

**UNIVERSITY OF  
WESTMINSTER** 

**ACCESS AGREEMENT WITH THE OFFICE FOR FAIR  
ACCESS**

**2018-19**

## ACCESS AGREEMENT 2018-19

### 1. INTRODUCTION

1.1 The University of Westminster was founded in 1838 as the Polytechnic Institution in London's Regent Street, where its headquarters building is still used as a base for full-time and part-time students today. The University's modern history began in 1882 when Quintin Hogg re-founded the Royal Polytechnic Institution to establish The Polytechnic as a new model for public education, building on the pattern of his Free Schools, and helping to establish 12 polytechnics in London by 1903. His aim was to provide educational, sporting and social facilities for working adults. The commitment to Quintin Hogg's aim of providing access to learning for those who could benefit, irrespective of social class or income, is a core principle honoured today by staff and Governors of the University.

1.2 The University's Access and Outreach measures encompass recruitment, including the design of pathway programmes into Higher Education (HE), and activities which support student retention and development of students. Monitoring reports illustrate that Westminster's approach is being sustained and enhanced despite significant changes in the operating environment. The participation of young first degree FT entrants from state schools and colleges has been sustained at over 96% since 2013-14 against a sector benchmark of 93%. Some 55% of students are drawn from SEC4-7 groups against a benchmark of 36%

1.3 The planned activities set out below provide direct continuity with the current Access Agreement and the annual monitoring reports by which progress towards its achievement is tracked. Student diversity remains a core objective in the University's Strategic Plan *Westminster 2020*, and in its successor plan, *Westminster 2025*.

1.4 The fees for First Degree students in 2018-19 will range from £9250 for FT study, to £6750 for PT study, to £1850 for Sandwich course students' year out in industry, and to £1387 for Erasmus+ and overseas study years. The average fee adjusted for fee waivers will be £8929.

1.5 The 2018-19 Access Agreement continues to reflect Westminster's founding mission and long-term commitment to access and learning opportunities across diverse communities in London and beyond – in the UK, other EU states, and internationally. Social cohesion within the University community is an important aim: applicants from the widest possible range of backgrounds will continue to be recruited and selected across all subjects.

1.6 The undergraduate student body at the University will be re-profiled during the next five years with reduced numbers of First Degree full-time students and increasing numbers of part-time undergraduates and full-time and part-time postgraduates. Total FT First Degree student numbers are forecast at 9518 in 2018-19 with 445 PT undergraduates. It is intended that the same levels of support for widening access, retention and progression will be sustained as the student community is reshaped, subject to market shifts and changes in national education policy. Overall the University remains committed to investing

approximately 20% of its additional fee income in access, outreach and student success and progression measures during the next five years. In 2018-19 the University's Higher Fee Income is forecast currently as £28,129,451 and 23.4% (£6,672,378) of this is scheduled for investment in support and development for OFFA-countable groups. Of this it is estimated that 7.7% will be invested in Access and Outreach, with a further 4.1% on Financial Support, and 11.6% on Student Success and Progression.

1.7 Westminster re-affirms its commitment to provide clear information on fees and funding to prospective students, their families, sponsors and advisers, on its website from Summer 2017 for potential applicants for admission in 2018. The University also undertakes to provide timely and accurate information to UCAS and Student Finance England (SFE), to allow them to populate their databases with the most up-to-date information for potential applicants.

1.8 Guidance has been sought from current students, including the University of Westminster Students' Union (UWSU), on the design of the student support package. This includes the criteria for selection of Westminster Scholars, and the levels of information advice and guidance needed on the new loan arrangements and the aggregate cost of tuition and costs while studying. Student feedback informed the development of the Learning Futures project, the implementation of which from 2016/17 is transforming Westminster's UG learning model. This work is being taken forward by the new Westminster Centre for Teaching Innovation whose founding Director is wholly committed to embedding new approaches to curriculum design and academic delivery and secure access for those currently at risk of exclusion from the transformative opportunities offered by university life.

1.9 Students from families whose income has been recorded as £42.6k or £50k per annum (where they are entitled to any part of the maintenance grant) continue to receive financial support in recognition of the higher living and salary costs in the capital. Care Leavers, Disabled students, and students progressing from Access to HE courses have also been prioritised in the allocation of financial support.

1.10 The University's progression model will be sustained in 2018-19. The Westminster Achievement Awards have been a significant contributor to student retention and a motivator for FT and some PT students to maintain their high performance. The Distant Horizons scholarship fund which supports outward mobility will continue to be offered each year to contribute to the costs of travel, passport and visa, or to augment Erasmus+ grants, or to enable students to take up short term mobility opportunities for work or study. The University's Global Engagement Strategy encompasses an Outward Mobility Strategy which includes promotion of short term mobility, towards a University-wide target of 20% participation amongst all graduating cohorts by 2020. This supports development of employability attributes, and also helps to secure interview and job offers following graduation.

1.11 Students recognise the benefits of embedded support for extra-curricular activities such as internships and work shadowing, short study abroad programmes, and extension of volunteering opportunities. Development of employability and community engagement attributes are valued more highly by students than reduced fee levels. Westminster's partnership with the Students' Union (UWSU) embodies a shared commitment to find new and more effective ways of explaining the new fee regime and the University's policies which

underpin its approach to access and outreach, and student retention and development. One of UWSU's proposals for 2018-19 is targeted financial support for participation in SU clubs, sports teams, and societies.

1.12 University of Westminster staff contribute significantly to collaborative outreach activities. This includes project development, research and practitioner groups led by the policy group *Linking London*, and shared delivery of events for schools organised by *AccessHE*. Since 2015 Westminster has hosted the Annual Schools Science Conference in partnership with other HEIs nationally and Professional and Statutory Bodies (PSBs), and this will continue to be resourced in 2018-19.

1.13 The University of Westminster's policy commitments and planned access and outreach activities directly support the requirements of the Equalities Act 2010 using positive action as part of its retention and development model. The University has identified more ambitious milestones to evaluate its collaborative activities supporting access and outreach, through strategic planning within the Westminster Group of Further and Higher Education Colleges, and designing in progression through links at course level, as well as supporting potentially vulnerable groups such as disabled students and Care Leavers and Estranged Students. This Access Agreement and the plans for expenditure to support its implementation in 2018-19 focus on students deemed to be countable for Access Agreement purposes.

1.14 Systematic communications with primary and secondary schools have been advanced through *FutureHub*, the National Network for Collaborative Outreach (NNCO) project funded by HEFCE. The design and production of online materials and engagement activity will continue to be consolidated and updated in 2018-19. The partnership with the UTC Westminster Employer Alliance has been of significant benefit for *FutureHub* and secured additional support from external agencies such as the Ahead Partnership, in the promotion of outreach activities for London primary and secondary schools. The successor programme, *Skills Club*, is resourced wholly by the University, and ensures that in the UTC's opening year (2017) the joint outreach activities of the University and the Sir Simon Milton Westminster University Technical College can be used to leverage access across all London boroughs.

1.15 Building on Westminster's Network for Languages scheme extended programmes for teachers will continue to be scheduled as 'twilight' professional development activities. This extends the co-funded activities which yield wider impact such as the London Schools Excellence funded Professional Language Networks, which supported schools in less advantaged areas in six London boroughs.

1.16 The University remains committed to sustaining the proportions of these HE learners from vocational routes to ensure opportunities remain open for students from the broadest range of backgrounds. FE Colleges are recognised for providing a supportive learning environment for people with protected characteristics. Particular support is being focused on progression from Access to HE programmes to help safeguard mature students' opportunity for access to a University place. This aspect of planning is informed by formal Westminster Group meeting discussions in which the Open College Network (OCN London) is included.

1.17 As national data shows that only 3% of most disadvantaged groups are likely to progress to HE by comparison with 21% of the least disadvantaged much greater efforts are therefore required by all HEIs to redress this inequality. Furthermore, White men are deemed more at risk of exclusion from HE than those from Black and Minority Ethnic (BME) groups. Despite the range of opportunities offered by London as the largest EU capital city and the much improved attainment levels of London's secondary schools the life chances of too many young Londoners are still diminished by lack of access to a University community and the progression to work and further study that this can offer. Therefore an enhanced metrics approach and more stretching targets are being planned to deliver a more inclusive HE education model. The identification of disadvantage will go further to address multiple indicators within feeder schools and colleges and communities. This should help to identify individuals who are disadvantaged rather than just under-represented groups, which could assist in targeting financial support (following the shift from maintenance grants to loans).

## **2. STRATEGIC AIMS**

2.1 Westminster provides clear leadership in the civic role that universities can contribute by promoting social cohesion. Pre-university outreach programmes are therefore organised for participants from a range of social and economic backgrounds rather than focusing on one community or demographic characteristic.

2.2 Progression to higher education means studying in London's Further and Higher Education Colleges as well as at a university, and the University of Westminster continues to support the Colleges, following their recent amalgamation and re-grouping, notably through the Westminster Group of Associate Colleges. Colleges continue to demonstrate their unique place in the education environment by redressing low achievement at school leaving age.

2.3 Students who have lived in the care of Local Authorities, including young refugees and asylum seekers, need focused interventions to help them settle and thrive in education. The low attainment and HE progression rates of Care Leavers provide a persistent challenge to all education providers

2.4 Targets have been extended to include male learners from disadvantaged communities in socio-economic terms, focusing on White as well as Black and Minority Ethnic males.

2.5 Highlighted objectives for 2018 and beyond include targeted support for:

- Years 5 – 9 (aged 9 to 14 years) to support transition from primary to second education, extending the work initiated through the University's National Collaborative Outreach Programme (NCOP) in 2014-16;
- Years 12 and 13 College learner support through the Linking London NCOP;
- Higher and Degree Apprenticeship development, extending the University's delivery partnerships with the members of the Westminster Group of Associate Colleges;
- Care Leavers and Estranged Students, extending the existing programmes;
- Sixth Formers' Extended Project Qualification (EPQ) support;

- Diversity in the UTC cohorts, consolidating successful female student recruitment achieved for the first intake in September 2017;
- Skills Clubs for Year 10 -13 students in English, Modern Languages, STEM, Animation, Maths, and Study Skills, involving employers and external visits;

2.6 The University welcomes the renewed focus of the National Strategy for Access and Student Success and will continue to deploy this as the key reference point in its Access and Community Engagement framework.

### **3. EMPLOYABILITY AND LEARNING SUPPORT**

3.1 Westminster was an early pioneer of research frameworks for Inclusive Learning as demonstrated by guides it published in 2003 with HEFCE funded support. This commitment has been sustained by the Employability and Learning Support team at the University within the Libraries and Curriculum Support department. The team's title signifies the importance of providing a developed framework to support academic progression and preparation for post-graduation employment by embedding programmes in students' academic experience, rather than providing (self) referred access to advisory services. Systemic changes are therefore being implemented to ensure support for students from the pre-entry stage to post-graduation to foster an inclusive curriculum environment for all students and staff.

3.2 A core indicator of student success is their graduate employability or graduate level study and the DLHE results for 2015-16 show significant increases in both measures. Amongst full-time, first degree, UK graduate DLHE respondents employment in 'professional/managerial' level jobs has increased by 11.2% and now stands at 64.3% of those in work. The proportion of leavers undertaking further study has increased substantially by 8.0% to 22.5%, the highest level since 2007/8. These figures show the impact of sustained development of employability attributes, effective links with Professional and Statutory Bodies (PSBs), and good levels of academic skills.

3.3 The University has also moved to recognise and reward excellence in teaching more effectively. Currently 48% of Westminster's staff hold a teaching qualification by comparison with the sector benchmark of 34% (according to the 2013-14 HEFCE data on teaching qualifications). Progress in reaching the target has been facilitated by the development of a Professional Recognition Framework (PRESTige) providing an e-portfolio route to complement the traditional Postgraduate Certificate in Higher Education.

3.4 Following evaluation of the likely impact of changes to funding for students with disabilities, targeted initiatives have also been designed to benefit those students who have declared that they have a disability, as well as others who have sought support from Student Advisers. It is recognised that some students are reluctant to make a declaration until they know they would be supported; others elect not to declare a learning need until late in their studies.

3.5 Therefore early disclosure was promoted in 2015-16 to encourage new and continuing students to identify themselves so that support could be offered from the start of the academic year. This has now been automated so that applicants who declare one or more disabilities on their UCAS form can be provided with tailored guidance which



addresses their particular circumstances prior to enrolment. The HEFCE funding allocation for supporting students with disabilities increased from £117k in 2015-16 to £299k in 2016-17. This resource has been directed specifically on first line support measures for students in their faculties. The role of the Faculty Disability Tutor remains key to the effective delivery of week-to-week support for these students, helping to ensure they continue with their studies and fulfil their potential.

3.6 The analysis of students' future needs following graduation has prompted requests for employer feedback on the workplace needs of students who have benefitted from learning support programmes while at University. This has indicated that the use of note-takers can compromise the self-reliance of new graduates when adjusting to new jobs, and therefore more resource has been invested in developing students' independent learner attributes throughout their courses.

3.7 The valuable impact of peer mentoring schemes has been demonstrated for students with disabilities and others. Additional funding to extend the existing and successful schemes has been sought from the Quintin Hogg Trust for future years specifically to support students with mental health conditions.

#### **4. WESTMINSTER CENTRE FOR TEACHING INNOVATION**

4.1 The University's new Westminster Centre for Teaching Innovation (CTI) complements this work and both teams share a commitment to promote higher levels of engagement by academic staff. Co-hosted Leadership and Management Forum events are planned to refresh this agenda through guest presentations. The need to inculcate an inclusive learning environment for all, not just for students who have declared one or more special learning development (SpLD) needs is core to these activities.

4.2 Interdisciplinarity is a core CTI focus under the direction of a newly appointed Professor of Languages and Interdisciplinary Pedagogy with the strategic support of the Deputy Vice-Chancellor for Student Experience.

4.3 The University's new set of Professional and Technical Education initiatives encompasses the offer of Higher and Degree Apprenticeships some of which will be delivered collaboratively with Associate College partners. The potential for apprenticeships to deliver a durable pathway into higher education for those who left school early or missed opportunities for continuing education for financial or family reasons will be harnessed by the University in collaboration with its delivery partners in the Westminster Group of Associate Colleges and link schools.

4.4 The Westminster Centre for Teaching Innovation has proposed the establishment of a Westminster Learning Community to redress the challenges of exclusion from higher education of white British students from lower SEC groups. This will focus partly on barriers posed by GCSE examinations informed by partner schools, research accessed through Linking London, and the experience of the Sir Simon Milton Westminster UTC.

## **5. CARE-LEAVERS AND ESTRANGED STUDENTS**

5.1 The long-standing commitment of the University to support Care Leavers was recognised by the award of the Buttle UK Quality Mark from 2007, and Westminster is proud to be one of 22 Champion institutions for care leavers and estranged students. The University is also committed to support through its partnership with the Stand Alone charity. There is a broadly equal number of Care Leavers and Estranged Students studying at Westminster each year and each is supported by a non-means tested individual bursary, with access to the means tested Westminster Living Expenses Support Scheme's (LESS) grants of £100 - £3k.

5.2 Transition from Local Authority care and for students dealing with family estrangement is the core focus of support activities. All c80 students in the group are supported with career mentoring and referral support services but take up has been low and the reasons for this will be researched by the Student Affairs department. The annual meeting with the Vice-Chancellor elicits useful insights which indicate the need for new and different aspects of support; in 2017 this has included the need for affordable work space following graduation, and the scope for extending students' registration with the University to ease the transition into post-graduation life and work is being explored. Accommodation is the most pressing need and five UNITE Foundation scholarships has been awarded for 2017-18. Access to free interview clothes is arranged through charities such as Smart Works (for women) and Suited & Booted (for men), and continued study at Masters level is supported by the Postgraduate Scholarship Scheme. The scope for a 52-week tenancy agreement in University Halls is also being explored for 2018-19.

5.3 Looked after children have the poorest educational outcomes of all learner groups and focused efforts will continue to be made for Care Leavers who join the University's student community to support them into their first graduate level jobs.

## **6. RETENTION, PROGRESSION, ACHIEVEMENT**

6.1 The University's Student Well-Being Strategy for the period 2017-21 is underpinned by cross-functional team support in the Student Affairs department which now comprises: Counselling and Student Advice; Student Health; Scholarships and Student Funding; the Student Accommodation Service; and Interfaith Advice. The primary goals of the department are to ensure retention and progression, and the revised strategy focuses on six strands: Social Engagement and Belonging; Physical Health; Mental Health; Environment; Personal Finance and Hardship; and, Behaviour and Tolerance.

6.2 The introduction of the Friends of Arriving and New Students (FANS) scheme formed part of the University's continuing efforts to ensure that students make a successful transition from their earlier learning environment to reduce the risk of them withdrawing in their first year. Analysis of student's educational attainment and family background indicates that students from families whose household income is higher than £25k per annum as equally vulnerable as those whom lower income groups, often as they are expected to assume greater family responsibilities when their timetable is more flexible at university level. Detailed analysis of student non-completion by subject has yielded insights specific to



particular communities. Therefore the FANS programme has been funded for all student beneficiaries not solely for those on full state support.

6.3 Student accommodation is recognised as a particular challenge for universities in London. Therefore in addition to the University's own Halls of Residence a series of nomination agreements have been secured with commercial providers. Three additional Warden posts are also planned to provide a triage service for students who experience temporary accommodation problems particularly students who are estranged from their families.

6.4 Match-funded Quintin Hogg Trust activities include an evaluation programme valued at £46k focusing on enhancement of the student support services for 'commuter' students and residential students alike. A new post of Mental Health Adviser is planned for appointment from summer 2017. An innovative Mental Health Awareness module is also being designed for academic and professional and support staff for delivery from 2017-18 to raise awareness of the multi-faceted characteristics of mental health pressures HE students face at all points in their study programmes.

6.5 The whole life-cycle approach to designing holistic developmental support for students permeates all aspects of the University's engagement with the student community, both on an individual basis and with student representatives. One example of this is a proposal being developed to secure financial support for students engaging with UWSU- led opportunities with effect from 2018/19 onwards.

6.6 The proposal is based on the model provided by Teesside University and adopted by several other HEIs whereby financial support is provided to enhance levels of engagement in opportunities provided through the Students' Union (SU). Higher levels of retention, progression and achievement have been recorded for students from under-represented groups in HE and amongst those with protected characteristics as defined by the Equality Act. Positive outcomes have ranged from the development of the Student Voice to graduates' employability attributes. The advice of the University's Student Experience Group has been sought on this as well as the advice of the Students' Union (SU) Trustees to determine whether additional resource should be provided to the SU or whether scholarships to individual students. These could include Sports Awards or Student Society Awards as a contribution to the costs of taking part in Sports Clubs, Course Societies, Volunteering Programmes, or Student Enterprise groups. Analysis of the Teesside University model for 2013-16 demonstrates that Students' Union participation improves completion, attainment and graduate employment. Consistently higher progression and completion was reported in respect of students of all ethnicities; improved results were most notable amongst young white students from Polar 3 Q1 postcode students.

6.7 In 2016 some 59% of the University's students identified themselves as coming from Black or Minority Ethnic backgrounds. The time taken to qualify for a degree is broadly the same across all ethnicity groups and high levels of achievement measured as Upper Second Class or First Class Honours are also fairly equal between White and Asian-Indian, Pakistani and Bangladeshi groups.

## 7. ACCESS AND OUTREACH

7.1 Collaborative outreach work has continued to focus on London-wide initiatives coordinated by AccessHE for London Higher and the HE in FE policy group, Linking London.

7.2 *Linking London's* core aims are to support recruitment, retention and progression into and through higher education for FT and PT students including those on higher apprenticeships and work based learning schemes. Social mobility and the pursuit of improvements in social justice through education are core principles underpinning this collaborative outreach work.

7.3 An evaluation of the University's Access and Outreach activities 2007-2015 was commissioned in 2016 and the resulting report by *Continuum*, based at the University of East London, highlights the value of sustained long-term collaborative outreach activities which are the hall-mark of the Westminster approach. New Opportunity areas have also been highlighted through collaborative working with the Sir Simon Milton Westminster UTC's Employer Alliance. Other examples of more recent and innovative activities are included below for illustrative purposes.

7.4 Participation in Local Areas (POLAR3) data which is generally correlated with National Statistics Socio-economic Classification (NS-SEC) is used in the evaluation of University access and outreach objectives. However, in Greater London some wards have significantly deprived communities co-located with highly affluent neighbourhoods which renders POLAR3 a less reliable metric. The University recruits relatively more students from low socio-economic households within mixed neighbourhoods rather than from Low Participation Neighbourhoods. The permeability of London's ward boundaries indicates demographic shifts, notably following changes in social benefit support levels. Although the 6.1% of the University's new entrants came from LPNs in one year the following year this dropped to 4.9% which illustrates the rapidity of these shifts. Any over-reliance on post code analysis is therefore balanced by first-hand contact with feeder schools and cross-mapping and analysis of published data.

7.5 The University's student diversity data provides a good illustration of its sustained long-term approach to access and outreach, recognised in 2016 by the award by the Hot Courses Diversity Index. Some 55.6% of 4133 new First Degree Full-Time students admitted in 2015/16 held a combination of A levels and other qualifications and 45% received Full State Support (FSS). Students entering the University with a diverse range of qualifications without A levels has increased steadily since the introduction of Higher Fees, from 21.2% (2011), to 31.4% (2012), 33% (2013), 36.7% (2014), to 37.9% (2015). This illustrates a sustained approach to motivation of entrants from disparate educational environments. The University aims to sustain a fairly even balance between students entering solely with A levels or the International Baccalaureate, and those with a combined A level and diverse qualifications profile.

### 7.6 ***Teens and Toddlers programme***

7.6.1 Teens and Toddlers programmes are targeted to reach young people at a crucial stage of their lives. The University intervenes early to help those who have often abandoned hope of achieving good results in school. Through the flagship programme that offers work

experience, a national qualification and the opportunity to mentor children in nurseries, young people are helped to build the self-belief and vital skills they need to succeed.

## **7.6 Westminster Children's University**

7.6.1 The University of Westminster Outreach, Ambassador teams and partners at primary schools in Westminster will continue to work together to deliver programmes featuring a series of taster lectures from university staff and students with Westminster campus visits for the students to credit towards their Children's University graduation.

## **7.7 Mosaic [www.mosaicnetwork.co.uk](http://www.mosaicnetwork.co.uk)**

7.7.1 Mosaic works with schools in the most deprived areas of the country. The objective of the University's primary school programme is to raise the aspirations of young girls in Years 5 and 6 (between 9 and 11 years of age) and their mothers to be better able to support their daughters. The importance of education as a means to transform people's lives and making a connection between education and work at an early age is emphasised throughout the programme.

## **7.8 National Collaborative Outreach Programme (NCOP)**

7.8.1 Linking London, alongside AccessHE and Aimhigher London South, has created a pan- London NCOP, targeting the 13 wards identified by HEFCE as areas with high levels of social deprivation and low levels of HE progression, focusing on Level 3/Key Stage 5 College learners. The University of Westminster is an active supporter of this programme, contributing its long experience of working with schools in less advantaged areas.

7.8.2 The Low Participation Neighbourhood (LPN) characteristic in HE progression planning is more challenging in Greater London partly because of the changing composition of local wards as those on social benefit move further out of London and others with more disposable income settle in ward previously recorded on deprivation indices. The higher attainment levels of maintained schools in London has also benefitted from the London Schools Excellence Challenge in the period 2003 -2013 and the majority of schools are now judged to be Good or Outstanding by Ofsted, thereby improving young people's life chances. However a detailed analysis of FT First Degree students' previous schools during the last five years is being undertaken to inform the University's ongoing evaluation of what works and how to target activities more for those in the hardest to reach wards. The University's targets for recruitment from LPN areas in 2018-19 is therefore considered realistic.

## **7.9 Attainment raising in schools**

7.9.1 In 2018-19 and beyond Westminster will sustain its long-standing commitment to school partnerships through targeted activities and interventions. Enquiry-led learning is at the core of Westminster's pedagogic approach and this has been illustrated over many years by the support for the 14 -19 Diploma, the Extended Project Qualification (EPQ), and specific school-based projects.

7.9.2 The EPQ programmes in schools are supported by a fully resourced Study Skills and EPQ support programme that utilises the resources and expertise of the University's Outreach team, the Library and Curriculum team, and the Archive team with Student

Ambassadors from each Faculty. A total of 480 Sixth Formers from 10 schools have taken part in Westminster's EPQ programme in 2016-17. The schools are in boroughs with recorded disadvantage including Tower Hamlets, Newham, Hackney, Southwark, and, Barking and Dagenham.

7.9.3 Westminster Skills Clubs are the successor programme to the HEFCE-funded Future Hub programme in 2014-16. These free clubs bring the subject to life and motivate higher achievement, for Level 2 and 3 school and college students. They bring together young learners with Westminster Ambassadors who have successfully made the transition to higher education. Clubs provide English, Modern Languages, STEM, Animation, Maths, and Study Skills, involving employers and external visits, during a four, seven, twelve or fifteen week period. A total of 119 pupils from 30 different schools across 20 of London's boroughs have taken part so far in 2017 providing a safe learning environment outside their school for pupils from a range of different social backgrounds. Female learners are encouraged to take part and typically they form 35% of the participant group. The majority of participants (92) in 2017 have been from Key Stage 4, aged pre-16 years of age, by comparison with 27 Sixth Formers. Cross-mapping the participants' school with the University's school partnership list indicates that the Skills Clubs have reached a wider engagement group than in previous years. This level of analysis underpins tailored outreach targeted through specified school partnerships. Level 2 GCSE attainment is recognised as a key factor in the progression of White male learners and from 2018-19 students from this group will be encouraged to take part in the Westminster Skills Clubs to sustain or refresh their motivation to take part in higher education either at their local College or at University.

7.9.4 Affiliations with external organisations whose objectives are focused on raising attainment prove useful in delivery of engagement sessions including *TeenTech*, and the *Information Literacy Group*. The Regent Street Cinema Outreach programme also benefits the University's partner school pupils. Annually calendared programmes include national projects such as that with the Engineering Development Trust (EDT) *Go4Set* to engage with early secondary school students from across London aged 12 to 14, offering them a 10-week STEM experience on campus with mentoring by staff from the Employer Alliance partners of the Sir Simon Milton Westminster UTC.

7.9.5 Award bearing programmes such as the Arts Award and the Extended Project Qualification (EPQ) can yield an opportunity for distinguished achievement even when core GCSE performance has not reached or exceeded the average, and these are encouraged amongst the University's partner schools.

7.9.6 Extra-curricular programmes can also be a useful measure of learner attainment and include the European Computer Driving Licence (ECDL) which counts for Progress 8 purposes. National debating competitions such as ARTiculation, and school and university hosted debating societies such as the Model United Nations are also promoted by the University as means of raising attainment.

7.9.7 Community focused projects such as the University's *Hidden Cultures* partnership with London's Alevi-Kurd community yielded a good range of results both at primary school and secondary school level. Since 2011 the University of Westminster's Alevi Project team has designed curriculum for delivery as teaching units at Key Stage 1, 2 and subsequently Level 3 within the Religious Education (RE) syllabuses. The positive impact has been to

overcome negative identity constraints holding young people back from engaging more fully in the life of the school. This has benefitted the pupils through higher levels of respect, and positive differentiation (as they are no longer misrepresented as Muslims). Parental engagement is another advantageous factor. The Alevi After School Club initiated as part of the Hidden Cultures project was initiated by the project team and handed over to the British Alevi Society but cross-functional team delivery is more susceptible to discontinuities and this is not expected to continue in the longer term. A related Alevi-Kurd project is being scoped for 2018-19 focused on identity which could enhance written and oral English skills as well as creative writing, with an oral history presentation in an exhibition in the University.

7.9.8 The University's Outreach work has grown through the need to deliver more higher level engagement activities to a range of audiences increasing their experiential learning and through responding to the needs of both the learners and their teachers. Additionally, the University is working with partner organisations such as Debate Mate, the Engineering Development Trust, the Saturday Club Trust, Science4U in conjunction with Royal Society of Pathology and Great Ormond Street Hospital, and third sector organisations such as MOSAIC and the Children's University. These organisations have brought new approaches to the way activities are delivered with a direct emphasis on attainment

7.9.10 The University works in collaboration with its sister higher education institutions across London to widen participation, student engagement and attainment, and social mobility. It does this through involvement with pan-London higher education initiatives such as *Linking London* and *AccessHE* which work with schools and colleges to promote aspiration, attainment and motivation for engagement with higher education. *Linking London* and to meet the challenges of the changing educational landscape particularly with vocational learners. Work with *AccessHE* also supports the development of a new pan-London network of stakeholders from the education and voluntary sectors. Aimed at supporting the progression to HE of learners in arts and creative subjects entitled *AccessHE Creative*. In particular, the group is looking at ways to promote the creative arts sector in the face of diminishing provision of these subjects in schools. Through these agencies London HEIs share their current practices and help to build networks with employers to help students make the connections and build the social capital needed to progress into their chosen careers.

7.9.11 The University will support the UTC in its completion of the an annual self-evaluation (SEF) of its provision in accordance with Ofsted's Common Inspection Framework. This will be based on:

- feedback from students, staff, parents and carers (including indicators from surveys, complaints and focus groups);
- assessment and Progress data (including measurement of progress against baseline assessments on entry and external benchmarks, optimising the Redborne School data analysis methods) for timely intervention and pro-active awareness of individual student progress as well as cohort progress;
- attendance and participation data;
- progression statistics and outcomes for learners, including predicted outcomes;



- notes of lesson observations of teachers (on improving the quality of learning, teaching and assessment);
- recorded strengths and weakness across the curriculum and pastoral areas;
- Finance and HR data.

7.9.12 This evaluation will be graded on the Ofsted scale for the headline areas and moderated by a panel of Trustee-Governors and senior leadership team members from other UTCs. The evaluation will lead to a SMART action plan in the format of a school improvement plan linked to Senior Leadership Team (SLT) appraisal targets. The improvement plan will then be reviewed in every management meeting within the UTC and by the UTC Trust Board and its Curriculum and Standards sub-committee.

7.9.13 The UTC's success criteria will be signalled by the achievement at Good or Better standard in the following five domains:

- 1) Overall effectiveness of the UTC;
- 2) Student behaviour, safety and welfare;
- 3) Outcomes for learners, including learner progression and destinations;
- 4) The quality of learning, teaching and assessment;
- 5) Leadership and Management including Governance.

7.9.14 As a member of the St Marylebone CE School Teaching Alliance throughout 2016-17 the University's UTC development team has shared ideas on good practice to raise attainment across a range of different types of secondary school in London. A Specialist Leader in Education (SLE) has also been seconded from this Teaching School for a period of two years (2016-17 and 2017-18) to develop in further detail the UTC's pathway progression routes into further study, apprenticeships and direct employment, mapping the employer business challenge projects to the core curriculum. St Marylebone is an Ofsted Outstanding School and UTC staff will have access to CPD and staff development and training there which in turn will assist with higher outcomes for UTC students.

7.9.15 In the DfE's recent Readiness to Open Meeting (ROM) the UTC's clear commitment to continuous improvement through sharing practice and working with partner providers was recognised. UTC Trustees are aware of the importance of assessment being moderated and standardised accurately to secure the right levels of external quality assurance. Mandatory training for all the UTC's Trustee-Governors will ensure a sharp focus on data as evidence of performance and behaviour in raising standards and outcomes. This work will be supported by the involvement of a National Leader of Governance (NLG) with the Trust Board who will guide the Board's self-assessment processes, consolidating its skills audit in 2017.

7.9.16 In the last year the UTC Principal Designate has also delivered the middle team leadership and development programme at Reading UTC which has focused on staff performance and management with an emphasis on drivers of continuous improvement. The Vice-Principal Designate has also contributed to the development and teaching of an employability qualification mapped to the wider core curriculum (English GCSE) at London South Bank UTC, thereby refining good practice through partnership working. All UTC's benefit from membership of the Baker Dearing Trust and its network for sharing good practice



7.9.17 The UTC's membership of the Westminster Secondary Schools Improvement Collaborative (WISSIC) has already facilitated the sharing of best practice by SLTs at both Key Stage 4 and Sixth Form level, with a focus on quality improvement.

7.9.18 The contribution of University of Westminster and Employer Alliance partner staff is also expected to contribute to the actual raising of attainment in specific subjects and for individual students and cohort groups through cross-disciplinary projects as well as single subject activities. The University's student centred active learning ethos permeates the UTC's Learning, Teaching and Assessment Policy and its ICT Strategy, to enable independent learning and promote self-knowledge and resilience.

7.9.19 In conclusion, the University intends to increase the pace and scope of its Outreach work with London schools to raise attainment both at primary and secondary level independently of the activities designed to promote HE progression.

## **7.10 *University of Westminster Associates in Schools***

7.10.1 Student Associates will continue to be recruited and selected to work as classroom assistants in schools and colleges in 2018-19, particularly in local areas with high indications of disadvantaged communities. This supports the need to increase selection of students from Low Participation Neighbourhoods (LPNs). This scheme, formerly funded through Aimhigher and by the Training and Development Agency (TDA), has been revised to operate as a scheme solely for University of Westminster students and it is wholly resourced by the University. This scheme complements local student initiatives in the University's faculties some of which are sponsored by external organisations such as the Royal Society.

## **8. WESTMINSTER'S SCHOLARSHIPS PROGRAMME**

8.1 The University's Scholarships scheme was introduced in 2006 to safeguard the interests of academically able students by providing yearly support through a competitive scholarship. This award winning scheme has been adjusted during the last five years to accord with the retention and development model. Scholarships will continue to be allocated to applicants from the Westminster Group of Associate Colleges. Westminster's Achievement Awards, which give recognition for students' success in completing Level 4 and Level 5 will continue to form a core feature of the Scholarships Programme.

8.2 In 2018-19 it is planned that financial support for students will total £1,189m of which £1,069,500 will be in the form of cash awards (normally payable in the final year of UG study) and £79,400 for University accommodation fees. The criteria for all awards require demonstration of academic excellence and financial need. Where feasible the Household Income criteria align with those set by Student Finance England (SFE) as the threshold for any level of maintenance support ie a maximum of £42,620pa. Awards for Care Leavers are non-means tested. Those for Platinum Scholars are means-tested and require a maximum Household Income of £25k pa.

### 8.3 Scholarships for students who demonstrate financial need

8.3.1 *Care Leaver Bursaries* are provided as a £750 cash award for those aged 25 years or under on entering HE. Typically within a £25K pa budget a maximum of 33 awards might be granted as one-off payments.

8.3.2 *The Care Leaver Scholarship for Fees* also supports a Care Leaver progressing to a Masters programme within the University of Westminster. One Full Tuition Fee Award will be granted in the range of £10 -17k.

8.3.3 *Accessibility Scholarships* support students with a documented disability irrespective of funding allocated from other sources. Typically five students will benefit from a £3k award per academic year in cash or fees.

8.3.4 *Westminster Platinum awards* provide cash or a tuition fee contribution for students with household incomes of less than £25k. Typically 30 undergraduates will benefit from awards of £3k award per academic year.

8.3.5 *Westminster Gold awards* provide cash or a tuition fee contribution for students from under-represented groups and/or those who can demonstrate financial need. Typically 20 undergraduates are expected to benefit from awards valued at £4000 per academic year.

8.3.6 *Westminster Great Start scholarships* provide cash for living expenses or towards tuition fees. Typically 50 undergraduates from under-represented groups and/or those who can demonstrate financial need are expected to benefit from awards valued at £1500 per academic year.

8.3.7 *Distant Horizon Awards* enable students who have not studied or worked abroad to take part in international academic or career related events or activities overseas. Typically 100 students are expected to benefit from grants of £500 or £1000 or £1500.

8.3.8 *Westminster Achievement Awards* support undergraduates progressing to the next level of study (first year to second year or second year to third year). Typically 300 students are expected to benefit each year from this £500 award.

8.3.9 *Education for All* is a full fee scholarship for students aged 25 or under with Discretionary Leave to Remain in the UK or EU, who cannot access the necessary financial support to take up their University of Westminster place. One Full Tuition Fee Award will be provided in 2018-19 with the fee value determined by the course.

### 8.4 Support for Part-Time students

8.4.1 *Westminster Part-Time Undergraduate Fee Scholarships* provide cash or a tuition fee contribution for those studying at least 50 per cent of the full-time programme. Typically 10 awards valued at £4,500 each are expected to be granted in 2018-19.

8.4.2 Westminster Part-Time Scholarships for Masters students provide a full tuition fee award (of variable value according to the fee level); typically four awards will be granted in 2018-19.

8.4.3 Westminster Part-Time Half Fee Scholarships for part-time Masters students provide a half tuition fee award (of variable value according to the fee level); typically five full fee and eight half fee awards will be granted in 2018-19.

## **8.5 Additional support schemes**

8.5.1 These scholarships, bursaries and grants are supplemented by individual donor awards for students with hidden or specific disabilities, or those who are disadvantaged and come from further and adult education colleges.

## **8.6 Disabled Students Allowance (DSA)**

8.6.1 The model of support for students with recorded disabilities is changing and a transitional approach has been adopted in 2015-16 and 2016-17. Means-tested bursaries towards laptop costs will continue to be provided in 2018-19 through a dedicated budget to support up to 250 new entrants with a £200 bursary each. Reasonable adjustments will continue to be made to support disabled students but a greater focus on inclusive learning will be delivered through the University's Learning Futures programme which will be implemented from September 2016 and through the Employability and Learning Support team.

## **8.7 Westminster Additional Grants Scheme**

8.7.1 Formerly the Access to Learning Fund (ALF), the Living Expenses Support Scheme (LESS) will resource grants between £100 and £3,000 for Home students to assist those students in financial difficulty. General living costs such as rent, travel expenses, childcare costs or course related costs can all be supported but the grant cannot be used to pay fees. FT Undergraduate students must have applied for the maximum student support available from Student Finance England including the Maintenance Loan. PT students must be studying at least 25% of a FT programme of study and must also have applied for the PT Tuition Fee Loan from Student Finance England. Postgraduates must have applied for the full £10,000 Professional and Career Development Loan or similar postgraduate study loan and be studying for at least 50% of the credits needed for their target qualification to be eligible for an award. All applicants must demonstrate financial need and they will receive a proportional award relative to the shortfall between their expenditure and their income, with priority case students benefitting from larger value grants. This scheme has been extended for the period 2015-18 through the generous support of the Quintin Hogg Trust, by match-funding an additional £275k in financial support for students to support retention, progression and student success.

### **8.7.2 Westminster Group progression pathways**

8.7.2.1 The Westminster Group was established in the mid-1990s and expanded and revised in 2010/11. Westminster Group Associate Colleges are located close to the University of Westminster's campuses in Central and North West London. The Group is expected to change following the completion of the Area Review process and College mergers in 2017. The shared commitment to provide access to HE opportunities within the University is likely to focus more on progression for apprentices in particular. The increased emphasis on single end point summative assessment at Key Stage 4 and Key Stage 5 is also expected to pose new challenges for school and college learners, especially where they use English as an Additional Language (EAL).

The six Further and Higher Colleges in the Westminster Group in 2017 are:

- City of Westminster College, and the College of North West London (with a planned merger from August 2017 to become the United College Group);
- Hackney Community College (which has merged with Tower Hamlets College and Redbridge College during 2017);
- Kensington and Chelsea College (which is currently merging with West London College);
- Harrow College, and Uxbridge College (with an agreed merger underway)

8.7.2.2 Multiple indicators of potential disadvantage amongst young Londoners have been recorded by reports commissioned by the FE-HE policy group, *Linking London* (Hugh Joslin et al 2014, 2015, and 2016). This data analysis of progression to HE from London's FE and Sixth Form Colleges is based on the Income Deprivation Affecting Children Index (IDACI) as well as POLAR 3 data for Quintiles 1 and 2, thereby drawing on socio-economic *and* neighbourhood deprivation indicators. In London over 70% of College learners are recorded as living in disadvantaged neighbourhoods as categorised by the IDACI methodology whereas only 12% of these students are attributed to disadvantaged neighbourhoods according to POLAR 3.

College learners from across London represented about 25% of the University of Westminster's Home student UG entrants in the 2012-15 period as illustrated in the chart below:

2012/13	2013/14	2014/15
860 Level 3 College progressors	1010 Level 3 College progressors	960 Level 3 College progressors (in a total of 2530 enrolments of London based students)
Incl 365 with BTEC qualifications	Incl 400 with BTEC qualifications	Incl 395 with BTEC qualifications
Incl 165 with Access to HE Diploma	Incl 170 with Access to HE Diploma	Incl 135 with Access to HE Diploma

## 9. SHARING BEST PRACTICE

9.1 Through active membership of sector organisations Westminster has both contributed to and benefitted from debates and research on best practice in Access and Student Success at HE level.

9.2 Within Linking London events University of Westminster colleagues have been key contributors to Initial Advice and Guidance (IAG) practitioner meetings. Specific additional initiatives include Maths GCSE drop-in sessions, and completion of Student Finance application forms, both of which involve Student Ambassadors; and, collaboration on best practice in admission of Access to HE adult learners aged 24 +.

9.3 Although Westminster has contributed previously to the development of monitoring processes through its Aimhigher projects further exploration of how the toolkits for evaluation of access work can be used in the new fee regime environment has been undertaken through the facilitation of the National Educational Opportunity Network (NEON) and

AccessHE. The University is a subscriber with Board membership of these leading organisations, both of which will continue to be supported in 2018-19.

## **10. SIR SIMON MILTON WESTMINSTER UNIVERSITY TECHNICAL COLLEGE**

10.1 The University of Westminster has been the sole University sponsor since the inception of the project in 2012 of the Sir Simon Milton Westminster UTC scheduled to open in newly designed flagship building in September 2017. As such the UTC represents a significant example of Westminster's sustained long-term access programmes, positioned at the heart of the University's Outreach commitments. The UTC's Principal Designate, appointed four terms in advance of opening, is leading the relationship building with schools in 2017, in close collaboration with the University's Outreach team. University contributions have included curriculum design, ICT strategy design, employer liaison, and governance roles. The UTC is a member of the St Marylebone Teaching School Alliance and shares a commitment for continuous improvement through best practice across the network.

10.2 The ethos of the UTC will draw its inspiration from Sir Simon Milton, the highly esteemed and influential former leader of Westminster City Council, who sought to re-motivate young people to take responsibility for their own development and contribute to the social cohesion of disadvantaged communities. The Sir Simon Milton Foundation is one of the three founding partners of the UTC and a significant charity partner. The University's activities in sponsoring the Sir Simon Milton Westminster University Technical College will provide a significant hub for learners, their families and companies in the UTC's Employer Alliance.

10.3 An unrivalled Employer Alliance of household names supports this development through contributions to curriculum design in the specialisms of transport engineering and construction engineering and management. Opportunities for internships and mentoring will be delivered in 2018-19 alongside technical challenges to integrate academic and vocational learning with Network Rail as the lead employer, together with LandSec, Alstom, Sir Robert McAlpine, ColasRail, and Transport for London. Students will be better prepared for the job market and will be able to keep open opportunities for further study in Colleges as well as University through the UTC.

10.4 The new UTC will be an influential professional and education community, and the only UTC in the heart of London's West End. Current and former University students will be invited to contribute to the new UTC learning environment, supporting the UTC's outreach activities which will provide links to primary and secondary schools in less advantaged areas of London. Partnership development between the UTC and local Academies, Free Schools and Studio Schools is being actively fostered by the team of University staff involved in the UTC to help support raised attainment in schools. Transition Summer Schools will be co-hosted by the University in 2017. Recruitment targets at Key Stage 4 have been exceeded, and the majority of teaching staff have also been appointed.

10.5 The University will continue to monitor the impact of the broadened local curriculum offer provided by the UTC on recruitment of groups of young people traditionally under-represented in the Construction and Built Environment and Transport Engineering sectors. The expectation is that young women will be motivated to study at the UTC and progress to

higher education either at University or in a College. Young people from BME groups will also be represented amongst the UTC student cohorts, and can promote a Technical Skills-focused education pathway to future applicants.

## **11. MONITORING AND EVALUATION ARRANGEMENTS**

11.1 Progression, Achievement and Employability are monitored routinely in relation to the KPIs identified at University level. The strategic objectives set at Faculty and subject level are monitored annually as part of the planning cycle. The performance of the academic portfolio is monitored in parallel with the performance of students. Internal statistics are benchmarked with Unistats data at course level. Outreach activities are informed by analysis of applicant and student data by feeder institution and borough, drawing on data provided through the DfE, HESA, the Student Loans Company, the GLA, London Councils, and individual London Boroughs. Since 2016-17 greater focus has been given to evaluation through the Student Experience Group chaired by the Deputy Vice –Chancellor. Financial support provision is evaluated by the Scholarships Committee which is chaired by a member of the Court of Governors, reporting to the Executive Board. This includes funding awards made by the Quintin Hogg Trust, applications for which are coordinated through the Executive Board to ensure a clear strategic alignment with the University's targets and objectives.

11.2 The Director of Education Policy and Strategic Partnerships is the senior postholder with responsibility for the University's policy on Access and Widening Participation, reporting directly to the Vice-Chancellor.

11.3 The annual Student Equality and Diversity reports are based on multivariate analysis of student characteristics and these reports inform University policy and strategy on Access and Widening Participation. Annual monitoring reports are considered by the Teaching Committee which reports directly to Academic Council.

11.4 Monitoring data is rigorously analysed and interpreted through the processes described. Yet the difficulty of demonstrating causality can hamper demonstration of the success of specific interventions. Changes in applicant and student behaviour during transitional periods between funding regimes inevitably pose greater challenges in terms of forecasting. The incompleteness of some data sets arising from students electing not to declare certain types of personal information, and the limitations of data on wards in metropolitan areas can also limit the applicability of some reports. For these reasons the University is working closely with peer institutions, to share findings and case studies, and to set collaborative milestones and targets which can be contextualised by reference to broader studies of admissions, retention, achievement and graduate destinations.

11.5 Students are represented on the Teaching Committee. Regular collaborative meetings are also held between the University's Director of Higher Education Policy (a Trustee of the SU), and the President of the University of Westminster Students' Union (UWSU), and the UWSU Manager to take forward initiatives to support the recruitment, selection and development of students from a diverse range of backgrounds, particularly those from less advantaged communities.



## Evaluation and adaptation

11.7 Tracking learner attainment and progression can pose specific challenges. Data accuracy also requires a sustained focus, to ensure proper profiling of performance without relying on performance tables. Movement of learners within cohorts - new arrivals and early leavers – is typical in London schools and additional data analysis is needed to provide assurance on the school which is most accountable for any particular set of results. A new Westminster initiative designed with schools is being proposed under the title *What Works*. In the Spring Term this would draw anonymised feedback data from the six weekly Assessment Points throughout the school year for use as one of a range of indicators about enhanced progress. This should complement qualitative indicators on feedback by pupils and the University's delivery teams on the levels of engagement of participants in each type of activity. As part of a whole institution approach based on tracking this is expected to yield useful insights to help focus prioritisation and target-setting in future, to help close the gap between those who achieve well and consistently and those who are not yet thriving as learners.

11.8 Feedback from learners, their teachers and their families is all valued and therefore needs to be elicited through targeted engagement programmes. Plans for these include parent and carer involvement in Outreach activities, and support for teachers as participants in University programmes and INSET activities.

11.9 University data is analysed through the QlikView dashboard which makes data accessible to staff right across the University. It charts the whole student life-cycle from entry to graduation and on to the Destination of Leavers of Higher Education (DLHE).

11.10 The University is committed to the principle of continuous improvement and will continue to use qualitative and quantitative analysis to refresh its targeted interventions and identify imaginative ways to deliver access and outreach for hard-to-reach groups.

11.11 Longitudinal monitoring of academic progression by First Degree cohorts provides evidence of continuous achievement year-on-year measuring progression by gender, age, ethnicity, and protected characteristics for Westminster's annual Diversity report.

## 12. EQUALITY AND DIVERSITY

12.1 Westminster's framework of policies which safeguard and develop diversity within the University community address the principles which underpin equality in terms of gender, race, religion and belief and disability. Sexual orientation is also encompassed in the diversity policies and the University's commitment is recognised by the title *Stonewall Diversity Champion*. Particular emphasis has been given to the promotion of educational opportunities for girls from ethnic backgrounds less represented in HEIs, supported by the University's commitment to the Athena Swan charter and through work with Local Authorities in Inner London.

**Table 7 - Targets and milestones**

Institution name: The University of Westminster  
 Institution UKPRN: 10007165

**Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body**

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)		No	2014-15	HESA	96.2%	96.5%	96.7%	96.9%	97.0%	
T16a_02	Student success	Other (please give details in Description column)	HESA T5 - Projected degree (full-time, first degree entrants)	Projected outcomes - degree completion	No	2014-15	HESA	73%	73.5%	74%	74.5%	75%	
T16a_03	Progression	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Non-continuation	No	2014-15	HESA	8%	7%	6.5%	6.0%	5.8%	
T16a_04	Progression	Other (please give details in Description column)	HESA T5 - Projected neither award or transfer (full-time, first degree entrants)	Non-continuation	No	2014-15	HESA	11%	10.5%	10%	9.5%	9.3%	
T16a_05	Multiple	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)		Yes	2014-15	HESA	4.4%	4.4%	4.5%	4.5%	4.5%	
T16a_06	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)		Yes	2014-15	HESA	5.4%	5.6%	5.8%	6%	6.2%	
T16a_07	Access	Multiple	<b>Other statistic</b> - State School (please give details in the next column)	Diversity of qualifications on entry: 50% A Level and IB, with 50% in a group of entrants with more diverse combinations of A Level and BTEC qualifications and AQA and OCR Diplomas, together with mature entrants with Access to HE Diplomas	Yes	2014-15	HESA	50% A Level and IB, and 50% other combinations of qualifications incl Access HE	50% A Level and IB, and 50% other combinations of qualifications incl Access HE	50% A level and IB, and 50% other combinations of qualifications incl Access to HE	50% A Level and IB, and 50% of other combinations of qualifications incl Access to HE	50% A Level and IB, and 50% other combinations of qualifications incl Access HE	
T16a_08	Access	Low participation neighbourhoods (LPN)	HESA T2b - Low participation neighbourhoods (POLAR3) (Mature, part-time entrants)	Foundation Degree PT collaboratively run courses	Yes	2016-17	HESA	0	60	60	60	60	Computer Networks and Cyber Security
T16a_09	Access	Care-leavers	<b>Other statistic</b> - Care-leavers (please give details in the next column)	Care Leavers and Estranged Students	No	2016-17	HESA	80	82	84	86	88	
T16a_10	Access	School sponsorship	<b>Other statistic</b> - State School (please give details in the next column)	Co-foundation of UTC, and delivery of academic enhancement programmes in secondary schools and F&HE Colleges, + NCOP	Yes	2017-18	DfE	234	514	620	625	630	Value added measurement from pre-entry baseline to Performance 8 grades, and portfolio assessment at KS4 and KS5
T16a_11	Access	Part-time	<b>Other statistic</b> - Part-time (please give details in the next column)	Degree and Higher Degree Apprenticeships	Yes	2016-17	HESA	15	15	15	15	15	Chartered Surveyor; Construction Management; Biomedical Sciences; Digital Creative; Bespoke Tailor and Cutter.
T16a_12	Access	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Conversion Masters in Engineering (HEFCE pilot)	Yes	2016-17	HESA	25	30	30	30	30	MSc Electrical Engineering for Transport with the UTC Employer Alliance partner companies
T16a_13	Access	State school	<b>Other statistic</b> - State School (please give details in the next column)	University Technical College progressors	Yes	2016-17	HESA	15	20	30	40	45	Data to be recorded by each UTC as well as UoW, from national UTCs as well as the University sponsored Sir Simon Milton UTC Westminster, plus records held by the BDT
T16a_15	Access	Socio-economic	<b>Other statistic</b> - Low-income backgrounds (please give details in the next column)	Key Stage 4 White Male students in Outer London Borough schools participating in Skills Clubs	Yes	2017-18	DfE	5	7	9	11	13	

**Table 7b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Increase engagement with schools from KS3 through KS5 both on and off-site	No	2014-15	2500	3000	3250	3500	3570	3600	Employer linked activities to be built into all progression visits, attainment and aspiration raising
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Increase engagement with colleges from FE (KS5) on progression activities both on and off - site	No	2014-15	1200	1600	1800	2000	2200	2400	Employer linked activities to be built into all progression visits, attainment and aspiration raising
T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Increase engagement with primary schools (KS2) on progression activities both on and off site	No	2014-15	250	350	400	450	500	525	Primary Eye Programme and Cinema based activities with link-up to UTC
T16b_04	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Increase engagement with all cohorts	No	2014-15	300	450	525	550	600	600	Future Hub Project - employer led activities
T16b_05	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Increase engagement with all cohorts with partners such as Linking London and AccessHE	Yes	2014-15	200	275	300	325	350	375	ADLHEN Network, LAC cohorts and Linking London
T16b_06	Access	Mature	Outreach / WP activity (collaborative - please give details in the next column)	Increase engagement with FE Colleges' post-19 students to support transition to HE	Yes	2016-17	100	125	160	175	190	210	Co-funded Quintin Hogg Trust- Westminster Skills Club supporting post-16 provision and HE progression
T16b_07	Access	Attainment raising	Other (please give details in Description column)	Attainment raising, with focused support for white economically disadvantaged males	Yes	2017-18	20	20	20	20	25	25	Series of short intensive block programmes for link schools not yet rated as Good or Outstanding by Ofsted

**Optional commentary on milestones.**

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