Office for Students | OfS

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University of Winchester 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 Winchester's ambition and strategy as detailed in the 2019-20 access and participation plan:

> In our 2019/20 Access and Participation Plan we identified we would work with the following target groups across our access and participation work:

• Students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds.
• Students of particular ethnicities
• Mature students
• Disabled students
• Care leavers
• Carers
• People estranged from their families
• People from Gypsy, Roma and Traveler communities
• Refugees
• Children from military service families
• White males from low-socio economic backgrounds (NS-SEC 4-7) • Black, Asian and Minority Ethnic (BAME) students from different ethnic backgrounds • Disabled students with specific learning differences or mental health conditions

Based on evidence of our progress made across the student lifecycle for priority under-represented groups we identified the following strategic aims and objectives:
 • To deliver high quality widening participation outreach in targeted local primary and secondary schools, providing a series of sustained interventions from Year 5 to Year 11.
• We will work with schools to develop raising attainment activities and targets, including STEM at Key Stage 2, Literacy at Key Stage 3 and English Language at Key Stage 4, and acting as a research and development partner to a strategic school improvement activity, and extending our school sponsorship.
• To work collaboratively with other universities through the Southern Universities Network (SUN) and through the Higher Education Access Tracker group of subscribers, to maximise sharing of good practice, effectiveness and efficiency.
• To continue our long-established partnership with Hampshire Children's Services to support the confidence, aspirations, attainment and progression of children in care.
• To work collectively with other HEIs in the National Network for the Education of Care Leavers (NNECL) to promote outreach to children in care and care leavers and share good practice in supporting care leavers in their progression to and through university.
• To work with Hampshire Children's Services, Hampshire Young Carers Alliance, Carers Trust and The Children's Society to support the confidence, aspirations and progression of young carers.
• To work with the Ministry of Defence and a range of other partners to support the educational progression of children from military families, sharing our research and resources across the sector, including leading the Service Children's Progression (SCiP) Alliance.
• To develop our outreach activity, in and around the South, London and the Midlands, to support the access and recruitment of BAME communities and white males from disadvantaged backgrounds.
• To continue to develop our Compact Scheme in Hampshire and the South to encourage applications from students from under-represented groups.
• To provide financial support for those from low-participation neighbourhoods, and other under-represented backgrounds, to be able to attend open-days and interviews.
• To provide an effective package of financial support to students from low-income backgrounds and low-participation neighbourhoods, to care leavers and to young adult carers, so that our recruitment of students from these backgrounds remains strong.
• To support students estranged from their families to access and succeed at the University through developing an effective support package and signing up to the Standalone Pledge.
• To continue to support students whose immigration status does not allow access to Student Finance through our Sanctuary Award.

• To continue to work towards providing a fully inclusive campus where all our students are able to flourish; reviewing and developing our learning environment, learning curriculum and learning technology to be more inclusive and accessible.

• To continue progress in retaining students from under-represented groups, remaining above benchmarks, or narrowing gaps as appropriate, particularly for BAME students.

• To make progress in narrowing gaps in proportions achieving 1st and 2:1 classifications, and gaps in employability, between students from under-represented groups, or from groups with protected characteristics, and other students.

• To research and explore the reasons potential students from under-represented groups do not go on to Winchester or Higher Education in general, and the differential outcomes of students from under-represented groups whilst studying to inform how we develop future widening participation initiatives to address this.

• To develop initiatives which support under-represented students to engage in university life and develop 'a sense of belonging', thus increasing their potential to achieve and progress.

• To ensure every student will be able to access volunteering, placement opportunities or an exchange by 2020-21 (Teaching Excellence Framework Action Plan Target, 2018).

• To provide employability and progression opportunities for students from under-represented backgrounds with an emphasis on supporting students to access volunteering, work experience, driving lessons and mentoring schemes.

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Winchester 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 Winchester'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)	Recruitment of students from state schools	2012-13	97.0%	97.0%	97.0%	Percentage	2019-20	96.1	Limited progress
T16a_02 (Access)	Recruitment of students from NS-SEC 4-7	2012-13	31.6%	N/a	N/a	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_03 (Access)	Recruitment of students from LPNs	2012-13	13.0%	13.5%	13.5%	Percentage	2019-20	14.9	Expected progress
T16a_04 (Access)	Recruitment of students with a declared disability	2011-12	11.5%	11.5%	11.5%	Percentage	2019-20	21.1	Expected progress
T16a_05 (Student success)	Student continuation	Other (please give details in Description column)	7.2%	7.0%	7.0%	Percentage	2017-18	6.8	Limited progress
T16a_06 (Access)	Increase proportion of males enrolling on primary ITE programmes	2015-16	15%	16%	17%	Percentage	2019-20	16	Limited progress
T16a_07 (Access)	Increase proportion of BME students enrolling on ITE programmes	2015-16	5%	5.4%	5.6%	Percentage	2019-20	4	No progress
T16a_08 (Student success)	Achievement of 1st or 2(i) for BME UK-domicile students as compared with white UK-domicile students	2014-15	18 percentage points gap	15 percentage pts gap	14 percentage pts gap	Percentage points	2019-20	8.2	Expected progress

T16a_09 (Progression)	Progression to full-time work or full-time study for males as compared with females (1st degree students)	2012-13	15 percentage points gap	12 percentage pts gap	11 percentage pts gap	Percentage points	2017-18	2.6	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)	Continue work with children in the care of Hampshire Children's Services to include residential summer school, weekend/evening aspiration-raising and IAG events	2012-13	58 participants. 88% showing increased aspirations and awareness of progression routes	At least 60 participants. 90% showing increased aspirations and awareness of progression routes	At least 60 participants. 90% showing increased aspirations and awareness of progression routes	Percentage	2019-20	0	No progress
T16b_02 (Access)	Work with target pupils in 9 priority secondary schools in low participation areas in Andover and Basingstoke to engage them in a Learner Progression Framework	2013-14	16 priority schools engaged in Learner Progression Framework	18 priority schools engaged. 375 target pupils visiting campus	18 priority schools engaged. 375 target pupils visiting campus	Headcount	2019-20	14	No progress
T16b_03 (Access)	Work with 14 priority primary & junior schools in target low participation areas to engage them in a Learner Progression Framework	2013-14	15 priority schools engaged in Learner Progression Framework	16 priority schools engaged. 700 target pupils visiting campus	16 priority schools engaged. 700 target pupils visiting campus	Headcount	2019-20	25	Expected progress
T16b_04 (Access)	Continue to develop Compact Scheme for potential applicants from partner colleges and school sixth forms in Hampshire and surrounding areas	2011-12	19 partners engaging students/parents in Compact activities. 10 partners sending staff for CPD. 234 applicants applying through the scheme	27 partners engaging students/parents in Compact activities. 14 partners sending staff for CPD. 280 applicants applying through the scheme	27 partners engaging students/parents in Compact activities. 14 partners sending staff for CPD. 280 applicants applying through the scheme	Headcount	2019-20	276	Expected progress
T16b_05 (Student success)	Recruit experienced students to become 'student mentors', supporting students from under-represented groups with their study skills.	2014-15	15 student mentors working with minimum of 30 mentees in total	25 student mentors working with minimum of 50 mentees in total	25 student mentors working with minimum of 50 mentees in total	Headcount	2019-20	42	Expected progress
T16b_06 (Access)	Male staff and students attending majority of careers events and using presentations which portray male (and BME) teachers	2013-14	10 events attended	75% of events to have male staff attending	75% of events to have male staff attending	Percentage	2019-20	79	Expected progress

T16b_07 (Access)	Designated member of staff to have responsibility for ensuring University attends careers events in areas with high BME population	2013-14	5 events attended	8 events	8 events	Headcount	2019-20	21	Expected progress
T16b_08 (Progression)	Proportion of those first degree students undertaking initiatives which enhance employability who come from under-represented groups	2014-15	35%	40%	40%	Percentage	2019-20	59.9	Expected progress
T16b_09 (Access)	Activities relating to students with disabilities and/or those who support them (via Southern Universities Network). Creation of an overview of support available for disabled students, hosted on SUN website. Training students who attend events to ensure they have more in-depth knowledge of support available	2015-16	N/a	N/a	N/a	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_10 (Access)	Collaborative activities relating to disabled and vulnerable children and young people (including children in care and young carers) and/or those who support them (via Southern Universities network)	2015-16	N/a	Share good practice across network and develop a project on partcipation in the Roma, Gypsy and Traveller communities and mental health in education across SUN schools and colleges	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	N/A (see description / commentary)	2019-20	1	Expected progress
T16b_11 (Other/Multiple stages)	Termly meeting of Working Groups relating to; BME, Disability, Vulnerable Children & Young People, and Mature and Part-time students	2014-15	N/a	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	N/A (see description / commentary)	2019-20	1	Expected progress
T16b_12 (Access)	Activities for black and minority ethnic students (via Southern Universities Network)	2015-16	N/a	Research project	TBC following research project	N/A (see description / commentary)	2019-20	1	Expected progress
T16b_13 (Access)	Activities for potential mature and part-time students (via Southern Universities Network)	2016-17	N/a	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	Headcount	2019-20	2	Limited progress
T16b_14 (Access)	Target on-campus outreach activities to pupils with low KS2 attainment	2016-17	N/a	At least 15% of places on on-campus outreach activities to be allocated to pupils	At least 15% of places on on-campus outreach activities to be allocated to pupils with low Key Stage 2 attainment	Percentage	2019-20	0	No progress

			with low Key Stage 2 attainment					
T16b_15 (Access)	Raising attainment in English and Literacy with target secondary schools - Reading Legends (KS3) increasing chronological reading age - RAIS:E (KS4) increasing academic confidence and outcomes in creative writing element of English Language GCSE	2016-17	5 participating cohorts - Reading Legends: 2 participating cohorts (19 participants, 13/19 made at least 2 years progress) -RAIS:E: 3 participating cohorts (awaiting final data)	6 participating cohorts - Reading Legends: all participants to increase their reading age by at least 1 year, 60% by at least 2 years - RAIS:E: 60% increased academic confidence and improvement in grades	7 participating cohorts - Reading Legends: all participants to increase their reading age by at least 1 year, 60% by at least 2 years - RAIS:E: 60% increased academic confidence and improvement in grades	Percentage	2019-20	7	Limited 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	£338,937.00	£329,000.00	-3%
Financial Support	£1,500,231.00	£1,335,000.00	-11%

4. Action plan

Where progress was less than expected University of Winchester 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	A revision of the recruitment tool will commence in 2021/22. We will continue to target state schools and enhance our compact partnerships offer.
T16a_05	The University has begun utilising a new Learner Analytics programme to identify low student engagement and prompt support measures. We also continue to review and enhance our tutoring mechanisms and use of the Faculty, Wellbeing and Employability Tutors (FWETs).
T16a_06	Introducing new masterclasses into teaching, recommendation from L&T funded research to be adopted, and use of case studies in recruitment material.
T16a_07	Introducing new masterclasses into teaching, recommendation from L&T funded research to be adopted, use of case studies in recruitment material. Also to incorporate 'pathways to teaching' into BAME Ambassador outreach projects.
T16b_01	We will be launching a First Star academy (4-year sustained outreach programme including summer residential) for a cohort of 30 Year-9 looked after children in July 2021.

T16b_02	This target is no longer relevant due to a strategic change in access as outlined in the 20/21-24/25 access and participation plan. We have shifted to a focus on a sustained model across less schools in line with our theory of change.
T16b_13	It is assumed that outreach activities will resume and/or online alternatives can now be provided. We will also be introducing a new Mature student access target and activity plan.
T16b_14	Pupils with low KS2 attainment will continue to be a key target group for our targeted on-campus and intensive outreach offer.
T16b_15	We are working closely with schools to deliver online alternatives for both the reading programme and Raising Attainment in Secondary English (RAISE). In 2020/21 we have also used SUN Uni-Connect funding to pilot a Mastering Maths Mindset project to address attainment gaps in KS4 maths GCSE. To be developed and rolled out in 21/22.

5. Confirmation

University of Winchester confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
No
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
University of Winchester 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	The Rev. Professor Elizabeth Stuart
Position	Vice-Chancellor

Annex A: Commentary on progress against targets

University of Winchester'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?
Performance remains below baseline, consistent at 96% for last 4 years.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The University adopted a DataHE tool to identify state schools for targeted recruitment activity.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
Performance has improved annually, remains just short of APP baseline.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The University reviewed the tutor system and established new Faculty Employability and Wellbeing Tutors in 2018/19.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Performance has improved on last year but less than expected.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Targeted recruitment/careers activity aimed at current students to move onto teaching careers. Learning and teaching funded research into current male students in teaching/caring degrees, recommendations being used to inform future practice and recruitment.

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
Performance has improved on last year but less than expected.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Targeted recruitment/careers activity aimed at current students to move onto teaching careers. Institute of Education has been focussing on decolonising the curriculum agenda and increased numbers of BAME guest speakers.

Target reference number: T16b_01

How have you met the commitments in your plan related to this target?

Due to COVID we were unable to deliver any of our targeted activities on-campus. We continued to support the local virtual school and college with bespoke advice and support.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

N/A - impacted by COVID

Target reference number: T16b_02

How have you met the commitments in your plan related to this target?

No, reduction in number of schools engaged based on revised APP and no learners attended on-campus events due to COVID.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Online outreach and asychonise learning (via writing competitions and social media) were introduced as an alternative to on-campus visits during the pandemic.

Target reference number: T16b_13

How have you met the commitments in your plan related to this target?

No, due to COVID we were unable to continue with planned activities beyond March 2020

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Individual providers and the UniConnect partnership have moved to online outreach and tailored content towards mature learners.

Target reference number: T16b_14

How have you met the commitments in your plan related to this target?

No on-campus outreach offered 2019/20 due to COVID pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
N/A - impacted by COVID

Target reference number: T16b_15
How have you met the commitments in your plan related to this target?
All cohorts engaged in reading legends, no raising attainment in English sessions took place.

3 cohorts of students (33) participated in the face-to-face sessions, however none completed the programme due to COVID restrictions in schools.

We delivered a revised online reading programme to 20 students from 4 schools during the national lockdown.

No evaluation data was available from the original programme and only very limited numbers responded to the online evaluation, thus no data of impact is available. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| An online reading programme model was developed in response to the pandemic, this is being adapted and rolled out in 20/21. |

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	The performance remains above HESA benchmark and location adjusted benchmark. This target has been removed in the new 2020-2025 APP.
T16a_02	This target has been removed in the new 2020-2025 APP.
T16a_03	The baseline target is based on POLAR3 the new measure is given under POLAR4. This target has been adapted in the new 2020-2025 APP.
T16a_04	This target has been removed in the new 2020-2025 APP.
T16a_05	HESA T3 non-continuation table 2017/18 most recent data (published Feb '20). This target has been removed in the new 2020-2025 APP.
T16a_06	This target has been removed in the new 2020-2025 APP.
T16a_07	This target has been removed in the new 2020-2025 APP. We are exploring programme specific targets in 2022 for internal use.
T16a_08	Latest HESA Student Record data suggests narrowing of gap in 2019/20. This target has been adapted in the new 2020-2025 APP.
T16a_09	Transition to Graduate Outcomes survey for 2017/18 cohort limits comparability with previous years' data. This target has been adapted in the new 2020-2025 APP.
T16b_01	No delivery in 2019/20 due to COVID
T16b_02	The 20/21-24/25 app identified a new strategic approach (with theory of change) to targetting fewer schools with more interactions for participants.
T16b_03	No primary school participants attended on-campus events, 1,734 student interactions in-school settings prior to COVID.
T16b_04	276 applicants. 103 activities with Compact partners. Transferred to online events at outset of pandemic.
T16b_05	42 mentors (43% from under-represented backgrounds) supporting 127 mentees (54% from under-represented backgrounds)
T16b_06	Male staff attended 26 of 33 events (79%).
T16b_07	3 attended by ITT . 18 careers events attended in localities with high BAME population (top 2 quintiles in England by BAME population).
T16b_08	
T16b_09	NA target removed

T16b_10	VCYP group and research identified a regional need to upskill wp and outreach practitioners. 51 attendees to an online GTR CPD webinar. Attendees came away with actions to improve accessibility of current outreach for GRT communities.
T16b_11	Groups continued to meet virtually, SUN CPD conference took place prior to pandemic.
T16b_12	Research identified a regional need to upskill wp and outreach practitioners. 32 attendees to an online BAME CPD webinar.
T16b_13	
T16b_14	No delivery in 2019/20 due to COVID
T16b_15	Activity impacted by COVID.