2019-20 access and participation plan monitoring

This impact report summarises the progress made by University of Worcester against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

University of Worcester's ambition and strategy as detailed in the 2019-20 access and participation plan:

We have a continued commitment to embed both our pre and post 16 outreach programmes to increase applications to Higher Education from the most underrepresented groups, and to our collaborative work through Aimhigher west midlands and the OfS Uni Connect programme.

Student continuation and success.

Student continuation and success remains a key priority for the institution; we are committed to maintaining the successful elimination of gaps in outcomes for our disabled students and strive for continuous improvement in the outcomes for students from BAME backgrounds at all levels, stages and across all programmes.

The university committed to 5 goals:

- Increase applications from students from underrepresented groups across all subjects
- Reduce gaps in continuation between different groups of students
- Reduce gaps in outcomes between different groups
- Improve progression and to eliminate gaps between different groups
- Strengthen our approaches analysis, planning, monitoring and evaluation

In setting these ambitions the university committed to the following key aims for development:

- Develop institutional capacity and expertise in data gathering, analysis and evaluation at all stages of the APP process
- Invest in our people to develop skills, understanding and awareness of measures and practices needed to fully develop our Whole Institution Approach
- Strengthen communication, coordination and engagement at all levels and across all areas of the institution
- Deliver cohesive approaches across strategic agendas e.g. TEF, L and T, E and D
- Develop the practice around evaluation and monitoring of practices

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Worcester of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of Worcester's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Target relating to percentage of students from LPNs - all young full time undergraduates and graduates.	2013-14	16%	20%	21%	Percentage	2019-20	15.5	Limited progress
T16a_02 (Access)	Both ITT: Gender (e.g. male primary teachers). Access to the professions. The institution is strongly committed to expanding its outreach and aspiration raising activity to include access to the professions. We will deliver a programme of awareness raising activity that will focus on raising the professional status of teaching amongst widening participation groups.	2013-14	22%	24.5%	25%	Percentage	2019-20	19	No progress
T16a_03 (Access)	Undergraduate ITT: Black and minority ethnic groups. As above we will develop focused outreach activity. The numerical targets reflect our aim which is to ensure that ITT students reflect the institution as whole.	2013-14	8%	10%	10%	Percentage	2019-20	5	No progress
T16a_04 (Access)	Postgraduate ITT: Black and minority ethnic groups. As above.	2013-14	8%	10%	10%	Percentage	2019-20	5	No progress
T16a_05 (Access)	HESA Table 2a - participation of mature full-time first degree entrants with no previous HE and from low LPNs.	2013-14	10%	14%	15%	Percentage	2019-20	6.3	No progress

T16a_06 (Access)	HESA Table 2C - participation of mature full-time sub-degree entrants with no previous HE and from low LPNs.	2013-14	13%	17%	18%	Percentage	2019-20	17.5	Expected progress
T16a_07 (Access)	Participation of Disabled students in receipt of DSA - full and part-time undergraduates.	2013-14	6.5%	8%	8%	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_08 (Access)	Part-time and full-time flexible learners on Learning Institute Programmes.	2014-15	425	550	600	Headcount	2019-20	319	No progress
T16a_09 (Student success)	BTEC / other vocational entrant attainment.	2013-14	11.4%	At institution average	At Institutional Average	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_10 (Student success)	Attainment.	2013-14	46%	54%	60%*	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_11 (Access)	Expanding our geographical reach to areas outside of Herefordshire & Worcestershire and the travel to study area. Within this ambition we aim to specifically target areas with high proportions of under-represented BAME students.This will include a range of access programmes across all age ranges. Following a thorough analysis during 2016/17 we will determine appropriate statistical targets for each of our programmes; initially nursing and midwifery students.	2013-14	9%	11.5%	12%	Percentage	2019-20	11.6	Expected progress
T16a_12 (Student success)	We are developing a cross-institutional programme of success planning with students. This programme, whilst in development, has clear aims relating to attainment and the development of Worcester attributes (Graduate Attributes) and covers all aspects of the student lifecycle. Using the Worcester model evaluation methodology our approaches will be refined and a full detailed programme of intervention will be included in future access agreements. We will also specifically target access students across the whole range of University of Worcester courses.	2013-14	8%	6%	6%	N/A (see description / commentary)	2019-20	0	Expected progress

T16a_13 (Access)	Entrants.	2013-14	60%	80%	80%	Percentage	2019-20	63	Expected progress
T16a_14 (Access)	BAME Progression into Nursing and Midwifery Programmes.	2015-16	4%	5.5%	6%	Percentage	2019-20	14	Expected progress
T16a_15 (Student success)	To decrease the percentage of students who withdraw in their first year by 2% annually.	2015-16	2%	2%	2%	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_16 (Success)	Target relating to non-continuation rate of full time first degree entrants.	2015-16	8%	On or above benchmark	On or above benchmark	Percentage	2018-19	9.4	Expected progress
T16a_17 (Success)	Target relating to non-continuation rate of students from low participation neighbourhoods.	2015-16	8%	On or above benchmark	On or above benchmark	Percentage	2018-19	8.8	Expected progress
T16a_18 (Access)	Participation of Disabled students in receipt of DSA - full and part - timeundergraduate.	2013-14	7%	On or above benchmark	On or above benchmark	Percentage	2019-20	11.6	Expected progress
T16a_19 (Multiple)	To improve TEF completion metric to 2% above benchmark.	2013-14	0.5% above benchmark	1% above benchmark	2% above benchmark	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_20 (Success)	Reduce withdrawal rate of students entering with BTEC qualifications.	2015-16	9% gap	Year on year improvement	Year on year improvement	Percentage points	2019-20	3.7	Expected progress
T16a_21 (Success)	Narrow gap in attainment of top honours students with BTEC entry qualification.	2013-14	34% gap	Year on year improvement	Year on year improvement	Percentage points	2019-20	17.3	Expected progress
T16a_22 (Success)	Narrow gap in attainment of top honours for BME students.	2016-17	17% gap	Year on year improvement	Year on year improvement	Percentage points	2019-20	12	Expected progress
T16a_23 (Success)	Narrow gap in attainment of top honours for mature students.	2016-17	14% gap	Year on year improvement	Year on year improvement	Percentage points	2019-20	8	Expected progress
T16a_24 (Progression)	Narrow gap in progression to highly skilled employment or further education for students from BME backgrounds.	2013-14	6%gap	Year on year improvement	Year on year improvement	Percentage points	2016-17	4	Expected progress
T16a_25 (Progression)	Narrow gap in progression to highly skilled employment or further education for students from low participation neighbourhoods.	2013-14	5% gap	Year on year improvement	Year on year improvement	Percentage points	2016-17	4.4	Limited progress
T16a_26 (Progression)	HESA Table E1A employment indicator including further study	2015-16	95%	1% above benchmark	1% above benchmark	Percentage	2016-17	95.6	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Number of young people from disadvantaged backgrounds engaged in intensive activity with collaborative partnership using a basket of indicators.	Other (please give details in Description column)	500	1000	1000	Headcount	2019-20	547	Limited progress
T16b_02 (Access)	Proportion of engaged young people from disadvantaged backgrounds attaining 5 x GCSE A* to C inc. English and Maths (or Attainment 8 equivalent) is greater than local average for young people from disadvantaged backgrounds, using a basket of indicators	2013-14	2013/14 FSM 60.2% (regional baseline 36.2%)	25% above baseline	25% above baseline	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_03 (Access)	Proportion of young people from disadvantaged backgrounds in intensive activity target group entering HE and retained for 6 months is greater than local average for YP from disadvantaged backgrounds, using a basket of indicators	Other (please give details in Description column)	2013/14 FSM6 31.6% (regional baseline 22%). POLAR 3 Q1 40.0% regional baseline 12.4%)	10% above baseline	10% above baseline	Percentage	2019-20	10.5	Expected progress
T16b_04 (Access)	A partnership with a secondary school	2010/11	1	5	5	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_05 (Access)	A partnership for progression with an FE College	2010/11	0	4	4	Headcount	2019-20	11	Expected progress
T16b_06 (Access)	Agreements with schools and colleges including contextual data approved offers	2010/11	0	5	5	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_07 (Access)	This target relates to our widely available mentoring programme in the context of our plans for a UW progression Package.	2008/10	80 pupils	150	150	Headcount	2019-20	547	Expected progress

T16b_08 (Access)	These figures relate to the delivery of our established mentoring programme, our Discover Worcester programme and our expanded general outreach / inreach work.	2010/11	18 (80)	200	200	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_09 (Access)	Childrens' Storytelling Festival	2009/10	5	15	15	Headcount	2019-20	50	Expected progress
T16b_10 (Access)	University of Worcester Theatre in Education - Why Bother School theatre production	2010/11	3000 (60)	3500	3500	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_11 (Access)	Year 10 Summer School	2008/10	120	150	150	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_12 (Access)	Access to the professions. The institution is strongly committed to expanding our outreach and aspiration raising activity to include access to the professions. We will deliver a programme of awareness raising activity that will focus on raising the professional status of teaching and other professional careers amongst widening participation groups. Activity will be targeted at a wide geographical area and a diverse audience. Included in the programme will be promotional workshops, role model mentoring and open events. The programme will have focus on young and mature learners and both PG and UG	2012-13	10%	18%	19%	Percentage	2019-20	27	Expected progress
T16b_13 (Other/Multiple stages)	Strategic approach to supporting vulnerable groups of students.	2010/11	n/a	n/a	n/a	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_14 (Other/Multiple stages)	Personal success planning	2016-17	50%	65%	70%	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_15 (Progression)	Students confident and prepared for the graduate labour market.	2016-17	50%	65%	70%	Percentage	2019-20	86	Expected progress
T16b_16 (Progression)	Increase by 10% the number of students indicating that their university experience has prepared them well or very well for graduate employment or post graduate study.	2015-16	75%	82%	84%	Percentage	2019-20	86	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,032,261.00	£988,000.00	-4%
Financial Support	£1,032,281.00	£1,222,000.00	18%

4. Action plan

Where progress was less than expected University of Worcester has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	We will target outreach to specific schools, colleges and geographic.
T16a_02	We will continue our work with our partners, evaluating the impact of our approaches and support continued development of outreach work specifically targeted at the most underrepresented groups.
T16a_03	We will use the data analysis to develop a logic approach to our outreach delivery.
T16a_04	As above.
T16a_05	We have plans to develop our work with FE and have significant plans to work with Dudley College on the creation of a University Centre focussed on Health Care programmes.
T16a_08	The Learning Institute has well established approaches to growing learner participation in its programmes.
T16a_25	We will continue to focus on specific programmes for students to prepare them for the graduate employment market.
T16b_01	We will closely monitor engagement levels and increase availability of sustained progressive programmes for this group of learners.

5. Confirmation

University of Worcester confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University of Worcester has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor David Green CBE
Position	Vice Chancellor and Chief Executive

Annex A: Commentary on progress against targets

University of Worcester's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
We continue to work towards increasing the proportion of applicants from LPN and are specifically focusing on targeted work in the Local Herefordshire and Worcestershire area.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our work in this area is focused towards local learner populations as detailed in the 2020-21 plan.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
We have a continued commitment to maintain our work towards diverse application and admissions practice.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We are working collaboratively with partners from the Children's and Families workforce to develop non-traditional entry routes for students that recognise prior experiential learning in the workplace etc.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Despite increases in numbers of applicants to these courses we have not made progress in addressing the access gaps.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have undertaken significant analysis of our student data to better understand the applicant journey.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
As above
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As above

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
We have had fewer applicants from mature learners.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have a developed a number of University Centres and continue to work closely with our FE partners to support learners in FE progressing to HE programmes.

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
Our courses with The Learning Institute went through reapproval and were approved shortly before academic year 2019-20. Their portfolio now includes a suite of 5 new Foundation Degrees, 3 of which are Education degrees. All five degrees are now offered as blended provision. The resulting impact is that recruitment to targets set in the APP monitoring return was not as buoyant as previously anticipated.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We expect numbers to gradually increase across the new portfolio.

Target reference number: T16a_25
How have you met the commitments in your plan related to this target?
The figure in column T relates to the graduate outcomes survey so cannot be directly compared to the baseline which was set using the DHLE.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have developed a specific programme of coaching for graduates from low participation neighbourhoods.

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
Our ability to meet this target has been limited due to the COVID-19 pandemic and the cancellation of the residential summer school and year 8 day. Numbers reported are those who engaged with the Aimhigher West Midlands mentoring scheme.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have invested resource in growing the number of mentoring opportunities available and increasing the duration of engagement.

Annex B: Optional commentary on targets

University of Worcester's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	We have detailed our approach to data gathering to support measuring our progress towards targets for eliminating gaps in our 20-21 to 20-25 plan.
T16a_02	
T16a_03	
T16a_04	
T16a_05	We have detailed our approach to data gathering to support measuring our progress towards targets for eliminating gaps in our 20-21 to 20-25 plan.
T16a_06	
T16a_07	Target Discontinued
T16a_08	
T16a_09	Target Discontinued
T16a_10	Target Discontinued
T16a_11	
T16a_12	Target Discontinued
T16a_13	Please note that the income figures for over 30% of our students is not available.
T16a_14	
T16a_15	Target Discontinued
T16a_16	Performance better than benchmark (8.3%)
T16a_17	Performance better than benchmark (10.1%)
T16a_18	Performance better than benchmark (8%)
T16a_19	Data unavailable
T16a_20	Gap in withdrawal rates for BTEC & A Level students. (NB the figure for BTEC students includes those with ONC/OND qualifications).
T16a_21	
T16a_22	
T16a_23	
T16a_24	

T16a_25	
T16a_26	
T16b_01	
T16b_02	We are unable to report on our progress in terms of students GCSE grades for the 15/16 to 18/19 academic years due to changes in GDPR and delays in the NPD processing this request.
T16b_03	
T16b_04	We are re-focusing this work to develop sequenced partnerships with FE providers and their feeder schools through our university centres.
T16b_05	
T16b_06	We did not make any contextual offers in 19/20 as it is a new scheme which only started this year. The 'unconditional offer' scheme was used in 19/20.
T16b_07	
T16b_08	This target has been superseded by our collaborative work as part of the UniConnect programme.
T16b_09	50 schools & 4327 children attended.
T16b_10	Target Discontinued.
T16b_11	Our planned summer school did not take place due to Covid19 restrictions.
T16b_12	
T16b_13	This work is not aimed at increasing numbers but on improving the experience of care leavers.
T16b_14	We have moved on from a proportional measure to a whole institution practice focusing on gaps. We are making good progress in implementing our continuation and attainment protocols which are well embedded into our learning and teaching strategy.
T16b_15	
T16b_16	