UNIVERSITY OF WESTMINSTER

University of Westminster

Access and Participation Plan

2020-21 to 2024-25

"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 providing education and opportunity so that people from every background can realise their true potential, contributing to a richer, happier 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, 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 outcomes"

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

"The primary object 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 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 a wider range of transferable skills and increasing 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 Access and Participation Working Group 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 dialog between the University and the Union help deliver better opportunities for students regarding access and participation in the future."

1. Assessment of performance

1.1 Introduction

The following quantitative and qualitative external and internal 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, performance and attainment 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.

1.2 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 significantly large. 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 out 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 annual basis and on which the OfS Access and Participation dataset is based, and are therefore available elsewhere within the public domain.
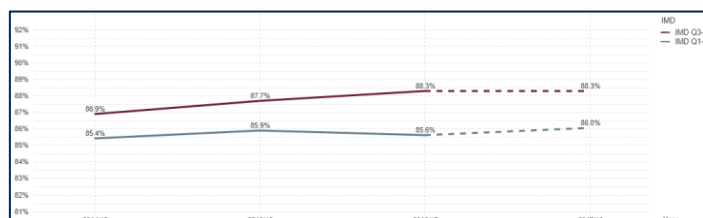
Fig.1. Three-year aggregated UK-domiciled full-time undergraduate internal continuation rates by year of entry and IMD quintile (continuation rates for 2017/18 entrants are provisional and could be subject to change)

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.
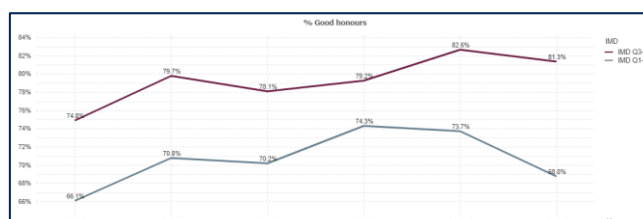

Fig. 2. Proportion of FT classified degree graduates awarded a first or upper-second by IMD quintile by academic year

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 in improving the short-term outcomes of its graduates disproportionately benefiting leavers from more deprived areas, in the latest DLHE, this gap was no longer statistically significant among either full- or part-time leavers.
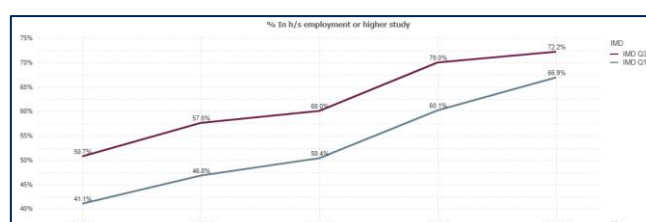

Fig.3. DLHE Highly-skilled employment or higher study rate of FT first degree / other UG graduates by IMD quintile

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.

1.3 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.
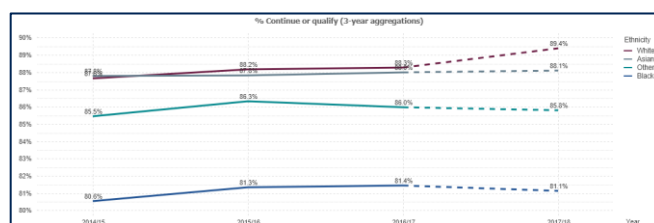

Fig.4.Three-year aggregated UK-domiciled full-time undergraduate internal continuation rates by year of entry and ethnicity

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 to 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.
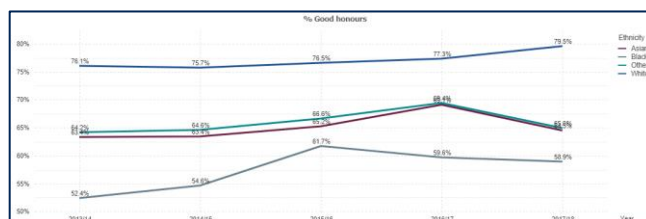

Fig.5. Good honours degree rates by ethnicity

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.

1.4 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.
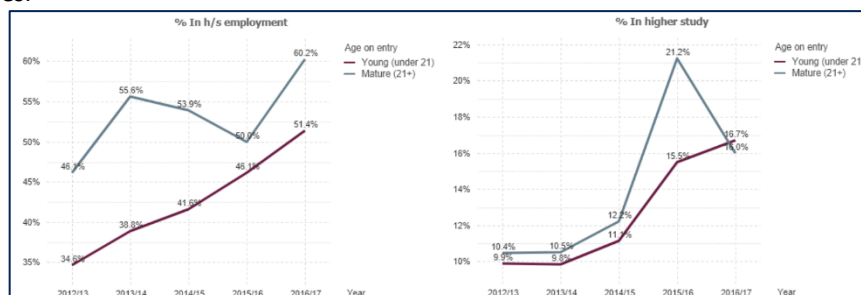

Fig.6. Proportion of graduates primarily employed in highly skilled employment and proportion primarily in higher study six-months after graduation

1.5 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.
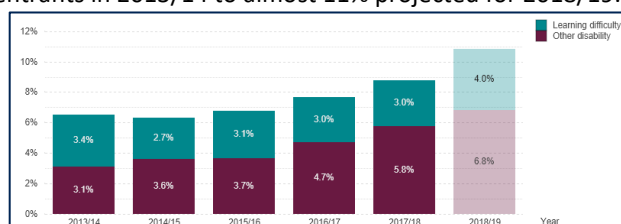

Fig.7. Three-year aggregated proportion of entrants declaring a specific learning difficulty of other disability

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.
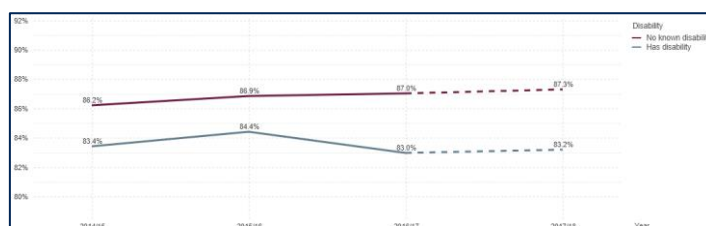

Fig.8. Three-year aggregated UK-domiciled full-time undergraduate internal continuation rates by year of entry and disability

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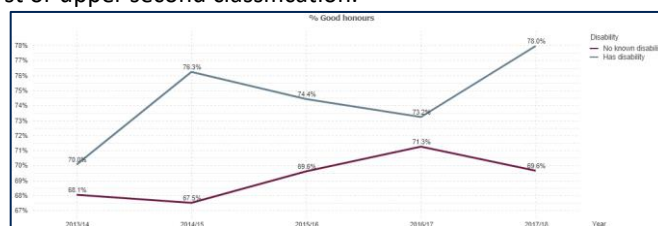
Fig.9. Good honours rate by year of graduation and disability status

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.

1.6 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.
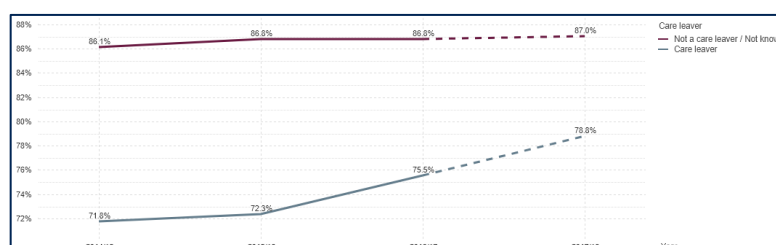
Fig.11. Three-year aggregated UK-domiciled full-time undergraduate internal continuation rates by year of entry and care leaver status

Attainment
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.

1.7 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.

Index of multiple deprivation	Proportion of black entrants	Proportion of non-black entrants		Entry qualifications	Proportion of black entrants	Proportion of non-black entrants
IMD Q1-2	79.8%	55.5%		HE-level entry qualifications	9.3%	8.5%
IMD Q3-5	20.2%	44.5%		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.
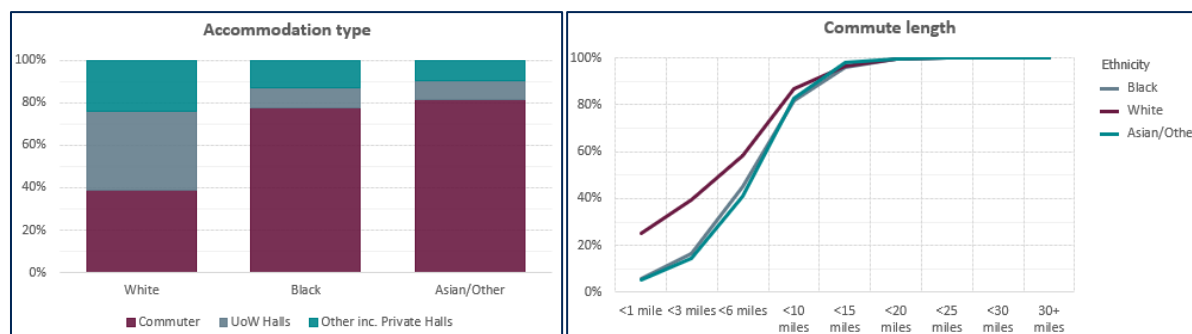
Fig.13. 2013/14 to 2016/17 entrants by ethnicity and accommodation type and entrants by ethnicity and commute length (geodesic distance)

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.

1.8 Other groups who experience barriers in higher education

As an early adopter of the Standalone Pledge[1], 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 will identify service improvements and establish meaningful measures of effective practice, using quantitative and qualitative evaluation approaches.

2. Strategic aims and objectives

2.1 Target groups

Central to Westminster's goal of reducing its attainment gaps is the shift in focus, away from the considerable success it has achieved as a diverse University which welcomes and encourages participation from all students regardless of background, to a firm commitment to addressing the gaps in attainment rates for students from underrepresented groups. Although the University will continue to treat its outreach and collaborative activities associated with access as strategically important, it recognises the need for continuous improvement on the measures associated with the success and progression stages of the student lifecycle.

This new focus is an integral part of the University's 'Being Westminster'[2] strategy and is reflected in the purpose and mission:

> OUR PURPOSE: 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.

> OUR MISSION: To help students from different backgrounds fulfil their potential.

The assessment of performance demonstrates that Westminster has a strong track-record of recruiting students from disadvantaged backgrounds. However, it is clear from the analysis that more work is required to improve the success and progression of these students, and this is where Westminster's priorities are for the duration of this Access and Participation Plan (APP) and beyond. In particular, priorities have been identified in the following areas:

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

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

[1] THE STANDALONE PLEDGE [Internet]. Thestandalonepledge.org.uk. 2013 [cited 2019 Jul 1]. Available from: http://www.thestandalonepledge.org.uk/about

[2] https://www.westminster.ac.uk/about-us/our-university/our-purpose-mission-and-values

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.

2.2 Aims

The priorities identified, with the exception of Mature Learner, and Disabled Learner access, are all related to the Success and Progression stages of the Student Lifecycle. This represents a significant shift in focus of Westminster's commitment to access and participation work and will provide the necessary impetus to address the attainment gaps it has within these groups.

With national attention shifting from access to success and progression, 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.

Using the analysis in section 1, Westminster has undertaken a series of workshop sessions with its Senior Leadership Team, College Executive Groups, Heads of School forums, Professional Service staff and through the formation of an Access and Participation Working Group, to ensure that all staff at all levels of the University are aware of the need to address its attainment gaps.

It is also working closely, through its outreach and collaborative work and research conducted by academic staff into attainment gaps, with other sector bodies and special interest groups to advance national understanding and identification of best practice in eliminating attainment gaps in HE.

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 and is working in partnership on these issues.

2.3 Objectives and Targets

Westminster has the following core objectives for its work on reducing attainment gaps:

- 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, whilst recognising that not all unexplained gaps in employment rates of students are within the University's control.

To achieve these objectives, Westminster is taking an evidence-informed, continuous improvement approach to the monitoring of activities designed to tackle the access, attainment and performance gaps listed in figures 22-24 and has accordingly set ambitious targets to deliver these. The targets for the end of this current APP in 2025 represent the necessary reduction to contribute towards the overall aim of eliminating the gaps within 20 years.

To measure performance against these targets and milestones, the University makes use of internal and external quantitative data to measure the impact of its initiatives on indicators associated with the access, success and progression stages of the student lifecycle. It also continues to monitor indicators and target groups not included in its targets to ensure that other gaps are not appearing or widening as a result of focus on these areas.

The University has aligned the highest priority APP targets with its Key Performance Indicators to ensure that progress against the APP 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.

To supplement the quantitative analysis, qualitative information obtained from students and staff through evaluation surveys, focus groups and other feedback provides a complete picture as to the performance against objectives.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

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 it operates. Being Westminster, the University Strategy has four core objectives, including Teaching and Learning and Employability and the supporting strategies for these objectives have inclusivity and equality of outcomes for all at their heart.

These are the principal evidence informed measures being taken to address persistent equality gaps across the student lifecycle; developing an inclusive curriculum in terms of content, delivery, opportunities (embedded work-based learning) and qualification types – vocational as well as academic; evaluating and enhancing personal, academic, employment and other specialist support services for underrepresented groups so that investment follows activities and interventions that make a difference; working in partnership with students to gain a better understanding of their needs and with other institutions/groups to pool knowledge, so that significant progress can be made within this 5 year plan and beyond.

The University also has a Single Equality Policy and Plan (SEPP)[3] which is intrinsically linked to the University's APP work. The 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.

The 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.

The University has placed tackling its access, attainment and performance gaps at the heart of its annual planning processes, with the University Planning Committee (UPC) being responsible for monitoring the progress outlined in this Access and Participation Plan. All activities and evaluation work are overseen by the Access and Participation Working Group (APWG) comprising academic leads from each of Westminster's Colleges, students, leads from student-facing Professional Services teams and a representative from the Court of Governors, and the findings are reported back to UPC. Decisions are taken during the annual budget setting process to ensure that funding follows activities which can clearly demonstrate impact on the gaps which have been identified as priorities.

Membership of the UPC includes Senior Leadership who have responsibility for delivering the University's core objectives. Objectives related to Employability and Teaching and Learning are led by the Deputy Vice Chancellors and the link between the core university objectives and their strategic visions for tackling the access, attainment and performance gaps are highlighted in the relevant sections below.

Evidence-informed continuous improvement

The APWG has introduced a theory-of-change model guided by sector best practice to ensure that evidence informs all APP activity. This model is used to inform the development of new initiatives and to measure the impact of emerging and existing ones. It is designed to link the intended outcomes of any initiative to improved outcomes for students from underrepresented groups, and to encourage evaluation capability to be built in to the early stages of project initiation. It can be applied at University or at specific activity level.

---

[3] Single Equality Policy Statement and Action Plan (2015 -2020) [Internet]. [cited 2019 Jul 1]. Available from:
https://www.westminster.ac.uk/sites/default/public-files/general-documents/Policy-and-Action-plan-SEPP2015-2020.pdf

It provides clarity and focus on:
- Inputs – the clear evidence-base as to why the activity is needed and how it is likely to have the desired impact.
- Activities – the tangible work that will be undertaken.
- Outputs – the tangible outputs that the activities are expected to deliver.
- Outcomes – the added-value gained from the tangible outputs.
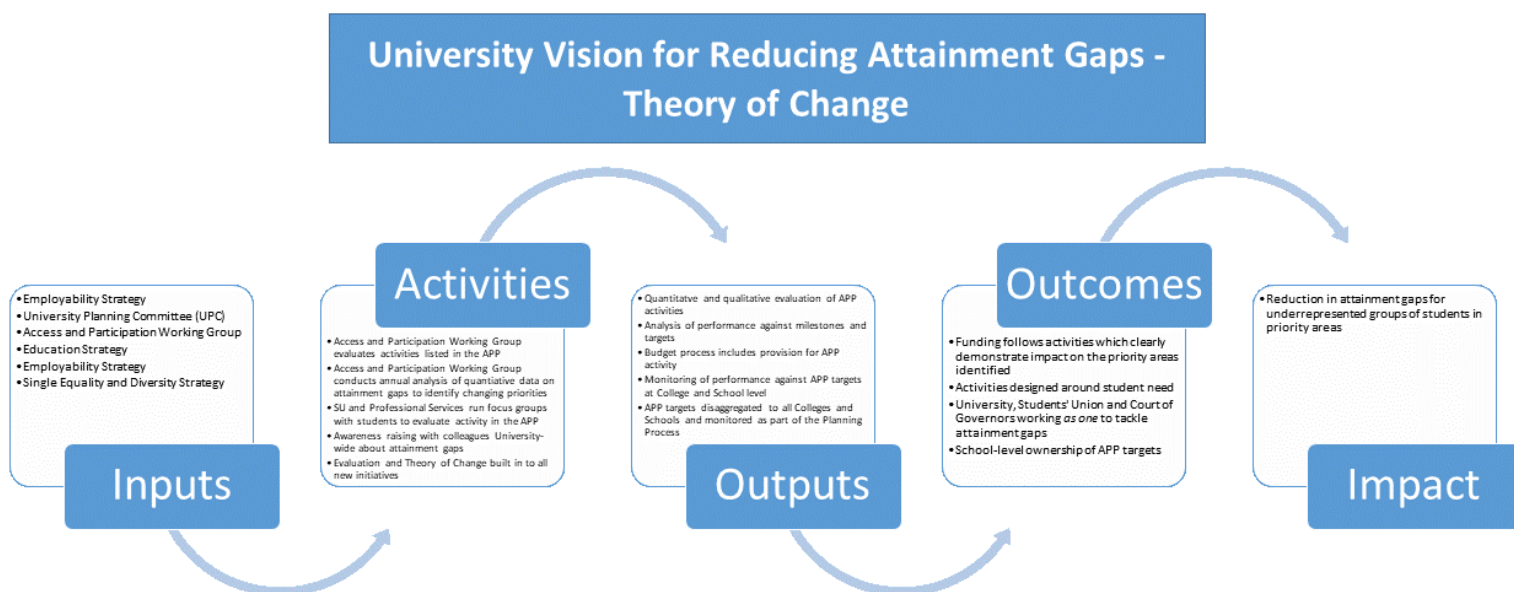- Impact – how the activity will address the priorities identified in the APP.

Fig.15. University vision for reducing attainment gaps – theory of change.

The University's overarching theory of change (Fig.26) explains the monitoring and evaluation process undertaken by its APWG to continually assess the impact of its APP activities. This model facilitates the discussions around performance assessment that enables decisions to be made on new and existing activity. It also forms the basis for decisions to be made on funding so that it follows activities that can clearly demonstrate impact and to be removed from those that can't.

3.2 Strategic Measures linked to Teaching and Learning and success stage of student lifecycle

Foreword by Professor Roland Dannreuther, Deputy Vice Chancellor (Education):

The University of Westminster has always celebrated the diversity of its student and staff bodies. In this spirit, the University Learning and Teaching Strategy (2015-2020) formally committed the University to embedding the principles of diversity and flexibility into an 'inclusive curriculum that caters for the requirements and expectations of our diverse learning communities'. The Learning Futures programme (2012/13 to 2016) was a major change programme which developed a new undergraduate programme where the principles of an inclusive curriculum were embedded and integrated.

The University has now started the process of developing a new Education Strategy (2020-2025) and we are increasingly seeking to address the fact that, while we rightly celebrate our diversity and inclusion, we have work to do to ensure that there are equality of outcomes for all. Improvements in our data collection and analysis has helped us to have a better understanding of our attainment and performance gaps. In establishing a more holistic and effective strategy towards the curriculum and pedagogic support, we are committed to working in partnership with students. An example of this was how we worked collaboratively with the University of Westminster's Students Union campaign to introduce anonymous marking, responding to the perceptions of bias expressed by many students but, in particular, by our BME students. We have also supported the formation of learning communities and staff-student co-creators' projects to address the attainment and performance gaps that we have identified as priorities. A notable example of this is the 'Being Westminster – Inclusive Course Design' learning community which was set up to promote an inclusive curriculum and established a course design framework that guides the design of courses so that they appeal to the widest range of students (different ages, (dis)abilities, characteristics, socio-economic status and life stages).

The Centre for Education and Teaching Innovation (CETI) was established in 2017 and it has been leading on a project specifically focused on addressing the University's BME attainment gap. This was started in 2018-19 and has worked in collaboration with the BME staff and student networks to define and implement policies that support BME students in the University.

Being Westminster – Inclusive Course Design

Student Group(s)	Stage(s) of the Student Lifecycle	Indicator	Scheme
BME Ethnic, Disabled Learners, IMD Q1-2, Mature (21+)	Success	Non-continuation, Degree Attainment	Being Westminster - Inclusive Course Design (formally i-thrive)

The *Being Westminster – Inclusive Course Design* project is a critical CETI 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 iTHRIVE) to help Course Leaders assess and improve the level of inclusivity of every aspect of their course.

Aside from enabling 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.

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 embedding inclusivity at the course (re)validation stage.
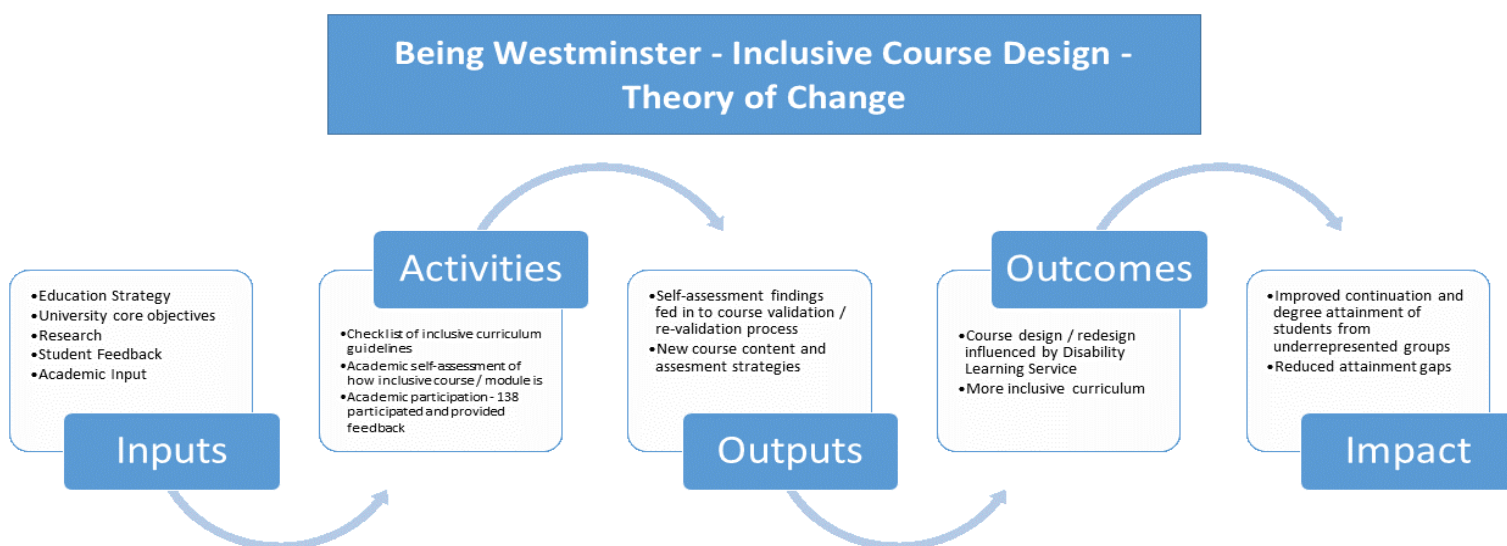
Fig.16. Being Westminster - Inclusive Course Design – theory of change

As part of efforts to embed employability into the curriculum, the University has also commenced a strategic project to ensure that all students, regardless of their background, have access to work-based learning opportunities. 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[4]. 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.

The programme will deliver access for 100% of full time undergraduates to mandatory short-term work based and placement learning options at levels 4 and 5, and optional year-long work placements or study abroad modules at level 5, and 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. This curriculum design project is directly linked to the University's Employability and International Strategies, and aims to impact on measures associated with employability as well as student satisfaction, continuation and degree outcomes metrics. This is a key piece of work to deliver one of the core University objectives, Employability, and the targets listed above will be delivered incrementally from 2019 by 2023, with courses and modules prioritised for re-validation based on their overall performance and the size of the gaps in graduates outcomes for underrepresented groups.

---

[4] SOCIAL MOBILITY AND UNIVERSITY CAREERS SERVICES. Bridge Group [Internet]. Bridge Group. 2014 [cited 2019 Jul 1]. Available from: https://www.thebridgegroup.org.uk/research

Students as co-creators and decolonising the curriculum

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.

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.

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 Blog[5] 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, including a project on decolonising the curriculum being designed in 2019/20.
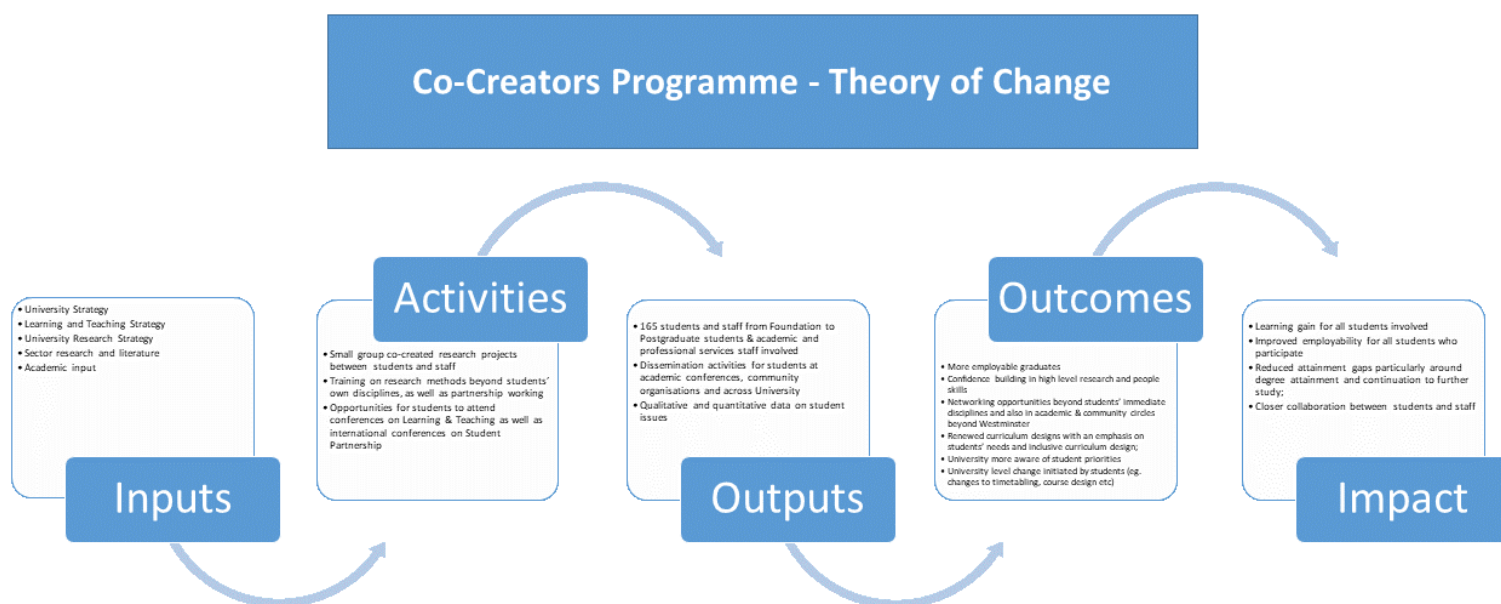
Fig.17. Co-Creators Programme – theory of change

---

[5] Westminster Student Partnership Blog [Internet]. CTI. 2019 [cited 2019 Jul 1]. Available from: http://cti.westminster.ac.uk/student-partnership-blog/

Mental Health Monitoring

Student Group(s)	Stage(s) of the Student Lifecycle	Indicator	Scheme
Disabled Learners	Success	Non-continuation, Degree Attainment	Mental Health Mentoring (specialist mentoring)

In an attempt 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). 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[6]. £39,000 was allocated over 3 years to recruit additional mentors.

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.

> A very much needed service, their support was a major reason I stayed on".
> "The mentoring service was crucial in helping me to complete my studies".

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 design 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. Feedback from the first year of use of the app will be assessed during 2019/20 by the APWG to determine the level of success of this technology.

Fig.18. Mental Health Monitoring – theory of change

---

[6] Lucas R, James A. An evaluation of specialist mentoring for university students with autism spectrum disorders and mental health conditions. Journal of Autism and Developmental Disorders. 2017 Sep 16;3. 48. Available from, DOI: 10.1007/s10803-017-3303-1

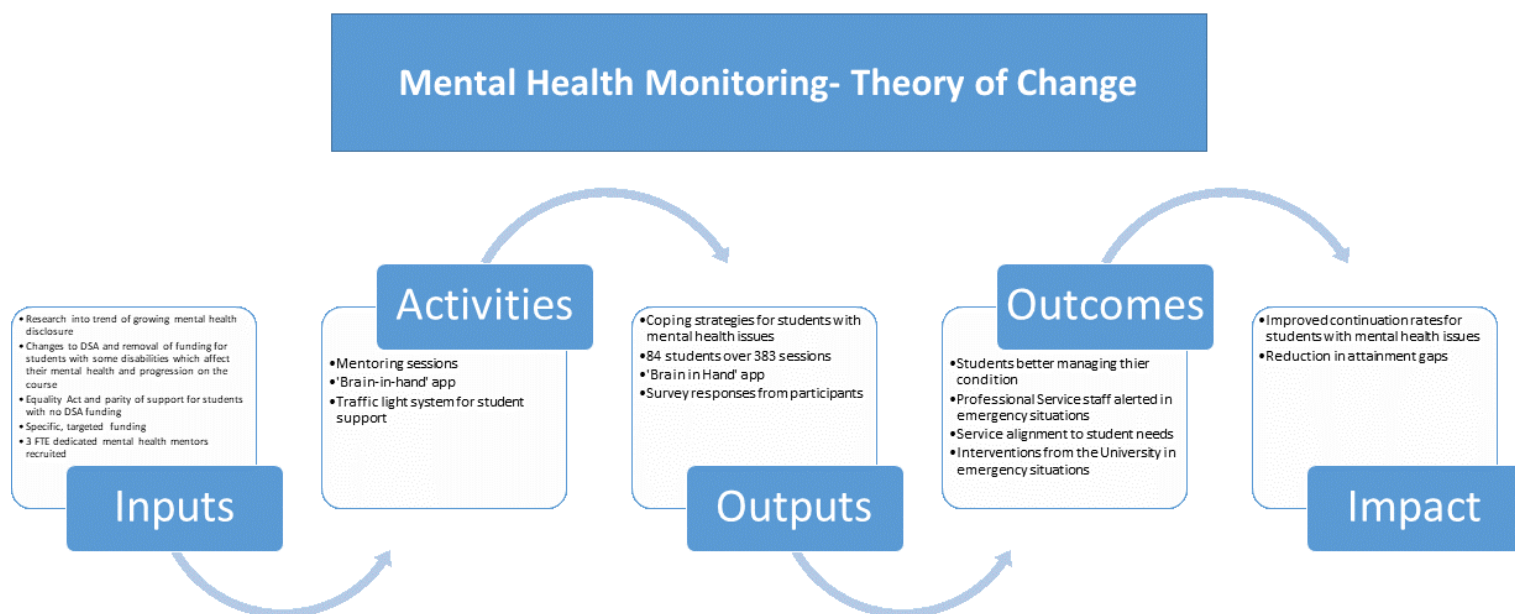## 3.3 Strategic Measures linked to Employability and the progression stage of the student lifecycle.

Foreword by Professor Alex Hughes, Deputy Vice Chancellor (Employability and Global Engagement):

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 'hard to reach' and/or 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

Westminster Working Cultures

Student Group(s)	Stage(s) of the Student Lifecycle	Indicator	Scheme
BME Ethnic, Disabled Learners, IMD Q1-2	Progression	Highly Skilled Employment or Further Study	Westminster Working Cultures

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

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.

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 2019/20 and increasing further thereafter.

---

[7] GONE INTERNATIONAL: RISING ASPIRATIONS REPORT ON THE 2016–17 GRADUATING COHORT [Internet]. Available from: https://www.universitiesuk.ac.uk/International/Documents/2019/Gone-Intl-2019.pdf

Fig.19. Westminster Working Cultures – theory of change

Careers Registration project

Student Group(s)	Stage(s) of the Student Lifecycle	Indicator	Scheme
BME Ethnic, Disabled Learners, IMD Q1-2	Success, Progression	Highly Skilled Employment or Further Study	Careers Registration Project

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. To enable Westminster to offer employability services to its students more proactively during the time that they are still studying with the university, it launched the Careers Registration Project in 2017/18.

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.
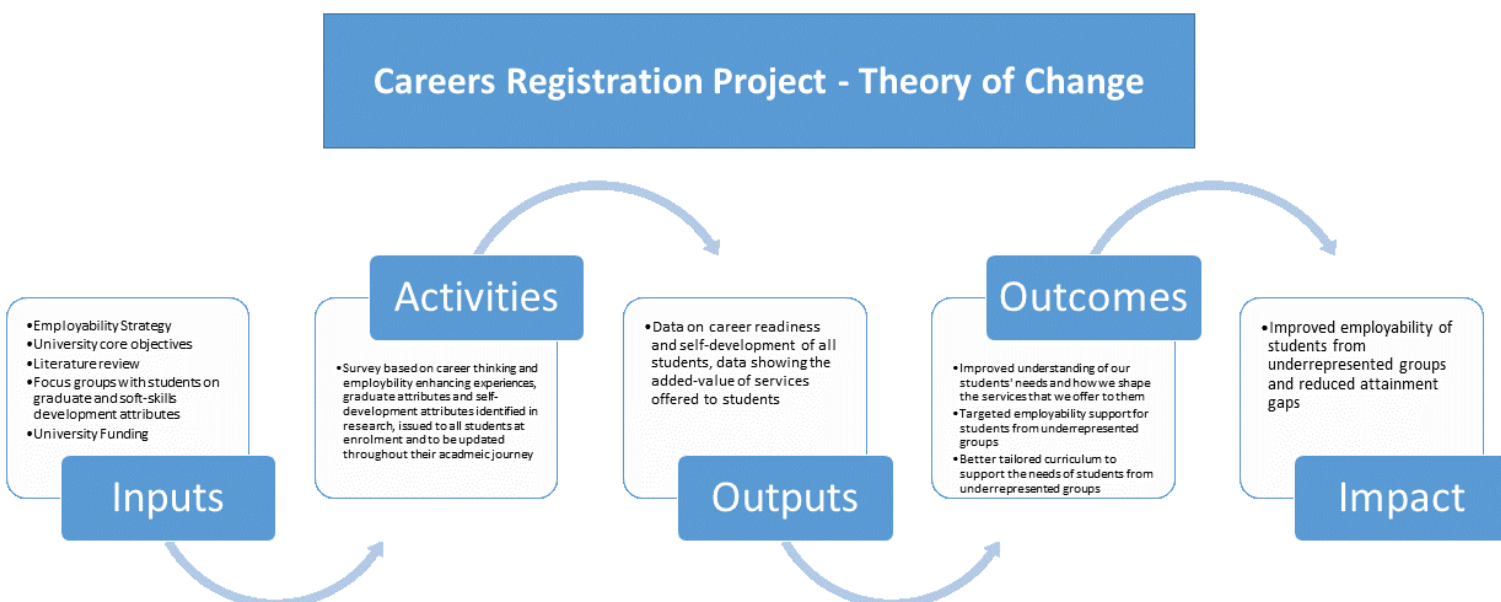
Fig.20. Careers Registration Project – theory of change

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.

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 graduates.[8] 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.

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.

Mentorship

Student Group(s)	Stage(s) of the Student Lifecycle	Indicator	Scheme
BME Ethnic, Disabled Learners, IMD Q1-2	Success, Progression	Non-continuation, Degree Attainment, Highly Skilled Employment or Further Study	Careers Mentoring Scheme

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.

The scheme is currently funded in partnership with the Quintin Hogg Trust, with the pay and non-pay costs associated with its delivery coming from the University.

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

---

[8] Daniels, Jeannie & Brooker, Jennifer. (2014). Student identity development in higher education: Implications for graduate attributes and work-readiness. Educational Research. 56. 10.1080/00131881.2013.874157.

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 where the most significant gaps in employability have been identified. The review will be conducted during 2019/20 and outcomes implemented in 2020/21.
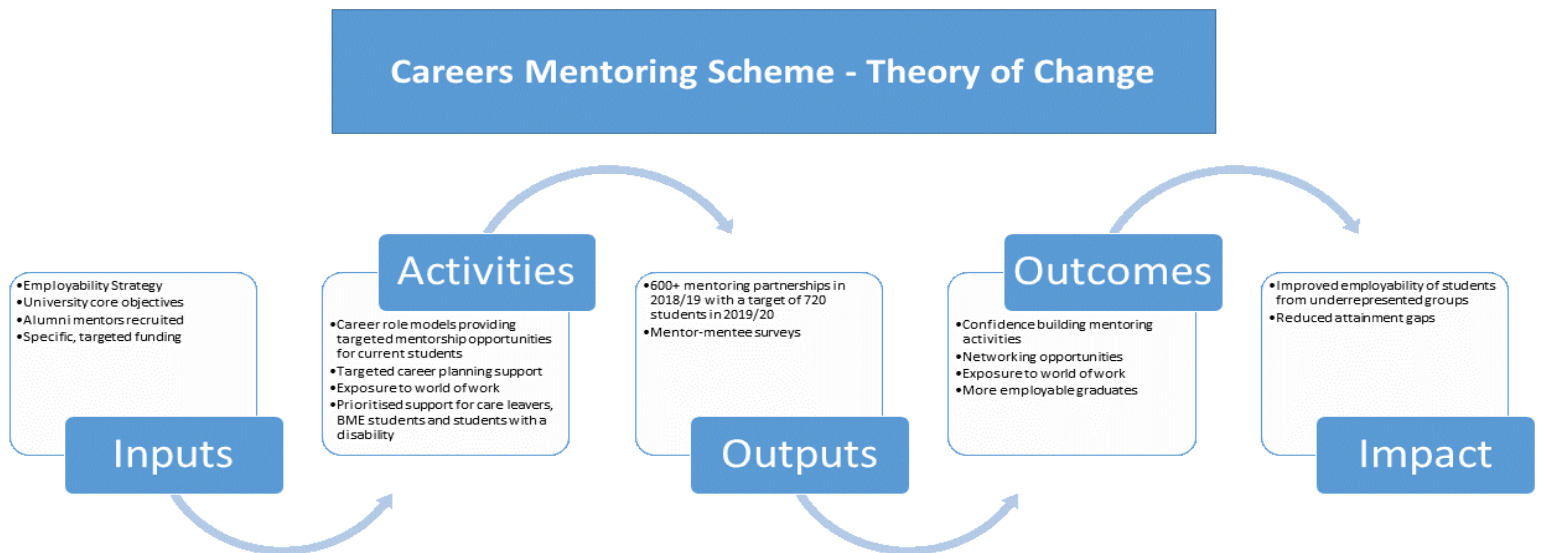
Fig.21. Careers Mentoring Scheme – theory of change

3.4 Strategic Measures linked to the access stage of student lifecycle

Access

In 2016-2017, the university started on a Quintin Hogg Trust funded online disability registration and screening project. The project was aimed at improving the declaration, registration and communication of reasonable adjustments/support needs for disabled students to all the different staff teams responsible for implementing these adjustments or organising this support. The information on how to declare a disability and the support available is now available to all applicants and to all offer-holders, who can pre-register their needs as soon as they receive an offer from the University. The impact of this project is clearly evident in the increases identified in section 1 of this plan in the proportion of students declaring a disability over the last 3 academic years.

The online registration project launched in 2017/18 and has reduced the turnaround for registration dramatically (from 3 months to 3 weeks at busiest times) as well as increasing the number of registrations processed (698 Individual support plans issued in 2018/19, up from to 358 in 2016/2017 and 188 in 2015/2016). This means that more students have had access to the support needed for them to do well on their course. The project is now in phase two which will further automate the communication of reasonable adjustments to all relevant staff so that support can be delivered as soon as a student registers a disability with the University.

The University has just recently obtained main provider status for the delivery of Degree Apprenticeships and will be growing its apprenticeship offer over the next few 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 in to higher education for mature learners and help to reverse the decline in this population. The majority (63%) of current Westminster degree apprentices are mature entrants.

Outreach Activities

Westminster has an excellent track record of recruiting students from underrepresented groups and this is in large-part due to its 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 in to the evaluation activities of the Access and Participation Working Group.

Attainment Raising in Schools

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

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.

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.

Collaboration

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.

A long standing relationship exists between Westminster and the Quintin Hogg Trust (QHT)[9]. 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 finally 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. In line with the University's priorities, the QHT is shifting the focus of its funding away from measures of access to measures associated with the success and progression stages of the student lifecycle.

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 APP activities are funded through charitable donations from the QHT they are evaluated annually through this process.

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:

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.

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.

WESTMNSTER 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:

Essential criteria:
• You must be a fully enrolled UK home student
• You must be in the first or second year of your undergraduate degree

Criteria for qualification of students from underrepresented groups:
• You are the first generation in your family to go to University

---

[9] History - Quintin Hogg Trust [Internet]. Quintinhoggtrust.org. 2019 [cited 2019 Jul 1]. Available from: http://www.quintinhoggtrust.org/history.html

- 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 will also be considered from other underrepresented groups in Higher Education.

3.5 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 APWG. One of the main drivers for the formation of APWG 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 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.

3.6 Evaluation and monitoring strategy

The University is committed to developing a robust evidence and evaluation strategy so that it can better understand which forms of activity, support and 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.

An evidence and evaluation strategy will be developed throughout 2019/20 for implementation in 2020/21. This work will be overseen by the APWG and all evaluation, impact and performance updates will be 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.

The UPC provides direction and support to APWG, and approves priorities, plans and investment. A University governor who has had previous roles leading equalities work has recently joined APWG and will provide input from and oversight to the Court of Governors.

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.

The University's self-assessment findings, using the OfS evaluation tool and the scale of *below minimum, emerging and good*, are summarised below and include a description of significant planned changes:

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 trialled 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[10] supported training (formally known as Youth at Risk) recommended by OFFA; the National Mentoring Consortium (NMC)[11] 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.

---

[10] Programmes | Grit [Internet]. Grit.org.uk. 2017 [cited 2019 Jul 1]. Available from: https://grit.org.uk/programmes

[11] National Mentoring Consortium [Internet]. Nmc-online.com. 2012 [cited 2019 Jul 1]. Available from: http://www.nmc-online.com/schemes/ethnic.htm

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; provider 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 summary of how the University will evaluate the impact of activities/support requiring significant investment and use the evidence and evaluation findings to inform programme design is provided below.

Financial support

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-Augur 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.

Outreach programme

As part of the University's outreach work informal feedback is collected from teachers and pupils which helps to validate whether outreach activities have proved beneficial and what if anything needs to change. A specific example of how Westminster has adapted its outreach programme design in response to feedback is illustrated in the changes made to the *Progression to HE* school visits, which originally focused on university life and were later adapted to include guest lectures.

In 2019/20, the University will be organising student information days and taster sessions for students with disabilities, to be delivered on or off site as needed. Standardised participant evaluation forms will be developed to enable measurement of the effectiveness of these sessions and make any necessary changes. The University will continue to work with sector groups to stay informed of the latest intelligence on disability access initiatives and best practice.

Outreach evidence and evaluation practice generally requires significant development. In 2019/20 the University will introduce standardised evaluation forms for all outreach activities and draw on the tools and guidance for the evaluation of outreach interventions for under 16 year olds published by the Office for Students. Through the Outreach management information dashboard created by the Strategy, Planning and Performance team at the University, the number of applications received and the number of students that progress to Westminster or another higher education provider will continue to be monitored. In doing so, demographic analysis will be taken into account (including ethnicity, POLAR and IMD) and whether the applicants previously attended a School/College engaged with Westminster outreach initiatives. Both qualitative and quantitative data will be analysed to help to inform future programme design and investment.

Inclusive course design

The Disability Team continues to monitor staff engagement with the *i-thrive* 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.

Mental Health Mentoring Scheme

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. 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 beyond 2019/20 if the evaluation findings demonstrate that it has achieved what it set out to.

Employment mentoring

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. From 2019/20 participant data will be analysed to identify which groups are most at risk of dropping out and hold focus groups to gain a better understanding of their support needs.

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 and how this can usefully inform future programme design.

Westminster Working Cultures and Changing Lives Programme

As part of the Westminster Working Cultures and Changing Live programme 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.

Careers Registration Project

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.

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.

The APWG will pool all the related research and evaluation findings to share with staff and students via a dedicated portal from 2020/21. This should help to avoid unnecessary duplication of effort and allow the University to build on existing evidence and evaluation and best practice in terms of design. Westminster will also collaborate with other institutions directly and through network groups.

The 1% of higher fee income investment in research and evaluation is being allocated to the Strategy, Planning and Performance department (SPP) and the Centre for Education and Teaching Innovation (CETI), as they will lead on and undertake most of the related research and evaluation work.

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.

From 2019/20 the University will publish both the annual and aggregate fee for each course on its course web pages. It 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.

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%

Targets and investment plan
2020-21 to 2024-25

Provider name: The University of Westminster

Provider UKPRN: 10007165

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Improve access for students with disabilities	PTA_1	Disabled	Percent of entrants (FT/PT) declaring a disability or specific learning difficulty	No	The access and participation dataset	2017-18	9.2%	10.6%	11.3%	11.7%	11.8%	12.0%	
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
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

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in positive graduate outcomes for students from underrepresented groups	PTP_1	Ethnicity	Percentage point difference in highly skilled employment and higher study rates between white and BAME leavers (FT/PT)	No	The access and participation dataset	2016-17	8.9 percentage points	8.1 pp	7.3 pp	6.5 pp	5.7 pp	4.9 pp	Switch to GO may necessitate a change to these targets
To reduce the gap in positive graduate outcomes for students from underrepresented groups	PTP_2	Socio-economic	Percentage point difference in highly skilled employment and higher study rates between IMD Q1-Q2 and IMD Q3-Q5 leavers (FT/PT)	No	The access and participation dataset	2016-17	4.2 percentage points	3.8 pp	3.4 pp	3.1 pp	2.7 pp	2.3 pp	Switch to GO may necessitate a change to these targets
Reduce the rate of unemployment for mature leavers with a disability	PTP_3	Multiple	Percentage point difference in unemployment rates between mature leavers (21+ on entry) with or without a disability or specific learning difficulty (FT/PT)	No	The access and participation dataset	2016-17	11.5 percentage points	11.5 pp	11.2 pp	10.5 pp	9.7 pp	8.9 pp	Due to small population size for the target group, baseline based on rolling three-year aggregated rates for UK-domiciled UG DLHE respondents aged 21 or above on entry to the course. Switch to GO may necessitate a change to these targets
	PTP_4												
	PTP_5												
	PTP_6												

	PTP_7											
	PTP_8											