

**UNIVERSITY OF  
WESTMINSTER** 

# **Access and Participation Plan**

**2020-21 – 2024-25**

**Reflecting Variations for 2023-24**

**Foreword from Dr. Peter Bonfield,  
Vice Chancellor and President, University of Westminster**

“The University of Westminster has a long and distinctive history. Since its founding as the UK’s first polytechnic in 1838, it has provided an environment, culture and education that has supported a hugely diverse and international community of students. Many have gone on to do great things – in some cases realising extraordinary achievements that have been widely recognised; in others, making a difference in quieter ways as good citizens and contributors to their communities.

Westminster is committed to helping students from different backgrounds fulfil their potential and contribute to a more sustainable, equitable and healthier society. It does so with a progressive outlook, always open to new, innovative ways of working and is bold in its approach to teaching and learning. It prides itself on being actively inclusive, sensitive to difference and building a united Westminster community.

Westminster’s commitment to enriching the lives of students from all backgrounds is in its DNA, and it takes great pride in providing educational opportunities to students from groups underrepresented in Higher Education. This Access and Participation Plan outlines the steps that we will be taking to ensure that all students, regardless of their background, achieve equality of access and outcomes.”

**Foreword from Michael Wigg,  
Chief Executive of the Westminster University Students’ Union**

“The primary objective of the Students’ Union is the educational advancement of the students at the University of Westminster. As such the Students’ Union is of the view that engagement of students through a variety of opportunities supports and challenges the University to build on its access and participation. These opportunities include various student-led campaigns, societies and events as well as collaborative activities delivered with the University such as our students as Co-creators initiative and our academic representation scheme which creates a sense of community and belonging whilst also supporting retention. These extracurricular activities also enable the development of a wider range of transferable skills and increase the employability of our students.

As a very diverse institution; access and participation for our students is always at the top of the Students’ Union’s agenda. The Students’ Union has five full time elected officers as well as five part time elected representation officers who champion underrepresented groups; BME Officer, Women’s Officer, LGBTI Officer, International Officer and Disability Officer. These student representatives consult with students within their caucus and work with the Union and University to improve the lives of their students whilst they study with us at Westminster.

The Students’ Union participates in the Equality Diversity and Inclusion Committee and in doing so contributed to the development of our jointly owned Access and Participation Plan. The Union helps to co-ordinate the engagement of the student body through surveys, focus groups, and through our daily interactions which informs our student representatives and this work. Student representatives work closely with the University and are involved in a variety of activities and groups which embed our work into the wider University strategies in their work such as inclusive curriculum design and development, module evaluation, policy development, working groups and governance committees.

The Students’ Union welcomes the continuing dialogue between the University and the Union to help deliver better opportunities for students regarding access and participation in the future.”

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# 1. Assessment of performance

## Introduction

The following quantitative and qualitative data sources were used to inform the assessment of performance across the student lifecycle categories of Access, Success and Progression detailed below: HESA Student data supply files for 2012/13 to 2017/18; Internal student records (2018/19 provisional student records and financial support records) and focus group data; Higher Education Bursary and Scholarship Scheme (HEBSS) data (household income); and the OfS access and participation dataset and dashboard.

The analysis presented in this plan describes the gaps in access, success and progression of students from underrepresented groups that are the most significant. These form the priorities for Westminster in the work being undertaken to improve the outcomes of its students from underrepresented groups.

## Higher education participation, household income, or socioeconomic status

### ➤ Access

The University of Westminster recruits relatively few students from low participation neighbourhoods. Of the English domiciled young entrants to full-time undergraduate courses at Westminster in 2017/18, just 4.5% came from the lowest 20% of households by POLAR4 and 12.5% from the lowest 40%. Among young part-time entrants (of whom there were a total of 57 in 2017/18), only 7% were recruited from POLAR4 quintiles 1 and 2.

This is a direct consequence of the University's London-centric recruitment profile: 71% of English domiciled young entrants to full-time undergraduate courses at the University were domiciled in the Capital prior to enrolment, along with 64% of part-time entrants. London has very few neighbourhoods with low HE participation rates. Only 1% of London postcodes are classified within POLAR4 Q1 and only a further 5% in Q2, with over half in the highest participation quintile.

However, whilst there are very few parts of London with little access to HE, young residents in the City do face other deprivations. 50% of London's postcodes fall within the 40% of most deprived neighbourhoods by IMD and – as a result of concerted outreach activity in these areas – Westminster successfully recruits disproportionately from these disadvantaged groups.

In 2017/18, 29.1% of full-time undergraduate entrants and 21% of part-time undergraduate entrants were recruited from the 20% of neighbourhoods with the highest levels of deprivation and 60.8% and 49% respectively from the most disadvantaged 40%.

Only around 2% of Westminster's undergraduate recruitment is to part-time credit-bearing courses. Although the University does have other part-time students, these are on short-courses and are assessed at partner institutions. Therefore, no performance metrics are available on which to measure performance and attainment gaps for part-time students at Westminster.

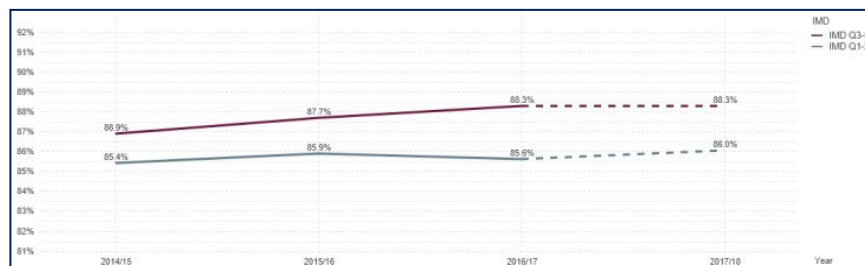
### ➤ Success

#### *Non-continuation*

Across the sector, the gap in continuation rates between students from the most and least deprived neighbourhoods is significantly large and has been growing in recent years for both full and part-time entrants.

The equivalent gaps at Westminster for the most recent year (2.9pp for FT | 14pp for PT) are not considered as being statistically significant. However, these gaps have persisted over several years with the cumulative effect being significantly fewer students from more deprived neighbourhoods continuing with their studies at Westminster, contributing to the underperformance of the sector as a whole in this measure.

Furthermore, Westminster loses more disadvantaged students through them transferring to other HE providers at typically higher rates than students from less disadvantaged areas. As the factors motivating disadvantaged students to leave Westminster for other providers are likely to coincide with the factors that are causing them to leave HE altogether, it is important for Westminster to target the internal retention of disadvantaged students at the University. These internal rates are derived from the data submitted by the University to HESA on an annual basis and on which the OfS Access and Participation dataset is based.



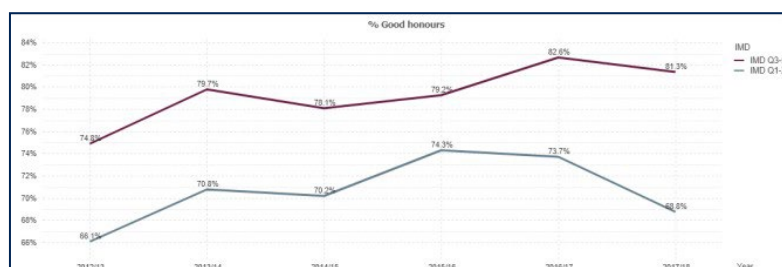
**Fig.1. Three-year aggregated UK-domiciled full-time undergraduate internal continuation rates by year of entry and IMD quintile (continuation rates for 2017/18 entrants are provisional and could be subject to change)**

Much of the gap that does exist in the continuation rates of more and less deprived students at Westminster cannot be explained by structural differences between the two groups. After controlling for age, subject, level (FD/OUG) and entry tariff, between 2014/15 and 2016/17 inclusive, the odds of a full-time entrant from IMD Q1-Q2 continuing into a second year at Westminster were almost 15% lower than the odds of continuation for less deprived entrants (sig: 0.027). Based on just the most recent annual cohort for whom data is available, this odds ratio (0.810) is no longer significantly different from unity at the 95% confidence level (sig: 0.074), however, it is still more likely than not that this difference is real.

#### Attainment

Students who enter onto first degree courses at Westminster from disadvantaged neighbourhoods are significantly less likely to successfully complete the course and graduate with a full degree. Projected from aggregated progression and retention rates between 2015/16 and 2017/18 inclusive, only 71.7% of Q1 and Q2 full-time first degree entrants are expected to successfully complete the course, compared to 76.1% of Q3-Q5 entrants.

As well as being less likely to reach the end of their courses, Westminster's graduates from more deprived neighbourhoods are also significantly less likely than less deprived graduates to achieve a first or upper-second class degree classification, with the gap growing to 12.5pp for 2017/18's full-time leavers.



**Fig. 2. Proportion of FT classified degree graduates awarded a first or upper-second by IMD quintile by academic year**

80% of Westminster's first degree graduates who were classified as part-time were previously studying on full-time courses but were required to retake one or two modules in the final year before graduating. As such, it makes little sense to analyse differences in the degree attainment outcomes for these students as they are not comparable to students on part-time courses.

Of those graduates who were studying on part-time courses, though the numbers were small, there is no evidence of a significant difference in good honours rates between those from less or more

deprived neighbourhoods.

Among all classified first degree leavers, the difference in the likelihood of graduating with good honours persists, even after controlling for age, subject and entry tariff (odds ratio: 0.556 | sig: 0.000)

### ➤ Progression to employment or further study

Westminster's graduates from more deprived neighbourhoods are less likely to be in highly skilled employment or higher study six months after graduation than more advantaged peers. However, with the efforts that have been made by the University to improve the short-term outcomes of its graduates, in the latest DLHE, this gap was no longer statistically significant among either full- or part-time leavers.

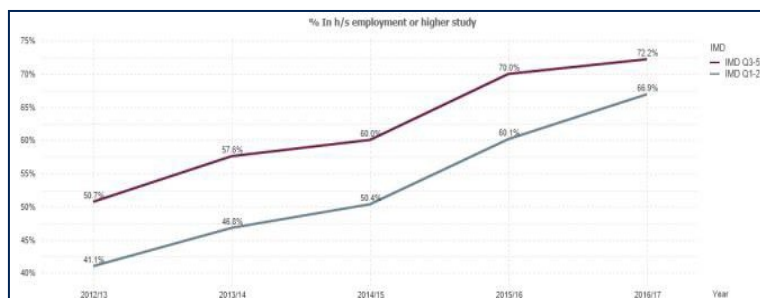


Fig.3. DLHE Highly-skilled employment or higher study rate of FT first degree / other UG graduates by IMD quintile

The University intends to ensure that this progress in eliminating the gap in progression between graduates from more and less deprived neighbourhoods is maintained following the introduction of Graduate Outcomes.

## Black, Asian and minority ethnic students

### ➤ Access

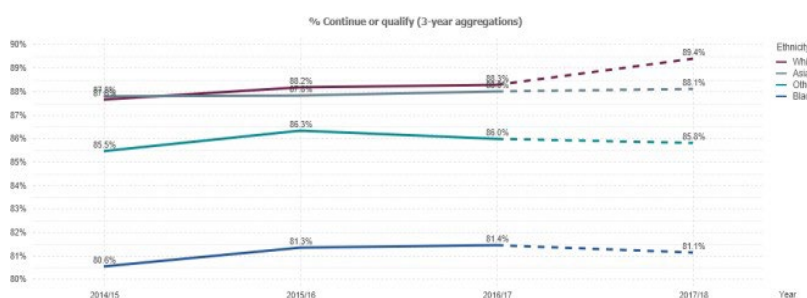
Westminster's location within the heart of the Capital helps the University to recruit students from a diverse range of backgrounds. Almost 60% of the University's UK-domiciled undergraduate entrants, and over 63% of full-time entrants, are BAME. Of full-time undergraduate entrants, 35.7% are Asian (predominantly South Asian), 13.9% black, and 13.6% other non-white ethnicities (including mixed).

### ➤ Success

#### Non-continuation

As with relative deprivation, full-time black entrants to Westminster persistently continue or qualify at rates that are lower than entrants of other ethnicities. Whilst this is contributing to the significant underperformance of the sector in terms of black continuation, the gaps at Westminster for each individual year are not, in and of themselves, considered as statistically significant.

Nevertheless, Westminster faces a clear issue in retaining black entrants that the University is committed to addressing. As with students from more disadvantaged areas, black students are also more likely than students of other ethnicities to leave Westminster during the first year to continue at other HE providers. For other ethnicities, by contrast, internal continuation rates (particularly among Asian entrants) are more consistent with those of white entrants.



**Fig.4.Three-year aggregated UK-domiciled full-time undergraduate internal continuation rates by year of entry and ethnicity**

12% of Westminster's full-time black entrants to Westminster in 2016/17 had left HE without qualifying with an award by the start of the following year, with a further 5.8% having left the University to continue studying elsewhere. This compares to 8.2% and 3.1% respectively for entrants of other ethnicities.

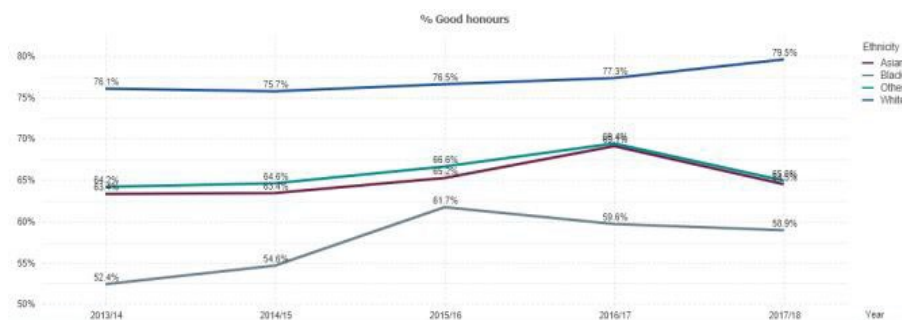
After accounting for structural differences (age, subject, level, and entry tariff), the odds of a white entrant on a full-time undergraduate course in 2016/17 continuing at Westminster or qualifying by 2017/18 were 46% higher than the odds for a similar black student (sig: 0.020).

#### *Attainment*

White students are not only significantly more likely than students of other ethnicities to successfully complete a degree course at Westminster but are also significantly more likely than any other ethnicity - in particular in comparison to black graduates - of being awarded good honours.

Derived from progression and retention patterns between 2015/16 and 2017/18, 77% of white entrants who begin full-time first degree courses at Westminster are projected to qualify with a degree, compared to 74% of Asian, 61% of black, and 68% of other (including mixed) entrants.

In recent years, the gap between white and black attainment (good honours) at Westminster has ranged from 15 to 24pp and between white and other non-black BAME graduates by 8 to 15pp. In 2017/18 white attainment was significantly higher than the levels achieved at Westminster by graduates of any other ethnicity.



**Fig.5. Good honours degree rates by ethnicity**

Furthermore, this gap persists even after accounting for differences in age, subject and entry tariff (odds ratios: A/W: 0.463 (sig: 0.000), B/W: 0.322 (sig: 0.000), O/W: 0.401 (sig: 0.000)).

At roughly 15pp for full-time graduates and 30pp for part-time, Westminster's attainment gap between white and BAME graduates is broadly comparable with the size of the gap experienced across the sector as a whole. However, whilst there has been some evidence of a significant narrowing of this gap sector-wide in recent years, this does not seem to have been mirrored by improvements at Westminster.

#### ➤ **Progression to employment or further study**

Westminster's full-time BAME graduates in 2016/17 progressed into highly skilled employment or higher study at a rate that was nine percentage points lower than their white counterparts (the difference was 10pp among part-time graduates - though note caveat above regarding the constitution of Westminster's part-time graduate cohort).

Whilst this difference was not in itself statistically significant, it was still symptomatic of a persistent underperformance at the University. In each of the past five years, for both full and part-time graduates, the progression gap by ethnicity was wider at Westminster than it was for the sector as a whole. Furthermore, Westminster's gap persists even after controlling for differences in the students' backgrounds.

Despite the latest gaps not being considered statistically significant, Westminster will nevertheless aim to redress this sector-wide imbalance through its work in securing positive outcomes for all graduates of the University.

## **Mature students**



## ➤ Access

Over the past five years, Westminster has experienced a reduction in recruitment of mature students at a rate that has exceeded the general decline in recruitment at the University. This decline is due to a fall in the number of students embarking on courses with a part-time mode of attendance.

## ➤ Success

### *Non-continuation*

Mature entrants to full-time undergraduate courses at Westminster are significantly less likely to have qualified or be continuing one year after starting than students aged under 21 at time of entry. Of those who started full-time courses at Westminster in 2016/17, the continuation gap between young and mature entrants was seven percentage points.

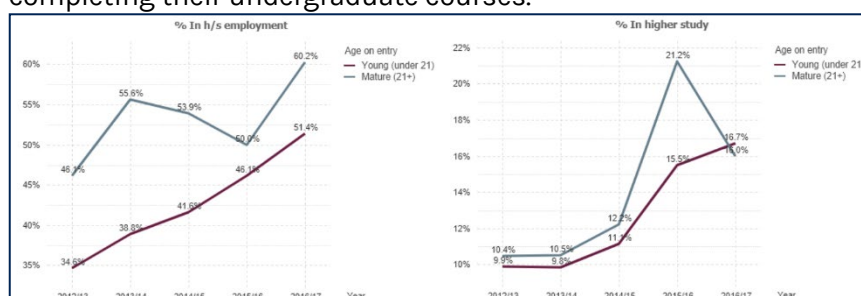
Whilst the continuation rate for Westminster's mature entrants shows considerable year-on-year fluctuations, there is evidence of a narrowing of the gap for full-time entrants over recent years. There is, however, less evidence of a narrowing in rates between the small number of young and mature entrants to part-time first degree courses.

### *Attainment*

Young entrants who complete degree courses at Westminster are also significantly more likely to be awarded good honours than mature entrants. 71.4% of Westminster's first degree graduates between 2015/16 and 2017/18 who began their course aged under 21 were awarded a first or upper second class degree classification, compared to just 67.5% of older graduates. However, the outcomes from the most recent year (2017/18) suggest a possible reversal of this trend. Whether this is a one-off anomaly resulting from the small population numbers involved, or something more fundamental, will, however, only be apparent following subsequent graduations.

## ➤ Progression to employment or further study

As would be expected, Westminster's graduates who were aged 21 or over at the time of starting their course are significantly more likely to be employed in highly skilled positions within six months of graduating. However, it is also true that these graduates are also generally more likely to progress onto higher study after completing their undergraduate courses.

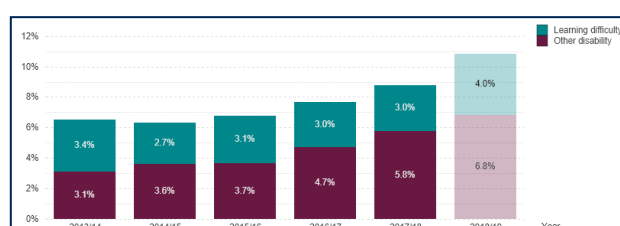


**Fig.6. Proportion of graduates primarily employed in highly skilled employment and proportion primarily in higher study six-months after graduation.**

## Disabled students

## ➤ Access

Westminster has seen persistent year-on-year increases in the proportion of entrants declaring a disability or specific learning difficulty from 6.5% of entrants in 2013/14 to almost 11% projected for 2018/19.



**Fig.7. Three-year aggregated proportion of entrants declaring a specific learning difficulty of**



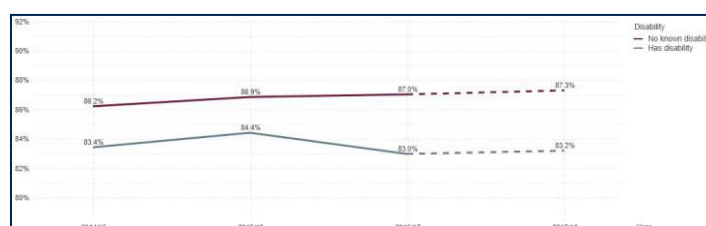
## ➤ Success

### Non-continuation

The increase in the proportion of entrants to Westminster that have one or more disabilities has coincided with a widening of the gap in continuation rates between those who have and those with no known disability.

As the numbers of students at Westminster reporting a disability or specific learning difficulty is small, the confidence interval around the continuation gap between disabled and non-disabled students is correspondingly large (+/-9pp), so it is quite unlikely that a single year point estimate for this gap would appear as statistically significant.

Nevertheless, the gap does persist from year to year and so does appear to be reflective of a fundamental issue that the University is committed to addressing.

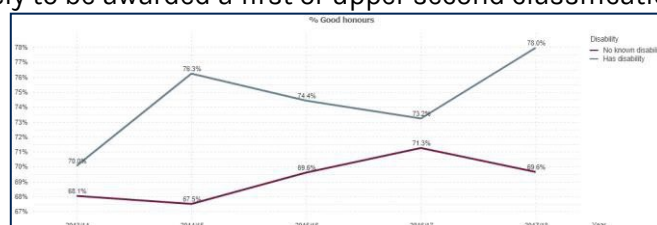


**Fig.8. Three-year aggregated UK-domiciled full-time undergraduate internal continuation rates by year of entry and disability**

Over the past three years, internal continuation at Westminster has been lowest among students with mental health conditions, and multiple or other impairments. Students who enter with mental health conditions are significantly less likely to continue into the second year at Westminster (79% compared with 87% for students with no known disability).

### Attainment

However, of those that do successfully reach the end of their studies, disabled students at Westminster are significantly more likely to be awarded a first or upper second classification.



**Fig.9. Good honours rate by year of graduation and disability status**

Westminster's graduates with specific learning difficulties or long standing illnesses also achieved good grades at higher rates than their fellow students (82%), but, despite this, those with learning difficulties appear to find it harder to progress onto higher studies or into graduate level employment (57% compared with 63% for students with no known disability).

## ➤ Progression to employment or further study

There are no significant differences between the proportion of Westminster's young graduates with and without a disability who manage to secure highly skilled employment or higher study within six months of graduating. However, among mature leavers, those with a known disability are significantly less likely to have a positive graduate outcome.

Age on entry	Has disability population	% In h/s employment or higher study	No known disability population	% In h/s employment or higher study	Attainment gap	Sig.
Young (under 21)	416	61.3%	4,979	61.0%	0.3%	
Mature (21+)	200	64.0%	1,259	72.2%	-8.2%	-
	616	62.2%	6,238	63.3%	-1.1%	

**Fig.10. Highly skilled employment or higher study rate of leavers between 2014/15 and 2016/17 by age and disability**

Mature students with a disability are also significantly more likely to be unemployed after leaving Westminster (17.5%) than mature graduates with no known disability (6.0%) or with young graduates with a disability (8.9%). Again, there is no significant difference between the rates for young graduates with and without disabilities.

These gaps in graduate success rates maybe reflective of fundamental differences in the reasons why students are commencing their undergraduate studies later in life. Among those with no known disability, many will be returning to education after gaining several years' experience in the labour market. Among the disabled population, by contrast, will be those with disabilities that are severe enough to mean that they have not been able to progress through their previous studies at the typical rate. Students with these types of disability are also likely to experience higher barriers to future employment.

## Care leavers

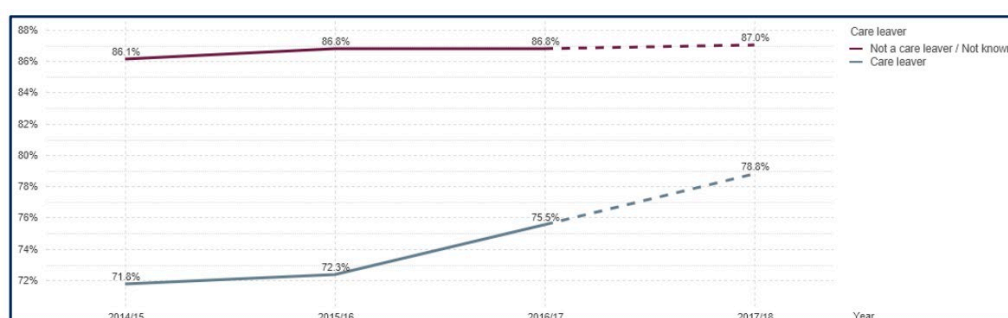
### ➤ Access

Since 2013/14 Westminster has recruited between 28 and 38 known care leavers per year to undergraduate courses, with 36 recruited in each of the three years to 2018/19.

### ➤ Success

#### *Non-continuation*

Whilst still significantly below the continuation rate for non-care leavers, Westminster has had some demonstrable success in improving the continuation rate of the University's care leavers in both absolute terms and relative to Westminster's other students.



**Fig.11. Three-year aggregated UK-domiciled full-time undergraduate internal continuation rates by year of entry and care leaver status**

#### *Non-continuation*

As well as increasing the number of care leavers graduating from the university with a first degree, Westminster has also seen improvements in the proportion of these graduates that are awarded good honours. Of the 49 known care leavers to graduate from Westminster between 2012/13 and 2014/15, only 42.9% were awarded a first or upper second class degree classification. Between 2015/16 and 2017/18, 62.9% of 62 care leaver graduates achieved the same distinction.

### ➤ Progression to employment or further study

Whilst the numbers are small – only 34 first degree / other undergraduate care leaver graduates

completed the DLHE between 2016 and 2018 – of those that did, 76.5% reported being in highly skilled employment or higher study six months after graduation, compared to just 63.2% of all Westminster's graduates.

## Intersections of disadvantage

Westminster's black entrants are significantly more likely than entrants from other ethnicities to come from more deprived neighbourhoods and typically enter with lower entry qualifications (fig.12).

Index of multiple deprivation	Proportion of black entrants	Proportion of non-black entrants
IMD Q1-2	79.8%	55.5%
IMD Q3-5	20.2%	44.5%

Entry qualifications	Proportion of black entrants	Proportion of non-black entrants
HE-level entry qualifications	9.3%	8.5%
High tariff	7.8%	13.8%
Medium tariff	28.3%	30.6%
Low tariff	40.4%	37.6%
Non-tariff bearing	14.3%	9.4%

**Fig.12. UK-domiciled full-time undergraduate entrants by ethnicity, IMD and entry qualifications (2013/14 to 2016/17)**

Black students are also disproportionately more likely to enrol onto courses at Westminster in subjects that have relatively higher non-continuation rates. After adjusting for differences in ethnicity splits, all four subjects with the lowest continuation rates at Westminster are also among the subjects with the highest overrepresentation of black entrants.

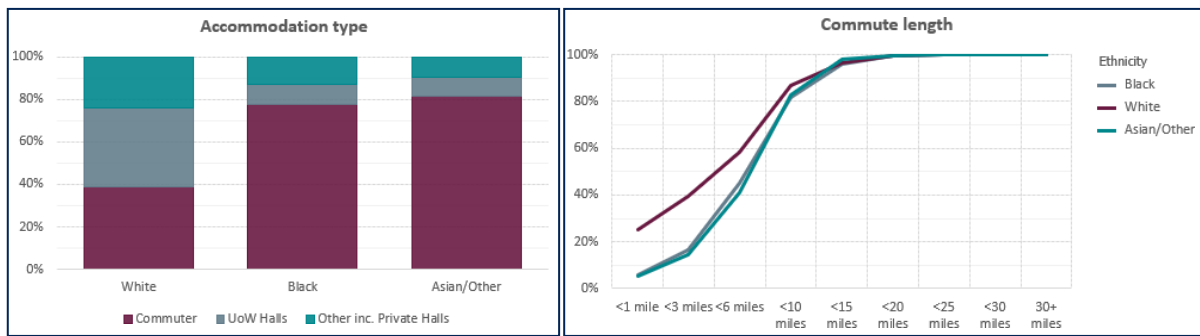
However, accounting for differences in subject choice, relative deprivation, and entry standards explains just 1.5 percentage points of the gap between black and non-black continuation at Westminster, with the remaining 77% of the gap (4.7 percentage points) left unexplained.

Internal continuation rates of black students from less deprived neighbourhoods (IMD Q3-Q5) are virtually identical to continuation rates of poorer black students (81.7% and 81.5% respectively) and considerably lower than for non-black entrants from even the most disadvantaged quintile (86.5%).

Part of the explanation for the relatively low continuation of black entrants at Westminster could be a result of differences in their living arrangements whilst studying that might produce particular challenges for them, more so than for other Westminster students. Westminster's black entrants are much less likely than white entrants to live in the University's halls during their first year and are considerably more likely to commute to the University from their pre-enrolment permanent address. Connected to this, black entrants also tend to live further from the campus than their white counterparts.

However, whilst there do appear to be differences in the typical accommodation type and commute length of black and white entrants to Westminster, entrants from other ethnicities – including those of Asian and mixed ethnic backgrounds – tend to be as likely to be commuter students as black entrants and have similar distances to commute.

As Westminster's continuation rates for Asian and other ethnicities is comparable to the rates of continuation for white entrants, this would suggest that additional factors are contributing to the relatively low rates of continuation among the University's black entrants.



**Fig.13. 2013/14 to 2016/17 entrants by ethnicity and accommodation type and entrants by ethnicity and commute length (geodesic distance)**

Whilst Westminster's students from more disadvantaged neighbourhoods have continuation and attainment rates that are generally lower than for other students at the University, much of this underperformance is confined to disadvantaged male students.

Westminster's male entrants from IMD Q1-Q2 drop out of HE in the first year at rates that are significantly high, not only compared to less disadvantaged male students, but also in comparison to disadvantaged female students. Female entrants from Q1-Q2, by contrast, have continuation rates that are more comparable to their less disadvantaged female peers, and are typically higher than continuation rates for the University's Q3-Q5 male entrants.

In terms of attainment, disadvantaged female graduates perform less well. However, following a divergence in good honours rates in recent years, Q1-Q2 female graduates now have attainment outcomes that are significantly better than for Q1-Q2 male graduates at the University.

## Other groups who experience barriers in higher education

As an early adopter of the Standalone Pledge<sup>1</sup>, Westminster has a demonstrable commitment to ensuring the processes and provision are appropriately tailored to promote inclusion for estranged students. Data derived from Westminster's financial support records in January 2019 indicate 45 (2016/17), 47 (2017/18) and 56 (2018/19) young undergraduate students enrolled at Westminster were assessed for support due to being estranged from their families. Westminster has collaborated with Standalone to encourage sector best practice in evaluating interventions for this emerging student cohort and has partnered with Unite Foundation to provide scholarship provision, enabling supported residential accommodation options to promote student success.

Casework assessment suggests that systems for supporting these students are generally effective, but more work is needed to streamline systems for financial, accommodation and emotional support to address barriers that may still exist for some students. A Westminster advisory group comprising estranged students, care leavers and key service leads has been established to design co-created innovative approaches and nurture a sense of belonging students who do not have family support during their undergraduate studies. Reporting to the Student Experience Committee, this group identifies service improvements and establishes meaningful measures of effective practice, using quantitative and qualitative evaluation approaches.

## 2. Strategic aims and objectives

### Introduction

We have achieved considerable success as a diverse University which welcomes and encourages participation from all students regardless of background. We have a firm commitment to addressing the gaps in attainment rates for students from underrepresented and disadvantaged groups. The University will continue to treat its outreach and access interventions as strategically important in line with the request for A&P variation. However, we recognise our need for continuous improvement on the measures associated with the success and progression stages of the student lifecycle. As outlined below, Westminster remains committed to our priorities as outlined in 2021-2024 plan, which focuses resources on eliminating student success and progression in response to the quantitative assessment above. We are continuing to monitor the impact of our interventions to remediate our access gaps and widening the scope of our existing outreach offer to include attainment raising activities specifically.

Our access and participation work is integral to our new 'Being Westminster'<sup>2</sup> strategy and is reflected in the vision, mission and values:

#### ➤ **OUR VISION:**

Our University is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome.

Our people stand out as significant contributors to their communities – through their innovation, enterprise and problem-solving – seeking to make the world a more sustainable, healthier and better place.

#### ➤ **OUR MISSION:**

To help students and colleagues from different backgrounds fulfil their potential and contribute to a more sustainable, equitable and healthier society.

To support us in our implementation of the strategy we have supporting values to embed across our work and further reflect across all student life cycle stages:

#### ➤ **PROGRESSIVE**

We look forwards, anticipate what's changing and, embrace the new with energy and imagination.

#### ➤ **COMPASSIONATE**

We are thoughtful and sensitive, supportive, and encouraging, making time to talk, especially when the pressure is on. As a University community, we are inclusive and united, careful to consider what enables each one of us to play our part.

#### ➤ **RESPONSIBLE**

Individually and collectively, we take responsibility for our actions, work to the highest ethical standards and help each other to do the right thing always.

### Target Group Priorities

The assessment of performance demonstrates that Westminster has a strong track-record of recruiting students from underrepresented and disadvantaged backgrounds. However, it is clear from the analysis that more work is required to improve the success and progression of these students. We are mindful that A&P covers a specific set of indicators and that other widening participation markers may intersect for our disadvantaged students, for example, English as a second language, first generation to higher education and whether the family home is housing association or a council property.

For each stage of the student lifecycle, the largest relative performance gaps have been identified and assigned a priority based on the size of the gap and the volume of students within the group. Priority

has been determined on a high, medium, and low scale, with high representing the largest gap and low the lowest. Those areas identified as low priority are still considered a priority over other underrepresented groups where a relative gap in performance does not exist, or where the gap is equal to or lower than the gap in the sector.

Priorities have been identified in the following areas:

Priority Level	Student Group	Stage(s) of the Student Lifecycle	Indicator
High	BME Ethnic	Progression	Highly Skilled Employment or Higher Study
High	IMD Q1-2	Progression	Highly Skilled Employment or Higher Study
High	BME Ethnic	Success	Degree attainment
High	IMD Q1-2	Success	Degree attainment
High	Black Ethnic	Success	Non-continuation
Medium	Disabled Learners	Access	Access
Medium	Mature (21+)	Success	Degree attainment
Medium	IMD Q1-2	Success	Non-continuation
Medium	Mature (21+)	Success	Non-continuation
Medium	Disabled Learners	Success	Non-continuation
Medium	Disabled Learners	Progression	Highly Skilled Employment or Higher Study
Low	Mature (21+)	Access	Access
Low	Care Leavers	Success	Non-continuation

**Fig.14. Westminster's priority areas by student group, stage(s) of the student lifecycle and indicator**

The priorities identified, except for Mature Learner, and Disabled Learner access, are all related to the Success and Progression stages of the Student Lifecycle. Westminster shares challenges with the sector in this regard and it is committed to raising awareness of the significant disadvantages that many HE students in the UK are facing. This awareness raising starts internally within the University but also through collaborative work with other Universities, FE colleges and with sector bodies. Key to advancing the understanding of attainment gaps is working with students to identify where barriers exist and what can be done to address them. Westminster is actively engaged with the Westminster Students' Union and its student body to work in partnership on these issues.

Using the analysis in section 1, Westminster has undertaken a series of awareness raising workshop sessions with its Senior Leadership Team, College Executive Groups, Heads of School forums. Our Equality, Diversity, and Inclusion Committee ensures that all staff at all levels of the University are aware of the need to address its attainment gaps.

## Objectives and Targets

Through consultation Westminster has set the following A&P objectives:

- To eliminate gaps associated with *access* and *success* measures for all disabled students within 20 years
- To eliminate gaps associated with *access* and *success* measures for all mature students within 20 years
- To eliminate gaps associated with *success* measures for all BME students within 20 years
- To eliminate gaps associated with *success* measures for all IMD Q1-2 students within 20 years
- To eliminate gaps associated with *success* measures for all Care Leavers within 20 years
- To significantly reduce gaps associated with *progression* to highly skilled employment or further study of for all BME students within 20 years
- To significantly reduce gaps associated with *progression* to highly skilled employment or further study of for all disabled students within 20 years
- To significantly reduce gaps associated with *progression* to highly skilled employment or further study of for all IMD Q1-2 students within 20 years

Westminster's objectives to eliminate all gaps associated with *access* to the University and



subsequent academic *success* of students from underrepresented groups within 20 years are aligned to the targets set by the OfS. The objectives for *progression* are to achieve significant reductions in gaps associated with progression to highly skilled employment or further education, whilst recognising that not all unexplained gaps in employment rates of students are within the University's control. Additionally, we continue to seek to understand the role that the university's rapid response to Covid-19 will have had on gaps and the decision to broaden provision from target students to all students to respond rapidly. We acknowledge that there is much insight in terms of 'what work's' and 'what doesn't' for who resulting from this context change.

To achieve our objectives, Westminster is taking an evidence-informed, continuous improvement approach to the monitoring and delivery improvement of activities designed to tackle the access, success and progression gaps. We have set ambitious targets to deliver these. The targets for the end of this current A&P plan to 2025 represent the necessary reduction to contribute towards the overall aim of eliminating the gaps within 20 years. We will continue to work to these targets for 2022-23 and 2022-24, however these will be reviewed to develop our A&P 2024-28.

To measure performance against these targets, the University uses internal and external quantitative and qualitative data to measure the impact of its interventions on indicators associated with the access, success, and progression stages of the student lifecycle. We also continue to monitor indicators and target groups not included in the targets to ensure that other gaps are not appearing or widening because of focus on these areas.

The University has aligned the highest priority A&P targets with its Key Performance Indicators to ensure that progress against the plan is monitored by the University Executive Board and its Court of Governors. These targets are also disaggregated within the University's internal structures to College and School level so that performance can be monitored at local level by College Executive Groups.

## 3. Strategic Measures

### Whole provider strategic approach

All activities designed to tackle access, attainment and performance gaps are inherently linked to the wider strategic aims of the University and the context in which we operate. 'Being Westminster', the University Strategy 2022-2029 has four core objectives; two relating directly to education success and employability.

Our Education objective is to *"offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives"*.

Our Employability objective is to *"ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes"*.

Through this strategy we have put A&P priorities and achieving outcomes at the core of what the institution does by closely aligning A&P with our Equality, Diversity, and Inclusion (EDI) work. This is further enabling us to raise awareness of and improve A&P action and accountability across the whole institution. To hold ourselves accountable to the strategy, the university (through extensive stakeholder consultation) has developed a number impact statements we are working towards and outlined the indicators through which we can understand the extent to which impact has been achieved. This demonstrates the high-level commitment to A&P as a key indicator of our ability to meet our EDI ambitions.

EDI Impact Commitment Statement	Indicators developed to measure outcomes.
EDI is recognised as a primary driver of the University's short and long-term strategies in all areas and at all levels.	<ul style="list-style-type: none"> <li>- Student and colleague satisfaction data</li> <li>- Internal and external review data</li> <li>- EDI and A&amp;P report data</li> </ul>



There is zero tolerance for all forms of unlawful discrimination, harassment and victimisation.	<ul style="list-style-type: none"> <li>- Disclosure data</li> <li>- EDI and A&amp;P report data</li> <li>- Student and colleague satisfaction data</li> <li>- Case studies of lived and living experiences</li> </ul>
Systemic barriers to recruitment, retention, progression and attainment in work and study that discriminate unfairly are permanently removed.	<ul style="list-style-type: none"> <li>- EDI and A&amp;P report data</li> <li>- Student and colleague satisfaction data</li> <li>- Case studies of lived and living experiences</li> </ul>
The range and depth of diversity across all levels and functions at the University is demonstrably aligned with our institutional commitment to EDI.	<ul style="list-style-type: none"> <li>- EDI and A&amp;P report data</li> <li>- Colleague and student satisfaction data</li> </ul>

The 'Single Equality Policy' referred to in our 2021-2025 A&P plan has been updated and renamed the 'Equality, Diversity and Inclusion Policy.'

The University has placed tackling its access, success and progression gaps at the heart of its annual planning processes, with the University Planning Committee (UPC) responsible for monitoring the progress outlined in this Access and Participation Plan. Membership of the UPC includes Senior Leadership who have responsibility for delivering the University's core objectives. Objectives related to Employability and Education are led by the Deputy Vice Chancellors and the link between the core university objectives and their strategic visions for tackling gaps are highlighted in the relevant sections below.

The production of our A&P 2021-2025 plan, activities and evaluation were overseen by the Access and Participation Working Group (APWG). Since late 2020, a new EDI Committee has been established. The EDI committee comprises of academic leads from each of Westminster's Colleges, students, leads from student-facing Professional Services teams, a representative from all staff networks and a representative from the Court of Governors. Findings are reported back to UPC. Decisions are taken during the annual budget setting process to ensure that funding follows interventions which can clearly demonstrate impact on the gaps which have been identified as priorities. The EDI Committee makes recommendations to the University Executive Board with regard to the strategic direction, priorities and objectives for EDI at the University. The committee supports institution-wide engagement with EDI, to enable the development and delivery of programmes of EDI work and actions plans.

Reporting to the EDI Committee, we have established the EDI Education Steering Group. This replaces the APWG. The Steering Group meets formally a minimum of five times a year. It progresses and scrutinises our A&P progress. The steering group's purpose is to direct actions to eliminate awarding and other outcome gaps between groups of students, and to oversee decolonising and diversifying the University's curriculum in all subject areas. In terms of A&P the group:

- [1] Establishes and monitors delivery of workstream outcomes against KPI's and A&P Targets,
- [2] Commissions and reviews data (qualitative and quantitative) and reports to monitor the University's performance against the A&P Plan.
- [3] Advises UPC on the resources to deliver the University's commitment to the Access and Participation Plan.
- [4] Monitors the effective and efficient use of resources allocated to these priorities.

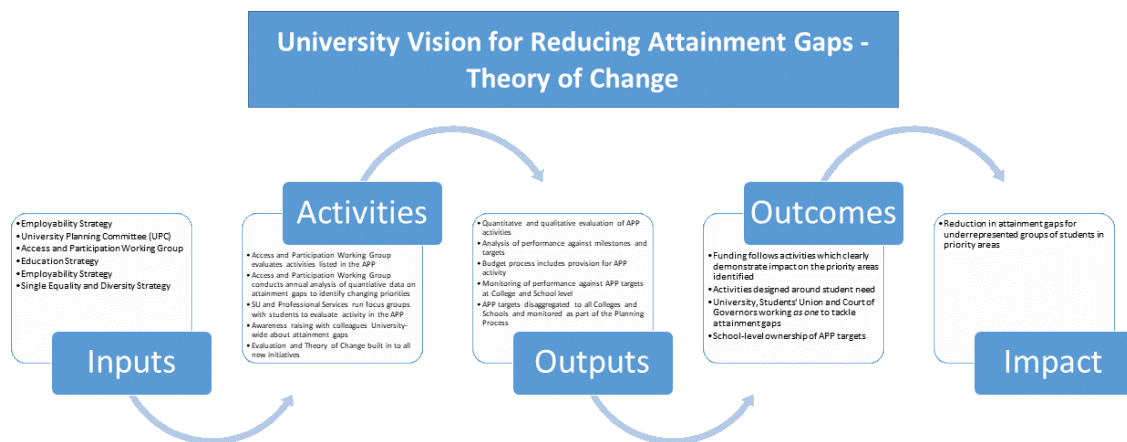
Each of our academic schools has an EDI lead or leads, to ensure the coordination and promotion of EDI activity within the Schools and to drive the School-level implementation of our EDI strategic aims. This role and strategic in-school link has proven to be a beneficial method through which to raise awareness of our A&P priorities and improve our evaluation culture. The new Professional Development Review process has a new EDI question included.

## Evidence-informed continuous improvement

Building on the work of the Access and Participation Working Group who produced an initial Theory of Change (ToC) model for our A&P plan 2021-2025 (see image below), we have updated the model for 2022-2024. Our updated Programme ToC reflects our commitment to empirically informed A&P interventions. We recognise the benefits of using multi-level ToC's (programme overall and at activity level) in response to the TASO evidence pointing to increasingly positive outcomes for student groups receiving multi-activity interventions. Our updated ToC reflects the increased scale and reach of our

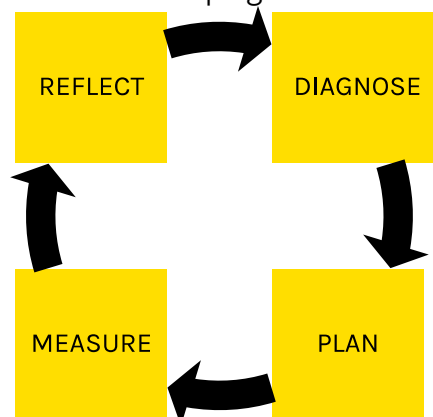
work since submission of our 2021-2025 A&P plan and outlines how we are responding to the new variation themes. This model outlines our activity for 2023-2024 and is the basis for intervention review to produce our 2024-2028 A&P plan.

**Fig.15. Programme ToC in 2021-2025 A&P Plan**



We have continued to adopt and embed logic models in our ToC's to promote common understanding amongst colleagues through visual representation of the cause and effect of our effort; the impact we intend to see and our underlying assumptions about the way in which change should happen at Westminster.

To support our work using the ToC model we have adopted the following evaluation cycle to support institutional understanding of multi-level ToC's: programme and intervention activity specific.



Our new Theory of Change gives us:

- A visual representation of the change we are committed to making at Westminster. It captures the complexity of our work whilst creating a communication tool that can be shared and discussed between teams involved in intervention design and delivery. It seeks agreement about what short, medium and long-term impact should look like.
- A testable hypothesis for how we expect change to happen for which student groups, when and how.
- Opportunity to identify and formulate research questions to develop new knowledge about our student experience.
- A roadmap for producing increasingly credible results because we have already anticipated the change we expect to see, enabling us to develop a culture that identifies what works alongside what doesn't in our context.
- A clear understanding of how evaluation design works in parallel with intervention design; through the development of measurable intervention impact indicators which are appropriate to the intervention type.

It will be used to:

- Check progress to ensure aims are met, through separation of process and impact evaluation.
- Account for lessons learned about the process and impact of an intervention activity.

- Promote transparency about the process of evaluation implementation; the who, what, where, why and how.
- Set out internal and external reporting expectations for A&P plan interventions.

Westminster has adopted the following terms into our discussions about A&P work which has shaped how we evaluate A&P work. We use *Intervention Programme* to describe the collection of activities undertaken to meet our plan commitments. We use *Intervention Activity* to describe a specific project/unit of activity that has been designed to ‘intervene’ in the student life cycle for a disadvantaged or underrepresented student group. To ensure our work can be informed by the work of TASO and learning by other HE institutions, we use the term *Intervention Type* to describe the format the activity. For example, a ‘success’ student life cycle stage intervention type would be mentoring or financial assistance. This additionally means that we can both consider the specific student outcome indicators for our interventions as well as engage the existing landscape of sector evidence to improve the likelihood that our interventions produce those outcomes.

Our new ToC is informed by sector best practice to ensure that evidence underpins and informs all A&P interventions. We have developed this model to OfS Standards of Evidence and drawn upon the empirical evidence collated by the What Work’s Centre – Transforming Access and Student Outcomes in Higher Education (TASO). The NERUPI framework has been adopted to develop consistent student outcomes that are mapped to the student lifecycle.

# A&P Intervention Programme – Theory of Change

## A&P Programme ToC

## Student Group

## Student Life Cycle & Intervention Activities

## Medium & Long-term Impact

## Mission & Purpose

### Inputs

- Institutional commitment to embedding priorities in culture and meeting targets.
- Stakeholder (staff and student) consultation to develop interventions.
- Spend commitment outlined.
- Extensive research into 'gaps' for student groups.

### Rationale

Our intervention programme has been designed to link disadvantaged student groups with the interventions they have access to and should be supported to engage in at each lifecycle stage to see short-term students outcomes (intervention-level ToCs). This will enable us to meet our medium-term targets (5yrs) and long-term aims (20yrs).

### Evaluation

- Implementation of Evaluation Framework for all interventions.
- RUFDATA tool used to focus evaluations and proportionality.
- Increased capacity through role development.
- Increased partnership working, stakeholder input, student consultation.
- Robust reporting tools and accountability.

#### BME ETHNIC

ACCESS	ACCESS & SUCCESS	SUCCESS	SUCCESS & PROGRESSION	PROGRESSION
Outreach		Living Expense Support Scheme	Careers Registration Programme	Westminster Working Cultures
Attainment Raising in Schools		'Being Westminster'	Career Mentoring Programme	
		Students as Co-creators		
Department Specific EDI Activity				

BME | Progression  
BME | Success  
BME Black | Non-Continuation

Short Term  
2025

- Eliminate success gaps
- Significantly reduce progression gaps

Long Term  
within 20 yrs

#### IMD Q1 & 2

Outreach		Living Expense Support Scheme	Careers Registration Programme	Westminster Working Cultures
Attainment Raising in Schools		'Being Westminster'	Career Mentoring Programme	
		Students as Co-creators		
Department Specific EDI Activity				

IMD Q1&2 | Success  
IMD Q1&2 | Progression

Short Term  
2025

- Eliminate success gaps
- Significantly reduce progression gaps

Long Term  
within 20 yrs

#### DISABLED

Outreach		Living Expense Support Scheme	Careers Registration Programme	Westminster Working Cultures
Attainment Raising in Schools		'Being Westminster'	Career Mentoring Programme	
Access Scholarship		Students as Co-creators		
		Mental Health Mentoring		
Department Specific EDI Activity				

- Eliminate access and success gaps
- Significantly reduce progression gaps

Long Term  
within 20 yrs

#### MATURE (21+)

Outreach		Living Expense Support Scheme		
Attainment Raising in Schools		'Being Westminster'		
		Students as Co-creators		
Department Specific EDI Activity				

- Eliminate access and success gaps

Long Term  
within 20 yrs

#### CARE LEAVERS

Outreach		Care Leavers Bursary		
Attainment Raising in Schools		'Being Westminster'		
		Students as Co-creators		
Department Specific EDI Activity				

- Eliminate success gaps

Long Term  
within 20 yrs

To help students from different backgrounds fulfil their potential.

We provide grounded, holistic education with wide horizons and opportunities so that people from every background can realise their true potential, contributing to a richer, happier society.

## Strategic Measures: Education + Student Success

**Foreword by Dr. Sal Jarvis,  
Deputy Vice Chancellor (Education), University of Westminster**

*“The wide diversity of our student body is a key strength. Our students come from across all sections of society and from all parts of the globe. Their perspectives enrich the curriculum and enhance learning and success for all. Working in partnership with our students to diversify our curriculum and to enable all our students to complete, and succeed in, their studies is therefore central to our interventions. Our ‘Students as Co-creators and decolonising the curriculum’ project has developed a model for staff-student co-creation which is expanding across the university, beyond the original reach of the project. It has also developed a space in which staff and students can have honest conversations about awarding gaps and, together, work on ways to change them. All Schools now have staff EDI leads partnered with an employed student champion to expand this work further.*

*A key aim within the education objective is to offer authentic, personalised and transformative learning. In achieving this, the right curriculum development and student support is critical. It is a priority for the University to develop inclusive curricula in all courses. Embedding ways in which different perspectives can be interrogated and giving students the confidence to engage actively is critical. Our curriculum development programme offers support and workshops (mandatory for new courses) which enables course teams to design aligned learning and assessment which include all. Investing in student support creates a wider environment that enables students to engage and succeed. Our mental health mentoring project is an example of one of the ways in which we support bespoke groups of students to thrive and succeed.”*

A&P Intervention	Student Group(s)	Stage(s) of the Student Lifecycle	Indicator
Students as co-creators and Decolonising the curriculum	BME Ethnic, Disabled Learners, IMD Q1-2, Mature (21+) Care Leavers	Success	Non-continuation, Degree Attainment
Being Westminster - Inclusive Course Design	BME Ethnic S Disabled Learners IMD Q1-2 Mature (21+)	Success	Non-continuation, Degree Attainment
Mental Health Mentoring (now known as Counselling and Mental Health Advice)	Disabled Learners	Success	Non-continuation, Degree Attainment

In addition to our outlined A&P interventions we have also developed a new pre-enrolment programme ‘A strong start to study and belonging’ to provide an increased link between access and success for disadvantaged students. This academic support intervention by Library and Archives services aims to increase continuation rates for new disadvantaged students. It is a two-week online programme which engages students prior to the start of their courses and supports successful transition into higher education. The facilitators for the programme are current students and recent graduates who have received formal training from academic and professional services staff, learning technologists, learning designers and the Students Union. The pilot included Level 4 students on courses with high withdrawal rates. The programme is to expand to Postgraduate students from disadvantaged backgrounds in January 2023. It aims to build student confidence, motivation, ability to navigate the University’s systems and improves familiarity with Westminster’s approaches to learning and teaching. It stimulates socialisation amongst students and cultivates a sense of belonging.

From January 2023-2025 we are setting up a new programme - Sustainable Service Learning Embedded in the Curriculum. The pilot programme aims to help students gain vital skills, tackle mental health, and help build confidence and employment skills while helping to revitalise our local communities. Credit-bearing placements or experiences will be used to address a range of Westminster's institutional priorities - for example the civic realm; access to education; sustainability; citizenship; employability; enterprise; EDI. Our values will shape the partners we choose. These placements will be research engaged and we will build into the experience an expectation that students use scholarly skills to work with the partner agencies. This will ensure we develop critical thinkers with a deep and applied commitment to their discipline, giving them the agency to transfer the knowledge from their subject into new publics and communities. The programme is being developed in response to extant research which shows that student engagement in an immersive community experience is particularly challenging for students from disadvantaged backgrounds and for those who live at home with their parents and guardians. To provide a wider immersive experience we need to embed it through the curriculum while taking care to explain and detail the benefits of participation, so that all students see the value of this kind of experience.

As our institution learning has improved, we have developed intervention activity level ToC's. These include insight developed by TASO on the extent to which the intervention format is associated with positive or negative aspiration and behavioural outcomes. The evidence strength is presented alongside which we use to inform the degree of certainty that these interventions produce expected outcomes. A further rationale for inclusion in our ToC's is that the insight supports an evaluation culture which recognises the current sector limitations to evidence and prompts us to test our logic model connections and assumptions.



# Students as Co-Creators and Curriculum

**Type** Student Support Programme  
**Target Group** BME Ethnic, Disabled, IMD Q1&2, Mature,  
**Lifecycle Stage** Success



ASPIRATION/  
ATTITUDE IMPACT



BEHAVIOUR/  
OUTCOME IMPACT



EVIDENCE  
STRENGTH

## aim

To foster decolonising practices in higher education through student-staff partnership that supports universities to change and enables students to take these insights into community and political life. To do this through generative international dialogues that engage the specificities and complexities of decolonising and partnership work without losing the distinctiveness of different contexts.

Westminster views partnership as a reciprocal process in which it shares responsibility for shaping learning and teaching environments and experiences. It works through a co-creation model of partnership which encourages students and faculty to build collaborative and reciprocal relationships of learning. Student partnership is an area of development in CETI and across Westminster. It has a well-established Students as Co-Creators Programme which is designed to expand student representation across the institution and move co-creation into the curriculum.

## activities

The Students as Co-Creators Programme gives students an opportunity to share their perspectives and ideas, shape their learning experiences, build networks and develop skills in team-working, leadership, communication, research, giving presentations, and managing projects and budgets. These experiences support students' academic careers while also helping them gain important skills to enhance their employability.

The Students as Co-Creators Programme has three distinct strands:

- Learning and Teaching Research Collaborations: Student and staff teams propose research to enhance the learning & teaching environment.
- Disciplinary Research Collaborations: Student and staff teams propose research within a specific discipline (or across disciplines).
- Curriculum Design Collaborations: Staff propose to develop an aspect of their course or module in partnership with students.

## outputs

**1:** 1a) Careful selection of diverse institutions and student and academic activists and scholars to allow for breadth of learning; 1b) Online and in-person events delivering specific tasks; 1c) 2-3 workshops to highlight work and build synergies across the strands; 1d) Ongoing email and reference group for mentoring and collaboration.

**2:** 2a) An edited volume of autoethnographic narratives, i.e. the stories, knowledges, and lessons learnt from the network and written by network members; 2b) Dissemination which conveys these narratives to the corresponding institutions; 2c) A strategy for engaging with university administration to support organisational change processes.

**3:** 3a) Journal article: a methods article to be submitted to *Qualitative Inquiry* on using collaborative methods to co-create interventions for decolonising through partnership; 3b) Good practice toolkit: an innovative 'decolonisation in partnership' good practice guide that centres the voices of Indigenous People and People of Colour. Downloadable resources, videos and visual essays hosted on our project website will benefit universities and the general public.

## outcomes

**Outcome 1:** A sustainable international network: of staff and students working on partnership and decolonising which sees new collaboration between the disciplines of partnership and decolonising in education and increases the resources available for decolonising work.

**Outcome 2:** Better guided efforts and understanding of decolonisation in higher education for students, academics and activists across disciplines and borders, which builds on existing knowledge and navigating risks in this sensitive area.

**Outcome 3:** For universities to expand the range of methods they have available to them to grapple with the tensions and challenges of engaging in decolonising and partnership work. These methods support meaningful and lasting change.

## impact

**Objective 1** New and sustainable collaboration between student-staff partnership practices and decolonising methods through fostering an international network of students and academics who work between these areas.

**Objective 2** Increased understanding of decolonising in higher education for students, academics and activists across disciplines and geographies, building on existing knowledge and using the network to navigate sensitivities and risks.

**Objective 3** To expand the methods and therefore resources available to substantively develop decolonising work in universities and ensure this methodological learning is amplified beyond the network to wider higher education.

## rationale

1. HE high level strategy papers and discussions continue to reference partnership and decolonising. (Desirable: University of Westminster provides clear and consistent policy support.)
2. Student partnership programme has sufficient University plus project resources and staff time is clearly allocated to the project
3. Clear communication, shared understanding and vision for the project leads UK, Canadian and Australian universities as well as their staff and students to collaborate to achieve its aims.
4. Westminster team has sufficient autonomy to lead and direct the work, flexing it as required.

## evaluation

Westminster student participants have taken advantage of many opportunities to showcase their work on the Students as Co-Creators Programme, both internally and externally. The Student Partnership Blog5 documents some of these experiences. The project has a high uptake from BME, mature and IMD Q1-2 students, with over 165 students and staff already participating in strands of work designed to influence the design of the curriculum in ways that benefit the University's student body.



# Being Westminster- Inclusive Course Design

**Type** Student Support Programme  
**Target Group** BME Ethnic, Disabled, IMD Q1&2, Mature,  
**Lifecycle Stage** Success



ASPIRATION/  
ATTITUDE IMPACT



BEHAVIOUR/  
OUTCOME IMPACT



EVIDENCE  
STRENGTH

## aim

The Being Westminster – Inclusive Course Design project is a 'Graduate Success' & CETI curriculum and assessment project.

It aims to devise, through the involvement of academic & professional staff and students across faculties, to help Course Leaders assess and improve the level of inclusivity of every aspect of their course.

Research shows that inclusive learning and teaching recognises all students' entitlement to a learning experience that respects diversity, enables participation, removes barriers and both anticipates and considers a variety of learning needs and preferences.

## activities

It enables the University to embrace its statutory duties and positively respond to government's expectations around lowering attainment and performance gaps, the project is a practical translation of the University's mission statement of helping students from different backgrounds to fulfil their potential

A core activity has been providing support to course teams developing new courses or reviewing existing courses. Typically, this has involved: Initial planning and preparatory work through discussions with course leaders and senior members of staff within Schools to identify key issues.

## outputs

- Designing and delivering course-level workshops for course teams focused on producing information for the programme specification.
- Designing and delivering module-level workshops for course teams focused on crafting learning outcomes and designing assessments.
- Support has been provided across all Colleges for both the development and validation of new courses and the review and revalidation of existing courses. In

## outcomes

The self-assessment tool is now fully implemented and has been completed by 138 academic staff members to assess the level of inclusiveness in course and module design. During new course design, and re-design as part of revalidation processes, academic staff are working closely with Professional Support services to improve the inclusiveness of the curriculum for students where support needs are not currently being met, as identified in the self-assessment tool. The University has committed to embed inclusivity for new as well as existing courses at the validation and revalidation stages respectively.

## impact

The Disability Team continues to monitor staff engagement with the inclusive curriculum online assessment tool, which was developed to improve the level of inclusiveness in course and module design. As part of their ongoing evaluation of this tool, the Disability Team takes into account online usage of the checklist, staff feedback about their experience and attainment data before and after course/module changes are made.

The Being Westminster Inclusive Course Design self-assessment tool, has been utilised in the Intensive Course Design process and has enabled course teams to unequivocally commit to equality, diversity and inclusion principles across the courses' teaching resources, learning and teaching methods and assessments.

In 2020/21, we initiated our Work Based and Placement Learning Project (WBPL), which embeds mandatory short-term WBPL in the curriculum at levels 4/5 and adds an optional year in industry and/or abroad.

## activities

This curriculum design project is directly linked to the University's Employability and International Strategies and aims to impact on measures associated with success as well as student satisfaction, continuation and degree outcomes metrics. This is a key piece of work to deliver core University objectives, student success and progression. Courses and modules are prioritised for re-validation based on their overall performance and the size of the gaps in graduate outcomes for underrepresented groups.

## outputs

The programme delivers access for 100% of full-time undergraduates to mandatory short-term work based and placement learning options at levels 4 and 5, will specifically target students from underrepresented groups to ensure that they are offered the same opportunities as other groups of students to realise the benefits of work-based learning.

## outcomes

The project was informed by research which demonstrates that students who engage with work-based learning are more likely to go on to highly skilled employment, and be successful in that employment, when they graduate from University. The research suggests that students from underrepresented groups are less likely to participate in extra-curricular internships and are more likely to undertake short-term outward mobility options than their peers.

## impact

78% of courses across the University now have WBPL embedded via revalidation processes, since the project commenced in 2020. Our partnerships with providers of virtual internships and remote work-based learning, via Forage and Bright Network, have enabled students to take advantage of 1000+ opportunities.

# Mental Health Mentoring

**Type** Mentoring  
**Target Group** Disabled  
**Lifecycle Stage** Success



ASPIRATION/  
ATTITUDE IMPACT



BEHAVIOUR/  
OUTCOME IMPACT



EVIDENCE  
STRENGTH

## aim

We have a Disability Learning Support (DLS) Team who offers confidential support. We have a team of Disability Advisers, as well as Disability Tutors at each campus. Each library also has a Disability Support Representative.

The Mental Health Mentoring Scheme for disabled Learners was launched in 2017/18 after receiving three years initial funding from the QHT. This initiative was primarily designed to bridge the gap in support provision between students in receipt of DSA and those who are not; thus offering parity of service across all student groups.

## activities

To improve retention rates of students with a disability, Westminster initiated a project. In 2017/18 which widened access to its disability Specialist Mentoring scheme to students not in receipt of the Disabled Students Allowance (previously the only source of funding for mentoring). Through this mentoring project, Westminster also purchased a number of **Brain-in-Hand** licences, an app to support students with certain disabilities (mainly those with Autism Spectrum Conditions and Mental Health conditions). This app is designed to consolidate the work carried out in mentoring sessions when the student is on their own. The app contains the strategies devised in the mentoring sessions with the student and the student can be reminded of these when facing anxiety-provoking situations. The app also contains emergency buttons which, if pressed, connect with the Disability Team who then contacts the student to support them in an emergency.

## outputs

£39,000 was allocated over 3 years to recruit additional mentors.

If you have applied for Disabled Students' Allowance (DSA) and don't have a computer, or your current computer does not meet the required specification for specialised software, you may be eligible for a £200 grant towards the cost of a new one.

To adapt to the challenges of Covid-19, we hosted a series of 12 online, 1-hour workshops for up to 20 students, to discuss the issues arising around work, rest and play that most concern students.

The stand-alone workshops gave students the chance to learn strategies, discuss approaches, and created opportunities to help one another at a time when ordinary community support is limited.

## outcomes

- Improved concentration difficulties and focus
- Improved time management
- Improved workload prioritisation
- Increased ability to create appropriate work-life balance
- Increased resilience to deal with stressful situations:
  - leaving home and living independently
  - transition to/from Higher Education
  - arranging clinical support, transferring GPs/providers
  - transition between years
  - reconnecting after period of absence
  - examinations and assessments
  - coursework deadlines
  - placements, fieldwork or year abroad
  - relationships with peers, university administrators, lecturers and tutors
  - managing finances
  - self care

## impact

The Disability team monitors student take up of this support, the level of student engagement and end of year evaluations to determine the impact for individual students and the scheme as a whole. As part of their ongoing evaluation of its efficacy they are reviewing how best to quality assess the mentoring and gather feedback from students about their experience. A case will be made to continue this scheme if the evaluation findings demonstrate that it has achieved what it set out to.

## rationale

Specialist Mentoring has been shown to facilitate the transition to university, increase engagement with the course and university life and reduce the instances of non-continuation<sup>6</sup>. According to TASO, the UK study Kerrigan and Manktelow (2021) found empirical evidence that participation in a blended peer mentoring programme is positively correlated with improved student outcomes (i.e., higher grade-based assessment scores, lower module failure rates, higher final degree classification, higher graduate progression rates), holding constant other key factors known to influence student success (i.e., gender, ethnicity, disability, age, subject area, pre-entry qualifications).

## evaluation

The impact of the first two years of this scheme has been evaluated by means of a feedback questionnaire and the responses received confirmed the correlation between receiving mentoring and staying on the course.

## Strategic Measures: Employability + Student Progression

**Foreword by Professor Alex Hughes,  
Deputy Vice Chancellor (Employability and Global Engagement), University of Westminster**

*The University of Westminster is a highly diverse institution, both in terms of our students and our staff. We have a long history of outreach and of commitment to equality of opportunity for all. At Westminster, attention to the development of employability related skills in our students reflects that commitment, and likewise reflects the history of our institution. As part of the legacy of our history, we have a proud record of engagement with industry and the professions. That engagement is a key resource for the development of employability skills in our students - a top priority for the University. Attention to employability is woven into our modules and programmes, our curricular, co-curricular and extra-curricular provision, and our interactions with our external stakeholders.*

*Engaging disadvantaged student constituencies with the Westminster Employability Journey and ensuring an approach to employability at Westminster that proactively recognises and responds to the diversity of our student body, is a priority. Within our student population, different constituencies face different challenges and have different support requirements. We encourage the engagement of students from underrepresented and disadvantaged backgrounds with the Employability Journey via targeted measures.*

Employability is and remains a key driver of our student-facing work and our institutional Strategy. Our primary objective is to offer student opportunities for employability-enhancing learning and engagement with employers, business, and industry. Our work on the employability agenda is ambitious and tightly focused. It is driven forward by our Careers and Employability Services (CES) team and our Business Engagement Directorate; working closely and collaboratively with our Academic Schools and Colleges and through our Employability Task Force.

Participation in the Westminster Employability Award (WEA), has been steadily increasing. In 2021/22, 1380 students completed the awards, a 76.9% increase over 2020/21, with nearly 600 students achieving a Gold Award. The WEA offers students an easy to use and structured approach to engaging with a number of employability initiatives and to be rewarded in the form of points that count towards Bronze, Silver and Gold achievement awards.

Our Early Careers Programme offers support to graduates for three years after graduations with dedicated support to the graduating cohort of each year. The focus is on preparing them for the world of work and to be 'fit for the future' in a post pandemic labour market that continues to evolve.

Our new Business Engagement directorate, established in 2020, encompasses our WeNetwork and our Alumni Relations, Short Courses and Apprenticeship teams. Through its creation and development, we have ensured a coordinating and galvanising approach to increasing business engagement in employability.

Since the COVID crisis, we continue to ensure the hybrid delivery of employability-related learning, including virtual introductions to organisations; soft skills workshops; Ask A Mentor session; and sessions on confidence building and virtual work experience. This has proved highly successful and significantly more students have been involved in employability activities than prior to the pandemic. Virtual Skills Academy sessions in 2020-21 engaged three times as many attendees, virtual work experience and internship opportunities have proved highly popular with students, and virtual internships have been embedded into courses as part of work-based learning programme.

The approval by our Court of Governors of 29 Marylebone Road as a new Centre for Employability and Enterprise in November 2021 will enable the further extension of employability support to assist us in improving progression for disadvantaged and underrepresented students.

A&P Intervention	Student Group(s)	Stage(s) of the Student Lifecycle	Indicator
Westminster Working Cultures	BME Ethnic, Disabled Learners, IMD Q1-2	Progression	Highly Skilled Employment or Further Study
Careers Registration Project	BME Ethnic, Disabled Learners, IMD Q1-2	Success, Progression	Highly Skilled Employment or Further Study
Careers Mentoring Scheme	BME Ethnic, Disabled Learners, IMD Q1-2	Success, Progression	Non-continuation, Degree Attainment, Highly Skilled Employment or Further Study

In addition to our specific A&P interventions, we have designed a number of new interventions. We continue to encourage engagement in these activities by our disadvantaged and underrepresented students. Learning from the evaluations will be used to review and improve our A&P programme for the 2024-2028 plan.

- Increasing engagement in our award-winning What it Takes event series, through 10 events with almost 700 student and recent graduate attendees. The What it Takes event series features alumni speakers sharing their experience and advice on a diverse range of topics, focusing on employability, personal and professional development.
- What Comes Next, a new course-aligned event series designed to support improvement in Westminster's Graduate Outcomes by raising awareness of and confidence in the breadth of careers accessible to students following the completion of their degree. Almost 200 students from across the College of Liberal Arts and Sciences attended 4 events.
- Extending enterprise and entrepreneurship support to students and recent graduates from across the University through WeNetwork. In 2021-22, WeNetwork engaged 2,763 students and graduates in over 100+ enterprise related events across our Westminster Student Enterprise Journey as well as within the curriculum.
- Providing start-up business support and freelance support to over 1200 attendees through 25 workshops, seminars, and group mentoring sessions.
- Expanding programmes that support aspiring entrepreneurs. These included the Pioneer programme, an incubator for underrepresented founders, which delivered over 15 events attracting 332 attendees; our annual Big Idea competition for freelance, ideation and acceleration pitches (43 students and graduates were shortlisted to take part in a 3-day bootcamp to further refine their propositions before 9 finalists pitched for funding); and our Graduate Incubator programme, which supported a community of 12 active alumni founders to launch and grow their businesses in the UK.

# Westminster Working Cultures

**Type** Student Support Programme & Financial Support  
**Target Group** BME Ethnic, Disabled, IMD Q1&2, Mature,  
**Lifecycle Stage** Progression



ASPIRATION/  
ATTITUDE IMPACT



BEHAVIOUR/  
OUTCOME IMPACT



EVIDENCE  
STRENGTH

## aim

Westminster's Employability Strategy has a strong focus on increasing the opportunities for students, from all backgrounds, to partake in outward mobility schemes.

Westminster Working Cultures (WWC) is an outward mobility opportunity available to undergraduate students from across the University that is complementary to but distinct from subject specific, inter-curricular fieldtrips. The WWC programme offers students from all courses across UoW insight into professional working environments in some of the world's biggest cities.

## activities

Since 2017 (with trips to Hong Kong and Mumbai, expanding to Shanghai, Berlin and Washington DC in 2018-19 and Toronto, Dubai and Brussels in 2019-20), students have had the opportunity to explore a wide range of workplaces and engage intensively with alumni and other UoW partners, who share insight into the local employment/professional landscape and personal career histories, and play a key role in programme design.

All participants will be granted a £500 bursary for taking part. Students must meet all of the 'Essential criteria' and at least one of the 'Underrepresented groups criteria' to be eligible to apply for Westminster Working Cultures London:  
 Essential criteria:  
 - You must be a fully enrolled UK home student  
 - You must be in the first or second year of your undergraduate degree.  
 One of the underrepresented student groups includes target groups from our A&P or other WP markers assessed on a case-by-case basis.

## outputs

WWC UK features a series of 3-5-day employability programmes, skills development workshops and events which students can participate in throughout the year alongside their studies, giving them a chance to experience work insights and employment culture in the UK. In addition to broadening the students' knowledge of other cultures, ways of working and future professional options and trajectories, the programme has also encouraged participants' personal development, by offering them the opportunity to grow in confidence and enhance soft skills (such as learning to highlight their strengths in an interview, networking with local alumni and speaking in front of an audience) that make a real difference to their graduate prospects.

## outcomes

This is an employability-focused programme designed to provide students with the opportunity to grow their own network, build confidence and gain an invaluable insight into the huge range of career opportunities that London has to offer, both during study and after graduation.

On the programme students should be able to:

- Ask professionals all the questions about their professional journey, their top tips on how they built their confidence, or what they did while they were at University
- Make friends with other students from across lots of different courses and get the chance to socialise through virtual games and group chats
- Gain access to the resources that have helped get our speakers where they are today
- Build skills and experience by practicing communication, confidence, and digital skills.

## impact

Participation in the programme is via application and in the first year of operation there were 20 applicants per place. In 2018/19, more than 100 students took part in the scheme, with 86.5% of applicants coming from underrepresented groups. Priority is given to students where gaps in employability are widest. Students with a disability, those from deprived backgrounds and BME students are prioritised where they meet the other qualifying criteria. The scheme is now being scaled up to ensure that more students are able to benefit, with 150 participants forecast for subsequent year and increasing further thereafter.

## evaluation

As part of the Westminster Working Cultures the University collects qualitative feedback from student participants in two ways - via their personal programme workbook, which asks participants to reflect on their international experience and how it will help them to prepare for graduate employability, and through the programme evaluation survey. Student feedback has informed programme design in terms of how and where the sessions are scheduled and in seeking to ensure that the areas of interest explored are relevant to all participants.

## rationale

Research conducted annually by Universities UK (UUK)7 demonstrates a link between the opportunities that outward mobility offers to students and their increased employability.



# Analytics – Careers Registration Programme

Type	Learner Analytics
Target Group	BME Ethnic, Disabled, IMD Q1&2, Mature,
Lifecycle Stage	Success and Progression

-/+

ASPIRATION/  
ATTITUDE IMPACT

-/+

BEHAVIOUR/  
OUTCOME IMPACT



EVIDENCE  
STRENGTH

## aim

Learning analytics is an umbrella term for the measurement, collection, analysis, and reporting of data about learners, for the purpose of understanding and optimising their learning and the environments in which it occurs. Learner analytics is an area of learning analytics which focuses solely on the learners and attempts to identify targeted interventions that help mitigate the risks individual learners may experience while studying.

## activities

For the 2020/21 entry cohort, this survey is being expanded to capture data from students which will measure the development of soft-skills and attributes, such as team-working skills and confidence, which are important qualities for a Westminster graduate to have developed. The aim of this expansion of the survey is to generate data-sets at entry to and exit from the University which will enable the measurement of the transformational experience that Westminster provides to its students. In 2022-2023 we will be moving to Target Connect to further develop this intervention.

## outputs

The data gathered as part of the Careers Registration Project, which surveys students on entry and at key points throughout the student lifecycle, enables the University to tailor its services for underrepresented groups, based on their responses to the survey. The first cohort to take part in this project are expected to complete their studies at the end of 2019/20, when a more complete understanding of the value-added over time will be possible for these student groups.

Findings from the analysis will be fed in to future curriculum design and will allow current Student Support Services to be evaluated to ensure that they are delivering life-changing services to Westminster's students. They will also inform the services that are offered to students from IMD Q1-2, BME students, mature learners and students with a disability where attainment gaps exist for these groups.

## outcomes

Westminster, like other Higher Education institutions, relies on data from the annual Graduate Outcomes survey to measure the impact of initiatives related to improving employment outcomes of its students. This data only allows retrospective measurement of the impact of a student's time with the university. It aims to enable Westminster to offer employability services to its students more proactively during the time that they are still studying with the university.

## impact

Student participation and engagement with the various Careers and Employability Services (CES) is recorded via the online CES Engage platform. The Strategy, Planning and Performance team provide a demographic analysis of participant data (including POLAR, IMD, ethnicity) to allow CES to assess if underrepresented student groups are engaging with the opportunities provided to the same extent as the most represented student groups, so that any necessary action can be taken.

## evaluation

All new entrants to the university are surveyed and asked to answer a series of employability-related questions, the output of which is then analysed to look for patterns of careers thinking in combination with work experiences across different cohorts and subject areas. This data allows the University to tailor the careers services it offers to students, and particularly be more targeted in its approach to employability for students from underrepresented groups based on the responses from these students in the survey.

Students are also asked to complete the surveys at the end of their studies and at regular points throughout the student lifecycle. This provides extremely valuable data which helps to continually measure the effectiveness of the careers services and the value-added over time to students.

This scheme has been successfully launched and the full impact has yet to be realised. This will happen when full cohorts have moved through the University who have partaken in the project at each stage.

## rationale

Research demonstrates that, for students, building an awareness of their student identity as they progress through their higher education experience is not only important for student engagement at university, but is also an integral aspect of shaping their work-readiness as graduate. Survey questions for the expansion of these project are therefore being developed by the School of Psychology through focus groups and 1-to-1 interviews with new and recently graduated students.

# Careers Mentoring Scheme

Type Mentoring

Target Group BME Ethnic, Disabled, IMD Q1&2, Care Leaver.

Lifecycle Stage Success and Progression



ASPIRATION/  
ATTITUDE IMPACT



BEHAVIOUR/  
OUTCOME IMPACT



EVIDENCE  
STRENGTH

## aim

Westminster runs a very successful mentoring scheme that aims to help students and recent graduates by raising aspirations, improving confidence, developing social capital and enhancing attainment.

In June 2021, approval was granted for phase 1 expansion of the University's Westminster Employability Award and Mentoring provision. Phase 1 aspires to grow the WEA and mentoring programme to support 5,000 students by 23/24.

### Intervention Aims:

- Develop students' knowledge and awareness of the benefits of HE and graduate employment
- Develop students' capacity to navigate HE and graduate employment sectors and make informed choices
- Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression
- Develop students' study skills and capacity for academic attainment and successful graduate progression
- Develop students' understanding by contextualising subject knowledge

## activities

The scheme is currently being reviewed with the intention to adopt a more targeted approach to mentee and mentor recruitment, working more closely with the Students' Union, academics, alumni relations, planning team and wider community of student societies.

This will increase the scheme's visibility amongst the mature, BME, disabled, Care Leaver and Estranged student community and increase the relevance of the scheme by recruiting a more diverse range of mentors. It will also help to drive up applications, help with the identification and removal of barriers to participation and given the new Graduate Outcomes regime, increase the number of recent BME graduates taking part in the scheme, and specifically Asian students.

Expanding our award-winning [Future Ready mentoring programme](#), whose extension into new mentoring models including Group mentoring in the curriculum has supported over 1,400 mentoring relationships.

## outputs

On the mentoring scheme:

- Students receive comprehensive information about personal development and progression opportunities for graduates in their subject area.

- Students access and utilise appropriate opportunities and provision to orientate themselves towards and realise personal goals.

- Students maximise the benefits of university life and successfully progress to graduate employment Consolidate study skills and capacity for academic and graduate success

(a) Situate existing knowledge within wider fields of knowledge and apply to other contexts

(b) Situate existing knowledge and interests within the context of postgraduate study or employment settings

## outcomes

**Indicator 1:** Received information about the range of course and placement opportunities available to them, social and leisure, and extra-curricular opportunities, careers information, advice and guidance.

**Indicator 2:** Accessed appropriate academic and personal support and specialist careers information, advice and guidance and accessed opportunities to network with alumni and employers.

**Indicator 3:** Engaged reflexively with support services to articulate and reflect upon academic identity, belonging and personal development. Engaged with careers advice and utilised placement opportunities to enhance employability and capacity to realise graduate goals

**Indicator 4:** Consolidated skills related to: study skills, communication skills in different settings, digital literacy skills, interpersonal and group skill.

**Indicator 5:** Consolidated their capacity to utilise assignment feedback effectively to ensure continued academic development, their understanding of their subject area and utilised course materials and teaching resources effectively and their understanding of university marking schemes and assessment criteria in order to maximise their potential for academic success.

**Indicator 6:** Extended their knowledge through independent learning and identified areas of personal interest and potential specialism. Extend understanding by accessing opportunities beyond their degree programme through, conferences, seminars, lectures etc.

## impact

Monitoring of non-continuation rates, degree attainment and progression into highly skilled employment/further study.

Westminster's employment mentoring schemes collect formal feedback from mentees in the form of mentee logs and mid and end of term evaluations. This feedback data forms part of the scheme evaluation and helps to inform future programme design, including tailoring the support provided to students participating in the NMC and CES mentoring programmes. The University will continue to monitor long-term employment outcomes for priority groups and in the short to medium term will explore if employability initiatives lead to changes in knowledge, attitudes and behaviours (outcomes) and how this can usefully inform future programme design.

## rationale

There is evidence from the UK to suggest that mentoring is associated with better outcomes for students in terms of attainment and retention/completion. However, the research is not 'causal'; in other words, it can't tell us definitively that the programmes are effective.

The existing evidence suggests that mentoring, approaches differ substantially from programme to programme, for example in terms of focus/goals, intensity, duration and the target population (Gershenfield, 2014). It is also important to note that factors such as race, ethnicity and existing aspirations seem to play an important role in how students experience these programmes (Crisp et al., 2017). Therefore, evidence of a positive impact in one study is helpful but we shouldn't assume that a programme can be generalised to other contexts or with other populations.

## assumptions

A recent review highlights several areas where we need more evidence on mentoring (Crisp, 2017):

- Specific activities or approaches which are most effective and how this might differ for different student groups.
- Factors that affect whether mentors and students can form a meaningful connection (for example, more information on the importance of shared ethnic background or gender).
- How institutional/departmental context shapes the mentoring relationship.



## Strategic Measures For Access

A&P Intervention	Student Group(s)	Stage(s) of the Student Lifecycle	Indicator
Attainment Raising in Schools	BME Ethnic, Disabled Learners, IMD Q1-2, Mature (21+)	Access, Success	Access, Non-continuation, Degree attainment, Highly Skilled Employment or Higher Study

## Outreach and Attainment Raising Activities

As outlined in our A&P plan 2021-2025 Westminster has an excellent track record of recruiting students from disadvantaged and underrepresented groups and this is in large-part due to our outreach and collaborative activities that are aligned to its Student Recruitment Strategy. The Westminster Outreach Team delivered 530 events in 2017/18, up from 478 in 2016/17 and 349 in 2015/16, and reached over 27,000 individuals. This demonstrates an increasing commitment to outreach at Westminster. Ranging from school events such as HE fairs, partner programmes with Linking London, to inward visits with involvement from Westminster academics. These events are continuing to attract ever more diverse groups of attendees covering a wider range of activities. An annual outreach evaluation report provides an analysis of data and trends and includes a high-level 3-year summary comparison of different outreach event types, their frequency, and the number of participants. This evaluation report is produced by the Outreach Team and is a key part of the operational and strategic planning process for the Student Recruitment and Marketing department, which informs its budget and future funding, as well as feeding into the evaluation activities of the EDI Committee.

To increase the impact that Westminster's outreach activity has, a series of new strategic partnerships have been formed with local schools identified from analysis of student recruitment data over the last five years. These relationships have been formed by the Pro Vice Chancellors and Heads of each of the University's three Colleges and senior leaders in the schools. Productive relationships have already been established with four London schools from which a combined total of 2078 FE students progressed in to HE in 2017/18, 88% of whom are BME and 88% from deprived neighbourhoods (IMD Q1-2). More schools have been identified from this data analysis and plans are in place to develop more partnerships. These relationships are aimed at:

- Developing pupil's understanding of life at University.
- Familiarising pupils with the type of work and assessment involved in a University degree.
- Assisting in pupil decision-making to choose the right degree, given their interests and qualifications.
- Supporting pupil transition into University so that they can progress more rapidly.
- Contributing to teachers' and parents' understanding of University, the admissions process and what their pupils/children can expect, so that they can better prepare them for life at University.

The UK Student Recruitment and Outreach Team manages relationships and programmes of engagement with schools and colleges throughout Greater London, the Home Counties and other parts of the United Kingdom. This involves providing information, advice and guidance about the University; delivery of progression activities, on-site taster sessions in conjunction with academic departments and collaborative initiatives with a number of sector organisations. Our recruitment work is supported by a large group of Student Ambassadors drawn from all faculties, which forms a central role in the delivery of the activities.

Main types of Activities offered, and predominant Year Groups are summarised below:

- Progression days (Years 9-12)

- Subject Specific Workshops; with academic departments (Years 12-13)
- Personal Statement Workshops, Advice and Guidance (Year 12)
- Student Finance Talks and Workshops (Years 11-13)
- Study Skills Workshops (including EPQ) (Years 10-13)
- Taster/subject talks (Years 11-13)
- GCSE Options Days (Year 9)
- Ambassador sessions (Years 9-13)
- Campus Tours (Years 9-13)
- Careers and University links (Years 9-12)
- UCAS HE Fairs (Years 11-13)
- UCAS Fair Preparation and process talks (Year 12)
- School and College HE Fairs (Years 10-13)
- University and Subject Choice Talks (Years 11-13)

Specific initiatives in place or planned include Pupil Mentoring where Westminster students will formally mentor pupils to assist with their studies and help to inform their choices and decision making when applying for HE, Discovery Days where pupils visit Westminster for a range of experiential sessions such as boardroom experience and Bloomberg Financial Markets suite demonstrations, student talks on their experiences and student finance, and careers events facilitated by Westminster's careers services team. Westminster is also working with staff from these schools on curriculum design and joint development of programmes to help smooth the transition from FE to HE.

## Outreach Collaboration

Initially set up by Westminster and now partnering with five other Post 92 Universities, our Inclusive Futures Fair works with socially responsible employers who share our values. The focus of the fair is on embracing diversity and promoting the inclusive recruitment and development practices of the future, whilst showcasing a diverse student community to employers across sectors. Offered since 2019, the consortium approach helps Westminster and other London post 92 Universities work collaboratively with employers to encourage a focus on inclusive recruitment practices. Employers have welcomed this collaborative approach as it allows them to focus their energies on one large event and reach out to students from diverse backgrounds. Students also benefit from pre-event opportunities to develop their online networking skills.

The university has also furthered community engagement by supporting prison education. CETI in collaboration with colleagues in Criminology launched a pilot of foundation modules in young offenders' institutions which was received positively. An extended pilot will take place in the next academic year with a view to offering a full programme in the future. Our academic support team assist the delivery of Level 3 foundation- level study to full-time prison cohorts. This pilot will be extended in the subsequent A&P timescale. The pilot has facilitated student experience improvement for students in prison, improved access to education and integrated study skills and academic skills into a course without access to the internet.

The University is an active member of Linking London, Access HE and the National Education Opportunities Network (NEON). NEON is a national network with a cross-sector approach to widening access to higher education. Staff from the CETI attend a range of events as do other staff across the University. Academic and professional services staff also attend national and regional conferences and events focused on understanding and overcoming barriers to access, success and progression for underrepresented groups, particularly where the need is greatest. From the autumn CETI will be working with the Students' Union and AdvanceHE to address gaps in particular Schools, where attainment gaps are greatest, with a view to rolling this out across the University.

Linking London is a partnership between Westminster and organisations covering London including HEI's, FE colleges and awarding bodies, dedicated to working collaboratively to identify opportunities and to meet the challenges of the changing educational landscape. This involves Westminster working directly with school pupils on writing personal statements, understanding student finance and with FE staff on writing student references. These partnerships enable Westminster to continue its long history of providing access to higher education for students from all backgrounds.

The University is an active member of Access HE which brings together disability support staff from a

number of institutions and provides up to date information on sector developments that the Disability Learning Support team considers for implementation at Westminster. In future the University will also be participating in the Care Experience and Estranged Students Forum.

In addition to the above, we have worked with a number of other organisations of which their key audience is access and participation driven. These include the following:

- Westminster Adult Education Service (WAES) – progression activities working with mature / adult learners who have been out of education.
- Coachbright in a national social mobility organisation that gives disadvantaged students the tools, behaviours and confidence to succeed through paired mentoring with current university students. (Years 9-10).
- Power2 another social mobility organisation working and developing young leaders to help them progress into higher education.
- Science4U targeting WP students to continue to study STEM subjects with an annual conference in partnership with Great Ormond Street Hospital, Royal Society of Pathology and Public Health England
- IntoUniversity - Supports young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration.
- Engineering Development Trust working with Year 10 on Routes into Stem Programme.

## Non-Traditional Study Pathways

Westminster has a long tradition of supporting underrepresented and disadvantaged students in their transition to higher education. In response to the OfS request for A&P plan variations, we are including this new A&P plan section, which outlines the details of two of our non-traditional modes of study; the foundation programme and our Degree Apprenticeship offer.

### ➤ **Foundation Programme**

Our *Degrees with Foundation Year* offer an alternative route into higher education. Foundation years are offered as an integrated year of study and are specifically designed to prepare students for degree-level learning.

On this programme students learn how to study and be assessed, gain the skills needed for higher level study, receive an introduction to the subject area, experience university life and receive a guaranteed place on their chosen degree once they pass. The Foundation Team work in partnership with colleagues in the Colleges to deliver the University's programme. CETI are responsible for the two core, institution-wide modules – Academic Skills and Critical Thinking. In year 2021/2022 there were 600 students on the foundation programme. Student representatives and module evaluations demonstrated a positive student experience. In 2022/23 and 2023/2024 we explore further how we can support student success for the cohorts who experienced this education pathway. To support students on the foundation programme we have piloted a bespoke mentoring scheme. This has been piloted and will be further rolled out across all foundation programme's going forward. Our commitment to supporting progression is demonstrated in our foundation programme with CES, the Careers Employability Service offering employability events tailored to this cohort. We continue to widen this pathway structure for more of our current undergraduate courses.

The objectives of foundation programme are as follows;

- to build student confidence with positive experiences of guided and independent learning,
- to learn academic skills and subject knowledge to smooth transition to a degree,
- to develop personalised study plans for degree-level core modules to guide and improve learning and
- to receive tailored feedback that identifies strengths and helps students to overcome any weaknesses.

## ➤ Degree Apprenticeships

At approval of our 2021-2025 plan the University had just obtained main provider status for the delivery of Degree Apprenticeships and has been growing its apprenticeship offer over the subsequent intakes. With the declining market for part time entrants and the effect that this has had on the University's mature learner populations, it is envisaged that new degree apprenticeships will offer a route into higher education for mature learners and help to reverse the decline in this population. The majority (63%) of Westminster degree apprentices are mature entrants.

We currently offer a range of degree apprenticeships (at undergraduate and postgraduate level) supporting the construction, real estate, planning and healthcare sectors. At undergraduate Level 6 we offer: Chartered Surveyor, Healthcare Science Practitioner, Building Control Surveyor, Project Manager, Construction Quantity Surveyor, Construction Site Management, and Chartered Manager. At undergraduate Level 4 we offer: Construction Site Supervisor, Associate Project Manager and Construction Quantity Surveying Technician. At postgraduate Level 7 we offer an apprenticeship programme for Chartered Town Planner.

We are currently working to cement our relationships with our existing employer partners in the Construction and Healthcare sector and gradually increasing the number and scope of programme's that we offer. We have begun to develop relationships with more employers from an increasing range of industries through offering more generalised apprenticeships through our Level 6 Project Manager and Chartered Manager programmes.

With an increased provision in non-traditional pathways, we held an in-person event to promote apprenticeships to employers and potential candidates which was well attended. Building on existing relationships with FE colleges we are seeking to increase awareness of our provision and build more collaborative opportunities to ensure access for disadvantaged and underrepresented student groups. Additionally, we are exploring ways in which to better connect potential candidates with employers who are looking to recruit; acknowledging the vital role we can play in facilitating these connections.

## Financial Support

The University offers many financial support packages to students including scholarships, grants, living expenses support, disability learning support and funding from charities and trusts. Many of these financial support packages are targeted specifically at students from underrepresented groups to help alleviate some of the challenges that these students have in accessing HE and remaining in study once they have joined the University. They are also targeted at increasing participation in activities aligned to improving graduate outcomes and employment opportunities for students where barriers might exist.

The main packages of financial support are as follows, but there are other support packages available and these are listed on the Fees and Funding pages of the University website:

### ➤ ACCESS SCHOLARSHIP

In line with its commitment to providing education for all, the University has a number of scholarships available for students who have a documented disability. These scholarships will not take into account any other funding the student may have from other external sources and is worth £3,000 per academic year which can be taken as cash for living expenses or tuition fees.

### ➤ LIVING EXPENSES SUPPORT SCHEME (LESS)

LESS is designed to help students who are in need of additional financial support during the academic year. The scheme aims to help students with an additional grant that can be used to meet any maintenance needs, such as rental costs, travel costs, childcare costs, day-to-day costs etc. The scheme cannot be used to pay tuition fees.

An award can be anywhere between £100 and £3,000. The exact amount of award will be determined by the University depending on the level of financial need demonstrated by the student.

The scheme is open to 'home' status students only. Normally this would mean that students would

have been a UK resident for at least the last five years before starting their course and are in receipt of full Student Finance support.

### ➤ **CARE LEAVERS' BURSARY**

Home fee paying students from the UK, you can apply for a university Care Leavers' Bursary for each year of academic study and is worth £750 each year. Students must provide evidence from their Local Authority that they are a care leaver.

### ➤ **WESTMINSTER WORKING CULTURES**

This is an employability-focused programme designed to provide students with the opportunity to grow their own network, build confidence and gain an invaluable insight into the huge range of career opportunities that London has to offer, both during study and after graduation. All participants will be granted a £500 bursary for taking part.

Students must meet all of the 'Essential criteria' and at least one of the 'Underrepresented groups criteria' to be eligible to apply for Westminster Working Cultures London. The essential criteria are that the student must be a fully enrolled UK home student and be in the first or second year of their undergraduate degree. In addition, the student must meet one of the following criteria:

- You are the first generation in your family to go to University
- You are a first-generation English speaker in your family
- Your family home is a housing association or council property
- You are a carer, care leaver or estranged student
- You are black, Asian or minority ethnic student
- You are registered with Disability Learning Support

Applications are also considered from other underrepresented groups in Higher Education.

## **Financial Support Evaluation**

Westminster uses the statistical component of the OfS financial support toolkit and will be adopting the OfS survey and interview tools in 2019/20.

Analysis undertaken using the statistical tool to measure the impact of these financial support packages has highlighted that scholarships have a positive effect on participation and success. However, it has also highlighted that bursary schemes are having less of an impact, and there are no significant differences in the odds of continuing or completing study for bursary recipients and non-bursary recipients with household income of £25,000 or below after controlling for course and student demographic factors. Additionally, it is clear from the analysis that more work is required in the targeting of financial support packages so that those students most in need of financial support are receiving it. The University is committed to ensuring that its financial support packages are delivering impact on its access, attainment and performance gaps and is undertaking a review of this provision. A Scholarships Strategy and Allocation Group (SSAG), chaired by DVC Employability & Global Engagement, has been established to develop the University's strategy for the provision of scholarships and other forms of financial support to students. This Group will consider the evaluation and impact (retention and achievement) data for recipients, review the scholarships portfolio and consider how post-Augar policy changes may affect scholarships strategy for Home UG students from 2021. The work will be completed during the 2019/20 academic year for implementation in 2020/21.

## **4. Evaluation**

The University is committed to developing a robust evidence and evaluation strategy so that it can better understand which forms of intervention are most beneficial for underrepresented groups and in which circumstances. Evaluation findings are already being used to inform future investment priorities and will continue to do so as it seeks to close attainment gaps across the student lifecycle and meet the national key performance targets that are relevant to Westminster, set by the OfS in 2020/21.

This work is overseen by the EDI- Education Steering Group and evaluation, impact and performance updates are reported to the University Planning Committee as part of annual planning and continual monitoring and improvement processes. If performance falls below the targets set internally and/or relative to the sector, an action plan is expected to address this at a course/School level. If appropriate



the senior management team will make evidence informed changes to University strategy, policy and practice, as part of its ongoing commitment to equality of opportunity for all. Funding for targeted activities for underrepresented groups will also be reallocated if found to be ineffective and reinvested in activities that are proven to work.

University performance is monitored throughout the year as and when data becomes available. It is considered as part of the University's strategic planning and annual academic monitoring processes, at committees and groups and in discussion with students. A range of bespoke University dashboards have been developed to support this work and training has been provided to groups (including UPC, the Court of Governors and Students' Union) and individuals (including academics and professional services staff) with direct responsibility for this area of work and to those in a supporting role. This data is also available in the public domain via the OfS Access and Participation data dashboard.

## Improving Evaluation

Since publication of our 2021-25 A&P plan we have embarked on ambition plans to develop our evaluation culture for A&P interventions specifically. We understand the need to embed evaluation thoroughly through a process of improvement to be able to confidently make impact claims. A new role has been created to provide additional expertise and capacity to enable us to meet the increased expectations to evaluate. The role of Impact and Evaluation Officer has been created and their role is to:

- Design and implement evidence-informed evaluation framework
- Promote analysis related to gaps in access, success and progression
- Provide the bridge between research and practice
- Develop a consistent approach to monitoring, evaluating and measuring the impact of all work designed to improve the student outcomes
- Undertake feasibility assessments to support scaling of interventions
- Provide support and guidance to the planning, intervention, evaluation and review of activities associated with access, success and progression.

During 2021-22 Westminster has been developing and consulting on a comprehensive evaluation framework. The approach to development has been to design a framework as well as implement it at the same time. A considerable proportion of this work has been to upskill professional service staff in evaluation terminology, key concepts, the role of data in evaluation, the theory behind the theory of change, logic models, evidence types and introductions to qualitative and quantitative methods. We are embedding the NERUPI framework in our evaluation work. We continue to work with NERUPI on the Culturally Sensitive Curriculum Scale (CSCS) pilot and as active members of the BAME Student Experiences Working Group.

Our evolving evaluation framework outlines the following;

1.	A&P Plan and Context	The first section of the framework adapts the A&P plan into language that can be understood by all staff, at all levels and UWSU (for their additional use of the framework).
2.	Introduction to Evaluation Frameworks	The second provides context to the framework, by explaining what an evaluation framework is, what its purpose is and why we need it. The section is a broad introduction to evaluation theory and key concepts that relate to A&P. The section is informed by the OfS Standards of Evidence and TASO resources for evaluation. The section is written for a non-technical expert.
3.	Evaluation Context	To set the evaluation context, the section outlines our RUFDATA model. It has been used to focus our evaluation and set parameters for planning proportionate and useful evaluation. Through initial implementation of the framework, the RUFDATA has been identified as particularly useful for reviewing existing evaluation for interventions and identifying the weighting given to process and impact evaluation.
4.	Theory of Change	Westminster developed the initial ToC for the A&P plan 2021-25 and this has now evolved into a much more comprehensive overarching programme ToC. This section details the key elements of ToC, its purpose and how it can be used. This resource has

		already been adopted by project teams developing new university initiatives; embedding this process into our work more widely is useful for us as we look to develop our A&P 2024-2028 plan. The contents of this section has been adapted into a workshop and the written section has been used in new staff inductions.
5.	Evaluation Design	This section describes and signposts to the principles of evaluation design. We have adopted the student outcomes for each lifecycle stage as developed by NERUPI. The section covers what NERUPI is and how we are using NERUPI. We have found the NERUPI framework beneficial for improving the articulations of student outcomes for different outputs of an intervention. There is an introduction to evaluation types including; narrative, empirical and causal.
6.	Evaluation Protocol	Our evaluation protocol is in diagrammatic form. It maps the stages an intervention lead or project team need to go through to effectively evaluate the intervention. The flowchart has two main paths to account for [1] improvement of existing evaluation in place and [2] development of new evaluation for a new intervention element. The Impact and Evaluation Officer has adapted the protocol based on questions received by staff who deliver interventions to improve the relationship between delivery and evaluation.
7.	Research Methods	During a review of the research methods implemented to collect data to evaluate our A&P interventions, it was identified that we could expand the range of research methods used. The section briefly introduces multiple types of qualitative and quantitative methods; describing what it is and in non-technical language explains the advantages and disadvantages of each. Intervention leads have used this to review the appropriateness of the method for the student outcomes we want measure and to identify opportunities for data triangulation.
8.	Ethics and Data Protection	As the complexity of our evaluations increases for our A&P interventions, we acknowledge that this has repercussions on ethics and data protection. This section takes staff through key principles and topics such as consent, anonymity, transparency, positionality. Signposting is also used so that intervention leads can seek tailored advice on implications to enable us to uphold ethical practices and meet out data protection responsibilities.
9.	Evaluation Implementation and Learning From Evaluation	The section provides a template for reporting A&P evaluations. It walks through the link between data collected, student outcomes and indicators to be able to draw impact conclusions. The section also includes an internal dissemination plan.

## Evaluation Self-Assessment Tool

The evaluation framework has been developed in response to the University's self-assessment findings. We have used the OfS evaluation tool and the scale of *below minimum, emerging and good*, to review our evaluation work and to detail significant planned changes. The below section was developed for our 2021-2025 plan. As evidenced by this 2022-2024 variation, our evaluation culture has improved significantly and we aim to repeat the exercise in 2022-2023 as we plan for A&P plan 2024-2028.

### ➤ Strategic context - emerging

There is clear evidence that an evaluation culture is emerging at Westminster. This is largely due to an increased strategic commitment to tackling attainment gaps and linking access and participation work with the University's core objectives which are focused on learning and teaching, research and knowledge exchange, employability and international.

To formally embed this work and advance its development an Evidence and Evaluation Group has been established. It will be led by experts in this area, who will ensure that the necessary structures, support and guidance are in place to enable staff to evaluate activities and interventions in a consistent, appropriate and proportionate way. The group will be tasked with developing a University evidence and



evaluation framework, and providing opportunities for training, reflection and collaboration. It will report its progress to the APWG as well as any recommendations.

### ➤ **Programme design - emerging**

At Westminster programme design is principally informed by published research, evidence of successful training and support schemes trailed by the sector, and its own evaluation findings. Examples of current activities designed in this way include a wide range of outreach activities involving schools and colleges; GRIT<sup>10</sup> supported training (formally known as Youth at Risk) recommended by OFFA; the National Mentoring Consortium (NMC)<sup>11</sup> for BME students; and outward student mobility and Explore Teaching programmes. Furthermore, it has introduced tailored support for specific groups (disability mentorship scheme) in order to maximise the benefits for these students.

The self-assessment indicates that a more holistic and consistent approach is emerging at Westminster in terms of programme design. A clear rationale, objectives and appropriate measures of success are a standard expectation and are already in place for the vast majority of programmes. A detailed specification of activities and deliverables are also available for most programmes. From 2019/20 a programme evaluation specification will be required at the programme design phase and will be an essential pre-requisite for programme approval.

The University also makes significant financial investments in highly innovative projects designed to further support underrepresented groups. The Westminster Inclusive Enterprise Programme will be launched in 2019/20 and will focus on widening participation in entrepreneurship, freelancing, self-employment and start-ups and on improving outcomes for students who are currently underrepresented in UK start-ups.

### ➤ **Evaluation design – emerging**

The self-assessment findings indicate that impact evaluation research design is emerging but is not always consistent with the standard of evaluation expected by the OfS for different forms of activity; including short and long term interventions and those receiving significant investment. An appropriate standard of evidence will be set for all access and participation interventions (e.g., transition support programmes, residential programmes, mentoring programmes, campus visits etc.) in line with the guidance published by the OfS. The Evidence and Evaluation Group will lead on the development of a University evidence and evaluation framework, which will detail the minimum requirements for all forms of activity, as well as overseeing this work. The framework will be implemented in 2020/21 but evidence and evaluation expectations will be widely shared in advance of this so that the findings can be used to inform programme (re)design for priority groups

The University is also committed to using the OfS financial support evaluation toolkit. Initial statistical analysis has shown that financial support schemes are not always benefitting underrepresented groups in the way or to the extent that will deliver the desired outcomes. This will be addressed, in part, by prioritising target groups for particular schemes, as well as undertaking a fundamental review of student financial support packages and introducing any necessary changes, as described in the previous section on Financial Support.

### ➤ **Evaluation implementation – good**

The University's Strategy, Planning and Performance (SPP) department is a significant central resource for this work. SPP develop and maintain a range of dashboards, which display data and visualisations, covering the whole of the student lifecycle. Access and attainment data is also made available to staff to inform their understanding of existing gaps at subject, school and university-level, as well as for particular cohorts of students. This enables the University to highlight where the need is greatest and where efforts need to be concentrated.

The SPP department also undertake and support quantitative and qualitative analysis and work in partnership with the Students' Union, academic and professional service departments. It is currently expanding its use of sector-standard approved tools and techniques. SPP is also responsible for ensuring that the University is compliant with Data Protection and GDPR requirements which informs the University's approach to data collection and data sharing. Assessment findings indicate that the current evaluation implementation practice is good overall.

## ➤ Learning to shape improvements - emerging

The strengthening of an evidence-informed and evaluation culture has encouraged greater consideration of how the University interprets, uses and shares data. Some of its evaluation designs are sufficient to inform decision making and future funding while others require further development. To supplement quantitative data APWG are developing a programme of focus groups targeting underrepresented groups and sub-groups, to enable a better understanding of their needs with regards to existing equality gaps. It is anticipated that this will be a relatively resource intensive exercise but should prove extremely valuable; providing a deeper understanding of the obstacles faced and how best to mitigate these for different groups.

As illustrated throughout Section 3 of this document, the University has adopted a theory of change approach to developing, evaluating and refining interventions designed to close the equality gap priorities identified in this Access and Participation Plan.

## A&P Research at Westminster

To inform the design of our A&P interventions, we have recognised the importance of adopting recommendations from education/pedagogic research being undertaken across the University. In 2021/22 we have worked to review our existing research, identify gaps in our knowledge and looked for opportunities to pro-actively disseminate research.

We have established an EDI in Education Research Group. Research conducted includes; [1] *Locating the Award Gap(s)*, [2] *Impostor Phenomenon among female BAME university students* and [3] *Imaginative Empathy: moving together towards inclusive pedagogic practices*. These projects have been presented in various forums, including the EDI (Education) Steering Group, and meetings are ongoing to enable the outcomes to impact on University policy and practice.

CETI has newly established 'Conversations on Education Research' as a mechanism to share education research at Westminster internally. Research presentation topics from the first series included;

- Misrepresentation in knowledge dissemination: How can critical social education help?
- Education Research as a catalyst for change.
- Developing compassionate pedagogical practice with students as co-researchers.
- Employability and the international experience.
- Serious games: Their use in HE.
- BAME widening participation students: A strategy of engagement.
- Using an Inquiry Graphics approach to analyse the semiotic potential of multimodal screen feedback to enhance the provision of written feedback to support students' academic writing.
- Triple disadvantage: working-class mature students' accounts of a two-year undergraduate degree.
- The U-DOC project: Understanding the mental health of Doctoral researchers.
- Playing Uphill and Into the Wind: Counter-cultural pedagogies in the world of sport.

## Student consultation

Westminster's Access and Participation Plan is co-owned by the University and the Westminster Students' Union. The Students' Union (SU) is represented by the Head of Student Voice and Engagement on EDI Committee and EDI Education Steering Group. One of the main drivers for the formation of the initial APWG who design the 2021-2025 programme was to ensure that all underrepresented groups and sub-groups would have opportunities to contribute to the development and evaluation of the APP, and setting the priorities contained within it. Through the APWG the University reviewed its assessment of performance, its main strategic measures and theory of change, and agreed future priorities and objectives with the SU and other key stakeholders. It also created a detailed inventory of activities, support and interventions, their impact, and the future approach to evaluation.

It was agreed that the SU Equality Officers would lead on gathering student views and would be supported by the University's Strategy, Planning and Performance department with recruitment, implementation and evaluation activities. Focus groups were held with BME undergraduate students prior to the APP being submitted to explore their awareness of current access and participation initiatives; related communications; barriers to participation; their experiences of current initiatives and their ideas for new ones. Their feedback directly influenced the strategic measures agreed by the APWG for inclusion in the APP. Students will be involved in the evaluation of all APP activities in future focus groups to ensure that their views are represented in annual reviews and funding allocations to these activities.

Related recommendations endorsed by the SU were reported to APWG and to the stakeholders leading/managing these initiatives, along with a proposal that future schemes are designed both for and with targeted groups. The Westminster Employability Award scheme, which supports students to get job ready by helping them gain the necessary experience and skills, was developed and marketed in partnership with the Students' Union and has proven to be very popular with almost 1200 students signing up since its launch in 2018.

Plans for future research have also been taken forward as a direct result of feedback provided by students through the APWG (and now EDI) and focus groups that have taken place to inform this area of work. This includes plans to establish a student panel jointly managed by the SU and the University during 2019/20. This will provide access to a wide range of students who will have chosen to take part in related research when they first join the University, and will supplement the quantitative data analysis that the University performs to assess the impact of its activities aimed at improving the performance of disadvantaged students. Smaller sized focus groups will also be recruited so that more focused and descriptive accounts can be obtained when greater insight is needed. Other forms of complementary primary and secondary research are also being considered. Future research will focus on different aspects of the student journey and what needs to change in order to eliminate the University's access, attainment and performance gaps.

Westminster students are also currently involved in 31 Co-Creator projects, which contribute to the following strands of work: Learning & Teaching Research Collaborations; Disciplinary Research Collaborations and Curriculum Development Collaborations. As part of the inclusive curriculum project, a Westminster graduate has recently undertaken a literature and best practice review about the attainment gap and decolonising the curriculum. The findings will be used to develop a tool kit for staff and students working in this area during 2019/20.

Students will also be involved in the development of a University evidence and evaluation framework and the preparation of annual impact reports. Training opportunities in undertaking research and interpreting the results will also be provided to allow students to fully engage with this work and contribute to the evidence base that will inform future policy and practice.

## 4. Provision of information to students

Westminster Access and Participation Plans are published in a way that is easily accessible to both prospective and current students. They can be accessed in the 'About Us' section of the University web site, along with other core documents demonstrating compliance with key legislation and regulation, and in the 'Policies and Documents A-Z' of the online Student Hub.

Information on financial support, from any source, is found on the fees and funding pages of the University's website; through all course pages (where most traffic comes from) and on the *Current Students* web pages. These pages provide detailed information about the level of financial support made available annually and the eligibility criteria for receiving financial support. This includes Disabled Students' Allowances. The Student Advice and Funding Team and Disability Learning Support Team provide further guidance and support to students applying for funding.

We continue to publish both the annual and aggregate fee for each course on its course web pages. We will also publish the level of financial support that will be made available to students from underrepresented groups, in each academic year and for the duration of their course, in-line with the APP for their year of entry.

We will publish a summary version of our A&P plan on our website (subject to approval by the OfS). This summary version is written with the intended audience of prospective and current students and their parents/guardians.

### Reference List

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# Access and participation plan

## Fee information 2020-21

Provider name: The University of Westminster

Provider UKPRN: 10007165

### Summary of 2020-21 entrant course fees

\*course type not listed

**Inflationary statement:**

We do not intend to raise fees annually

**Table 4a - Full-time course fee levels for 2020-21 entrants**

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£1,385
Erasmus and overseas study years		£1,385
Other	*	*

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants**

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	Community Music Limited 10001512	£6,000
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4c - Part-time course fee levels for 2020-21 entrants**

Part-time course type:	Additional information:	Course fee:
First degree	from 2017 entry	£6,935
Foundation degree	from 2017 entry	£6,935
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants**

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

# Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Westminster

Provider UKPRN: 10007165

## Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£827,344.52	£846,817.94	£867,070.30	£888,132.75	£910,037.70
Access (pre-16)	£248,203.35	£254,045.38	£260,121.09	£266,439.83	£273,011.31
Access (post-16)	£496,406.71	£508,090.76	£520,242.18	£532,879.65	£546,022.62
Access (adults and the community)	£41,367.23	£42,340.90	£43,353.52	£44,406.64	£45,501.89
Access (other)	£41,367.23	£42,340.90	£43,353.52	£44,406.64	£45,501.89
Financial support (£)	£1,252,919.02	£1,266,830.49	£1,270,827.42	£1,308,952.24	£1,348,220.81
Research and evaluation (£)	£489,923.39	£508,738.47	£528,306.17	£548,656.56	£569,820.98

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£35,951,685.00	£37,091,288.00	£37,682,458.00	£37,660,346.00	£37,659,361.00
Access investment	1.8%	1.8%	1.8%	1.9%	1.9%
Financial support	2.9%	2.9%	2.8%	2.9%	3.0%
Research and evaluation	1.1%	1.2%	1.2%	1.2%	1.3%
Total investment (as %HFI)	5.9%	5.8%	5.9%	6.0%	6.2%



### Table 2a - Access

### Table 2a - Access

[illegible]

### Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Ethnicity	Percentage point difference in internal continuation rates between black and non-black full-time entrants	No	The access and participation dataset	2016-17	6.7 percentage points	6.6 pp	5.9 pp	5.3 pp	4.6 pp	4.0 pp	Number qualified or continuing at Westminster as a percentage of those continuing, qualified, transferred or withdrawn. Target to be achieved by raising continuation of black entrants (currently 81.0%) whilst not worsening opportunities for other underrepresented groups
To reduce the gap in completion rates for students from underrepresented groups	PTS_2	Ethnicity	Percentage point difference in the proportion of black and non-black full-time first degree entrants projected to qualify with a degree	No	Other data source	2016-17	13.7 percentage points	15.0 pp	13.6 pp	12.3 pp	10.9 pp	9.5 pp	Baseline and milestones based on rolling three-year aggregated retention and progression rates for UK-domiciled FT FD entrants
To reduce the gap in attainment for students from underrepresented groups	PTS_3	Ethnicity	Percentage point difference in the proportion of white and BAME (particularly black) first degree leavers (FT/PT) awarded a first or upper second class degree classification	No	The access and participation dataset	2017-18	20.8 percentage points (black-white: 25.2pp)	18.2 pp (21.8 pp)	15.7 pp (18.3 pp)	13.1 pp (14.9 pp)	10.6 pp (11.4 pp)	8.0 pp (10.5 pp)	
To reduce the non-continuation gap for students from underrepresented groups	PTS_4	Socio-economic	Percentage difference in internal continuation rates between full-time entrants from IMD Q1-Q2 and IMD Q3-Q5	No	The access and participation dataset	2016-17	3.4 percentage points	2.7 pp	2.0 pp	1.4 pp	0.7 pp	0 pp	Number qualified or continuing at Westminster as a percentage of those continuing, qualified, transferred or withdrawn
To reduce the gap in completion rates for students from underrepresented groups	PTS_5	Socio-economic	Percentage point difference in the proportion of full-time first degree entrants from IMD Q1-Q2 and IMD Q3-Q5 projected to qualify with a degree	No	Other data source	2016-17	4.5 percentage points	3.9 pp	3.5 pp	3.0 pp	2.6 pp	2.1 pp	Baseline and milestones based on rolling three-year aggregated retention and progression rates for England-domiciled FT FD entrants
To reduce the gap in attainment for students from underrepresented groups	PTS_6	Socio-economic	Percentage point difference in the proportion of IMD Q1-Q2 and IMD Q3-Q5 first degree leavers (FT/PT) awarded a first or upper second class degree classification	No	The access and participation dataset	2017-18	13.1 percentage points	11.9 pp	10.7 pp	9.5 pp	8.3 pp	7.1 pp	
To reduce the non-continuation gap for students from underrepresented groups	PTS_7	Disabled	Percentage point difference in internal continuation rates between disabled and other full-time entrants	No	The access and participation dataset	2016-17	4.0 percentage points	4.1 pp	4.1 pp	3.9 pp	2.4 pp	1.6 pp	Due to small population size for the target group, baseline based on rolling three-year aggregated rates for UK-domiciled FT UG entrants
To reduce the non-continuation gap for students from underrepresented groups	PTS_8	Mature	Percentage point difference in internal continuation rates between young (<21) and mature (21+) full-time entrants	No	The access and participation dataset	2016-17	5.3 percentage points	5.1 pp	4.8 pp	4.2 pp	3.7 pp	3.2 pp	Due to small population size for the target group, baseline based on rolling three-year aggregated rates for UK-domiciled FT UG entrants

### Table 2c - Progression

[illegible]

[illegible]