

**UNIVERSITY OF WESTMINSTER
2019/20 ACCESS AND PARTICIPATION PLAN**

1. ASSESSMENT OF CURRENT PERFORMANCE

- 1.1 The University of Westminster has analysed its current performance in respect of access, success and progression rates of underrepresented groups of students using a range of data sources, including the Teaching Excellence and Student Outcomes Framework, HESA Performance Indicators, UCAS statistics as well as internal data. The purpose of the analysis is to understand where participation and attainment gaps exist which the University can address through the development of this Access and Participation Plan, and to highlight areas of high performance which can be strengthened and built upon as the University continues to improve the outcomes of all students. The University is committed to improving performance in non-continuation, degree attainment, student satisfaction and graduate employability rates, and the findings of the analysis presented here are supplementary to existing performance measurement routinely undertaken by the University to understand its performance relative to the UK higher education sector using benchmarked data.
- 1.2 From this analysis, the University has identified gaps in performance among underrepresented groups and sub-groups at each stage of the student lifecycle - which are mirrored, to a greater or lesser extent, across the higher education sector. Using this data, 12 priorities have been identified which the University will be addressing through targeted activities designed to improve the outcomes of these underrepresented groups. Alongside this targeted work, existing strengths and areas of excellence within the University will continue to flourish, ensuring that performance across the board continues in an upward trajectory at the same time as the gap between the highest and lowest performing areas narrows.

Access Priorities

- 1.3 The access priorities for Westminster have been informed by trend analysis of its data, incorporating HESA and UCAS sector benchmarking data to understand where gaps in participation rates exist for Westminster's students compared to other providers. The analysis revealed that Westminster is successful in its outreach to, and recruitment of, students from low participation neighbourhoods and students from black and minority ethnic groups. Its long-standing commitment to providing education to all students, regardless of their background, is evident in the analysis and demonstrates that widening participation to higher education continues to be at the forefront of its student recruitment strategies. However, the analysis also reveals that there are areas where the University can improve relative to the sector, including: improving access for students with a disability from a baseline of 4.3% of entrants declaring a disability to a target for 2022/23 of 6.6%; improving access for mature students from low participation neighbourhoods from 3.5% to a target by 2022/23 of 4.4%; and improving access for care leavers.

Success Priorities

- 1.4 Westminster does not experience non-continuation or degree attainment gaps for students from low participation neighbourhoods as seen across the sector. Its non-continuation rates for this group of students are significantly less than for equivalent students sector-wide, and students from low participation neighbourhoods at Westminster are significantly more likely to graduate with good honours degrees than students from other neighbourhoods.
- 1.5 The success priorities related to non-continuation rates include: reducing the non-continuation gap of mature (21+) students generally from 6% to 2% by 2022/23, and mature black students specifically, from

9% to 1% by 2022/23; reducing the non-continuation gap of black students generally from 6% to 1% by 2022/23; reducing the non-continuation gap of students with a disability from 3% to 0%; and reducing the non-continuation gap of care leavers from 17% to 0%.

- 1.6 These priorities have been arrived at using entrant data from 2013/14 to 2015/16, which show a non-continuation gap for Westminster's full time mature students (aged 21+) when compared with its young students, which is similar to the sector-wide gap of 5%. When non-continuation rates for mature Black and Minority Ethnic groups (BME) are analysed, however, the gap grows and disappears for white students. Continuation rates of full time entrants at Westminster are significantly lower for black students, particularly in comparison to white and Asian students. However, the relative performance of Asian students only holds for young entrants. There exists a gap in continuation rates for mature Asian students. For mature black students, a significant gap exists in continuation than for students of other ethnicities. Continuation rates for full time entrants are lower for students with a disability or learning difficulty, but the size of the gap is smaller than for other under-represented groups.
- 1.7 The success priorities related to degree attainment include reducing the attainment gap of mature students across all ethnicities; and reducing the attainment gap of black and minority ethnic students from 12% to 7% by 2022/23. When looking at degree classification rates, mature students at Westminster are 10% less likely to qualify with good honours (a 1st or 2:1) than young students. This is larger than the sector-wide benchmark attainment gap between the two groups, which is 5% and this attainment gap is significant for all ethnicities.

Progression Priorities

- 1.8 Similarly to the absence of gaps in the success measures for Westminster's students from low participation neighbourhoods, this group of students progress into employment or further study, and highly skilled employment or further study, at the same rates as students from other neighbourhoods.
- 1.9 The progression priorities include increasing highly skilled employment rates of Asian students where a 14% progression gap exists; and increasing work or further study rates of students with a disability where a 5% progression gap exists. Despite the gaps in non-continuation and degree attainment, mature graduates from Westminster are more likely to enter highly skilled employment and further study than young graduates are. This is true across the sector, but the benchmark in the sector is significantly lower. The gap between Westminster's white and BME graduates' ability to find work or be in further study six months after graduation is similar to the differences in experiences of similar students sector-wide. However, Westminster's Asian graduates experience lower rates of securing highly skilled employment or further study, both compared to Westminster's other graduates and similar Asian graduates at other institutions so a target to reduce this gap in progression has been set at 8%.
- 1.10 These priority areas have informed the continuation of existing activities which specifically target these groups, as well as the development of further, segmented activities which the University is strongly focussed on. Targets and milestones have also been developed which will measure the University's success in reducing the participation and attainment gaps of the groups of students where such gaps exist, and the University will review performance against these targets in annual reviews of these key metrics to inform activity evaluation and development.

- 1.11 In 2019/20 the University is planning to invest £6,811,955 in access, success, progression and financial support, which equates to 20.9% of its higher fee income forecast for this period. Of this amount, it is estimated that 20% (£1,337,438) will be invested in Access, 36% (£2,457,567) in Success, 26% (£1,780,864) in Progression and 18% (£1,236,088) in Financial Support. An annual review of performance measures will take place to ensure that this breakdown remains relevant.

2 AMBITIONS AND STRATEGY

- 2.1 The University of Westminster boasts a rich history and has been providing students with academic excellence, cultural engagement and personal enrichment since its inception as The Polytechnic Institution in 1838. It has a long history of providing access to education for underrepresented groups of students. From its formation in 1838, the University of Westminster has sought to enable access to education to students who otherwise would not have had the opportunity. This continues to be true in the present day, and the University has recently reaffirmed its commitment to widening access for, and reducing attainment gaps of, underrepresented groups through the development of its new Westminster 2022 strategy. At the forefront of this new strategy is the mission:

“To combine inspiring teaching, London and global connections, close relationships with professions, and insights from our research, to transform individuals and society. Drawing on a long tradition of involving students from all backgrounds, we develop distinctive graduates with the knowledge, creativity and skills to achieve their personal and professional ambitions to make a difference to the world”

This focus on providing the same opportunities for all students to succeed, regardless of their background, is at the heart of the University’s Access and Participation strategy.

- 2.2 Two specific objectives of the new strategy relate to student metrics of satisfaction and performance:

- Drive high-quality relevant teaching
- Create an outstanding student experience that enhances employability

Success against these objectives will be measured by teaching quality, student experience, degree attainment, graduate employability and staff experience and performance. These measures will inform the evaluation of the activities presented in this Access and Participation Plan and will allow the University to measure their success in delivering continuously improved outcomes for all students.

- 2.3 Key to delivering the *outstanding student experience that enhances employability* objective will be ensuring that all students, regardless of their background, will be afforded the same opportunities to participate and succeed in study at the University of Westminster. The new strategy was developed out of recognition that performance across the board in non-continuation, degree attainment, student satisfaction and graduate employability must improve to guarantee value for money for all students.

- 2.4 Westminster also recognises that participation and attainment gaps exist for underrepresented groups of students, and it is committed to eliminating the gaps identified in section 1 of this plan to create a level playing field for all students, alongside these general improvements in performance, that the University is committed to delivering.

2.5 The following section outlines the University's ambitions for addressing the performance gaps as identified in section 1. 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 distance to travel to reducing it. 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. The expectation, therefore, is that as the University improves its performance more generally, these areas where a performance gap does not exist will improve at the same rate.

Access

2.6 The analysis of current performance has determined the following priorities in respect of widening access to Westminster to students from underrepresented groups:

- Improve access for students with a disability – High priority
- Improve access for mature students – Medium priority
- Improve access for students from low participation neighbourhoods – low priority

2.7 Westminster has a strong track record of recruiting students from underrepresented groups and will continue to support existing outreach activity aimed at recruiting students from the other underrepresented groups not mentioned above. However, the above areas have been identified as requiring additional focus and Westminster will be seeking to close these participation gaps from 2019/20 onwards by committing extra funding and targeted activities to these groups specifically.

Success

2.8 The largest relative gaps in performance for underrepresented groups at Westminster are in the measures of success, in both non-continuation and degree attainment, and will be the main priority area for allocating resources from 2019/20 onwards. The following areas have been identified as requiring the most attention:

- Improve continuation rates of mature (21+) students generally, and mature black students specifically - High priority
- Improve continuation rates of black students generally – High priority
- Improve continuation rates of students with a disability – Medium priority
- Improve continuation rates of care leavers – Low priority
- Reduce attainment gap of mature students across all ethnicities – High priority
- Reduce attainment gap of black and minority ethnic students – High priority

2.9 Although Westminster already has schemes in place to reduce participation and attainment gaps, and has referenced these in previous Access Agreements, it is recognised that further segmentation of effort and investment is required to target specific underrepresented groups and intersections of them. Examples of this include Scholarships and Mentoring Schemes for which provision is made available on a generic basis to students who fit in to one or more underrepresented groups.

Progression

2.10 Improving the employment and further study rates of students generally is critical to the new Westminster 2022 strategy and wider initiatives are already running which will enable the University to deliver this strategic objective. Westminster observes similar gaps to the sector in its BME graduates entering employment or further study six months after graduation and is committed to ensuring that these students are afforded the same opportunities as others to find work or further study. Additionally, the analysis has identified gaps in progression statistics that are not consistent with sector performance, and therefore the University will be seeking to:

- Increase highly skilled employment rates of Asian students – High priority
- Increase work or further study rates of students with a disability – Medium priority

Collaborative outreach work supporting Access

2.11 A long standing relationship exists between Westminster and the Quintin Hogg Trust (QHT). The QHT was formed to continue the work of Quintin Hogg who, in 1882, purchased 309 Regent Street to house The Polytechnic Institute and around 6000 students, many from disadvantaged backgrounds who would not have otherwise had access to education. The Polytechnic Institute, later to become The Regent Street Polytechnic and latterly the University of Westminster, is still housed in 309 Regent Street to this day. The QHT provides charitable donations to Westminster to continue Quintin Hogg's work and is a source of funding for many of Westminster's strategic outreach initiatives aimed at underrepresented groups.

2.12 Westminster is also engaged in a number of other successful partnerships with external stakeholders and works with them to ensure that outreach activity is targeted at specific groups of students. Amongst these, Westminster is the sole university sponsor and lead co-founder of the Sir Simon Milton Westminster University Technical College. The Victoria-based college offers students aged 14-19 a STEM focussed curriculum and opportunities to solve real-life community and industry problems, working alongside professionals from industry, all delivered in a professional environment. Students from the UTC have been attending the STEM Robotics Skills Club and other events at the University. A progression pathway between the UTC and the University is established and the first cohort of UTC students are expected to join the University in 2018/19. The University has established targets for the number of entrants progressing from the UTC and will report on these in its annual Access and Participation Resource Plan.

2.13 A partnership between Westminster and 27 organisations covering London from HEI's, FE colleges and awarding bodies, Linking London, is 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.

Alignment to equality and diversity strategy

2.14 Westminster is also committed to ensuring that the same equality of participation is afforded to members of staff, and the University's Single Equality Policy and Plan (SEPP) applies to both students and staff.

- 2.15 The University's SEPP was developed to support the implementation of the University's strategy and vision and to comply with both the spirit and the letter of the relevant legislation. It provides a single unified approach for promoting equality, diversity and inclusion (EDI) in policies and procedures and was developed in consultation with staff and students.
- 2.16 SEPP demonstrates that the University is fully committed to creating an inclusive learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable. Allowing staff and students to reach their full potential is of critical importance to the University, regardless of their age, disability, gender, gender identity, marital/civil partnership status, pregnancy and maternity, race, religion or belief, sexual orientation, ethnic or national origins, family circumstances, nationality, political beliefs and affiliations, socio-economic background, or other irrelevant distinction.
- 2.17 The SEPP supports the equality and diversity agenda by providing an overarching action plan which addresses all equality strands. The plan sets out four key objectives (listed below) and related actions that are regularly monitored and reviewed as part of a process of continuing development and are reported to the Corporate Social Responsibility Group that has oversight of this work.
- Objective 1: Develop the Single Equality Policy & Plan in conjunction with the University of Westminster community and ensure that the plan is published and disseminated
 - Objective 2: Review and improve data collection and monitoring across both the student and staff lifecycle
 - Objective 3: Fully embed equality, diversity and inclusion across the University
 - Objective 4: Build the University of Westminster community and enhance diversity

In addition, the action plan for the work includes activities that will:

- Promote good relations between people of different groups.
- Ensure that staff and students and stakeholders are informed of the plan and its implications.
- Provide effective monitoring procedures.
- Ensure that action is taken as a result of monitoring exercises with staff and student data and the annual report will include a summary of the outcome of actions completed.

The SEPP supports activities that will help to redress any imbalances in terms of student access, success and progression.

Students' Union involvement supporting Success

- 2.18 In the development of the Access and Participation Plan, the University has engaged with the Westminster University Students' Union. The Students' Union receives funding from the University and uses part of these funds to develop networks, campaigns and activities that support students from underrepresented and disadvantaged groups, to enable them to continue and succeed.

- 2.19 The Chief Executive Officer of the Union has met with University staff to review the analysis of data referred to in section 1 of the plan, and has engaged with the Union's Senior Leadership Team and sabbatical officers to provide the following commentary on the performance gaps addressed in this plan:

Access and Participation Plan - Student Commentary

The primary object of the Students' Union is the educational advancement of the students at the University of Westminster. As such the Students' Union runs a variety of campaigns, societies and events which support and challenge the University to build on its access and participation, in particular in raising issues to the university which enable students to remain in their studies.

As a very diverse institution; access and participation for our students is always at the top of the Students' Union's agenda. Our full time sabbatical officer team and recently introduced BME part time officer have been working with the University to implement anonymous marking across the three colleges. One of the drivers behind this campaign is that anonymous marking is known to eliminate any bias in the BME attainment gap.

As well as the BME officer the Students' Union also has four more elected officers who champion other underrepresented groups; Womens Officer, LGBTI Officer, International Officer and Disability Officer. These students 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 also partners with the University on its Students as Co-creators initiative, which sees our students consulted on a wide range of issues which affects their studies. This initiative used the Students' Union's Course reps along with other cohorts of student groups to develop the learning futures program. The introduction of these new style classrooms helps students to focus more, and achieve better in their degree, retaining these students who may have struggled in more formalised learning spaces.

These groups also recommended that the curriculum was changed to include smaller credit modules and increased flexibility with the introduction of the Westminster electives, allowing students opportunities to expand their professional skills and career development.

The Union is welcoming the dialog between the University and the Union to help deliver better opportunities for students in regards to access and participation in the future.

- 2.20 The University is establishing an Access and Participation Working Group that will include the elected officers whose roles are to champion underrepresented groups. This group will also include representatives from functions aligned to access, success and progression, and will be tasked with ensuring that activities reported in this plan are delivering the intended outcomes. Through evaluation of the activities in this plan, this group will ensure that activities are meeting the current needs of its underrepresented groups of students and that they are adjusted annually to meet changing needs as necessary.
- 2.21 The Access and Participation Plan will be co-owned by the University and the Students' Union, which will ensure that the agreed priorities are shared by both parties, working together to improve the experience of all underrepresented and disadvantaged students, and investing in what is needed and what works.

Monitoring and Evaluation

- 2.22 Regular monitoring of the success of targeted activities takes place at Westminster, and the achievement of the goals through the targets and milestones will be recorded annually in section 8 of the Resource Plan.
- 2.23 Westminster is also monitoring performance in these measures through its Key Performance Indicators and Annual Monitoring process more broadly, but will monitor performance of specific groups in its Annual Planning Process, in which Colleges and Schools are held accountable for delivering improvements in performance. This approach encourages continuous improvement and will ensure that plans are in place to enable the University to adapt the Access and Participation Plan annually depending on performance.
- 2.24 Additional to the Annual Planning Process review of student metrics, the University also undertakes regular reviews of the activities which are designed to deliver improvements in the performance measures.
- 2.25 The annual bidding process with the QHT is designed to enable third-party appraisals of projects that impact on the student experience. This is a rigorous process, involving regular evaluation of activities which enables the QHT to make decisions on continued support for activities. Where our APP activities are funded through charitable donations from the QHT they are evaluated annually through this process.
- 2.26 The Access and Participation Working Group will also contribute to and oversee all future plans and monitoring returns, as well as reviewing current evaluation processes, both quantitative and qualitative, through student and staff surveys, data analysis, and focus groups, and identify any gaps in activity that need to be addressed. This will provide the basis for ongoing funding for activities and new developments, and the sharing of new and good practice through sector networks. The group will be a sub-committee of the University's Integrated Planning Committee and will directly influence resourcing decisions on access, success and progression activities. It will also conceive, implement and review pilot projects to address key areas of underperformance and will make recommendations about their rollout across the University more broadly depending on their success and ability to impact the outcomes of underrepresented groups.
- 2.27 The University is using the OfS Financial Support Evaluation Toolkit to assess the impact of its financial support packages on improving outcomes of underrepresented groups of students. The results of this analysis will be used for the first time in 2018/19 by the Access and Participation Working Group in its evaluation of the University's access, success and progression activities, and will inform the further development of activities, closure of schemes not delivering required outcomes, and introduction of new activities to address emerging performance issues.
- 2.28 Acting as the Court of Governors sponsor for access and participation work, the University's Audit Committee is responsible for signing off the Access and Participation Plan, Resource Plan and monitoring returns, and for providing independent assurance of the University's activities aimed at addressing gaps in participation and attainment of underrepresented groups of students.
- 2.29 The University is also introducing new mechanisms to report on student performance and attainment gaps using the Index of Multiple Deprivation (IMD) during the 2018/19 academic year. This analysis will provide a more holistic view of the relative performance of students from deprived areas compared to

their peers. The analysis will inform future Access and Participation Plans and the commitment of funds to tackle attainment gaps between underrepresented groups.

3 ACCESS, SUCCESS AND PROGRESSION MEASURES

Introduction

- 3.1 The annual evaluation of activities and investment that Westminster undertakes reviews the effectiveness and ability to deliver on increased participation of, success in, and progression from higher education for underrepresented groups of students. The Access and Participation Plan, and formerly the Access Agreement, is reviewed annually to ensure that activities and investment are still relevant and are delivering the required performance milestones and targets.
- 3.2 For 2019/20, the planned activities are mapped to the priority groups as defined in section 2 of this plan, and split across the student life cycle into Access, Success and Progression initiatives. Many of these are established schemes with proven success, but include additional segmentation to ensure that the groups who most require support are being specifically targeted.

Access activities

- 3.3 The Westminster Outreach Team delivered 478 events in 2016/17, up from 349 in 2015/16 and 291 in 2014/15, and reached over 20,000 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.
- 3.4 Much of the outreach work with schools and colleges takes place towards the East of London, an area with a large number of low participation neighbourhoods and Westminster has a strong track-record of attracting students from these areas. However, to address the priority described in section 2 and further increase participation of students from low participation neighbourhoods, Westminster has identified a number of schools and colleges with which to strengthen relationships and ensure that more of their pupils are engaged in outreach activity. These have been identified through data analysis combining HE sector data with Westminster's internal data on its outreach programme, and will enable a year-on-year evaluation of activities to measure the success of the scheme.

Attainment raising in schools

- 3.5 The University works in partnership with schools and colleges to help raise the level of pupil attainment and in turn their aspirations. Current initiatives include the *Westminster Skills Clubs*, which offer a series of skills based programmes taught by academic staff and links to Westminster students. Subjects include languages, maths, study skills. STEM and art. In addition to skills, the sessions are brought to life with trips to cultural events, employer sessions and visits to exhibitions. Currently, 20 schools and colleges and circa 200 pupils participate in this scheme and the majority of these are in areas of low HE participation.

- 3.6 The *Extended Project Qualification* (EPQ) initiative involves the University working with 10 schools and circa 200 pupils. It offers a fully resourced Study Skills and EPQ support programme that utilises the resources and expertise of the University's Outreach, Library Services and Archive teams whilst enabling pupils to meet ambassadors currently studying at Westminster and benefit from their valuable insight/advice. Schools can select multiple sessions from a programme of 12 university led masterclasses, either on campus or in school to provide guidance on the four assessment points encompassing research methods, effective time management and critical reading and writing. The University is looking to expand this programme to reach 300 pupils by 2022/23.
- 3.7 The *After School HE Club* is a new Westminster initiative being piloted in 2018/19, which will involve working with 10 schools and circa 100 pupils, to provide further opportunities for additional learning and support to help raise attainment levels in schools. This initiative is designed to supplement our *Explore Teaching* programme, which currently provides placement opportunities for Westminster students in schools and colleges. The University is currently planning to expand this initiative, pending review by the Access and Participation Working Group which will review the pilot at the end of 2018/19 before making recommendations about its continuation and potential for expansion.

Improving access to Westminster for students with a disability

- 3.8 Until 2018, disabled students at Westminster were not able to self-register for disability learning support. The Disability Learning Support (DLS) team managed the registration process manually (via the use of paper forms and emails). Being a manual activity students were also required to declare their disability repeatedly to a number of teams (i.e., Registries, Accommodation, Library Services) to get the support they need. Communication of registration outcomes (i.e. adjustments needs) and implementation at the University was also resource intensive and could be made more efficient.
- 3.9 The University has enhanced its application and enrolment systems to encourage students to declare a disability and make it easier for them to do so. This has simplified the process for registering for support and allowed members of staff in the DLS team to identify students earlier on that will benefit from the support services that they offer. The new online platform was released in January 2018 and, as a result of this new seamless, accessible and easy registration process for all disabled students (current or applicant), the University is removing barriers to access for disabled students from 2019/20 onwards. The conceptualisation, design and implementation of the system is a major step towards encouraging higher disclosure at the University and one of the key objectives for the team for 2019/20 entry. The University also removes barriers to entry for disabled students through meetings between the DSL team and applicants, or students thinking of applying, in order to explain the support available and the benefit of registering with the office for support and adjustments.
- 3.10 The University is also 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 DSL team considers for implementation at Westminster.
- 3.11 Further plans for 2019/20 include enhancing the contribution of the DLS Team at Open Days, beyond having a presence there, through specific tours of the University campus, providing talks to disabled students and informing them of activities and support services that are tailored specifically to this group of students.

- 3.12 To support access to Westminster for mature students, a dedicated web page and related resources will be developed specifically for this group of students in time for the 2019/20 student recruitment cycle. It will include tailored information, advice and guidance covering access to higher education, fees, funding, support, the Westminster student experience and career development aimed specifically at mature students. Alongside this, the University will be running mature student information days and taster sessions, to be delivered on or off site as needed, and an e-mentoring support scheme, accessible to mature students prior to entry. The University will also be engaging in sector events run by the ACCESS HE network to stay informed of latest sector intelligence on mature student access and to ensure that future plans for targeting these groups of students are evidence-based.

Success Activities

- 3.13 *The Great Start Project* is a joint University of Westminster and Students' Union initiative, which launched in 2012. It was set up to ensure that new undergraduate students have the best possible start to their university experience and to reduce the possibility of them dropping out at a future date. New students are given a personal welcome, during orientation and induction, from Westminster Friends of Arriving New Students (FANS), who are current students studying the same subject. The FANS ensure that new students don't miss any essential course-based inductions and also run tours of the facilities, pass on useful information (such as how to get the help you need, when you need it) and plan social events to help new students settle in quickly and easily. This scheme is run for the benefit of all new undergraduate students, 70% of which fall in to one or more underrepresented groups, and often leads to further work opportunities for FANS too. To ensure continuous improvement, the University and the Students' Union review this project on an annual basis, and, from 2018/19, will undertake this work through the Access and Participation Working Group.

Centre for Teaching Innovation (CTI) - Inclusive Curriculum

- 3.14 The University's Centre for Teaching Innovation (CTI) provides strategic academic leadership in learning and teaching. It supports a university-wide culture of pedagogic reflection, development, innovation, scholarship and research, and champions professional development in learning and teaching. Through its activities, the CTI champions learning and teaching within and beyond the University, encourages future scoping to ensure that our curriculum offers the flexibility, accessibility and interdisciplinarity that will enhance the lives and employment prospects of our students, facilitates learning communities that are inclusive to all, and engages students as critical co-creators of their higher education experience.
- 3.15 The Critical Interventions project run by the CTI has examined the emergence of an attainment gap in higher education, with a specific focus on the available data for Westminster students. Drawing upon a range of intersectional experiences (e.g. gender, sexuality, race and ethnicity, disability), the project is focussed on developing an institutional vocabulary to holistically support diversity and inclusion within the curriculum. It has sought to draw upon research-informed perspectives on BME attainment, especially by engaging leading scholars and researchers from a range of disciplines and has also focused on 'ableism' in the curriculum by bring together leading researchers, including student perspectives at Westminster, to develop greater awareness of ableist practices and how they impact on support for disabled students.
- 3.16 The project team within the Centre for Teaching Innovation have drawn upon a range of empirical, experiential, and socio-political perspectives in the sessions. For 2017/2018, the immediate objective has been to promote critical engagement with race, identity and belonging at Westminster. They have engaged a range of stakeholders, with reflections on lived experience and the politics of 'racialised

knowledge' a key priority. This work is expanding, and developing an evidence-informed strategy at University level to promote the diversity and inclusion agenda.

- 3.17 *i-THRIVE* is another critical CTI inclusive curriculum and assessment project, which aims to devise, through the involvement of academic staff and students across faculties, an online self-assessment tool (called *i-THRIVE*) which will help Course Leaders assess and improve the level of inclusivity of every aspect of their course.
- 3.18 Aside from assisting the University embrace its statutory duties and positively respond to government's expectations, *i-THRIVE* is a practical translation of the University's new mission statement of drawing on a long tradition involving students from all backgrounds and all protected characteristics.
- 3.19 The Disability Learning Support has also worked in collaboration with CTI to develop this project to improve the level of inclusivity of every aspect of their curriculum for disabled students.

Disability Mentorship Scheme

- 3.21 The Westminster Disability Mentorship Scheme focusses on widening mentoring provision to all disabled students in need of this support. Currently, mentoring is a recognised reasonable adjustment which enables students with certain disabilities to stay, progress and do well on their course.
- 3.22 Mentoring support was previously only offered to those disabled students in receipt of government funded Disabled Students Allowance (DSA). This leaves an important number of disabled students (mainly EU students and those with mental health problems) who do not qualify for the DSA, unsupported.
- 3.23 Mentoring enables students to demonstrate their true ability, despite having a serious condition. With mentoring support in place, a student's outcomes will better reflect their intrinsic abilities and the efforts invested in their time at the University, rather than simply show the impact that the disability has had on their time here.

Personal Tutoring Scheme

- 3.24 Westminster runs a Personal Tutor Scheme whereby each student has dedicated access to their Personal Tutor at least twice annually, once in each semester. Personal Tutors provide pastoral care as well as addressing educational support needs and providing information on appropriate support available through the Student Affairs team depending on a student's circumstances.
- 3.25 A new Personal Tutors dashboard has been developed as part of the University's Transformation Programme which will be rolled out alongside the new University Strategy. The dashboard contains a series of student engagement indicators, such as attendance, VLE access, academic performance and timetabling information. These engagement indicators are supplemented by contextual information including a student's demographics; whether they are a commuter student and if so how far they commute; whether they joined the University through clearing or on an insurance offer; what their tariff points on entry were and whether they are living in halls of residence or their own rented or owned property.
- 3.26 This dashboard enables tutors to identify early on students who are at risk of discontinuing their studies and will contribute to identifying those underrepresented groups of students where non-continuation is

most prevalent, as identified in section 2. Personal Tutors will now be able to identify when disengagement first occurs and can intervene before this leads to discontinuation.

Your Potential, Your Success

3.27 In partnership with the training provider Grit (formally known as Youth at Risk), and funded by the QHT, Westminster has developed a new programme entitled *Your Potential, Your Success*, which builds upon a successful pilot study which ran in the Faculty of Science and Technology in 2016/17. This innovative programme aims to establish a culture of aspiration, success and excellence through changing the mindsets of both students and staff; raising students' confidence and resilience levels and challenging current staff practice by promoting a more dynamic and engaging teaching environment.

3.28 The programme will directly impact:

- Student engagement: By working with staff to create more inclusive, aspirational and dynamic teaching environments
- Student attainment and progression: By increasing resilience, self-confidence and feelings of belonging, particularly with students from a state school background, or students from social economic groups 4-7 (low socio economic classification)
- Students resilience to complete their course: By increasing the motivation and aspiration to achieve their full academic potential
- Improved academic and social capital: By increasing students' employability and their likelihood for professional success

Student Affairs Team

3.29 The Student Affairs Team at Westminster provides a range of support services to students that Personal Tutors can refer a student to who is disengaged or is in need of support, either in their studies or in other circumstances. These include services which are specifically designed to improve student retention and progression, such as:

- Counselling
- Mental Health Mentoring
- Interfaith & Secular Advice
- Scholarships and Student Funding
- Student Advice
- International Student Advisers
- Complaints
- Residential Life Team
- Student Health Service

3.30 Alongside these support services, Westminster has developed a number of strategies and initiatives designed to support students who are most in need. The *Student Well Being Strategy* covers all the elements of student well-being outlining a 'joined up' pan university approach to overall Student Well Being. This uses research and metrics to design services aimed at enhancing the student experience, improve on student retention and progression, and impact on student satisfaction. *Student safeguarding arrangements* were put into place in the 2016/17 academic year to ensure the effective referral of

students in need of support. This includes a 'Referral Process for Vulnerable Students' for staff, a 'Policy for Students Under 18 Years of Age' for parents, and the founding of the 'Students of Concern Group' that met 9 times in 2016/17 to consider the cases of vulnerable students. *The Stand Alone Pledge* was adopted in 2016/17 and put in place specific provision for students estranged from their parents. This includes year round accommodation as well as additional bursaries.

- 3.31 The Disability Learning Support team also run a transition event for students on the Autistic Spectrum. This takes place the week before the start of term and is aimed at explaining how university studies and the support works. It is also a good opportunity for students to meet others before they start. This particular group of students are targeted as their disability makes dealing with change challenging and they are one of the groups with a high risk of early disengagement from the course and support
- 3.32 The University is also purchasing an app called Brain in Hand which would help students with Mental Health difficulties and/or Autism cope with university life whilst they are outside of their support sessions. This app also helps structure support sessions around situations that students find difficult to cope with.

Progression Activities

- 3.33 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. As part of this, the University works in partnership with the National Mentoring Consortium, to deliver a targeted mentoring programme for all BME undergraduate students. In addition, the University's own Career Development Centre mentoring scheme prioritises, where possible, BME, care leaver and estranged students, as well as those who have disclosed having a disability.
- 3.34 The scheme is currently funded in partnership with the QHT, with the pay and non-pay costs associated with its delivery coming from the University.
- 3.35 In order to address the specific attainment and progression gaps, 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.
- 3.36 The scheme is also being publicised internally and it is expected that a significant proportion of the Senior Leadership Group, comprising Professional Service and Faculty staff, will join up and become mentors for students.
- 3.37 The scheme is evaluated annually through student surveys and focus groups, and some recent comments from students who have taken part are as follows:

"My mentor was extremely helpful with every career aspect I inquired about. He provides additional advice on my assessments as well. This scheme is highly effective and a great guide to enter my chosen industry".

“My mentor is great! She was so helpful and I think I learned about as much from her in 1 hour as I have learned in 7 weeks at my internship”.

“My meeting went well with my mentor. I was invited to the staff away day and was able to ask them industry-specific questions and gain insight to the different pathways and options available within this sector”

Explore Teaching

- 3.38 Explore Teaching (*formerly University of Westminster Associates in Schools*) is a university funded employability initiative that provides preparatory training and teaching placements for Westminster students and alumni. The scheme gives students and graduates the opportunity to develop essential transferable skills while exploring a potential career in teaching and provides school pupils and college students with role models and additional support to help raise their level of attainment and aspirations towards higher education.
- 3.39 41 state schools and colleges in London participate in this scheme, including the Sir Simon Milton Westminster University Technical College. The scheme is run by a dedicated Explore Teaching team in our Careers and Employability Service. Participation in the scheme is on a voluntary basis and students are reimbursed for their travel expenses.
- 3.40 In 2017/18, 108 participants were offered placements as Teaching Assistants; 81% were undergraduates, of whom 72% were BME. 59% of participating BME students selected the Asian/British category to describe their ethnicity and 5 undergraduate participants self-registered for Disability Learning Support. 40% of scheme participants go on to PGCE training and some get teaching jobs at the school in which they completed their Explore Teaching placement. We are looking to grow participation rates in future years and will seek to recruit more Asian students to help increase progression rates to highly skilled employment for this group in particular.

Distant Horizons

- 3.41 The UUKi report on ‘Widening Participation in UK Outward Mobility’ (2018) highlighted the benefits of outward mobility in terms of improved academic performance and employment outcomes for all students and in particular those from underrepresented groups
- 3.42 The University’s Distant Horizons Awards are international travel awards for undergraduate students who want to take part in academic or career-related events or activities overseas but who may not have the financial capability to do so. Experience abroad promotes learning beyond traditional undergraduate courses, allowing students to gain perspective on other cultures, travel to exciting destinations, and enhance their career perspectives.
- 3.43 The award covers travel costs, such as international transportation (e.g. flights, trains), accommodation and related participation fees (e.g. conference fees, registration fees). The award cannot be used for everyday travel (i.e. Oyster travel cards), or travel that has already occurred, and does not cover equipment or daily living costs. The awards are a contribution towards the costs and are not meant to cover the full expenses of the planned overseas activity.
- 3.44 From 2019/20 a significant proportion (circa 50%) of the Distant Horizon Award funds will be designated for allocation to the priority student groups where performance gaps exist. The University will continue

to evaluate the impact of the various types and duration of outward mobility experiences for all recipients of this award and the results will help to inform its future plans.

Westminster's Employability and Learning Support Activities

- 3.45 Westminster's Careers and Employability Service is focused on widening and simplifying access to employability development. Part of this effort is to enable access via a single employability support system, Engage. Introduced in June 2015, this resource improved overall student engagement with services by 16% by the end of July 2016. Engage offers a single window access to book and attend employability events and activities as well as careers and placements appointments. It also houses a variety of easy to access employability resources in the form of employability guides and advice for CVs, applications, assessment centres, videos, interview simulators and more. In 2016-17 alone, 6000+ opportunities advertised via Engage were viewed over 279,000 times by students and graduates. Over 7000 bookings were made via Engage for careers and employability fairs and events, in addition to bookings for over 3000 careers and placements appointments.
- 3.46 In 2017, Westminster's Careers and Employability Service introduced Employability Inductions at levels 4, 5 and 6 with the aim of raising awareness of and engagement with employability. Customised messages for each level were delivered to help Westminster students plan the development of their employability skills and to navigate and make the best use of the many initiatives and opportunities the University offers. These inductions were co-delivered with academics in core modules and are in addition to Career Management Skills delivered in the curriculum.
- 3.47 Our dedicated on-campus recruitment agency, the Talent Bank, offers students an opportunity to gain paid work experience on campus alongside dedicated support and feedback from the Careers and Employability Service team. During the 2016/17 academic year over 200 opportunities on campus were filled by UoW students, resulting in over £500,000 in wages being paid to students by the University. Alongside employer and professional body engagement within the curriculum, the Careers and Employability Service has also expanded the programme of extra-curricular employer led student events, supporting students' understanding of the labour market, welcoming approximately 350 employers on campus during the 16/17 year, ranging from local start-ups to global corporations such as Goldman Sachs, IBM, PWC and Apple.
- 3.48 The Careers and Employability Service supports domestic and international work-based and placement learning, which has been shown to have a direct impact on graduate employment outcomes and academic achievement, especially for students from underrepresented groups. Providing services such as one-to-one appointments, workshops pre, during and post placement. All placements are monitored to safeguard students and ensure a high quality experience. During the 2016/17 academic year approximately 5% of level 5 students opted to take a yearlong work-placement and approximately 1% opted to spend a year studying abroad. In the same year, approximately 11% of undergraduate students (Level, 4, 5 & 6) completed a short-term or medium-term work placement and 9% undertook a form of short-term or medium-term outward mobility.
- 3.49 To support students who are less likely to take part in extra-curricular activities and may be hesitant about work placement or international mobility opportunities, Westminster Working Cultures London (WWC London) engages specifically with students from underrepresented groups in their first/second year at the University, in order to raise aspirations, develop their network and enhance their knowledge of

opportunities available to them whilst they study and once they graduate. Participants in WWC London attend 5 employer insight days in London, attend at least two guidance appointments with a Careers Consultant, take on a mentor for a period of 6 months and complete a workbook to reflect on their learnings before receiving a £500 bursary.

- 3.50 The Careers and Employability Service works in close collaboration with Westminster's Alumni team on its mentoring scheme, which pairs alumni mentors with student and recent graduate mentees in order to help them expand their professional network and pathways to employment. Over 500 students and recent graduates are currently benefiting from the professional insights of mentors and this is expected to increase to 600 by the end of 2017/18. Of this figure, more than 274 are from underrepresented groups who are given priority during the creation of mentoring pairs. As a demonstration of our commitment to enhance the social capital and mobility of its students, the University is a long-term partner of the National Mentoring Consortium – a charity set up to provide targeted mentoring support for undergraduate BME students. The University's adoption of the Stand Alone Pledge and wider commitment to providing enhanced support to estranged students and Care Leavers resulted in a successful bid to become a University Partner to Unite Foundation's Scholarship Scheme, which provides free accommodation for a period of three years to Care Leavers or any young person estranged from their families.

Learning Support Services

- 3.51 The University's Disability Learning Support Team provide targeted, confidential support to disabled students and applicants with a range of specific learning difficulties such as dyslexia, dyspraxia, autism spectrum disorder and long-term medical conditions. The team makes all relevant members of staff aware of any support or adjustments that students may need during their time at university. This includes additional time during exams, extended library loans and accessible rooms. In addition, the team also advises on any funding that students may be eligible for such as Disabled Student Allowance. The team also works in a joined up approach with the Careers and Employability Service to ensure that students are given the right level of support as they access careers appointments, apply for placements and seek mentoring opportunities.
- 3.52 The Academic Learning Development Team provide timely interventions for students seeking support with the development of academic writing and study skills. In addition to one-to-one and group support, the team also organises the Passing Assessment and Student Support Week, which helps students to develop effective revision techniques, study skills, mindfulness, managing stress and approaches to writing dissertations, amongst other useful tools.
- 3.53 The IT Training Team provide training and support in IT software ranging from Microsoft Office applications such as Excel to Adobe applications such as InDesign. The skills developed from training are essential in helping students progress through coursework with greater ease and efficiency, as well as providing them with key IT skills for the workplace when they graduate. There are opportunities for students to gain internationally recognised qualifications in Adobe and Microsoft software to enhance their CVs and many Westminster students have gone on to complete successfully at national and international competitions. All training, support and optional exams are free of charge to University of Westminster students.

4. INVESTMENT

- 4.1 The investment that the University will make in 2019/20 will be aligned to the activities covered in this plan, specifically informed by the priorities identified in section 1.
- 4.2 In line with its commitment to providing education for all, the University offers a very generous range of scholarship opportunities, ranging from full scholarships including living expenses and accommodation, to small partial scholarships. Many of these scholarships are designed specifically to support students from underrepresented groups who may otherwise find it difficult to enrol or progress with their studies at Westminster. Furthermore, the University has undertaken analysis to understand how best to segment the financial support available to ensure that it is targeted at those students most in need. The prioritisation of the participation and attainment gaps, discussed elsewhere in this plan, forms the basis for this segmented support. Using the OfS Financial Support Toolkit, internal student surveys and focus groups and data analysis and benchmarking, the University will regularly evaluate whether the financial support is having the desired impact on outcomes and whether its segmentation is contributing to a reduction in the participation and attainment gaps as intended.
- 4.3 The University also operates a hardship fund, the Living Expenses Support Scheme (LESS) which is aligned to its mission of providing access to education to students from all backgrounds. This scheme is funded between the QHT and the University and provides financial support to students most in need. 90% of students applying to the fund cited high costs of living as the main reason for their application in 2016/17. Changes to the job-market, with the rise of zero-hour contracts, can make it difficult for students to supplement their statutory funding with regular paid employment, and students from underrepresented groups are those most likely to be seeking employment to support themselves and their family members whilst studying. The University and the QHT review the success of this scheme on an annual basis as part of the bidding process for donations from the QHT.
- 4.4 Investment will also be targeted to University departments that support Access, Success and Progression activities, as follows:
- The Student Outreach team in support of the recruitment of underrepresented groups and academic and other support service staff whose work supplements this team's activity cross- University.
 - The Student Affairs and Learning Support teams in support of activity targeted at improving continuation and degree attainment rates of those groups identified in section 1 where a gap persists in attainment.
 - The Centre for Teaching Innovation and its work on closing attainment gaps for underrepresented groups.
 - The Employability team's work that is targeted specifically at the underrepresented groups where gaps exist in progression in to employment.
 - The Disability Learning Support team in support of activity aimed at improving access and increasing continuation and progression rates of students with a disability.
- 4.5 These University departments offer direct, student-facing services that are designed to cater for the wide-ranging needs of the student population. They are reviewed annually to determine fitness-for-purpose; benchmarked against sector comparators in terms of size and shape and latest best practice on service deliver; and work collaboratively with academic departments and the Students' Union to ensure that

student needs are being served. The services on offer are available to all students regardless of their background, but many specialised and tailored services are targeted towards underrepresented groups specifically. The targeted investment in these departments is allocated through the University's Integrated Planning Process via its pay and non-pay departmental budget setting, and future developments in service will be informed by the work of the Access and Participation Working Group in determining the optimum support required for each underrepresented group where gaps in participation and attainment exist.

- 4.6 In 2019/20 the University is planning to invest £6,811,955 in access, success, progression and financial support, which equates to 20.9% of its higher fee income forecast for this period. Of this amount, it is estimated that 20% (£1,337,438) will be invested in Access, 36% (£2,457,567) in Success, 26% (£1,780,864) in Progression and 18% (£1,236,088) in Financial Support. An annual review of performance measures will take place to ensure that this breakdown remains relevant.

5. PROVISION OF INFORMATION TO STUDENTS

- 5.1 The University's website is designed to be the central source of information about fees and funding for prospective and current students. Print publications refer students to specific parts of the website to ensure that the information presented is accurate and up to date.
- 5.2 Information on financial support, from any source, is found on the fees and funding pages; through all course pages (where most traffic comes from) and on the current students pages. These pages are linked to other areas where students may visit if they have questions about financial support and include details on eligibility criteria where necessary and how students can apply for support.
- 5.3 The University publishes annual course fees for new and continuing students, specifying (where appropriate) fee variations based on year of entry and/or subject studied. Each course page contains a fee section which provides an explanation for how fees are set and clearly states that course fees may be subject to an annual inflationary increase.
- 5.4 From 2019/20 the University will publish both the annual and aggregate fee for each course and will link inflationary increases to the Office for Budget Responsibility forecast for RPI-X – the retail price index, excluding mortgage interest payments. It will also highlight the financial support packages 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 Access and Participation Plan for their year of entry.
- 5.5 The approved Access and Participation plan for the University will be published in a way that is easily accessible to both current and prospective students. This will be hosted on its website along with other core documents demonstrating compliance with key legislation and regulation in the 'About Us' section. It will also be referenced within the current student and prospective student section of the website to ensure it is easily accessible to those target audiences.
- 5.6 In all student facing communications the University works to Plain English guidance where possible, avoiding jargon and unnecessary complexity in language. All of the University's digital communications are governed by its web guidance which looks at accessibility from a linguistic and disability perspective. The University is currently redesigning and replatforming its website to ensure the user experience is at the heart of its information architecture – making information more readily accessible.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The University will link inflationary fee increases to the Office for Budget Responsibility forecast for RPI-X – the retail price index, excluding mortgage interest payments.

Full-time course type:	Additional information:	Course fee:
First degree	Students who enrolled from 2017-18	£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		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation degree	10001512 Community Music Ltd	£6,000
First degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		£6,935
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Success	Mature	Other statistic - Mature (please give details in the next column)	Mature FT, HEU, UK Domiciled continuation rate gap	No	2015-16	6%	5.2%	4.4%	3.6%	2.8%	2%	The gap relates to the relative performance of mature students and young students
T16a_02	Success	Multiple	Other statistic - Other (please give details in the next column)	Mature Black FT, HEU, UK Domiciled continuation rate gap	No	2015-16	9%	7.4%	5.8%	4.2%	2.6%	1%	The gap relates to the relative performance of mature black students and young black students
T16a_03	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Black FT, HEU, UK Domiciled continuation gap	No	2015-16	6%	5.0%	4.0%	3.0%	2.0%	1%	The gap relates to the relative performance of black and non-black students
T16a_04	Success	Disabled	Other statistic - Disabled (please give details in the next column)	Disabled FT, HEU, UK Domiciled continuation gap	No	2015-16	3%	2.4%	1.8%	1.2%	0.6%	0%	The gap relates to the relative performance of disabled and non-disabled students
T16a_05	Success	Care-leavers	Other statistic - Other (please give details in the next column)	Care Leavers FT, HEU, UK Domiciled continuation gap	No	2015-16	17%	0.136	10.2%	0.07	3.4%	0%	The gap relates to the relative performance of care leavers and non-care leavers
T16a_06	Success	Mature	Other statistic - Mature (please give details in the next column)	Mature, HEU, UK/EU Domiciled attainment gap	No	2016-17	10%	9.0%	8.0%	7.0%	6.0%	5%	The gap relates to the relative performance of mature students and young students
T16a_07	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	BME FT, HEU, UK Domiciled attainment gap	No	2016-17	12%	11.0%	10.0%	9.0%	8.0%	7%	The gap relates to the relative performance of BME students and white students
T16a_08	Progression	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Asian, HEU, UK Domiciled progression to highly skilled employment or further study gap	No	2015-16	14%	12.8%	11.6%	10.4%	9.2%	8%	The gap relates to the relative performance of Asian students and non-Asian graduates
T16a_09	Progression	Disabled	Other statistic - Disabled (please give details in the next column)	Disabled, HEU, UK Domiciled progression to employment or further study gap	No	2015-16	5%	4.4%	3.8%	3.2%	2.6%	2%	The gap relates to the relative performance of disabled and non-disabled students
T16a_10	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Disabled FT, HEU, UK Domiciled in receipt of DSA	No	2016-17	4.30%	4.90%	5.40%	5.90%	6.40%	6.60%	
T16a_11	Access	Multiple	Other statistic - Other (please give details in the next column)	LPN Mature, FT, HEU, UK Domiciled entrant gap to sector benchmark	No	2016-17	3.50%	3.80%	4%	4.40%	4.40%	4.40%	The focus of this target is LPN Mature Students where we have identified a gap in access relative to the sector.
T16a_12	Access	State school	Other statistic - State School (please give details in the next column)	University Technical College progressors	Yes	2018-19	n/a	10	15	20	30	40	Number of UoW Entrants progressing from University Technical College through partnership with the Sir Simon Milton UTC

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	After School HE Club - Pilot Project to provide pupils with additional learning and support attainment	Yes	2017-18	170 pupils with 70% pass rate	195 pupils with 75% pass rate	210 pupils with 80% pass rate	225 pupils with 85% pass rate	240 pupils with 90% pass rate	250 pupils with 90% pass rate	In partnership with 10 schools, the pilot is expected to reach 170 pupils and on successful completion of the 2018-19 pilot, the project will be extended to reach 250 pupils by 2022-23. The focus of this work is to improve the outcomes of school pupils through soft skill development, increased confidence, technical skills and workplace knowledge. They will undertake team work tasks, presentations, visits to employers and conduct research to complete their final project. Their success will be measured in terms of the pass rate of the course which we have set a target of 90% completion by 2022/23.
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Prison Project	Yes	2018-19	n/a	15	20	25	30	35	In collaboration with Royal Holloway University, this project will look at developing key HE skills such as team working, presentation skills, report and essay writing with young offenders and we are looking to expand this to 35 individuals by 2022-23

T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Extended Project Qualification (EPQ) We have a fully resourced Study Skills and EPQ support programme that utilises the resources and expertise of the University's Outreach, Library Services and Archive teams whilst enabling students to also meet ambassadors currently studying at Westminster and gain their valuable advice.	No	2017-18	200 pupils	200 pupils	220 pupils	250 pupils	270 pupils	300 pupils	10 schools participate in this scheme currently and we are looking to expand this to 300 pupils by 2022-23
T16b_04	Progression	Multiple	Management targets	% of Senior Leadership Group at UoW signing up to the Career Development Mentorship Scheme as mentors for students	Yes	2018-19	5%	25%	50%	75%	75%	75%	
T16b_05	Progression	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Explore teaching initiative to provide teaching experience to students - 72% of UG participants are BME	Yes	2017-18	108	130	170	180	190	200	Targets refer to overall numbers of participants in the scheme
T16b_06	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Total engagements at outreach events	Yes	2016-17	17,360	18000	18500	19000	19500	20000	The target is to sustain and increase total numbers of participants in outreach events. Most of our outreach work is with students from underrepresented groups so increasing its reach will guarantee our future pipeline of these students into HE at Westminster

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Students from particular underrepresented groups may be recruited with different entry profiles to other students at the University. They may have, on average, lower entry qualifications, or be more likely to pursue certain subjects over others, for instance, and these other factors may be shown to be systemically correlated with continuation and success in HE.

Other, unmeasured, factors common within these students' current or past circumstances may also play a role in determining the likelihood of success, over and above the impact on those factors already accounted for. It is possible that students from certain groups are more likely to live in situations that are less conducive to study or may be more likely to need to work part-time to cover living expenses. Wider discrimination within the work place or cultural pressures might mean that certain groups of students will find it harder to gain positive outcomes than others, regardless of how well prepared the University makes them for employment or further study.

A third reason for why some groups may perform better than others is due to deliberate or innate discrimination within the University environment, admissions policies, course syllabuses, or assessment.

However, Westminster is fully committed to ensuring equal opportunities for all students and operates a zero tolerance approach to discrimination of any kind. Furthermore, in determining these targets, consideration has been given to differences in progression and achievement between groups controlling for differences in many of the factors that have been shown to systemically affect the likelihood of success, including age, entry tariff and subject of study.

This leaves just the second set of reasons and it is the amelioration of these factors that is the focus of the access and participation activity undertaken by the University. It is, however, recognised that some inequalities may persist despite the best efforts of the institution. This is likely to be particularly true in terms of achievement of onward progression of students as the ability of the University to directly influence these outcomes will diminish once students have left the institution and wider societal factors play a greater role.

In recognition of these confounding factors, the University is not targeting a level of 0% for all attainment gaps to be achieved within the next five years. Nevertheless, the University remains committed to enabling equal opportunities for access, achievement and progression for all students and will continue to devote itself to ensuring these goals are reached at the earliest possible opportunity.