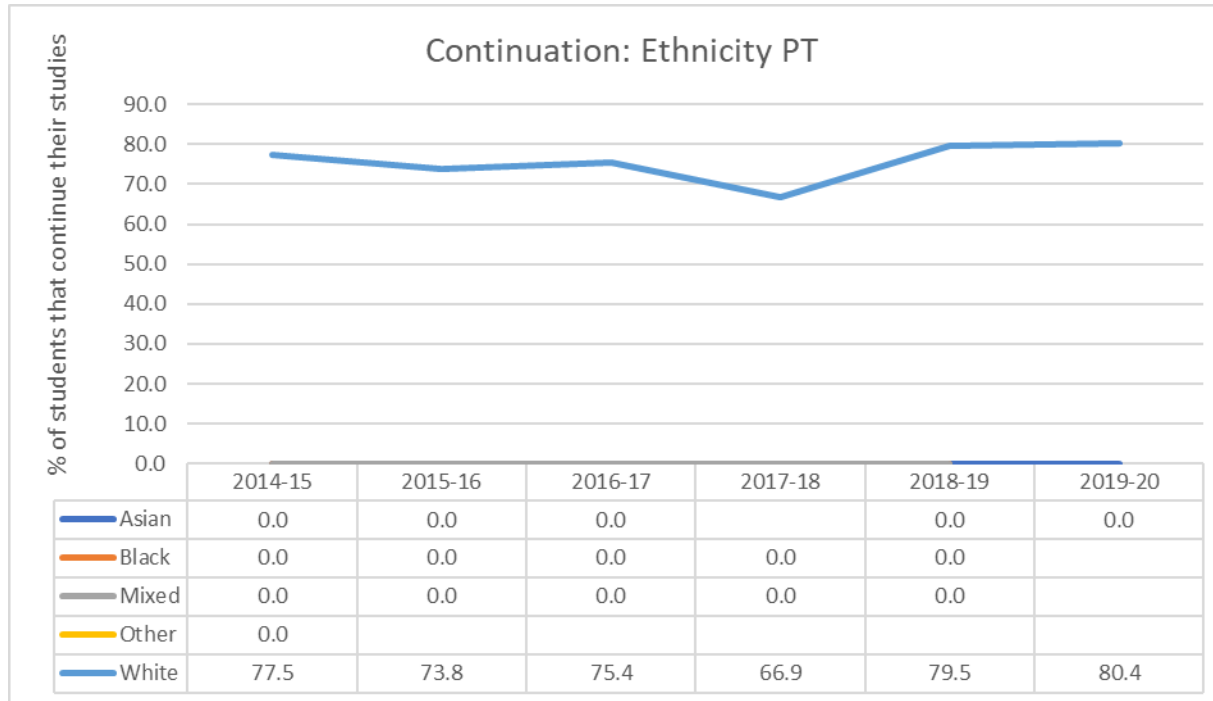
Part time data is suppressed for some categories.

Ethnicity.

Continuation rates are fluctuating but have fallen for all ethnicities. There are persistent gaps in continuation rates between White students and all other ethnic groups.

The largest gap is for students from Mixed Heritage backgrounds - 10.3 percentage points, though this group represents only 70 students. We have also analysed these gaps at subject level and while there are gaps in most subject areas the gaps are wider in some. We are conscious that numbers of students when separated out into subject areas are very small, in some cases <10.

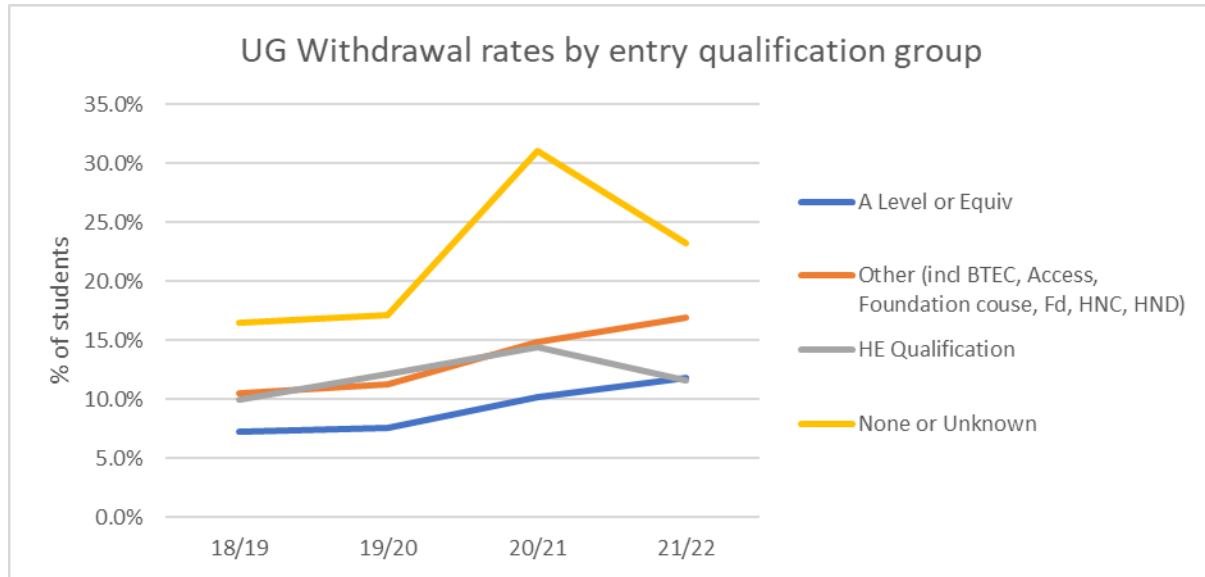




Part time data is suppressed for some categories.

Entry Qualification

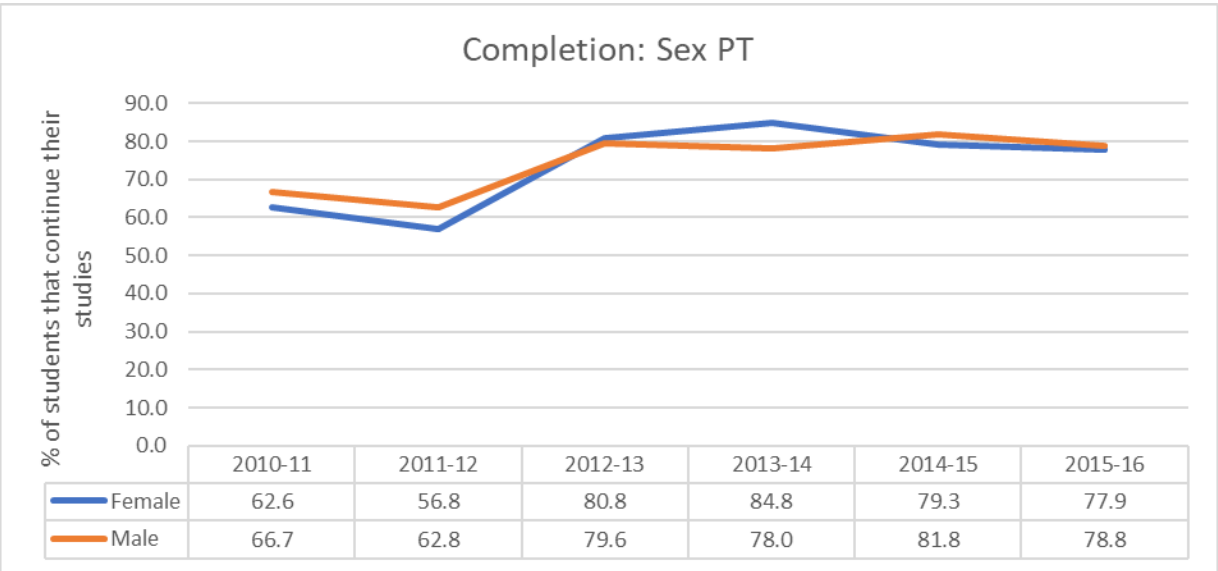
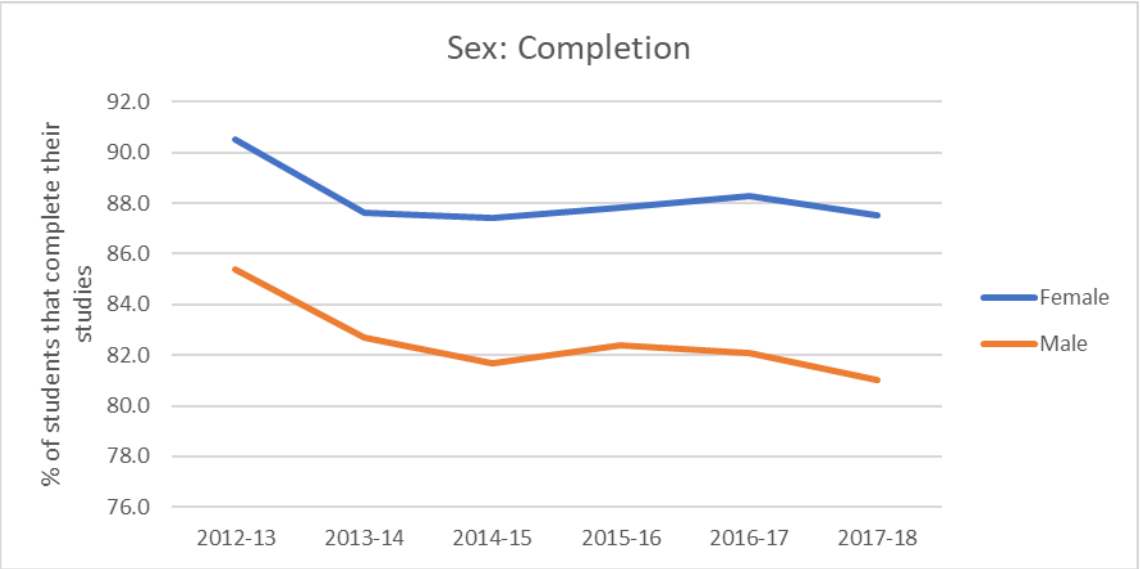
Withdrawal rates are increasing for all UG entry routes. (N.B. headcount for 'None or Unknown' is very small, average 200 per year). However, there is a persistent gap in continuation rates between A- Level entrants and students entering with other qualifications. Students entering the university with BTEC, foundation course, foundation degree or HND/C are more likely to withdraw from the university. Students entering with these types of qualifications make up a significant proportion of students at the University are growing at the university with an increase of 4 percent since 2018/19.



Completion

Sex

Completion rates have fallen for both male and female students, though at a higher rate for female students, 3 pp compared to 1.7pp for males.



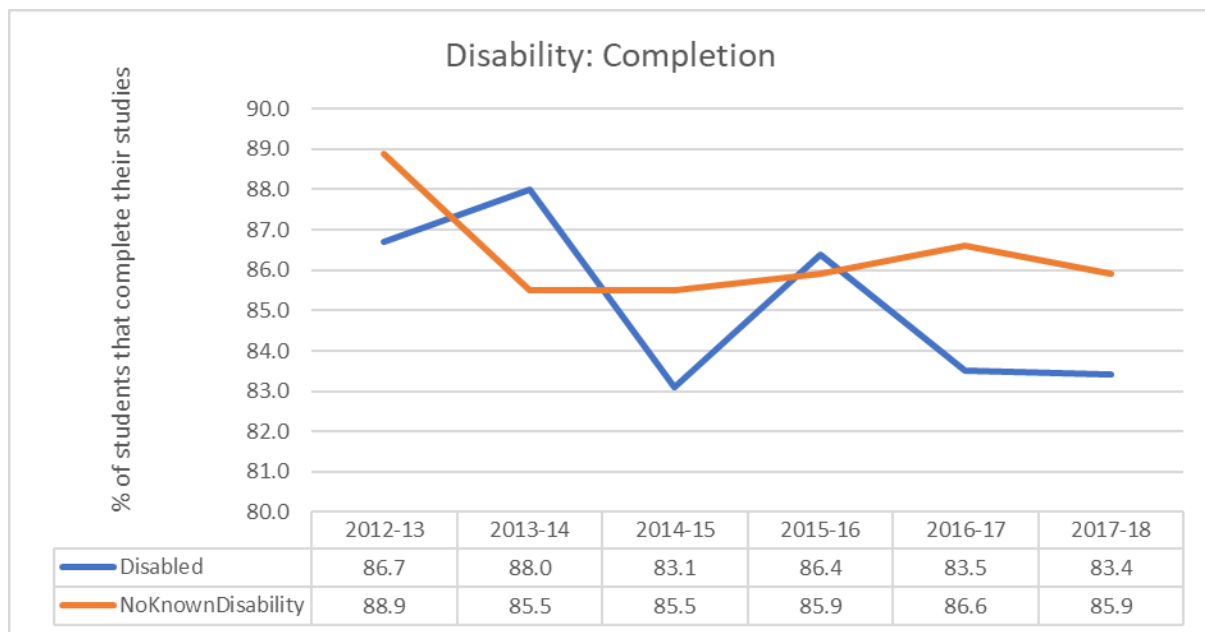
Age

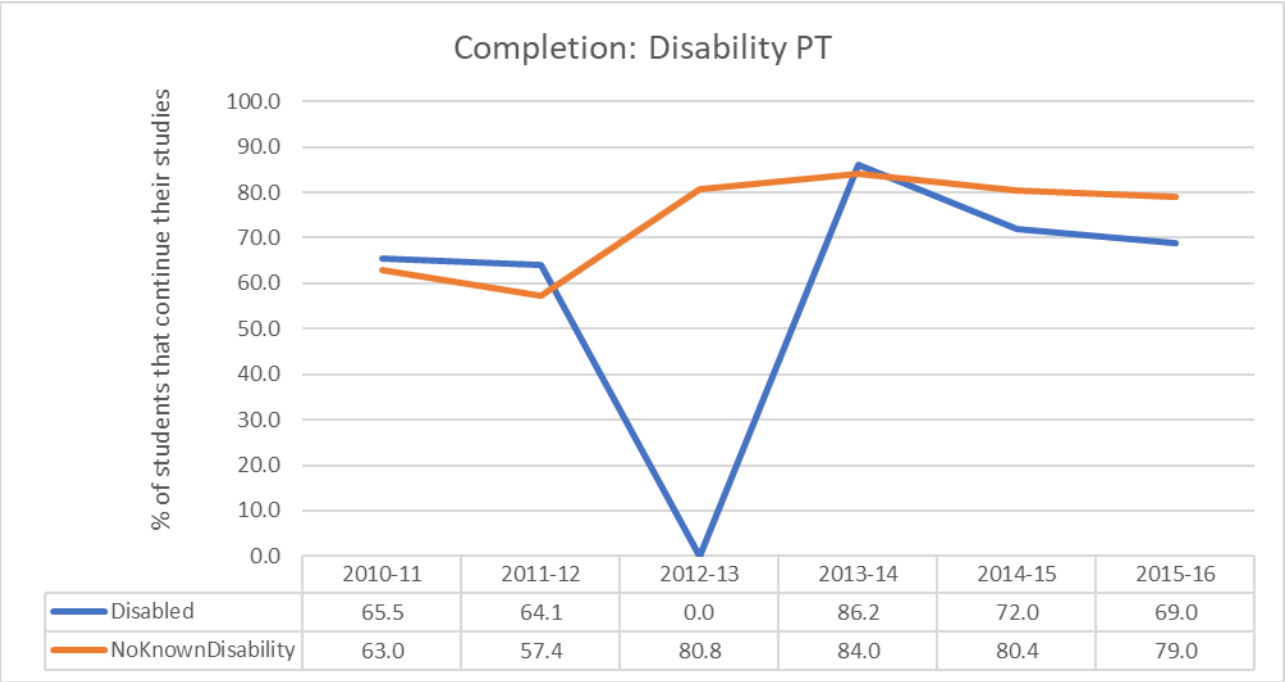
There is an enduring gap – 10.3 pp between Mature and Young students in continuation, Mature students make up around 40% of the total population in this data.

Completion data for part time students is suppressed 2012-13 onwards.

Disability

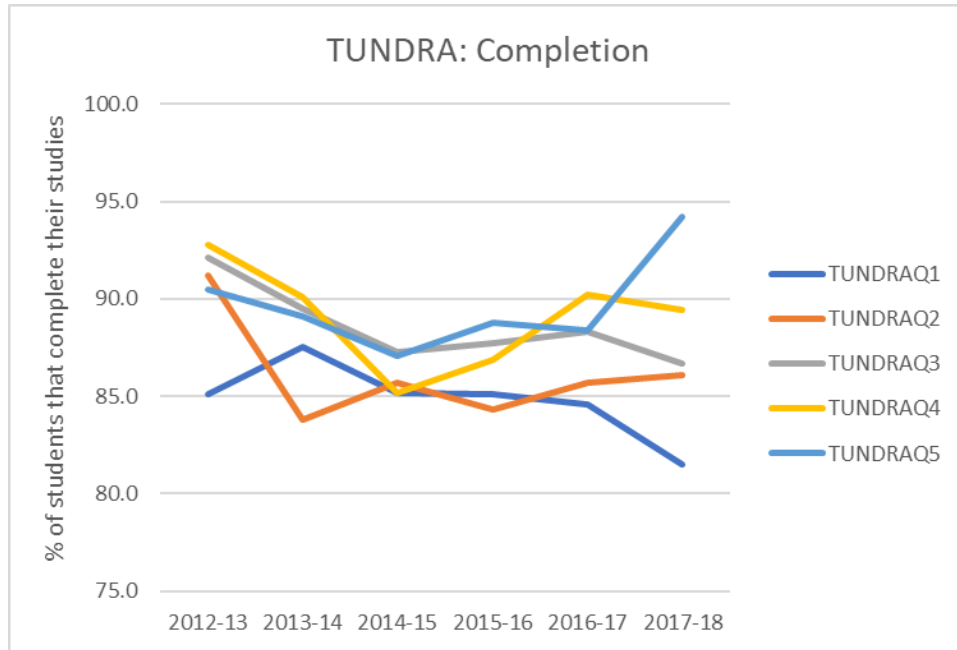
Completion rates have fluctuated for both disabled and non – disabled students, and average at around a 2 pp gap for disabled students.





TUNDRA

Completion rates for TUNDRA Q1 have dropped 3.1 pp between 2016/17 and 2017/18 while during the same period completion rates for TUNDRA Q5 learners increased, bringing the gap between Q1 and Q5 to 12.7 pp.

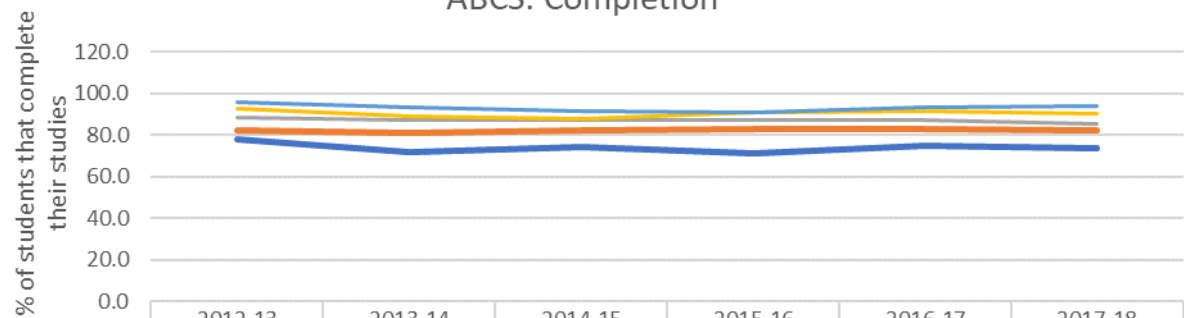


Part time data is suppressed.

ABCS

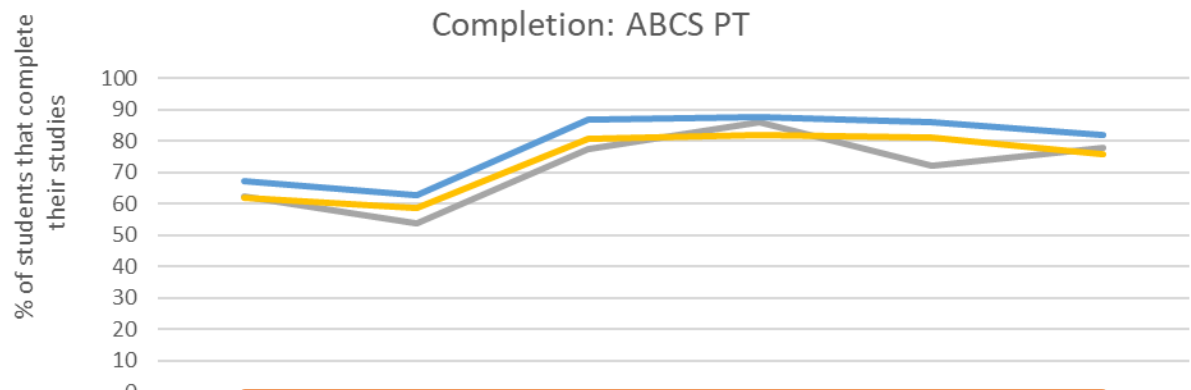
As with the TUNDRA data ABCS Q1 learners are significantly less likely to complete their studies than ABCS Q5 learners. The gaps between quintiles are enduring and which would benefit from further analysis within our planned data review.

ABCS: Completion



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ABCSQ1	78.0	72.1	74.2	71.3	74.7	73.6
ABCSQ2	82.4	80.8	82.2	82.6	82.7	82.4
ABCSQ3	88.6	87.1	87.5	87.4	87.1	85.3
ABCSQ4	92.7	89.2	87.9	91.0	91.5	90.0
ABCSQ5	95.6	93.5	91.6	91.1	93.3	93.8

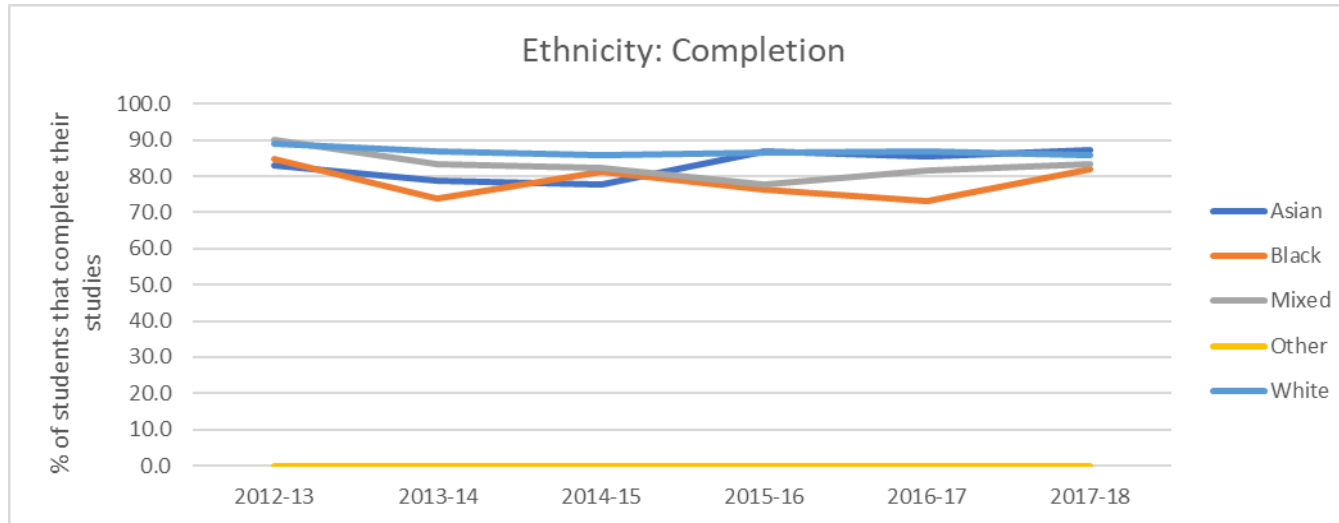
Completion: ABCS PT

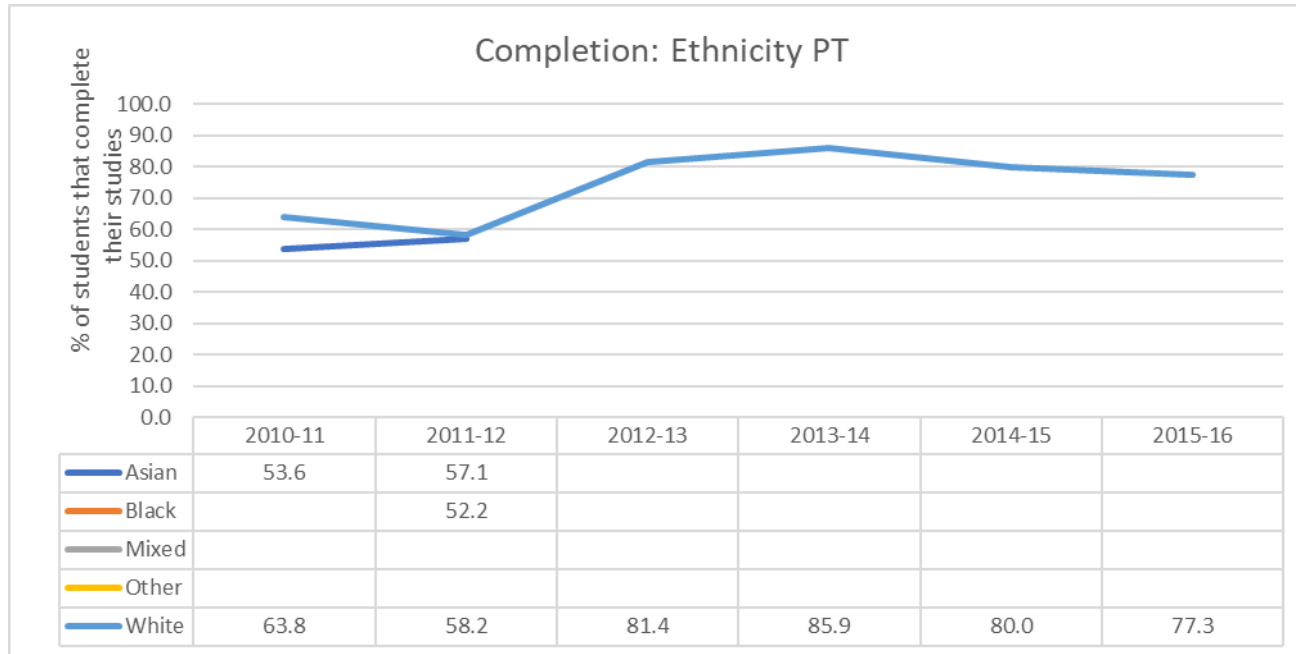


	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ABCSQ1						
ABCSQ2	0.0	0.0	0.0	0.0	0.0	0.0
ABCSQ3	62.2	53.8	77.3	85.9	72.0	77.7
ABCSQ4	61.9	58.6	80.6	81.8	81.0	75.8
ABCSQ5	67.3	62.8	86.9	87.8	86.0	82.0

Ethnicity

There are currently small gaps in completion between students from different ethnicities. Completion rates are highest for Asian students, though as previously stated Asian students make up a very small proportion of students at the university. Black students and students from Mixed Heritage backgrounds have the most fluctuations in completion rates which would benefit from further exploration.

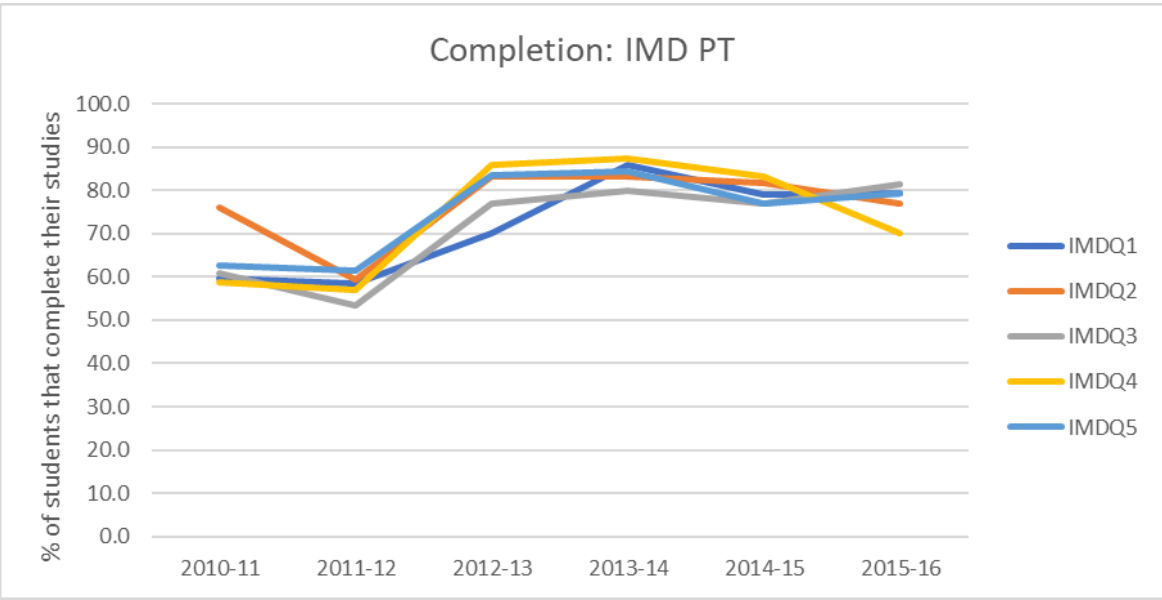
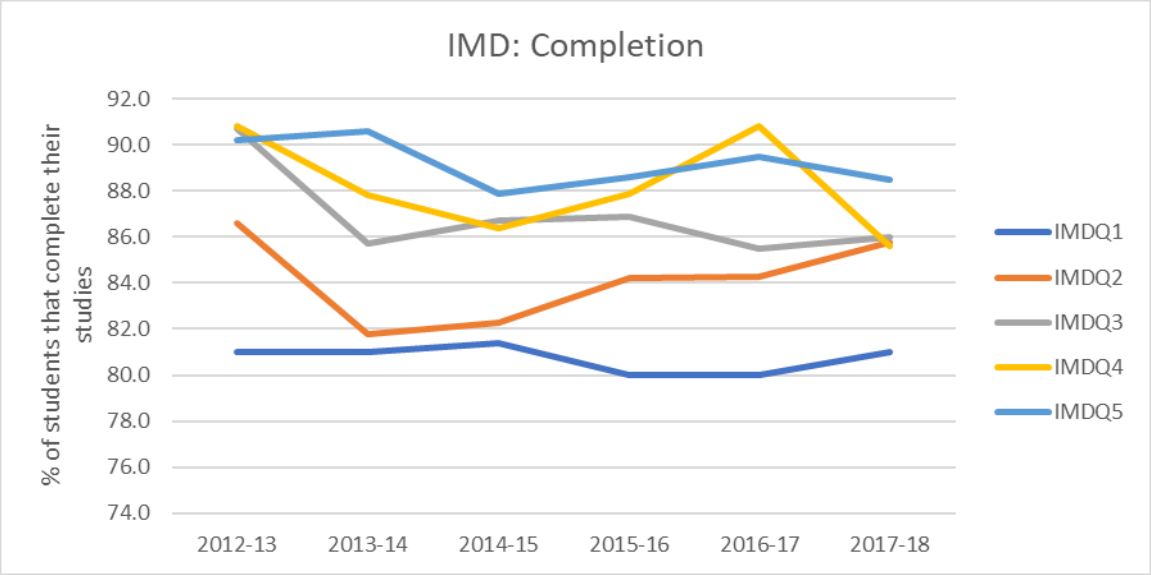




Part time data is suppressed for some categories.

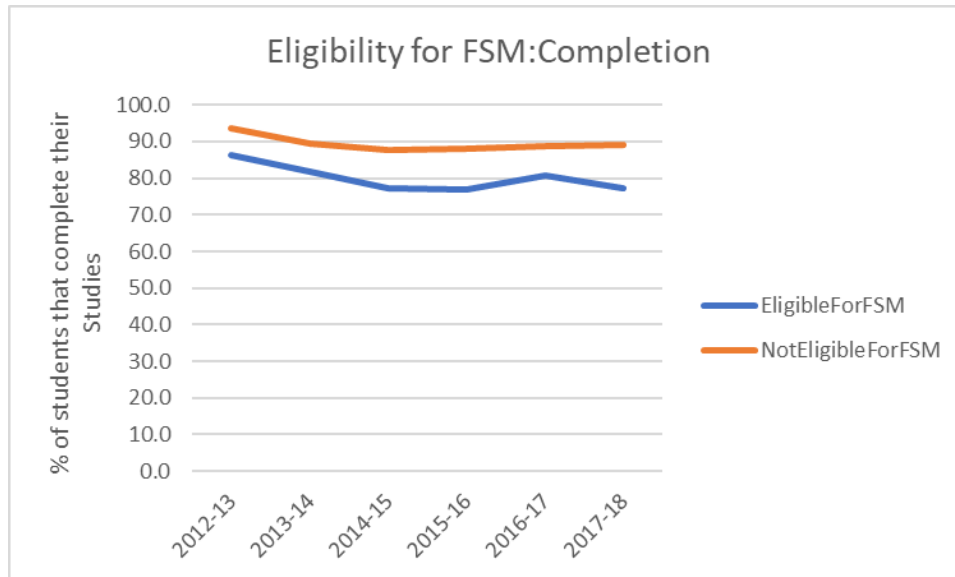
IMD

Completion rates for students in IMD Q1 are persistently lower than for other quintiles. Though there has been some reduction in the latest data, the gap between Q1 and Q5 remains consistent at around 7 pp.



Eligibility for Free School Meals

Students previously eligible for free school meals are less likely to complete their studies than their peers, the gap between the two categories is widening currently at 11.7 pp.



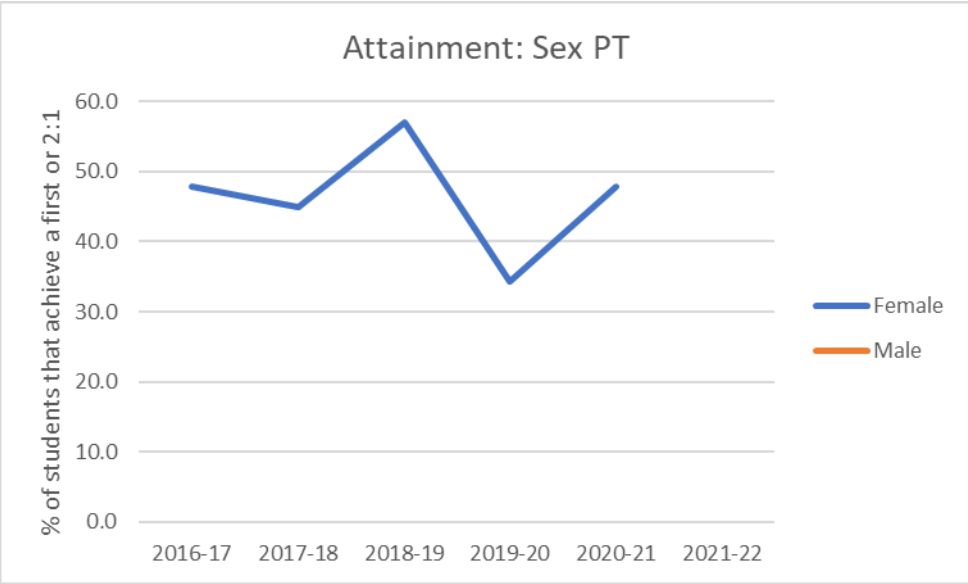
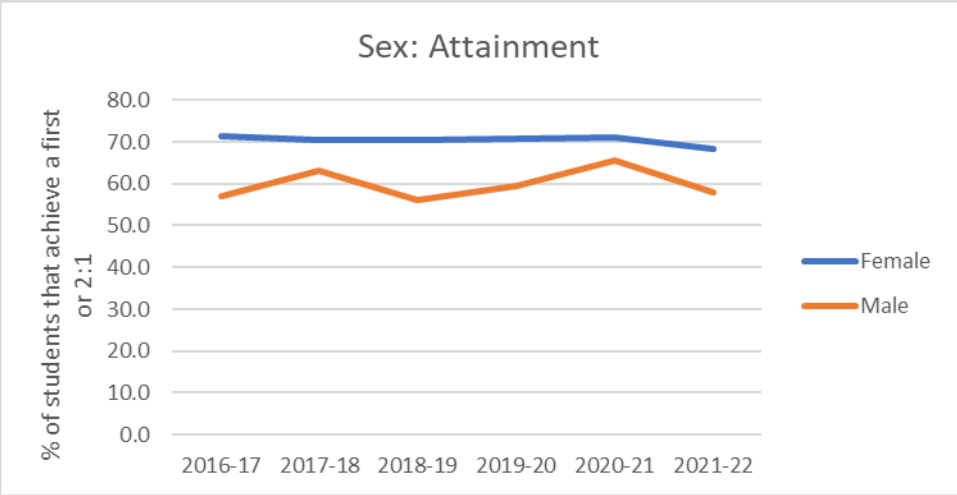
Part time data is suppressed.

Attainment

Sex

The gap in attainment between male and female students has widened slightly, the gap is currently at 10.3 pp.

We are committed to further exploring any intersectional disadvantage that our Male students may experience such as qualification on entry, subject, school and family experience of HE.

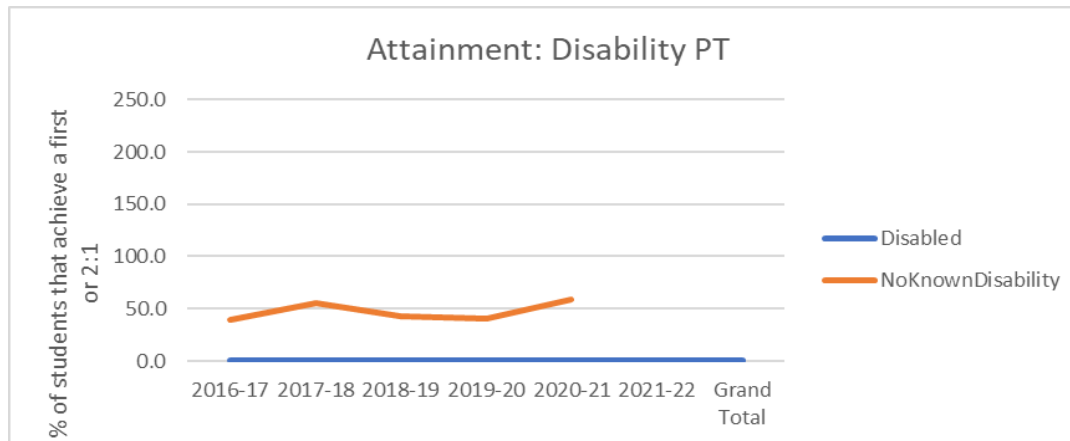
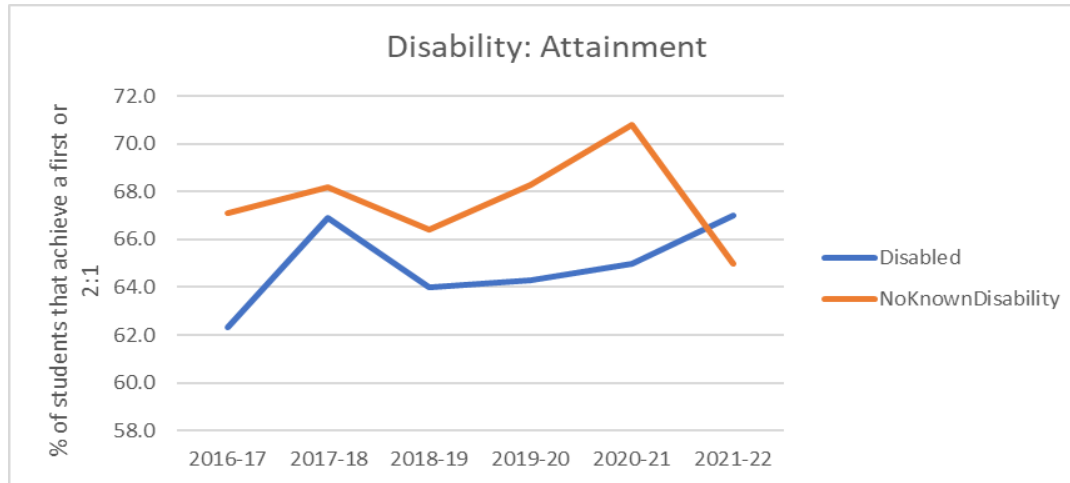


Part time data is suppressed for male students.

Disability

Attainment of disabled students has fluctuated but overall has improved by improved by nearly 5pp from 16/17 TO 21/22.

Attainment of students without a disability has also fluctuated but overall has fallen by just over 3pp from 16/17 to 21/22.



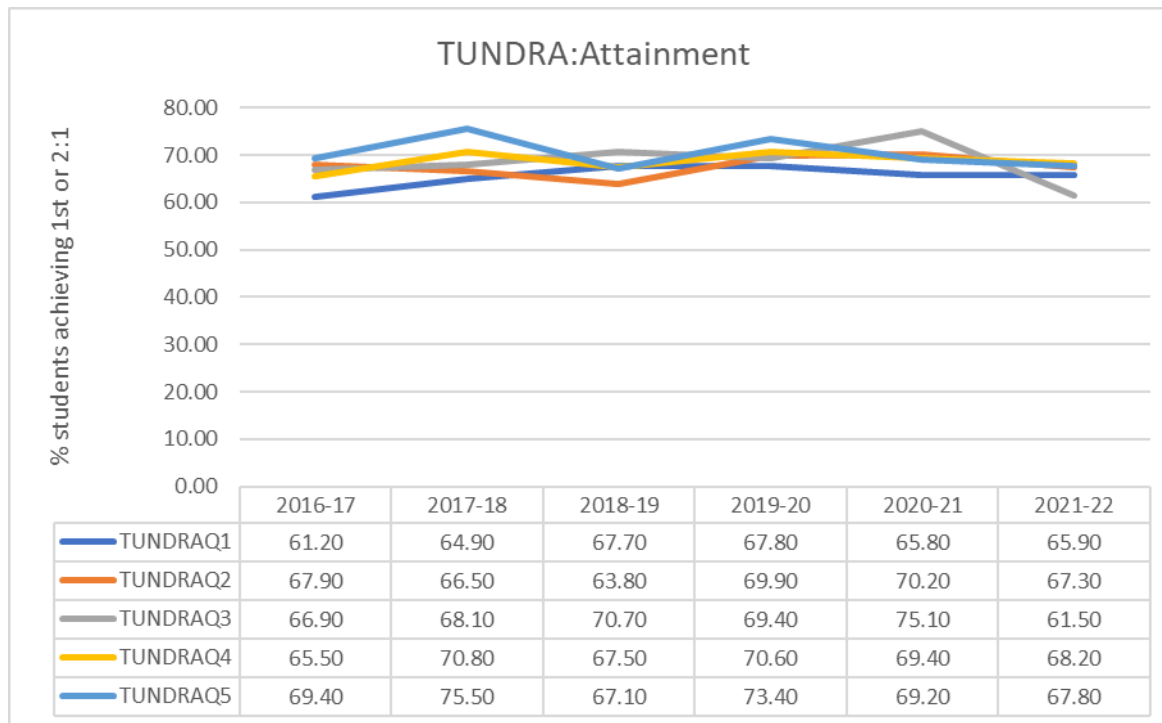
Par time data is suppressed for disabled students.

Age

Gaps in attainment between Young and Mature students are narrowing and are now 1.5 p.p. Part time data is suppressed for young students.

TUNDRA

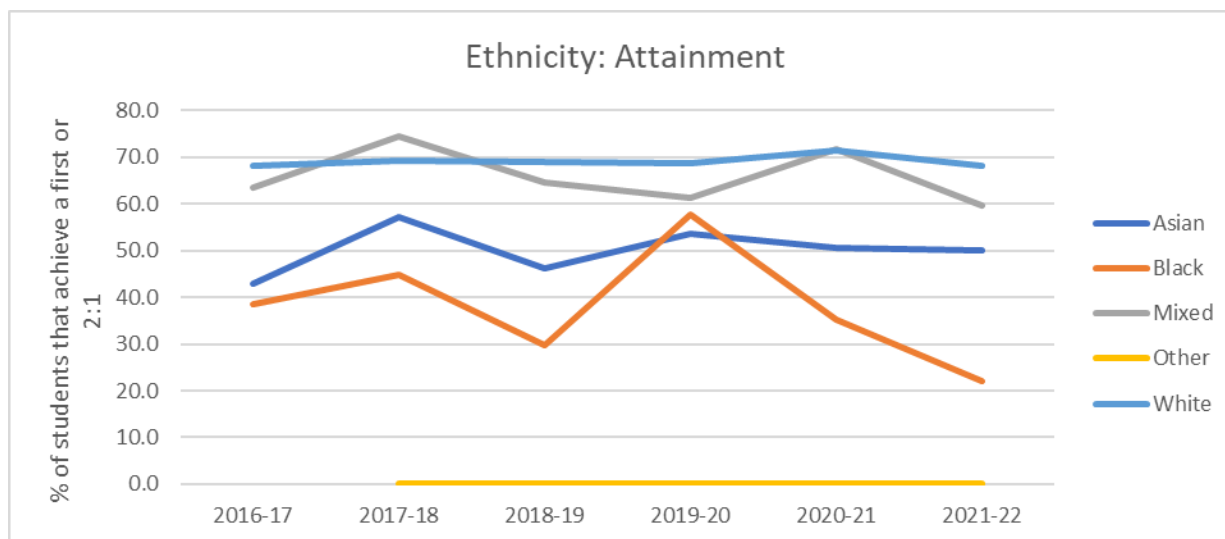
There are small improvements in attainment for quintiles 1 & 4. However the gaps at this stage of the lifecycle are smaller than those at the continuation and completion stages.

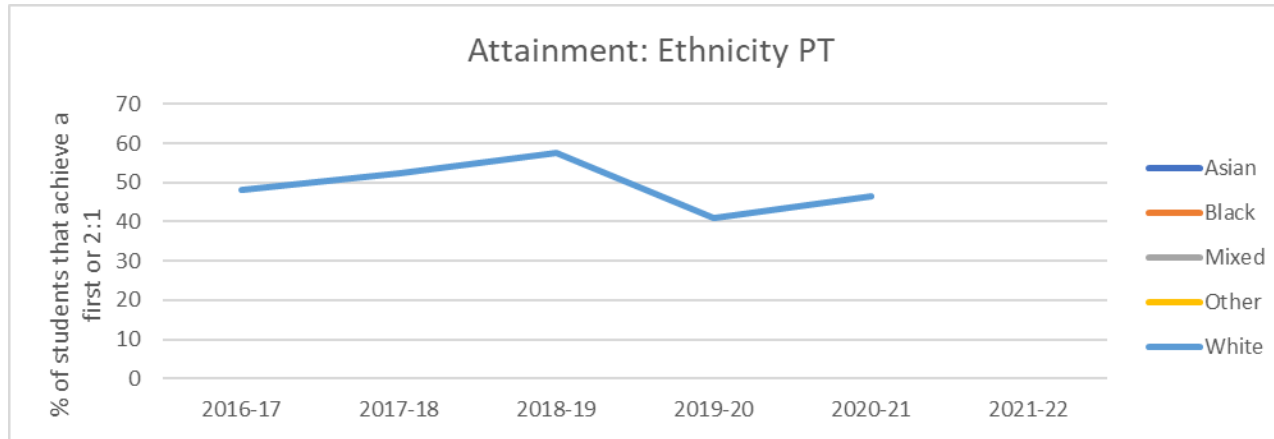


Part time data is suppressed.

Ethnicity

We recognise a significant and persistent gap between White students and students from Black, Asian, Mixed Heritage and other Minority Ethnic backgrounds. The gaps between Black Students and their White peers are the most significant at 46.1 pp. A more detailed analysis, shown in the graph below, highlights that attainment rates have improved for students from Mixed Heritage backgrounds 2021/22 when the gap was closed with White students – however the gap has since widened again to pre pandemic levels. The gap between Asian students and White Students is also significant at 18.1 pp.

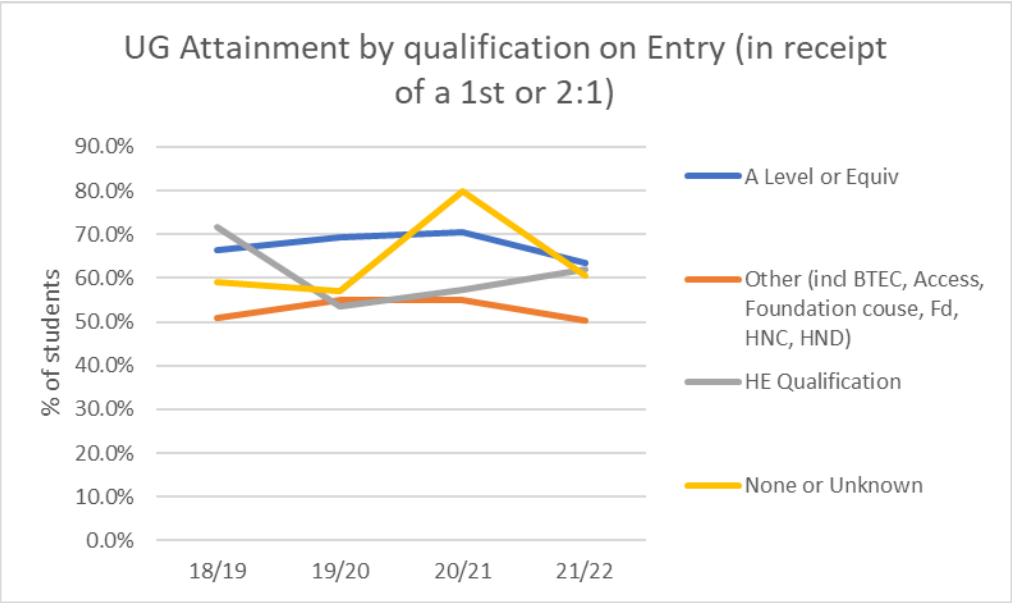




Part time data is suppressed for non-white students

Qualification on Entry

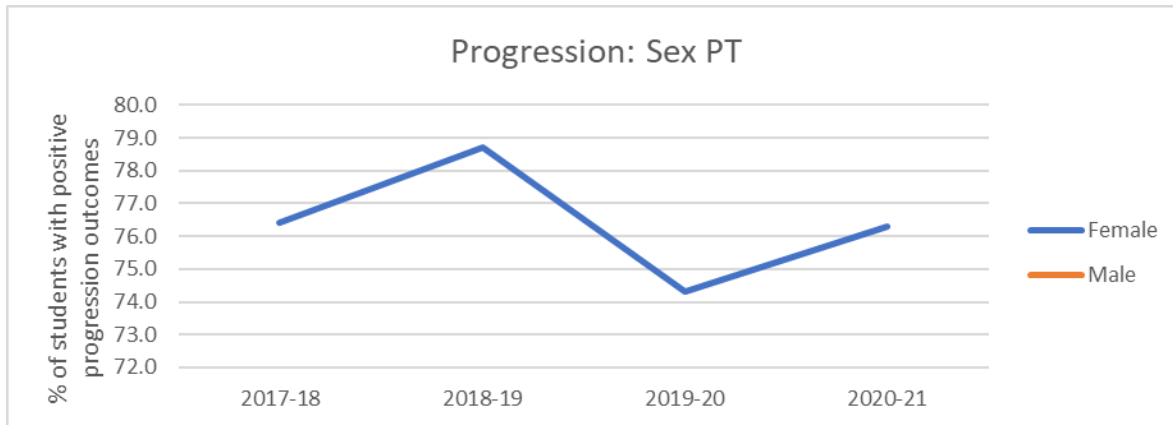
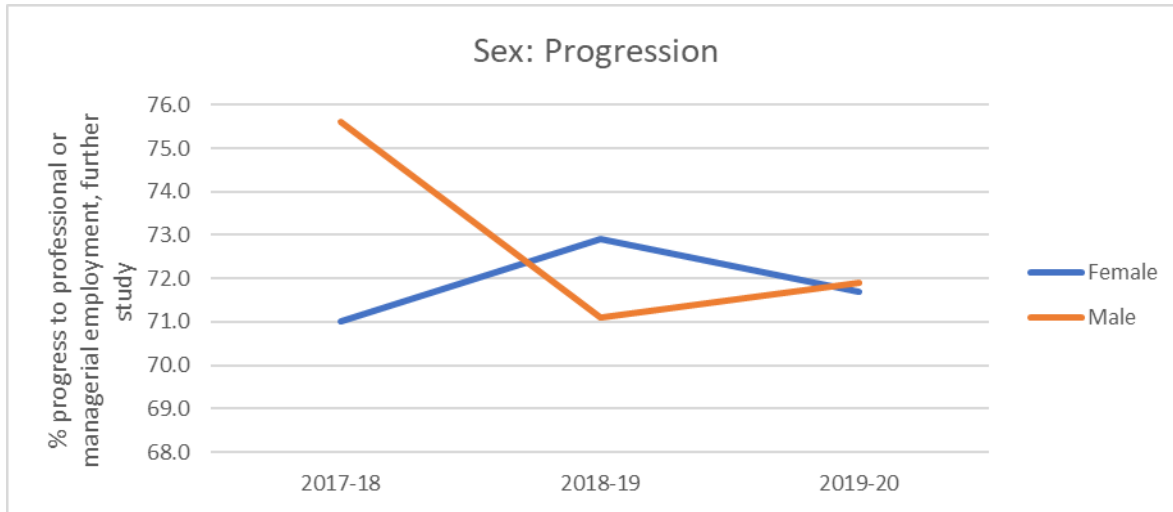
Attainment of students entering with Non A-Level qualifications remains below that of A level students. The gap between the two groups is consistent at around 10.4 pp. Non A Level entrants are a significant proportion of the data at around 40 %.



Progression

Sex

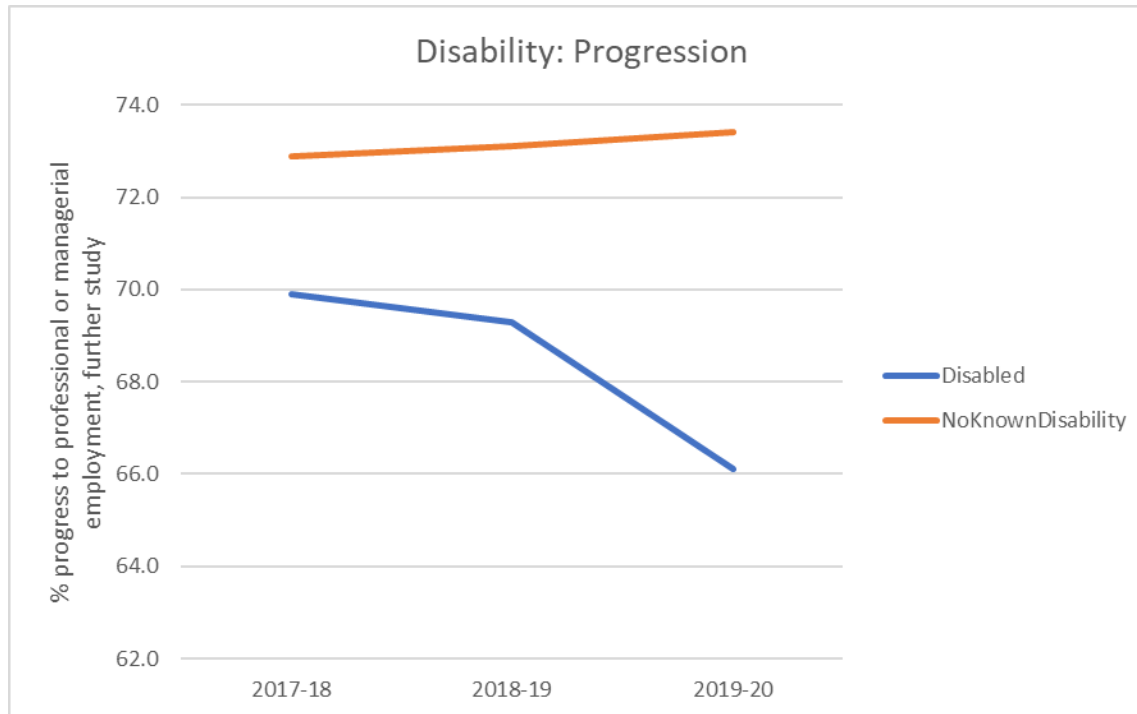
Gap between males and females has closed due to fall in male rates.

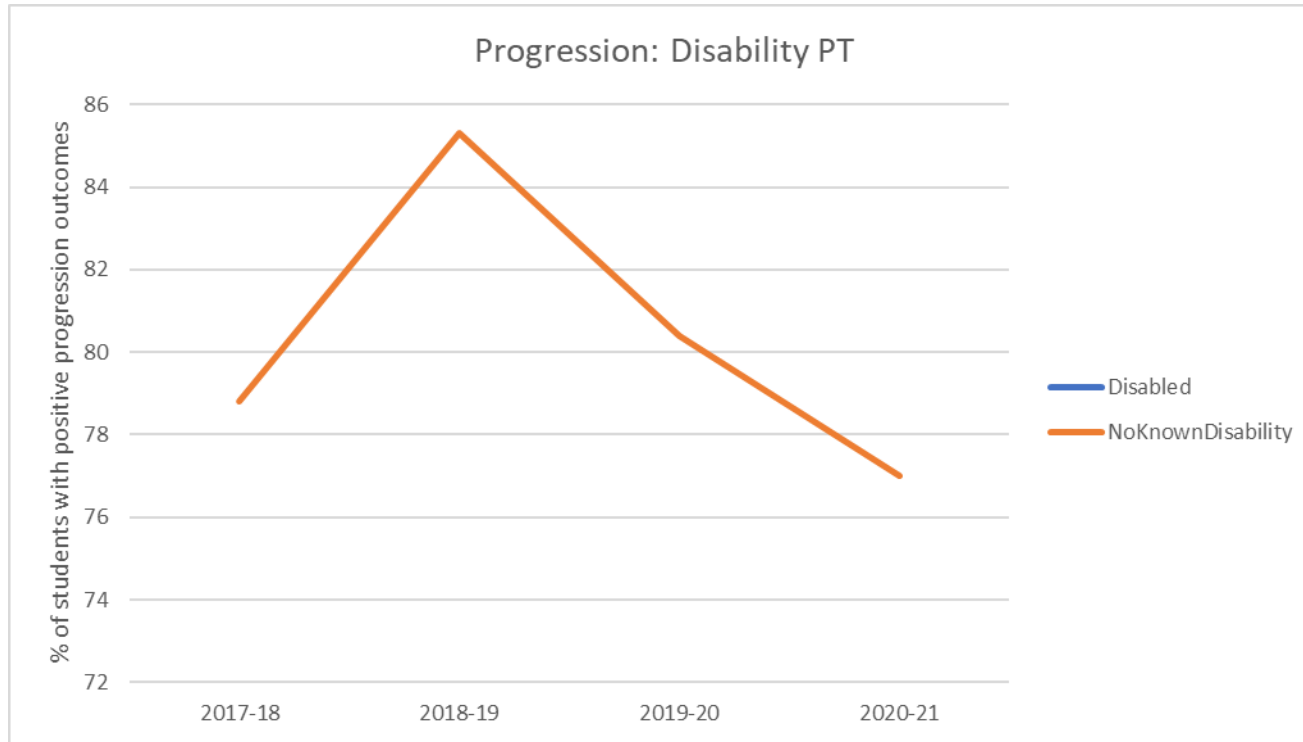


Part time data is suppressed for male students.

Disability

Gap between disabled and non-disabled students has widened. This is of note and data will be regularly reviewed and considered within action to develop career development and preparedness, educational gain and in development of support services.



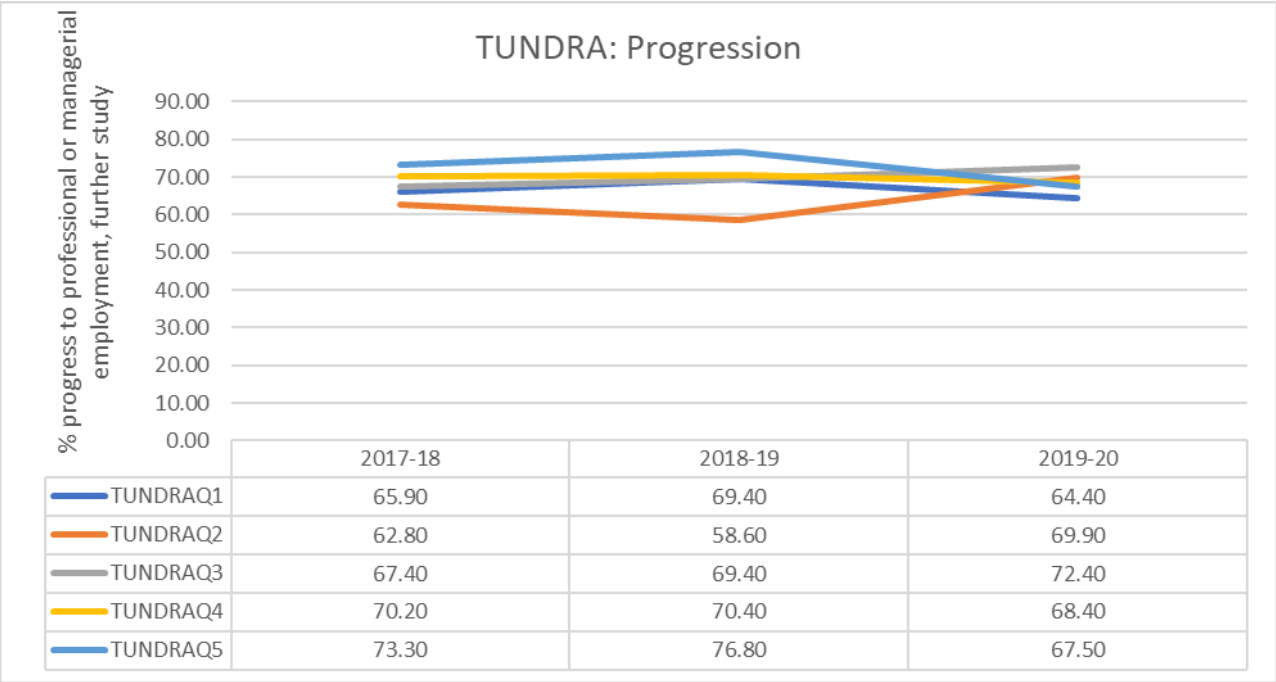


Part time data is suppressed for disabled students.

Age

TUNDRA

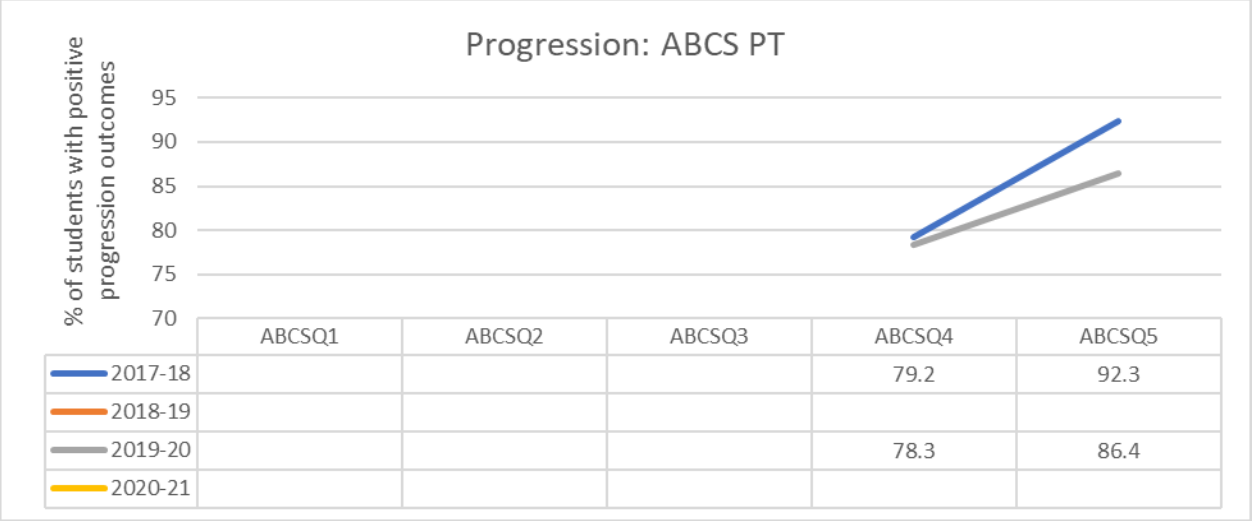
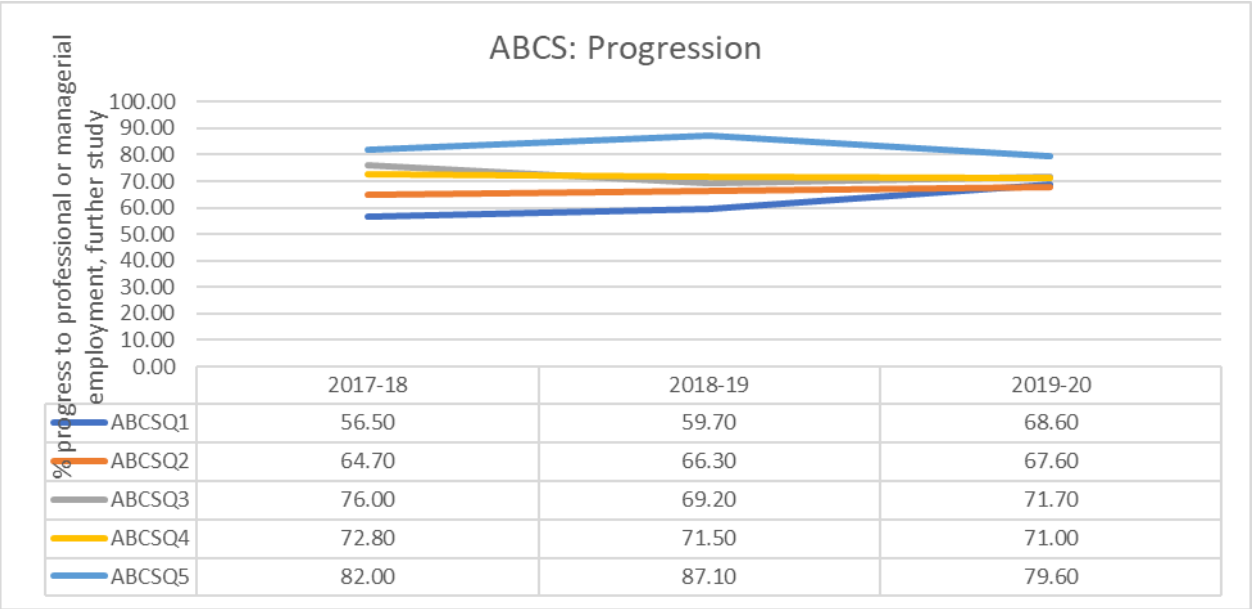
Progression rates for Q2 & Q3 have improved.



Part time data is suppressed.

ABCS

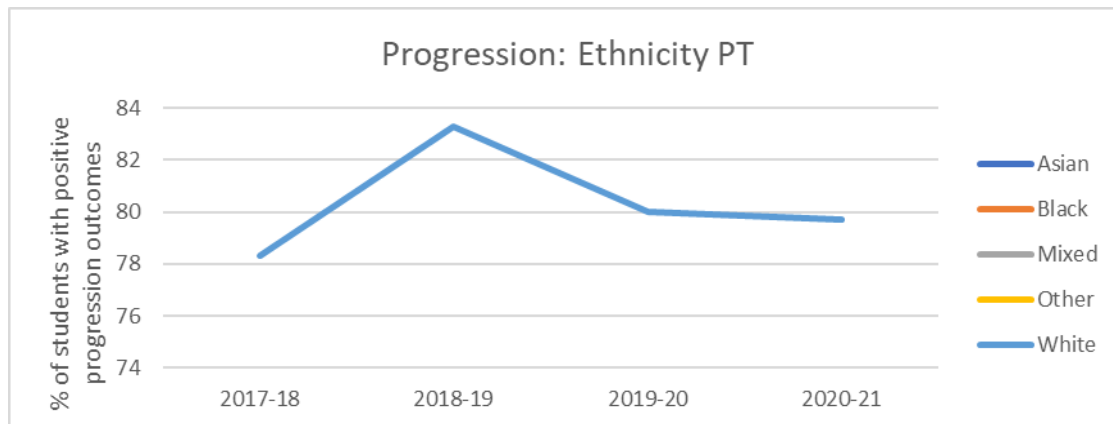
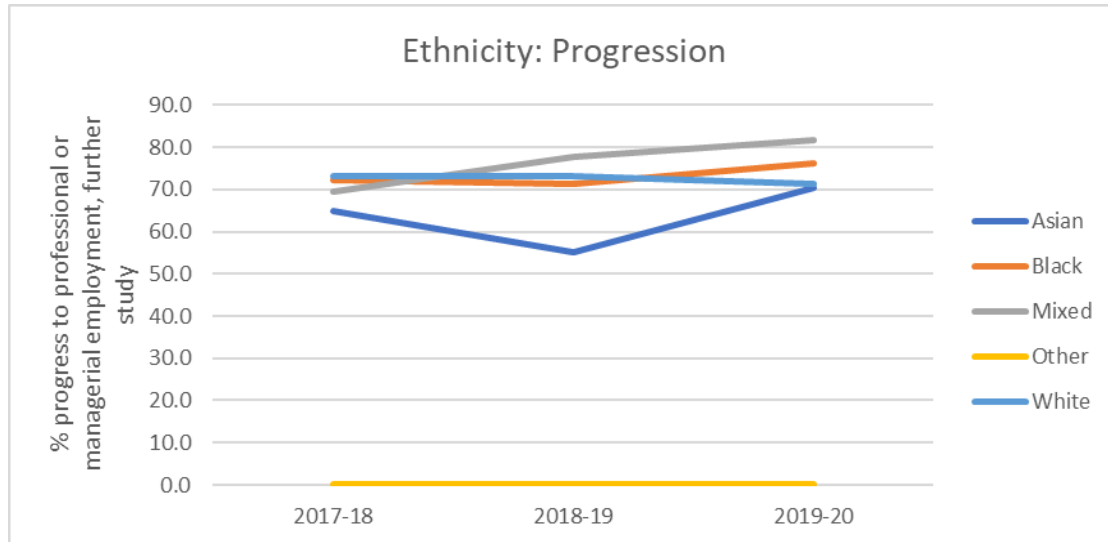
Progression has improved for quintiles 1 & 2



Part time data is suppressed for most categories.

Ethnicity

Progression rates continue to improve for all students.



Part time data is suppressed for non-white categories.

Annex B

Our evaluation strategy is being developed alongside delivery planning for this Access and Participation Plan.

We aim to have the evaluation strategy completed for the beginning of the 2024/25 academic year to coincide with the delivery of the APP.

1. Evidence base and rationale – Further Information

In some cases, we have used sector-based evidence alongside internal experience of what works.

We will deliver our planned evaluation for our internal assessment of impact using a range of accepted methods of evaluating such as the TASO (Transforming Access and Student Outcomes) Toolkit and Kirkpatrick, so that comparative assessment over time and with other institutions could be made. This approach goes beyond the toolkit approach to evaluate wider institutional impact upon widening participation and gives a more accurate and contextualised analysis and assessment of how the University widens participation than methods that restrict themselves to detailing specific initiatives and interventions.

For larger longitudinal impact assessment, we will work collaboratively with our sector partners to identify shared goals for evaluation and where appropriate will co commission research.

Strategic Intervention (activity)	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g., Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
SI 1 Access SI 4 Access	Growth in applications and acceptances by students from Black, Asian, and other Ethnic Minority communities.	Type 1 and 2.	Internal Annual Impact Report (first published plan in December 2025) Uniconnect annual report (published annually) Aimhigher annual impact report (published annually)

SI 4 Access	Culturally diverse campus experience and elevated levels of visibility of different culture in all aspects of university life.	Type 1 – Number of events delivered, participation numbers and student feedback.	Annual review of activity delivered and participation numbers – shared annually and published on UW webpages. (first publication December 2015)
SI 2 Continuation	Elevated level of engagement by students with Black, Asian, and other Minority Ethnic backgrounds in university life in areas such as student representation, sports and activities, paid student opportunities.	Type 2 Participation monitoring by demographic.	Internal Annual Impact Report (first published plan in December 2025) Evaluation Strategy to identify external publication plan (2024)
SI 2 and SI 3 Continuation and success	Improved continuation and completion, improved outcomes and eliminated gaps between diverse groups of students.	Type 2 Submission and attainment analysis by group. Qualitative data from focus groups and student feedback mechanisms.	Internal Annual Impact Report (first published plan in December 2025) Evaluation Strategy to identify external publication plan (2024)
SI 2 Continuation SI 3 Success	New entrants will have clear expectations of the university and are well informed about their expected role in their learning.	Type 2 Comparator evaluation of submission rates. Type 1 Review of resources against an agreed framework of content. Staff feedback.	Internal Annual Impact Report (first published plan in December 2025) Evaluation Strategy to identify external publication plan (2024) Evaluation strategy group to Commission internal report, as defined by APP Evaluation Strategy (2024)

SI 2 Continuation SI 3 Success	Students are happy and engaged in their university experience.	Type 1 Students' satisfaction responses on student surveys, though feedback and consultations.	University of Worcester Course Experience Survey, November 2025 – Then annually.
SI 2 Continuation SI 3 Success	Students develop strong networks and social connections with their peers.	Type 1 Number of networking opportunities created. Participation and engagement rates in networks.	SU Annual Impact Report. – external (2025)
SI 2 Continuation SI 3 Success	University staff have a shared understanding of their responsibility to the student's journey and can build delivery around this.	Type 1 Review of resources against an agreed framework of content. Staff feedback.	Course Team review and survey – Internal.
SI 2 Continuation SI 3 Success SI 4	Students are confident in their learning and in how to engage with learning at the university and how to engage with each aspect of their learning journey.	Type 2 Empirical analysis of impact: quantitative analyses of engagement through submission. Student feedback.	Internal Annual Impact Report (first published plan in December 2025) Evaluation Strategy to identify external publication plan (2024)
SI 2 Continuation SI 3 Success SI 4	Students demonstrate elevated levels of competence of academic skills.	Type 2 Empirical analysis.	Strategy to be determined (2024) Internal Annual Impact Report (first published plan in December 2025) Evaluation Strategy to identify external publication plan (2024)
SI 2 Continuation SI 3 Success	Students can evidence learning gain through	Type 2	Internal Annual Impact Report (first published plan in December 2025)

	progress made against pre-entry assessment.		Evaluation Strategy to identify external publication plan (2024)
SI 2 Continuation SI 3 Success SI 4	Assessment submissions increase from learners in the target groups and gaps in awards/ attainment are eliminated.	Type 2 Data analysis	Academic schools annual evaluation
SI 2 Continuation SI 3 Success SI 4	Continuation rates improve and gaps in continuation are eliminated.	Type 2 Data analysis.	Internal Annual Impact Report (first published plan in December 2025) Evaluation Strategy to identify external publication plan (2024)
SI 4	Decolonised curriculum.	Type 1	EDI annual report

2. Evidence base for activities

Intervention Strategy	Activity	Current evidence base	Evaluation/ Evidence strength	Planned Evaluation
SI 1	Year 11 & 13 summer school	<p>TASO evidence toolkit - https://taso.org.uk/intervention/summer-schools/</p> <p>Independent review of impact of Uni Connect evidence - https://www.officeforstudents.org.uk/publications/fourth-independent-review-of-impact-evaluation-evidence-submitted-by-uni-connect-partnerships/</p>	<p>Strength of evidence on the impact of Summer Schools is low (2 stars) due to lack of causal research.</p> <p>Evidence is empirical and demonstrates positive impact but focuses on short term outcomes.</p>	Aim higher collaborative evaluation of delivery. Consider application to TASO for commissioned research.

SI 1	Reading comprehension programme focussed on grammar, word study and comprehension, and disciplinary reading.	<p>TASO evidence toolkit - https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/</p> <p>OfS cited case study – Bournemouth University: Books & Stories. https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/bournemouth-university-books-and-stories/</p> <p>TASO toolkit – https://taso.org.uk/intervention/tutoring-pre-entry/</p>	<p>Evidence of impact is emerging (2 stars). Little evidence of interventions being evaluated.</p> <p>Evaluation Type 2: Empirical Enquiry.</p> <p>Medium evidence (3 stars). Evidence suggests that academic tutoring has a positive impact on pupils' aspirations/attitudes, and on attainment.</p>	<p>Collaborative evaluation. Progression evidence from participants.</p> <p>Evaluation of educational gain using progress data.</p>
SI 1	Programme of targeted outreach from years 8 -13	<p>TASO evidence toolkit – https://taso.org.uk/intervention/multi-intervention-outreach/</p> <p>https://aimhigherwm.ac.uk/wp-content/uploads/2020/10/Aimhigher-Case-Study-Impact-Report-2019.pdf</p> <p>https://aimhigherwm.ac.uk/wp-content/uploads/2020/10/Aimhigher-Mixed-Methods-Impact-Evaluation-Study-2020.pdf</p> <p>https://s33320.pcdn.co/wp-content/uploads/TASO-Summary-Report-%E2%80%93-Multi-intervention-outreach-and-mentoring.pdf</p> <p>https://publications.aston.ac.uk/id/eprint/42838/</p>	<p>Evidence of impact is emerging (2 stars). Collaborative evaluation is strong and building.</p>	<p>Collaborative Evaluation. Using NPD data and Aimhigher tracking data.</p>

SI 1	Online Mathematics tutoring programme	TASO toolkit – https://taso.org.uk/intervention/tutoring-pre-entry/	Medium evidence (3 stars). Evidence suggests that academic tutoring has a positive impact on pupils' aspirations/attitudes, and on attainment.	Collaborative evaluation. Aimhigher tracking data. School based assessment and progress data.
SI 2	Review of curriculum practice & experience of different entry qualification pathways	AdvanceHE - Changing patterns in vocational entry qualifications student support and outcomes in undergraduate degree programmes https://www.advance-he.ac.uk/knowledge-hub/changing-patterns-vocational-entry-qualifications-student-support-and-outcomes	Empirical evidence is limited.	Undertake evaluation of delivery, assess impact upon student groups with submission rates, attainment rates and continuation.
SI 2	Review of methods of assessment	Advance HE – Inclusive assessment – where next- https://www.advance-he.ac.uk/news-and-views/inclusive-assessment-where-next University of Cambridge – Inclusive assessment & feedback https://www.cctl.cam.ac.uk/mind-gap-toolkit/what-works/examples/assessment	L 2 evaluation.	Evaluate academic implementation. No RCT though may draw comparative impact. Evaluate impact on attainment.
SI 2	Staff development programme which includes understanding pre- entry learning pathways and experience of entry qualification	AdvanceHE - Changing patterns in vocational entry qualifications student support and outcomes in undergraduate degree programmes https://www.advance-he.ac.uk/knowledge-hub/changing-patterns-vocational-entry-	L2 Evaluation	Initial narrative evaluation. Second stage evaluation of impact upon continuation, attainment.

		<u>qualifications-student-support-and-outcomes</u>		
SI 2	<p>Transition to university programme –</p> <ul style="list-style-type: none"> • What to expect guide • Pre entry support - including study skills assessment • Social networking groups • E-mentoring • Shared formative assessment 	<p>TASO toolkit – https://taso.org.uk/intervention/mentoring-counselling-role-models-pre-entry/</p> <p>OfS reported project – Transforming transitions - https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-university-of-exeter/</p> <p>Raise – online programme having effect on transition – https://www.raise-network.com/post/lights-camera-reflection-an-innovative-online-sustainability-programme-called-the-rise-academy</p> <p>Raise – Library peer network -to help first year UG from under-represented groups transition into university. https://www.raise-network.com/post/the-library-peer-network-a-lifeline-in-the-education-lottery</p>	Evidence of impact is emerging (2 stars).	<p>Significant area for evaluation.</p> <p>Cross institutional impact assessment – evaluation plan to be developed.</p>
SI 3	Re-introduction programme for returning students.	<p>TASO toolkit – https://taso.org.uk/intervention/programmes-of-student-support-post-entry/</p>	Currently not enough evidence to make a call on the effectiveness of these programmes (1 star)	<p>Will form part of institution wide evaluation of project.</p> <p>Evaluation plan to be completed.</p>

SI 3	Academic skill development programme for returning students.	TASO Toolkit – https://taso.org.uk/intervention/programmes-of-student-support-post-entry/	Currently not enough evidence to make a call on the effectiveness of these programmes (1 star)	Will form part of institution wide evaluation of project. Evaluation plan to be completed.
SI 3	Workshops to improve academic skills	TASO toolkit https://taso.org.uk/intervention/programmes-of-student-support-post-entry/	Currently not enough evidence to make a call on the effectiveness of these programmes (1 star)	Will form part of institution wide evaluation of project. Evaluation plan to be completed.
SI 3	PAT framework for re-evaluation of student's skills base and subsequent annual planning	OfS reported project – HE academic support tutor. Additional support to address barriers to student success – https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-new-college-durham/	Emerging evidence in individual contexts	Will form part of institution wide evaluation of project. Evaluation plan to be completed.
SI 3	Graduate attributes and learning gain to be incorporated into student feedback.	https://www2.worc.ac.uk/aqu/documents/EmbeddingGraduateAttributes.pdf	UW GA and learning gain T and F Group are developing our work in this area.	Evaluation plan in development
SI 3	Access to financial support to eliminate hardship & participate in non-academic enrichment activity	TASO toolkit – https://taso.org.uk/intervention/financial-support-post-entry/	Reasonable evidence base to support the use of needs-based grants to promote retention/completion. There is less strong evidence that this approach can improve attainment/degree classification. This support should be needs-based (i.e. based on financial background) rather than merit-based (i.e. based on prior attainment).	Completed evaluation using OfS toolkit. Report available. Ongoing review of hardship funding and of Get Involved bursary scheme.

			(2 stars due to most of the research being from outside UK)	
SI 4	Celebrating the success and the achievements of students and staff from Black, Asian, and other Minority Ethnic communities.	OfS reported project – diversity & inclusion ambassadors - https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-university-of-manchester/	L1 narrative	Narrative evaluation will form part of a wider analysis of increase in evaluation across all areas of plan.
SI 4	PAT system designed to embrace students from Black, Asian, and other Minority Ethnic communities.	OfS reported project – using a value added metric and inclusive curriculum framework to address the BAME attainment gap - https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-kingston-university/ OfS reported project – HE academic support tutor. Additional support to address barriers to student success – https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-new-college-durham/	Some L2 evidence emerging from the sector	Will form part of institution wide evaluation of project. Evaluation plan to be completed.
SI 4	Specialist training and development for staff around curriculum development, cultural competency, microaggressions and de-	OfS reported project – using a value added metric and inclusive curriculum framework to address the BAME attainment gap - https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-	Level 2	Will form part of institution wide evaluation of project. Evaluation plan to be completed.

	colonising curriculum and materials.	student-success-programme/abss-project-kingston-university/		
SI 4	Targeted Outreach with learners in culturally and ethnically diverse communities and geographically diverse areas.	<p>TASO toolkit – https://taso.org.uk/intervention/multi-intervention-outreach/</p> <p>Uni Connect national learner survey data to inform the local delivery of higher education transformative outreach activities in Lincolnshire – https://eprints.lincoln.ac.uk/id/eprint/46315/</p> <p>The Collaborative Targeted Outreach Programme (CTOP): a feasibility intervention to increase the recruitment of 'home grown' South Asians onto nursing and midwifery courses – https://uobrep.openrepository.com/handle/10547/625433</p>	Evidence of impact is emerging (2 stars). Most evidence based on student perception of benefit.	Evaluation of student participation and engagement. Tracking data to monitor impact upon application and progression rates.
SI 4	Equality Impact review of Pre entry, transition, study support and adaptation to reflect best model for student success	AdvanceHE - Summary of conclusions and key recommendations for strategic Equality Impact Assessment – https://www.advance-he.ac.uk/summary-conclusions-and-key-recommendations-strategic-equality-impact-assessment	Level 1	Will form part of institution wide evaluation of project. Evaluation plan to be completed.
SI 4	Social network groups and e-mentoring designed to support success for students from Black, Asian, and other Minority Ethnic backgrounds.	OfS reported project – diversity & inclusion ambassadors - https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-university-of-manchester/	L1 and L2	Will form part of institution wide evaluation of project. Evaluation plan to be completed.

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
First degree	Extended Degree (Integrated masters)	N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	9250
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	925
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Halesowen College	10002852	9250
First degree	Herefordshire, Ludlow, and North Shropshire College	10003023	9250
First degree	Iron Mill Education Limited	10045793	9250
First degree	Millennium Performing Arts Ltd.	10004365	9250
First degree	Somerset Council	10005959	9250
First degree	The National Childbirth Trust	10009715	9250
First degree	Westcountry Schools Trust	10057945	9250
Foundation degree	Birmingham Metropolitan College	10006442	9250
Foundation degree	Coleg Gwent	10008912	9250
Foundation degree	Halesowen College	10002852	9250
Foundation degree	Herefordshire, Ludlow, and North Shropshire College	10003023	9250
Foundation degree	Iron Mill Education Limited	10045793	9250
Foundation degree	Kidderminster College	10053960	9250
Foundation degree	Somerset Council	10005959	9250
Foundation degree	The National Childbirth Trust	10009715	9250
Foundation degree	Westcountry Schools Trust	10057945	9250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	Coleg Gwent	10008912	9250
CertHE/DipHE	Halesowen College	10002852	9250
CertHE/DipHE	Herefordshire, Ludlow, and North Shropshire College	10003023	9250
CertHE/DipHE	The National Childbirth Trust	10009715	9250
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	Halesowen College - Diploma in Education and Training. The diploma in education and training is neither a CertHE or DipHE. It is a stand-alone qualification consisting of 60 credits at level 4 and 60 credits at level 5.	10002852	6580

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0		N/A	6935
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	6935
Postgraduate ITT		N/A	6935
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Halesowen College	10002852	6935
First degree	Herefordshire, Ludlow, and North Shropshire College	10003023	6935
First degree	Iron Mill Education Limited	10045793	6935
First degree	Somerset Council	10005959	6935
First degree	The National Childbirth Trust	10009715	6935
First degree	Westcountry Schools Trust	10057945	6935
Foundation degree	Birmingham Metropolitan College	10006442	6935
Foundation degree	Coleg Gwent	10008912	6935
Foundation degree	Halesowen College	10002852	6935
Foundation degree	Herefordshire, Ludlow, and North Shropshire College	10003023	6935
Foundation degree	Iron Mill Education Limited	10045793	6935
Foundation degree	Kidderminster College	10053960	6935
Foundation degree	Somerset Council	10005959	6935

Foundation degree	The National Childbirth Trust	10009715	6935
Foundation degree	Westcountry Schools Trust	10057945	6935
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	Coleg Gwent	10008912	6935
CertHE/DipHE	Halesowen College	10002852	6935
CertHE/DipHE	Herefordshire, Ludlow, and North Shropshire College	10003023	6935
CertHE/DipHE	The National Childbirth Trust	10009715	6935
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	Halesowen College - Diploma in Education and Training. The diploma in education and training is neither a CertHE or DipHE. It is a stand-alone qualification consisting of 60 credits at level 4 and 60 credits at level 5.	10002852	6580

Fees, investments and targets

2024 25 to 2027 28

Provider name: University of Worcester

Provider UKPRN: 10007139

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£1,120,000	£1,165,000	£1,206,000	£1,206,000
Financial support (£)	NA	£437,000	£454,000	£470,000	£470,000
Research and evaluation (£)	NA	£202,000	£210,000	£218,000	£218,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£224,000	£233,000	£241,000	£241,000
Access activity investment	Post-16 access activities (£)	£896,000	£932,000	£965,000	£965,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£1,120,000	£1,165,000	£1,206,000	£1,206,000
Access activity investment	Total access investment (as % of HFI)	5.2%	5.2%	5.2%	5.2%
Access activity investment	Total access investment funded from HFI (£)	£1,120,000	£1,165,000	£1,206,000	£1,206,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£0	£0	£0	£0
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£437,000	£454,000	£470,000	£470,000
Financial support investment	Total financial support investment (£)	£437,000	£454,000	£470,000	£470,000
Financial support investment	Total financial support investment (as % of HFI)	2.0%	2.0%	2.0%	2.0%
Research and evaluation investment	Research and evaluation investment (£)	£202,000	£210,000	£218,000	£218,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.9%	0.9%	0.9%	0.9%

Fees, investments and targets

2024 25 to 2027 28

Provider name: University of Worcester

Provider UKPRN: 10007139

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative ?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Increase applications and progression into the university for students that have previously been in receipt to free school meals.	PTA_1	Access	Eligibility for Free School Meals (FSM)	Eligible		Collaborating with Aimhigher West Midlands	Yes	The access and participation dataset	2021-22	Percentage	15	16	17	18	19
Increase applications and progression into the university for students from TUNDRA Q 1	PTA_2	Access	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	N/A	Collaborating with Aimhigher West Midlands	Yes	The access and participation dataset	2020-21	Percentage	14.8	16	17	18.5	20
Grow the numbers of students from Black, Asian and other Minority Ethnic groups applying and progressing into the university	PTA_3	Access	Ethnicity	Other (please specify in description)		This target is to increase application and progression into the university from all ethnic minority groups.	No	The access and participation dataset	2021-22	Percentage	13.2	13.4	13.7	14.1	14.5
Improve attainment at GCSE for target groups of learners to Increase the % of learners from target groups attaining grade 4 GCSE in English & Maths	PTA_4	Raising attainment	Intersection of characteristics	Other (please specify in description)		Target Groups: TUNDRA Q1, FSM, Care Experienced, students from Black, Asian and other minority ethnicities, Low Income Households. Data derived from schools/national pupil database. Baseline data will be agreed with local schools. Collaborating with Aimhigher West Midlands.	Yes	Other data source (please include details in commentary)	2021-22	Percentage points	0	1	2	3	4
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative ?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Eliminate the continuation gap between young and mature students	PTS_1	Continuation	Age	Mature (over 21)	Young (under 21)		No	The access and participation dataset	2020-21	Percentage points	6.3	5.5	4	2	0
We will eliminate the continuation gap between students from Black, Asian and Minority Ethnic backgrounds, and white students by 2028. With a particular focus on students from Mixed Heritage backgrounds for whom the gap is currently the largest at 10.3 pp.	PTS_2	Continuation	Ethnicity	Mixed	White	Continuation rates of students from Black Asian & Mixed heritage backgrounds compared to white students	No	The access and participation dataset	2020-21	Percentage points	10.3	9	6	2	0
Eliminate the continuation gap between students entering with non A-Level qualifications and those with A-Level qualifications,	PTS_3	Continuation	Other	Other (please specify in description)	N/A	Level 4 Students entering with BTECS or equivalent, Foundation/Access & Foundation Degree compared to students entering with A levels or equivalent. Will be measured using internal power BI data.	No	Other data source (please include details in commentary)	2021-22	Percentage points	5.3	4.3	3	2	0
Eliminate the continuation gap for learners in TUNDRA Q1 compared to learners in TUNDRA Q5	PTS_4	Continuation	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	TUNDRA quintile 5	We will use TUNDRA as a measure for continuation, but intend to develop our use of ABCS measures moving forward - so will will monitor using both datasets.	No	The access and participation dataset	2020-21	Percentage points	5.7	5	4	2	0

