University of Wolverhampton: Access and Participation Plan 2019-20

SECTION 1: Assessment of Current Performance

1. The University of Wolverhampton is an anchor institution for (and of) the Black Country and wider West Midlands. We are proud to be the University of Opportunity, with priorities driven and influenced by our location and with a focus on education, skills, business growth and employment. We were founded in 1827 as a Mechanics' Institute to educate and train the local workforce. We continue this tradition today and make significant contributions to improving educational and economic outcomes in a region that has suffered disproportionately from industrial restructuring. Our founding principles of access, vocational education and applied research still drive us; they are the inspiration for our strategy and underpin the curriculum offer.

The effectiveness of our strategic approach is evidenced by the positive trajectories in our metrics, and the sustained outstanding employment outcomes of our students. In a region with a very challenging employment environment, we provide opportunities for students from non-traditional routes to achieve outstanding and consistent employment outcomes. Our curriculum is educationally transformative for each student, and collectively of significant benefit to our location.

The University's mission is to 'maximise opportunity through generating knowledge, innovation and enterprise.' Our strategy deliberately aligns with the priorities set out by the West Midlands Combined Authority and our three Local Enterprise Partnerships. The Strategic Economic Plans, Industrial strategy, and the businesses of our place are core to this intent. Our aim is to be a 'progressive and influential sector leader, championing diversity and creating economic impact and life chances for all'. To achieve this we have three pillars to our strategy:

- to put students first;

- to develop skills and knowledge for economic and social transformation;

- to have significant influence and impact.

In 2015 we embarked on a transformational £250m investment programme entitled *Our Vision, Your Opportunity*. The programme is directed at enhancing learning, teaching and the student experience; increasing the skill base in the region; and creating jobs to drive economic regeneration. This underlines our role as an anchor institution.

This assessment of current performance at the University of Wolverhampton is made in the context of our being an institution which already recruits very strongly from sections of society normally under-represented in higher education.

The Black Country is a highly diverse region, relative to the country as a whole, and therefore our student population is demographically and culturally diverse. The most recently available data (2016/17) identifies that we have significantly:

- higher proportions of Black, Asian and Minority Ethnic (BAME) students (48.2%) compared to the sector (21.6%);
- more mature students, with 45% of full-time undergraduates aged over 21 compared to the sector average of 22%, and 17% over 30 compared to a sector average of 6.1%;
- higher proportions of students from POLAR 1 and 2 quintiles - 21.7% compared to 11.4% for the sector;
- higher proportion of students from State School Backgrounds - 98.3% compared to UK average of 90%.

In 2015/16 we commissioned independent qualitative and quantitative research (undertaken by McCann Erickson) to better understand our diverse student body. This research concluded that, 'The one thing which unites our students is their diversity. Our students are not just students – they are mums, dads, husbands, employees and many other things in between.' This was further confirmed by the Students' Union in their Valuing Your View survey of 2016/17 (responded to by 4,783 students), which highlighted the fact that our students lead complex lives. The survey identified that almost 1 in 4 of the respondents reported that they had caring responsibilities for one or more children, 60% of whom relied on childcare provision to study. Almost half (42%) still live with their parents, while 14% own their own home and are responsible for a mortgage.

The University has been a consistently strong performer in terms of access, providing routes into higher education for a wide range of students, and progression to employment has also been strong. It is recognised that the current focus needs to be on performance in success.

The University currently makes admissions offers to 80.6% of UCAS applicants (including alternative offers) which compares with the sector average of 67.4%. We make every effort to offer a place to as many applicants as possible, making us one of the most accessible institutions in the UK. We are highly active in access and outreach activities, consistent with our mission to provide opportunity to all who can benefit.

The University currently recruits 7.4% of its undergraduate intake from those declaring themselves to have a disability. Our aim is to meet our benchmark in this category of 8% and to increase the proportion of those who declare themselves to be disabled. We offer a face-to-face application support service, with interpretation if required, through our Gateway in Wolverhampton and regional learning centres in Stafford and Telford. The Student Services and Wellbeing department (SSW) supports applicants through enrolment and induction once an offer of a place on a course has been made. Communication plans are in place from SSW to increase the likelihood of students declaring themselves as having a disability as there is evidence to show that many do not do so willingly. In subsequent years we will present a plan for outreach activity specifically for students with disabilities.

At the other end of the student lifecycle our employability performance is excellent against the rest of the sector with 96.3% of graduates in employment and/or further study, six months after graduation. Our specific target in this area is to maintain this level, which in itself is challenging, given the average

unemployment rates and relative lack of highly skilled job opportunities within the Black Country and wider West Midlands. We also recognise that our graduates aspire to highly skilled employment types, and while not an additional target in this plan we are currently seeking to increase the proportion of 'graduate level' employment and expect to report a continuing positive trajectory in this measure.

Reviewing the progression of our students from most deprived backgrounds (IMD Q1/Q2), we find that they are 4% less likely in securing a highly skilled job compared to our overall student population.

Where we are less successful in absolute terms is in the 'success' areas of continuation and completion rates, although we are improving the proportion of those who do complete with degree outcomes at 1st class or 2.1. Over the period of our previous Access Agreements we have seen improving outcomes for all students to achieve our target of matching the national average (70%) for good honours outcomes. The most recent published outcome for 2016/17 is 64% up from 61.3% in our baseline year 2014/15.

Additional work by the College of Learning & Teaching has also demonstrated that flexible approaches to delivery can support and enhance retention of mature and part-time students, who are not always able to attend face-to-face teaching sessions or tutorials. This can lead to differential outcomes in continuation for this group. In 2013/14 our continuation for students aged 21 and over was 78%, 4% below our overall rate, by 2015/16, this had increased to 82%, 1% below our overall average. An important finding from this research was the fact that mature and part-time students want to use the face-to-face time to interact with other students and tutors, and prefer not to use this time for activities that could have been done independently at home. Our ambition is therefore for all students to be able to access all appropriate and relevant learning resources, to support their studies, at a time and location that is convenient to them through the development of flexible curricula and an understanding of the needs of our diverse student body.

The University is participating in a Catalyst project, led by Kingston University, to implement the value-added (VA) methodology. The use of the VA score has been used effectively at Kingston University to engage members of staff in discussions regarding the attainment gap in degree outcomes.

The VA score has been used primarily in discussions relating to the attainment of BAME students, but the data can also be used to explore the impact of intersectionality on attainment. The University has created the VA scores for the last three years of student data, and has developed a series of dashboards that can be used to interrogate the data. The VA scores have currently been calculated with a focus on BAME students, but it is intended to calculate the VA score for all students so that the attainment of other student groups (e.g. disabled students; mature students; students from low participation neighbourhoods) can be evaluated, as well as considering any issues relating to student success and intersectionality. The VA scores can be calculated for specific courses, and the University will be using this information to identify courses where the VA scores are positive – in order to identify effective practice – as well as supporting courses where the VA scores for specific student group need to be improved.

The University also disaggregates BAME data and we are aware that students from different backgrounds have different patterns of educational attainment. During 2017/18 we launched a series

of management information dashboards considering all aspects of the student journey and these can be filtered to look at attainment patterns based on different student characteristics including BAME sub-groups. These dashboards have been made available to all relevant Faculty staff for consideration and discussion as part of the Faculty Performance Review process and ongoing course monitoring.

We understand our student population across the full lifecycle and our particular challenges are reflected in the targets and milestones that we have maintained for this plan (see resource plan)
In addition to these areas (and while not specific targets) we have identified through our assessment that:

- we have high levels of 'commuter' students who combine studying with other commitments and often behave more like part-time students.
- preparation of students for the transition into University is a priority for development as this directly impacts their success on their courses when enrolled.
- the market for degree apprenticeships is not yet fully formed and needs additional resource, including preparation of potential applicants at Level 3 who are currently in school or college and availability of these new vocational degree pathways.
- We need to develop means of gathering and analysing data from additional potentially underrepresented groups including white working class students, students who are carers; estranged from their families; from Gypsy, Roma and Traveller communities; refugees; people with mental health problems/specific learning difficulties/who are on the autism spectrum; and children from military families.

Our students typically have multiple dimensions of disadvantage, more so than their contemporaries in other universities. Dealing with just one factor may be difficult (e.g. caring responsibilities, part-time work or economic disadvantage), but when combined they pose even greater challenges to continuation and employment outcomes. Our students face and overcome challenges to succeed in study and employment. Our mission is to support a diverse student body and we are proud of the role we play in their success. The lives of our students directly affect the way in which they engage with their course. Indeed, our full-time students are closer in profile and motivation for study to a typical part-time student body, meaning that their work and personal commitments impact on the way they interact with their studies.

We have considered intersections of characteristics associated with disadvantage and the effect that these can have on access. 80% of our new undergraduate students have at least one characteristic associated with disadvantage and analysis on the intersections gives us the following:

- 16% of our students in 2015/16 were from families with no history of study and level 4 combined with them coming from low participation neighbourhoods.
- 4.2% of our new undergraduate full-time intake is made up of white males from Quintiles 1 and 2.

We will continue to gather data on multiple intersections of disadvantage in relation to access and amend our targeting based on analysis of this data.

The VA score data described above can be used to explore the impact of intersectionality on attainment. The University has created the VA scores for the past three years of student data, and has

developed a series of dashboards that can be used to interrogate the data. It is intended to calculate the VA score for all students so that the attainment of other student groups can be evaluated, as well as considering any issues relating to student success and intersectionality.

We recognise that transitioning into work and/or further study for students with intersections of disadvantage can be challenging. Students from IMD Q1/Q2 and Ethnic minority disadvantaged are 8% less likely to secure a highly skilled job as opposed to their white disadvantaged counterparts (who have generally performed in-line with the overall student population). This disparity is a cause for concern and going forward developing targeted activities for these students is a key priority for the Careers Service. We are in the process of creating specific career resources with relevant information for students with some of the protected characteristics and we are also developing work experience programmes for this cohort of students.

Progression into Highly Skilled Employment

Student Group/Academic Year	2013/14	2014/15	2015/16
Overall Student population	33%	36%	33%
IMD Q1/Q2	29%	31%	29%
IMD Q1/Q2, Polar 1/2 and Ethnic minority	26%	28%	24%
IMD Q1/Q2, Polar 1/2 and White	32%	35%	32%

In addition, we have seen a 5% decline in low skilled employment in both these categories of students with multiple dimensions of disadvantage and a 6-7% increase in those entering further study (significant increase for IMD Q1/Q2, Polar 1/2 and Ethnic minority).

Progression into Further Study

Student Group/Academic Year	2013/14	2014/15	2015/16
Overall Student population	14%	15%	20%
IMD Q1/Q2	14%	15%	21%
IMD Q1/Q2, Polar 1/2 and Ethnic minority	14%	17%	24%
IMD Q1/Q2, Polar 1/2 and White	13%	14%	20%

All of this has informed the way we have developed our ambitions and strategy to ensure we meet the individual and diverse needs of our students. We have also recognised that our strategy now needs to focus strongly on supporting students to continue and complete their studies, and this will be a major part of our focus over the next few years.

SECTION 2: Ambitions and Strategy

We will continue to improve all aspects of the student experience from access, through success on course to progression into employment. In doing so we will build on results currently achieved and seek to continually improve these with further research, discussion with students and investment decisions made on staff and facilities across the institution. There will be a particularly strong, well-resourced and continual focus on success, student continuation and completion of degree courses; and especially for those in student segments where we see significant underperformance e.g. good honours outcomes for BAME students and academic performance of BTEC students. We will continue to embed best practice from elsewhere in the HE sector where appropriate to our context. Systematic evaluation of our performance in these areas linked to improvements will be another key focus.

Through changes we have made in induction, teaching, learning and student support we have achieved significant improvements in success and progression is areas such as Health and Law, even amongst students from the lowest income groups and our strategy now requires us to spread that best practice more widely across all our provision. This strategy of focusing areas of underperformance will include targeting resources to achieve the necessary improvements.

The University's evaluation strategy is built upon an interpretative methodological approach using both quantitative and qualitative data to address the 'what works' questions. The overarching evaluation framework adopted for this purpose is that proposed by CFE Research in their report, *Student Opportunity outcomes framework research: in-depth study* (2015). This framework comprises a series of logical chains between the elements and a series of metrics (indicator bank) for each evaluation area and questions or indicators to guide the evaluation process. Our focus on activities that already appear to be effective is consistent with appreciative enquiry and is likely therefore to yield findings that will allow us to highlight good practice that can be disseminated and transferred to other activities.

The evaluation strategy is overseen by the Professor of Learning & Teaching within the College of Learning & Teaching. The Professor of Learning & Teaching also co-ordinates the University-wide Pedagogic Research Group, which is supported by annual University funding to evaluate academic practice and to evaluate impact of initiatives. Staff bid to deliver commissioned projects that address pedagogic challenges linked to our strategic priorities (e.g. inclusive curricula, effective learning spaces or student transitions), or to develop and evaluate staff learning and teaching innovations. The Students' Union is active in evaluating bids to ensure they address issues important to students. Students are also able to bid alongside their tutors in order to undertake collaborative pedagogic research; for example, a student-led project on developing an online student-life resource to support Level 3 and 4 students. Our ambition is to increase the number of projects with students as leads and/or co-researchers.

Alignment with our Equality & Diversity Strategy:

Throughout this Access & Participation Plan there is a clear alignment with the University's Equality & Diversity Strategy. Our specific Equality Objectives mirror those targets which are outlined in this plan, as all of these are derived from the University's overarching Strategic Plan. The Strategic Plan contains the goal to **'maximise the individual potential for all students'.** From this statement a number of specific objectives and performance indicators are identified. For example:

At the level of the Strategic Plan:	At the level of the Equality & Diversity Strategy:	Represented in the Access & Participation Plan as -
Maximise the individual potential for all students.	Increase student recruitment from currently underrepresented demographic groups.	We have highlighted the specific groups including Disabled People with a dedicated target.
	Increase student retention from currently underrepresented demographic groups.	We have identified specific targets within the plan for 'at risk' under-represented groups.
	Increase student achievement, continuation and progression of currently underperforming demographic groups.	We have identified specific targets within the plan for under-represented groups, for example students from a BAME background.

The University's Governor-led Equality & Diversity Committee has oversight of the specific Equality Objectives and is consulted as part of the development of the Access & Participation Plan. In addition to this, a specific Equality Impact Assessment has been undertaken as part of the consultation and development process.

The University is committed to closing gaps in access, retention, attainment and progression for all students and is taking an inclusive practice approach under the institution-wide 'Include Me' initiative. This initiative is looking at all stages of the student lifecycle including: pre-entry information, advice and guidance; admissions and recruitment; curriculum delivery and assessment; student support; and continuation to employability and further study. Many of the measures outlined throughout this access and participation plan are elements of the 'Include Me' initiative and are about taking an inclusive and accessible approach to supporting all our students. Evidence from our "What Works?" research identified that through improving the outcomes for all, differentials reduce i.e. performance gaps reduce. The "Include Me" initiative is expected to improve success and progression to target groups, in particular disabled, mature and BAME students.

Examples include: a complete review of assessment practice (as referenced in section 2b, p9) across the University, to ensure that different learning styles are recognised and addressed; the 'ready steady go' initiative (outlined in section 3, p16) targeting pre induction support at mature students and disabled students; and 'personal tutoring and personalised learning skills' (section 3, p16) which is targeting appropriate personalised support for particular student groups.

(2a) Access improvement ambition and strategy

By September 2019 the University will have fully completed re-organisation of its Recruitment and Partnership activity under a new co-ordinating Directorate. This offers the opportunity to co-ordinate and share activity across previously disparate areas, learn from best practice and introduce common

methods and systems which improve our performance in access. Key to improving performance in access and recruitment for the University is a strategic and sustained re-focussing of our relationships with regional FE Colleges and schools. This outreach activity is included is what we term 'The Partnership Package' which was approved by senior management early in February 2018.

The new Directorate structure also recognises, and resources through the Apprenticeship Hub, the growth in demand for degree apprenticeships and Regional Learning Centres, meeting the high and specific regional demand for both. By 2020, we aim to have more than 1,000 students studying with us for degree apprenticeships (currently c.400). This growth in provision and demand offers an opportunity to boost degree recruitment across the board, but especially for under-represented groups including working class white boys for whom research shows that degree apprenticeships might be more attractive than a more traditional academic degree course. We are also working closely with regional FE Colleges to develop the degree apprenticeship supply chain from Level 3 into Levels 4 to 6, including franchising some elements of the provision to them at Levels 4 and 5.

In terms of access, we already recruit 80% of our undergraduate students from disadvantaged backgrounds. However, we have made a commitment to recruit more Care Leavers, mature students and students onto degree apprenticeships.

The University has 13 schools (10 primary and 3 secondary) which it sponsors through the ECMAT Multi-Academy Trust, as well as two University Technical Colleges (UTCs). These schools form a key element of the University's strategy around schools engagement which is linked inextricably to our strategic mission to widen participation in the region. Consequently we are creating sustained, deep relationships with schools. These are schools in challenging communities with low adult skills qualifications, low rates of adult employment and limited progression to university. The objective is to raise attainment in the schools, increase progression to higher education and work with the school communities. Resources from across the University have been channelled into the schools to achieve this objective.

This approach has been particularly successful in raising attainment in primary schools where there is sustained evidence of a closing of the gap against national school performance over the last three years. A number of sustained initiatives to raise pupil attainment, including the 'right track' programme have seen steadily increasing numbers of students accessing higher education, and classrooms provide living laboratories for applied research. In our secondary schools, we have seen a 20% increase in progression to the University of Wolverhampton alone.

This work is aligned with our Institute of Education, where we are able to place teacher training students in our sponsored schools in Nursery, Primary, Secondary and Post-16 classrooms, and support school staff through CPD programmes. An example of this is the MA in Educational Leadership, where staff in our sponsored schools have been given funded places on the programme. We are also able to support staff in our schools to obtain the National Professional Qualifications for Middle, Senior, Headship and Executive Headship in the Institute. Our CPD is now used by others MATs.

The two University Technical Colleges (UTCs) sponsored by the University also form a key part of raising aspirations and access to higher education for underrepresented groups. Our strategy and ambition is to continue to support the development of these UTCs especially as they lead into two of our areas of strength in the built environment and health professions.

National Collaborative Outreach Programme (NCOP) activity is progressing well, and we will work constantly to learn from these outreach activities to inform all other areas of access and recruitment activity. NCOP has provided us with the opportunity to evaluate the effectiveness of new approaches such as multiple and sustained interventions with a small defined cohort and this has worked especially well in schools. We will seek to take this approach into FE Colleges.

(2b) Success and Progression Improvement ambition and strategy

The University's 'students first' strategic pillar is underpinned by three interdependent and inclusive strategies:

- Learning and Teaching Strategy
- Student Experience (The Wolverhampton Offer) Strategy
- Employability and Enterprise Strategy

The University's Learning & Teaching Strategy (2016-2021) has three priority areas for development:
- Learner engagement
- Learning opportunities
- Subject communities

In considering the ambition and strategy in relation to success and progression, it is apposite to outline existing and developing plans and operational strategies in relation to these three learning and teaching priorities.

Learner engagement

We perform well in recruiting students from disadvantaged groups and groups that are under-represented in higher education. We recognise that we have work to do on retaining these students once they have entered the institution and ensuring they perform as well as they can. We have set ourselves four separate targets for this area for different groups of students in higher education. We have set an overall target for all full-time, first degree entrants of 11%. Our benchmark for entrants who fail to continue in higher education is 11.7% and we are currently at 14%.

Learner engagement begins before students enrol at the University, encompassing diagnostic testing to ensure any student who needs help receives it and that our assessment processes are not unintentionally disadvantaging certain groups of students.

The University's participation in the DRIVER Catalyst project (led by Coventry University) is exploring ways in which the transition process can be enhanced and made more effective. The project team is a consortium of West Midlands higher education and further education providers that is working together to identify and implement the features that characterise an effective transition process into higher education. The project is highlighting issues that need to be addressed in terms of learning and teaching approaches, and the types of assessment activities that are employed in the curriculum – specifically at Level 4. As an outcome of this work, the University is reviewing its assessment strategy to ensure that activities are appropriate and accessible, and allow all students to demonstrate that they have achieved the intended module and course learning outcomes. As part of the project, the University has been working in partnership with Halesowen College to identify effective transition processes and practices. These will be disseminated to other key post-16 providers.

The use of diagnostic testing for new students joining the University was originally developed as a School-based initiative. The former School of Applied Sciences identified issues with student withdrawal, and consequently developed individual learner profiles (ILPs) and diagnostic activities to ensure personalised support during the early stages of study. The ILP helps students identify their confidence on a range of study skills as well as their preparedness for higher education. Students share and discuss this with their personal tutor. The evaluation of the pilot found student withdrawals during the first month of study were reduced by 80%. The use of ILPs has been widened to all students and supplemented by further diagnostic testing in different subject areas. For instance, maths diagnostics have been adopted in science where such skill sets are especially important. The aim is for all students to be able to participate in diagnostic testing that supports identification of students' perceptions and expectations relating to academic skill requirements, and to provide appropriate signposting to support resources to develop and enhance these skills. We are currently working to streamline the completion and dissemination of the ILP and diagnostic reporting results through an online environment, and our ambition is that all students will be fully aware of the skill support offer that is available to them, in order to extend and enhance their academic skills.

Learner engagement relies on students understanding what they are being asked to do, and feeling motivated, inspired and supported in their studies. One of the key elements of this process is an effective transition into higher education. A significant proportion of our students are the first in their family to enter university. The effective transition of these students into higher education is consequently more challenging than for those from a family with a background in higher education. Also, the expectations of these students need to be developed explicitly, as they may be skewed or unrealistic in the absence of familiar reference points.

We have set a target to increase the number of student achieving a 1st or 2:1; we are below the sector average for all students. We were at 60.6% in our baseline year of 2014/15 and are currently at 63.9%. Our target for 2019/20 is 67%. We are putting a particular focus on BAME students because, as a group, they are further behind the benchmark. We have made good progress from 52.5% in our baseline year (2014/15) to 57.5%. Our target for 2019/20 is 60%. Data for student success shows us that we need to focus on closing the gaps for disabled students, mature students and students from low participation neighbourhoods (may be getting data from planning for this).

We are currently reviewing assessment modes and methods to ensure that students who come to us through vocational routes are not disadvantaged.

The VA score has been used primarily in discussions relating to the attainment of BAME students, but the data can also be used to explore the impact of intersectionality on attainment. The VA score provides an indicator of the proportion of students who have achieved a good degree, taking into account entry qualifications and the subject of study. A VA score of 1 implies that the students have achieved the expected proportion of good degrees; a score >1 implies that the students have achieved a greater proportion of good degrees than anticipated; whereas a score <1 demonstrates that students have not achieved the predicted proportion of good degrees. The stepped visual approach adopted by Kingston is being implemented by the University, and will be used to engage members of staff in the discussion about differential attainment. Our ambition is for all courses to be achieving a minimum VA score of 1 (i.e. achievement of the predicted proportion of good degrees, based on the entry qualifications and subject of study of the student cohort).

Learning opportunities

Providing appropriate learning environments – both physical and virtual – is vital to supporting the development and implementation of appropriate and innovative learning opportunities.

Research conducted by the University and the Students' Union has demonstrated the diverse nature of our student body, and the fact that many of our students lead complex lives. This diversity means that availability and accessibility of support and learning materials needs to be flexible, in order to meet the needs of all students and not just those who are able to attend sessions on campus at specific times. Our ambition is for all students to be able to access all appropriate and relevant learning resources, to support their studies, at a time and location that is convenient to them. This ambition has been supported by a cross-University Digital Campus Transformation Programme. The Programme is focussed on enabling further innovations in learning, teaching and student support through the introduction of new technology and staff development on how best to employ that technology. A new virtual learning environment (VLE) – Canvas – was implemented for all taught courses in September 2017. The strategy for the implementation of Canvas has adopted a 'pedagogy first' methodology, to ensure that learning and teaching requirements were prioritised and that the technology was being used to support and develop – rather than to lead – innovative pedagogical approaches.

The Foundation Projects of the Digital Campus Transformation Programme (Apps Anywhere, Student Portal, Business Intelligence, Digital Platforms, Virtual Learning Environment) are either completed or nearing completion. The next phase of the Transformation Programme is being developed. In supporting the ambition to raise the University's profile of success and progression, the projects will include developments in personalised timetabling, learner analytics, digital capabilities, and a new digital library platform.

An area where the University has established a strong reputation is in the innovative development of effective learning and teaching facilities underpinned by research. A group, led by one of our National Teaching Fellows, oversees a number of dedicated test environments where the impact of space on pedagogic practices is evaluated. One of these is sponsored by an educational furniture supplier, whose interests are in the impact of learning spaces on active learning. These test areas guide the development and improvement of our teaching spaces and teaching practices; for instance, this group's work informed the design of learning and teaching facilities in our Business School building in 2014/15, following significant consultation with both staff and students. This resulted in innovative, flexible, collaborative and technology-enhanced teaching environments alongside extensive social learning spaces.

Our investment in physical resources extends to the provisions we make within our dedicated learning centres. Each campus has a learning centre which brings together extensive physical and digital library resources, study skills support and social learning spaces. In 2014/15, in response to student feedback, the opening hours were extended to be 24/7 on all campuses. Post-implementation student focus groups identified this as one of the most positive changes to their learning experience.

Part of the development of our physical learning spaces includes the provision of technology within these areas. We have invested in capture technology software to support the development of video resources to complement other learning and teaching activities; for example, the use of video for producing flipped learning materials, assessment unpacking discussions, feedback on assessment activities, as well as more traditional 'lecture capture' that can be streamed in real-time for those

students who are unable to attend physically at a particular time, as well as being recorded for further review and revision purposes. Training in technology-supported pedagogy is provided so that staff can maximise the opportunities afforded by the University's digital investments in their teaching and support of students.

To meet the personalised needs of the University's diverse student body, an institution-wide Graduate Teaching Assistant (GTA) scheme was implemented in 2014, led by one of our National Teaching Fellows. The scheme provides full-time employment and further study opportunities to graduates considering a career in further education. The GTAs are able to work one-to-one with students in order to personalise the support provided. The GTAs reflect the profile of our students, and having had recent experience they are seen as approachable and role models who act as a bridge between students and academic staff. A funded research project evaluated the scheme and identified the positive impact it has on the student experience and the positive contribution that GTAs make in facilitating student learning and support. Case studies of interventions undertaken by GTAs capture the impacts which they have had on individual students, while on modules on which they have worked we have evidenced that pass rates have consistently increased by over 2%. Following the outcomes of the evaluation of the GTA Scheme, there has been a focus on using the GTAs with Level 3 and 4 students. Also, GTAs have been recruited to specific subject areas that have been highlighted as requiring support on the basis of the success data.

Subject communities

Research conducted by the University into belongingness and attainment differentials [Cousin, G. & Cureton, D. (2012), *Disparities in Student Attainment. York; Higher Education Academy*] shows the impact that learning spaces have on retention and attainment. This research has informed our campus strategy and investment programme. We have recently co-located cognate disciplines in order to foster staff and student communities through the creation of 'academic homes', particularly important given the commuter nature of our students. Over the next few years, these 'academic homes' will become more embedded in our students' minds and lives.

Subject communities form the primary basis of a student's interaction with the University at a formal curriculum level and also for co-curricular activities. An example of the latter is the annual University-wide Career Development Week (CDW). This initiative was piloted in one of our academic Schools and, following evaluation and feedback from the Students' Union, it was embedded within the 2016/17 academic calendar for all students across the University, supported by a £250,000 investment. CDW provides opportunities to further enhance employability skills, within the context of the subject communities, to support the development of students' CVs, and gain additional work-related qualifications.

Progression

While our figures for students progressing on to employment or further study are above benchmark at 96.3%, we recognise we need to work on improving the percentage of graduates who move into highly skilled occupations. The outcomes against this measure for our students are continuing to improve: 58% (14/15); 66% (15/16); and from the most recent Destinations of Leavers from Higher Education Survey (graduating class of 2017) we anticipate that this will improve again.

To support student progression, the University's Employability and Enterprise Strategy ensures that business and professional practice permeates the curriculum to support students' development of skills that are highly valued by employers. The manner in which this is delivered is determined by the subject. For example, some courses have live company consultancy projects for their final year independent study module, while others make extensive use of work-based assessments, guest speakers and practice-based mentors. Employers and professionals are consulted as part of the course design and approval process, and PSRB recognition and accreditation is pervasive across the University's provision. In these ways, we ensure the professional relevance of curriculum which results in graduates from the University being employable on graduation.

Our Enterprise and Employability Strategy provides encouragement and support to students to start their own business. The University provides business support, consultancy and mentoring to students wishing to start in business. The University also provides incubator and grow-on space at its Science and Innovation Parks and access to a £250,000 seed-corn fund which is allocated through the Green Shoots scheme. For many years, the University has operated a 'SPEED Plus' scheme on behalf of West Midlands universities. Between 2014 and 2017, 136 graduate start-up companies were created, which generated 206 jobs. The next generation programme, Enterprise Action, has helped to support the creation of an additional 57 graduate start-ups over the last two years. Our ambition is to continue to grow the numbers of students participating in these schemes, and to increase the proportion of students in graduate-level employment.

The table below highlights the progress the University has made in reducing the employability gap between our White students and their Ethnic minority counterparts. At all our career events on-campus, we actively encourage employers to have a diverse representation. Our career and job guidance interviews enable a confidential, in-depth and targeted discussion that is supported by colleagues with significant experience in supporting students with diverse needs.

Employability Indicator

Ethnicity/Academic Year	2013/14	2014/15	2015/16
White	97.9%	98.3%	98.3%
Black including African, Caribbean and other	94.2%	94.4%	95.5%
Asian including Bangladeshi, Chinese, Indian, Pakistani and other	91.9%	95.0%	94.7%

 (Source: Destination of Leavers from Higher Education survey data)

Over 13% of students at the University of Wolverhampton have identified themselves as having some form of disability. We have recognised that our disabled students particularly present with issues relating to confidence, self-marketing and how/when to disclose their disability. The careers service deliver a range of targeted workshops by specialists like Remploy, Leonard Cheshire and organise an annual *"Disability Employability Event"* (started in 2008) that is delivered in association with Student Support and well-being team. These events/workshops have seen a significant increase in student attendance and have secured future monetary commitment.

As a University we also have a sizeable population of mature students with young children. We are consulting with the students in question and exploring additional support initiatives for students with children.

Overall, the work that we have described in this section, our ambitions and strategy, builds on the work, support and investment outlined in the section below. We are not complacent about our challenging position; it is our mission and a reflection of our region. The biggest challenge for us is not an access challenge, although we will continue to focus on providing opportunities and widening participation. Our challenge is to ensure that our students are supported to be successful, to realise their ambitions and potential, during the course of their studies and into highly skilled employment.

SECTION 3: Access, Student Success and Progression Measures

As referenced above, the University has demonstrated a sustained and successful commitment to access and widening participation. While we continue to be ambitious in this area, as a prominent feature of our institutional mission, our particular challenge is to continue to improve our students' successful performance and progression.

Our activity to promote access and widening participation.

By directly working with the University's Multi Academy Trust; our extensive outreach work; and our leading role in the National Collaborative Outreach Programme (NCOP), we have already embedded a sustained approach to developing ambitions and connections with higher education for young people in the region.

Black Country Children's University **(Primary)**	The Black Country Children's University™ (BCCU) is co-ordinated by the University of Wolverhampton and is part of the national Children's University Trust™ – aiming to promote social mobility by providing high quality, exciting out-of- school-hours learning activities to children and young people aged 7 to 14 (as well as 5 and 6 year-olds with their families). This initiative is growing numbers year on year.
Education Central Multi Academy Trust **(Primary and Secondary)**	The University has a significant strategic relationship with 10 primary schools and 3 secondary schools through a wholly owned Multi Academy Trust (MAT). Our family schools are closely linked to the Institute of Education (where the Director of the Institute is also Chief Executive of the MAT) so that professional development, teacher training and school performance are all inter-linked.
University Technical Colleges **(Secondary)**	The University is a sponsor of two University Technical Colleges in the region. One is focussed on Health and Health Science professions with close links to the Faculty of Education Health and Wellbeing. The other is focussed on careers in the construction industry and located on the University's (new) Springfield Campus – with close links to the Faculty of Science and Engineering.
Aspire to HE (NCOP Consortium) **(Secondary)**	The University is the lead for the Aspire to HE Consortium. The Aspire to HE consortium is made up of the University of Wolverhampton working in partnership with six Further Education Colleges and many secondary schools to support informed, ambitious decision making with regard to higher education.

Care leavers **(Secondary)**	Aspire2Uni is an intensive programme for Looked After Children (LAC). The University and the Creating Chances Trust works alongside four Local Authority virtual schools to enable the programme to be embedded into wider strategies for raising aspirations, attainment and progression. The University also organises a series of higher education awareness days for all pre and post- 16 pupils and for the influencers of Looked After Children such as Carers, designated teachers and other professionals. We are active members and supporters of the National Network for the Education of Care Leavers and offer a dedicated point of contact for students from a care leaver background throughout their studies and an initial Access Bursary. We also work with the Standalone Trust to support estranged students.
Part-time students **(Adult)**	We have an established target to increase the number of part-time entrants to 2020 by 2020. Many of our part-time students are also mature students and our continuing commitment to part-time routes for study is reflected in a lower tuition fee (not pro rata) to promote part time options. Our access activity is also rooted in our Regional Learning Centres at Telford and Stafford – offering part time study, bite-size and taster events, short courses and sample modules, outreach and introduction to HE workshops, advice and guidance.
Students with disabilities **(Primary, Secondary and adult)**	We have an established target to continue to grow the overall number of enrolled students who declare a disability (as a percentage of the total student population) Our activity to achieve this includes: a dedicated advisory team and inclusive pre-entry information; highly focussed recruitment on Deaf and Hearing-Impaired learners reflecting our international expertise in Deaf and Inclusion Studies and BSL Interpreting; targeted outreach at Deaf community events and sponsorship of DEAFFEST; and an Access Bursary targeted at Deaf learners, recognising some of the additional cost considerations for this community.
Other outreach work **(Primary, secondary and adult)**	Our outreach activity is not confined to those schools and colleges with whom we have a special relationship. The University is increasing its investment in a strategic UK Outreach and Partnership team which will seek to grow coordinated outreach activity alongside the targeted work of the NCOP and through the Black Country Children's University. Our outreach activity is complemented by significant 'in-reach' activity – where we seek to engage young people on campus. Our Faculties organize small bespoke events, utilising our specialist facilities including a dedicated outreach classroom laboratory, alongside large scale community events including the annual SciFest and Artsfest. Our Regional Learning Centres act as advice and guidance 'gateways' alongside our primary high street advice centre in Wolverhampton

Our activity to promote student success

Our students face and overcome challenges to succeed in study and employment. Our mission is to support a diverse student body and we are proud of the role we play in their success.

The University has a well-established student experience strategy, known as The Wolverhampton Offer. The strategy aims to deliver an experience that provides 'transformative opportunities, personalised support and vocational relevance' in order to promote social mobility and enhance the individual life chances within the communities in which we operate. The Wolverhampton Offer reflects the student lifecycle and supports the personal journey of each student from pre-entry to post-graduation by providing a support framework and learning environment that focuses on widening success across our diverse student population.

> ➢ **Student transition**

A range of coordinated initiatives to engage new students with pre-entry activities, diagnostic testing and extended induction to support transition, and access to a network of personalised support.

Ready Steady Go	Building on the evaluation of successive years of development, all students are invited to engage with a pre-arrival day (prior to the formal 'Welcome Week') The events are open to all students but are targeted at students at greatest risk of early withdrawal – including specific events for mature students and students with disabilities.
Individual Learner Profile	Following an initial pilot activity the University has introduced a pre-arrival Individual Learner Profile (ILP) for all students. The ILP is a diagnostic tool which helps students to identify their confidence on a range of study skills and preparedness for HE. Students share and discuss this with their personal tutor and may be referred for further diagnostics and/or study skills support.
Personal tutoring and personalised learning skills	Our diagnostic work has informed revisions to our personal tutoring policy, which was developed in collaboration with the SU. All students are assigned a personal tutor to provide personal and pastoral support. When combined with diagnostic testing, this ensures our diverse students receive appropriate personalised support and guidance from the outset of their studies from the extensive support service provision we have available. More than 3000 students have accessed the University's study skills support, as well as curriculum embedded study skills sessions.

➢ **Learning and Teaching strategy**

Our Learning and Teaching Strategy aims to ensure that students' full learning potential is achieved 'through empowerment and inspiration' and that 'teaching excellence is recognised and rewarded.' The founding principle of the strategy is that our learning and teaching is inclusive and flexible, to meet the needs of a diverse student community and we currently have a broad strategy around 'inclusive learning' encompassing a wide range of activities. The College of Learning and Teaching (CoLT) promotes and drives excellence in learning and teaching through applied research and the development, dissemination and evaluation of enhanced and innovative pedagogic practices. This central unit coordinates a network of Faculty-based staff to ensure the consistent delivery of cross-University strategic initiatives at the subject level.

From a staff development perspective we offer support for HEA fellowships, where we have achieved high levels of success, a generous staff scholarship scheme and investment in pedagogic research to identify and spread good practice.

➢ **Financial support for new students**

Following an extensive review and evaluation of our pre-existing scholarship and bursary products the University has radically revised the offer that will be available to new students in 19/20. Previous scholarship products that were aimed at promoting access have been discontinued – excepting for our access bursaries targeted at particular under-represented groups with known higher expenditure or limited access to some funding. The University has trialled and is extending its commitment to the Wolverhampton Travel Fund.

Financial concerns were identified as preventing some students from attending lectures, which resulted in them falling behind in their studies. Consequently, in 2014/15 the University introduced an annual £1.2m travel bursary fund for first year undergraduate students to ensure students were able to travel to classes. In 2016/17 over 3,000 students benefitted from travel bursaries to fund public transport access for all students. An evaluation of the scheme was universally positive and comments such as 'this has made all of the difference for me' and 'this makes it a lot easier for me to get to University' were typical. All new undergraduate students will be eligible for the Travel Bursary of £300 from September 2019. This is an increase from £250 in September 2018.

Dennis Turner Opportunity Fund

The Dennis Turner Opportunity Fund (DTOF) is the University's Hardship Fund – and is open to all students. On-going evaluation has confirmed the value of this and a positive impact on retention. More than 95% of students who receive an award from the DTOF have continued with their studies. The University has committed to investing up to £630,000 in available funding into 19/20. The maximum award can be £3,500 but this is rare and most applicants will receive an award of around £300.

The following are priority groups:
- o Students with children
- o Disabled students (especially where DSA is unable to meet particular costs)
- o Students who have entered higher education from care for the period of time spanning their 16th birthday (regardless of age now)

- o Students who are 18 to 24 and have no communicative relationship with either living biological parent, or often their wider family
- o Students from Foyers or who are homeless
- o Students from low income families
- o Students receiving the final year loan rate

We have used the criteria above to target financial support.

With the introduction of full fees we made a decision to focus on access and used a blanket approach to allocate bursaries and scholarships in order to maintain recruitemtn from groups of students who may be disadvantaged. Robust work was carried out to monitor and evaluate these schemes and this showed that our Distinction Scholarships were not very effective in achieving this aim and resulted in the removal of this scheme. The funds have instead been allocated to support travel costs which students told us were a barrier to attendance at lectures.

We are developing a targeted approach targeted at success as our data identifies that this is where we need to concentrate our efforts. The approach will be developed in the academic year 2018/19, trialled in 2019/20 and then evaluated in 2020/21.   We will not change the amount of financial support resource available to students.

We will continue to evaluate all financial support in order to target appropriately.

Pre-entry financial advice - working with the Students' Union

A survey by the Students' Union (SU) confirmed that many of our mature students have caring responsibilities and have to contribute to family finances. To address this and ensure students are equipped to manage potential financial pressures, the SU, in collaboration with the University, introduced a series of finance and budgeting sessions for students prior to entry. These focus on mature students in particular. Additionally, the University's Matrix-accredited advice service provides personal financial guidance to our applicants and students. These initiatives have helped ensure that students, and particularly mature students, are better informed about finance and the costs of studying at University. This reduced the number of students withdrawing for financial reasons by 25%.

> ➢ **Investing in learning**

Over the lifetime of our Access Agreements we have continued to invest in our digital and physical resources to ensure students have leading edge, high-quality facilities that enhance learning and reflect the particular needs of our student body, as well as reflecting the types of professional environments they will meet in the workplace. The continuation, maintenance and expansion of these resources requires on-going investment to which the University has committed, alongside investment in new technologies, learning spaces and resources for students.

| New technologies | In the academic year 2017/18 the University implemented a new Virtual Learning Environment (CANVAS) that is more intuitive to use, encourages interactive pedagogic practice and is fully mobile.

Investment in new Lecture Capture technology is continuing. Our evaluation shows that our recording-to-viewing ratio is one of the highest in the sector. We have also found lecture capture has improved engagement with assessment activities. Students can review the class subsequently to reinforce their learning or address any elements they were less confident about.

We are committed to the on-going development of our web-based Apps Anywhere software hub, which enables students on campus to access software applications wherever and whenever they need them. |

> ### Student Support and Wellbeing

The University provides for an extensive student support landscape, one which supports students in their learning through the provision of academic study skills; and supports their wellbeing, through their academic experience, to promote retention, progression and successful outcomes.

Students can access support through three main routes:

i. Within the Faculty - through teaching staff, personal tutors and Faculty Student Services (which provides a direct help point embedded within the faculty environment for all academic queries)

ii. Within the Learning Centres - open 24 hours at peak times in the year and supported by on-line chat services. Students access a wide range of academic and study skills support including groups and workshops and individual support sessions.

iii. From the Student Support & Wellbeing Team – incorporating specialist advice and support for students with disabilities; Counselling Services; Chaplaincy team; hardship funds and in-person and on-line advice and support for a range of student life demands. Our support for students with mental health concerns is award-winning (winner of the Times Higher Education Awards for Outstanding Student Support 2016) and provides training for staff to tackle mental health concerns with referral routes to dedicated staff and partnerships with external agencies.

These services are complemented by an impartial and independent Advice & Support Centre operated by the Students' Union

Our activity to support student progression

The employment success of our students is a result of the strength of our Enterprise and Employability Strategy. This develops students' employability skills, provides students with work and professional practice experience, supports entrepreneurship and embeds business and professional practice in the curriculum. To ensure the consistent delivery of cross-university initiatives our central Careers,

Enterprise and the Workplace (CEW) unit works in partnership with faculties. CEW provides career advice, enterprise support and an employment and internship service. They also coordinate with a Business Solutions team who source employment opportunities. Principal Lecturers for employability and academic employability champions lead subject-related employability initiatives within Faculties.

Continuing curriculum development	As part of our strategy to achieve outstanding employment outcomes for our students, we ensure vocational relevance of curricula and gain Professional, Statutory and Regulatory Bodies (PSRB) recognition where appropriate. We have now successfully achieved PSRB accreditation for more than 200 courses across the University. Students gain full or partial professional accreditation and/or joint certification and recognition from these arrangements. Recognition has further benefits: it ensures that our curriculum is up-to-date, our students benefit from regular engagement with their PSRB and professional communities during their studies, and students enhance their CVs through the recognition they receive.
Employer engagement	To increase student employability we ensure employers are extensively and consistently engaged in the review and design of all our courses. Each Faculty has Business Advisory Boards to ensure academic developments are informed by feedback and guidance on the suitability of curriculum and new course design.
Embedded employability skills and award	To ensure students develop the skills necessary to secure employment, we have embedded a structured approach to their development within the curriculum. Following a successful pilot in the Business School, the University Enterprise and Employability Award scheme was extended to all courses where PSRB requirements permit. Achievement of the award recognises the student's development of employability skills and their ability to put these into practice in the workplace.
Career Development Week	A further investment has been into the now annual University-wide Career Development Week. In 2016/17 this was embedded within the academic calendar for all students across the University, supported by a £250,000 investment. This week provides opportunities to further enhance employability skills, undertake extra-curricular activities to support the development of students' CVs, and gain additional work-related qualifications. This initiative evaluated positively: two thirds of students identified that events were 'relevant to their future employment' and confirmed that it 'enhanced their skills and personal developments.'

Careers Advice and Guidance	The University funds a dedicated Careers Advice and Guidance team working alongside The Workplace (work experience, part-time jobs and graduate employment opportunities) and Enterprise Action (see below) The team support the delivery of the embedded Employability Award in the curriculum and offers group and one-to-one advice and guidance.
	The team is dynamic and responds to any identified gaps in student employment outcomes. For example – our Destination of Leavers from Higher Education outcomes (2014/15) highlighted a small but discernable disparity in employment outcomes for students with disabilities. In conjunction with The Workplace the team has established dedicated workshops for students with disabilities to support gaining employment and developed a project with Wolverhampton City Council to directly support graduates with disabilities into employment with SMEs.
Mentoring relationships and opportunities	Mentoring is an important aspect of both our student support and employability strategies. Some mentoring schemes are University-wide; for example, any student can ask to be mentored by alumni on the alumni mentoring scheme – this scheme is directed at employability and networking. Other schemes are subject based. For example, final year Business students are mentored by regional members of the Institute of Directors, and law students are mentored by lawyers from regional practices. These mentoring schemes have been very effective. An evaluation of the first five years of the Business School scheme found 65% of students engaging with the scheme had gone on to achieve first or 2:1 degree classifications compared to a cohort average of 46%.

➢ **Opportunities for Work Experience**

Research shows that student employment outcomes are improved through opportunities to gain work experience alongside academic study. The range of opportunities, and our active promotion of them, ensures all students can benefit from them irrespective of subject or personal circumstances.

- Sandwich years or integrated professional placements are available in all full-time undergraduate courses.
- Volunteering opportunities are managed by our Volunteer Central unit. The unit provides students with work opportunities in the voluntary sector, either as extra-curricular activities or credit-bearing work-based learning. Every year, more than 2,000 students register for the scheme.
- Part-time work opportunities are promoted by The Workplace, the University's employment agency. Local employers can advertise appropriately paid, 'student friendly' work opportunities to students who wish to work part-time while they study.
- International internships are becoming increasingly popular. In 2016/17 almost 200 students undertook Erasmus placements and opportunities to work with our international partners.
- Extra-curricular project work is provided by The Challenge Academy. The Academy brings together regional small and medium-sized enterprises (SMEs) and students to deliver real-life consultancy projects (for example, undertaking market analysis, web development or graphic design). Since the Academy opened in 2016 over 300 students have benefited from these opportunities.

> **Enterprise and entrepreneurship**

Our Enterprise and Employability Strategy provides encouragement and support to students to start their own business. We provide business support, consultancy and mentoring to students wishing to start in business. We also provide incubator and grow-on space at our science and innovation parks.

Our European-Funded programme - Enterprise Action - continues to support the creation of graduate start-ups.

> **Opportunities for further study**

Alongside improving employability, the University is increasing the proportion of graduates who go on to further study. In 2016/17 34% more students continued onto full-time postgraduate courses with us than in 2014/15. However it is more typical for our students to gain employment and then return to us a number of years later to undertake part-time postgraduate study. This is evidenced by the fact that our part-time postgraduate recruitment has grown, and 33% of this student body are former graduates. The University promotes further study opportunities to current students and alumni and offers a postgraduate loyalty discount (20%) to reduce the cost of tuition fees to returning graduates – regardless of when they studied with us.

SECTION 4: Investment

As indicated in our resource plan the University expects to commit a total investment of £6,437,000 in measures to support students as defined by the Access & Participation Agreement in 19/20. This represents 21% as a proportion of Higher Fee Income. Of which:

£632,000 is committed to supporting Access Measures   (2.1%)

£2,752,000 is committed to supporting Student Success   (9.0%)

£ 773,000 is committed to supporting Student Progression   (2.5%)

£2,280,000 is committed to Financial Support for Students   (7.5%)

The proportion of our investment in each category directly reflects our assessment, ambitions and strategy with the greatest investment in supporting student success.

The level of investment highlighted in the plan reflects specific measures aligned with our highlighted activity areas. Over and above this targeted investment the University continues to invest in access, student success and progression as an integral part of all of our activity as the University of Opportunity. The diversity of our student community, the region in which we work, our mission and strategic ambitions means that activity at every level of the organisation is committed to target groups and widening participation priorities.

SECTION 5: Provision of Information to Students

The University makes available detailed and accessible information to students and applicants about the tuition fee and any available financial support - in line with all relevant guidance and regulations.

Information is published directly by the University (as detailed below) and information is supplied to UCAS and the Student Loans Company as required to populate their applicant-facing on-line services.

The University will make information available on its website, including the below:

- Specific Fees for each course on our individual course pages, accessbile via the Course Finder webpage.
- General Fees information available at www.wlv.ac.uk/fees with links to further details about scholarships, financial support, and what is included within the tuition fee.
- More detailed information about bursaries and financial support is published at: www.wlv.ac.uk/scholarships - including details of the Travel Fund.
- Other information is available at www.wlv.ac.uk/moneymatters
- The University expects to raise fees, in line with inflation, where this is permitted. A general statement about inflationary increases is published at our website and students are reminded of this, and their liability for fee payment, at the point of enrolment.
- The University publishes an annual fees and funding guide: **Money Matters.** This is available to enquirers and available at our Open Days. As part of our Open Day programme there is a specific fees and funding presentation which provides further explanation, detailed information for specific course types and modes of study, and where our advisers are available to answer questions in person.
- Information and advice is available from our advisory teams and applicant support centres (Gateway and Regional Learning Centres)
- Information and advice is provided to partners and stakeholders, utilising the same content for consistency and accuracy – which is updated on an annual basis.
- Information for current students about financial support that is available during the course (hardship funding) is promoted throughout the year with information available at the student support landing pages www.wlv.ac.uk/support and dedicated information at: www.wlv.ac.uk/fund
- Once approved, we will publish our Access and Participation Plan on our website along with our past, relevant, Access Agreements

Monitoring arrangements

All Faculties are required to develop annual Academic Enhancement Plans (AEP) which cover Access, Success and Progression at a course, subject and Faculty level. These Action plans are monitored by the University Academic Enhancement Committee who oversee the closing out of actions on the plan, and report through to Academic Board.

The University then monitors performance against measures at both subject and University levels. Twice yearly, Faculties are subject to a Performance Review in which performance against a number of measures, including those covered by this Plan, is tracked. Outcomes from these reviews are reported to the Corporate Management Team (CMT). Faculty AEPs are revised, if required, based on the outcomes of the performance reviews. The measures used within this Plan are also the metrics used within the University level KPIs. These KPIs, and therefore their metrics, are monitored by the Corporate Manangement Team (CMT) on a quarterly basis where appropriate, and an annual State of the University report is produced for CMT and Board of Governors in November. This report highlights areas of achievement, and areas requiring additional work with high level actions identified to ensure continuous improvement.

Student Consultation

Students were actively involved in the development of the University's Access and Participation Plan. The Students' Union (SU) was part of the working group which developed the submission to the OfS with the Academic Sabbatical Officer taking a leading role. In order to gain wider feedback from students a final draft of the plan was also discussed before submission with a student focus group which included, amongst others, the 2018/19 sabbatical officers. The students involved in this process were representative of the diversity of the student body and the plan was amended in light of student feedback.

Students are involved in the implementation of the plan through a variety of mechanisms. This includes involvement in the initial recruitment of new students, through students' contributions to open day activities (student presentations, student ambassadors and SU stands) as well as schools and colleges events and taster days. We ensure students engaged represent the diversity of our student body and act as role models for applicants. We have a number of peer mentoring and buddy schemes where students support others to success and alumni mentoring to help students create networks to support them in gaining employment. Students are also involved in the development of practice and policies through representation on decision making and deliberative committees at faculty and university levels. The University and SU collaborate to host attainment events, bringing together staff and students and which investigate and share best practice in improving student attainment and removing differentials in student attainment.

Involvement of students in the monitoring and evaluation of the plan takes place through student representation in course committees, which review course performance and action delivery against Academic Enhancement Plans. Faculty student representatives also review faculty performance and actions through Faculty Academic Enhancement Committees and Faculty Boards. The highest level of scrutiny occurs at University-level academic and management committees (for instance University Academic Enhancement Committee, Academic Board, Corporate Management Team and Board of Governors) and on which sabbatical officers represent students' views and interests as full members. These committees review the outcomes of Faculty Performance Review and the University's KPIs and so monitor and evaluate performance against the University's Access and Participation Plan.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The Tuition Fee for all courses is payable on an annual basis and may be subject to an inflationary increase in every year where this is permitted. The University uses the RPI-X. (RPI All Items Index Excluding Mortgage Interest) as an estimation of inflationary increases – as published by the Office for National Statistics		

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree	Offsite Delivery	£6,165
Foundation degree		£8,400
Foundation year / Year 0		£9,250
HNC / HND		£8,400
CertHE / DipHE		£8,400
Postgraduate ITT		£9,250
Accelerated degree		£9,250
Sandwich year	No fee is currently charged for Sandwich year	£0
Erasmus and overseas study years		£0
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
Foundation degree	10006442 BMET	£6,165
Foundation degree	10006549 Telford College	£6,165
Foundation degree	10007578 Wolverhampton College	£6,165
Foundation degree	10036553 AMS UK	£6,165
First degree	10036553 AMS UK	£6,165
Foundation degree	10046801 AMS Birmingham	£6,165
First degree	10046801 AMS Birmingham	£6,165
Foundation degree	10046802 AMS Exeter	£6,165
First degree	10046802 AMS Exeter	£6,165
Foundation degree	10047231 AMS Southampton	£6,165
Foundation degree	10047237 AMS Gateshead	£6,165
First degree	10047237 AMS Gateshead	£6,165
First degree	10047239 AMS Swindon	£6,165
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Continue to increase overall number of enrolled students who declare with a disability as percentage of the total student population.	No	2014-15	12%	15%	16%	17%			
T16a_02	Access	Part-time	**HESA T2b** - Low participation neighbourhoods (POLAR3) (All, part-time, entrants)	Increase the number of part-time undergraduate entrants to 2020 by 2020	No	2014-15	1780	1880	1980	2020			
T16a_03	Access	Low participation neighbourhoods (LPN)	**HESA T1b** - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Increase year on year to 23%	No	2014-15	20%	22%	22.5%	23%			
T16a_04	Student success	Multiple	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	Better than benchmark	No	2014-15	10.5	9.6	9.4	9			
T16a_05	Student success	Mature	**HESA T3a** - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Better than benchmark	No	2014-15	18.4	14	13	12			
T16a_06	Student success	Multiple	**HESA T3a** - No longer in HE after 1 year (All, full-time, first degree entrants)	Better than benchmark	No	2014-15	13.6	11.5	11	10.5			
T16a_07	Progression	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Better than benchmark	No	2014-15	12.3	10.5	10	10			

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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary
T16a_08	Student success	Multiple	**HESA T5** - Projected degree (full-time, first degree entrants)	Improve % predicted to complete 1st degree to benchmark	No	2014-15	68.5	72	73	74			
T16a_09	Access	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Increase the number of participants in Aspire2Uni programme	Yes	2015-16	30	120	150	180			
T16a_10	Student success	Multiple	**Other statistic** - Other (please give details in the next column)	Continue to improve the proportion of ALL students who achieve a 1st or 2:1 degree outcome.	No	2014-15	61.3	65	67	69	70		
T16a_11	Progression	Multiple	**Other statistic** - Other (please give details in the next column)	Maintain DLHE employed or further study above benchmark and above UK average	No	2014-15	95	96	96	96			
T16a_12	Student success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Increase the % of BME graduates achieving 1st or 2:1s	No	2014-15	50	57	60	63	65		
T16a_13	Access	State school	**HESA T1b** - State School (Young, full-time, undergraduate entrants)	Increase entry to HE from 'family schools' (Smestow, ACE Academy and Wednesfield High) by 15% year on year	Yes	2016-17	53	+15%	+15%	+15%			

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	