OfS: 0198173

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Access and Participation Plan
2020-21 to 2024-25

Produced: Aug 2019
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Access and Participation Plan

2020-21 to 2024-25

Contents

1. Introduction

The Access and Participation Plan (APP) explains the measures that the College has put in place to ensure equality of opportunity in access to and participation in its Higher Education programmes. The APP is underpinned by our Statement of Vision, Mission and Values. The vision of Waverley Abbey College is to be an HE provider of learning and engagement centred on Christian principles, developing students in a range of disciplines who will contribute to the common good of all.

The primary aim of the APP is to assist the College in its strategic goal of delivering, 'an exceptional experience to a diverse student body in all aspects of each student's relationship with the College and so, in turn, help deliver the vision and mission of the College'.

Waverley Abbey College (WAC) is an Alternative Provider established in 2010. The College provides high quality, professional counselling training and qualifications at diploma, bachelor and master degree level, accredited by Middlesex University. Currently, between 40 and 50 professional counselling students graduate each year. Our students and alumni take the training we provide into their communities and use it to bring health and well-being, in a range of settings including schools, colleges, GP Surgeries, community centres, counselling agencies, voluntary organisations and private practice. The College has recently developed a new suite of programmes on the subject of Spiritual Formation. This offers training in Chaplaincy, Mentoring and Coaching, Pastoral Care and Spiritual Direction. The demographic of this small rural college is inevitably very different to that of a large urban university. A strategy of diversification of types of undergraduate programme is expected to broaden further the current student demographic in line with four of the five Key Performance Measures (KPM) set by the Office for Students (OfS). All students at the college are mature students following part-time study. The college does not therefore engage with the UCAS process for under 21-year-old students and hence cannot at present contribute to the OfS target for 18-year-old students.

The publication of statistical data from the small cohorts within the College is acknowledged by the Office for Students as problematic, both in terms of privacy and significance. However, cumulative, descriptive statistics reveal a range of opportunities and challenges for widening access that the College identifies as a strength upon which further success can be built. Analysis of WAC output data from the past 9 years is used to monitor a number of sectional cohorts. The processed data from the College's internal database[1] will ultimately be superseded by HESA data. Between 2010 and 2019, a total of 107 students have graduated with a bachelor's degree in counselling. 161 students have received a diploma of higher education in counselling, which is the qualification required for registration as a professional counsellor with the British Association of Counsellors and Psychotherapists. 49 students have graduated with a master's degree. Analysis of such a small cohort is predominantly qualitative when considering ethnic and social diversity.

With the exception of student equality data – sex, disability, age and ethnicity - in relation to the access stage of the student life-cycle, WAC has not previously been required to collect comprehensive data in respect of all the under-represented groups which are now the focus for the OfS:

1.1 Under-represented groups identified in national statistics.

1.1.1   Students from areas of low higher education participation, living in low household incomes and deemed to have a low socioeconomic status.

1.1.2   Students from Black, Asian and Minority Ethnic Groups.

1.1.3   Mature students – aged 21+ when they enter higher education.

1.1.4   Disabled students – that have disclosed a disability.

1.1.5   Care leavers – students who have spent time in local authority care and who are aged between 18 and 25 (if in full-time education).

1.2 Under-represented groups suggested via limited national statistics.

1.2.1   Students who are carers – young people aged below 25 who care, unpaid, for a friend or family member who could not cope without their support.

1.2.2   Estranged students - aged below 24 who have no communicative relationship with either of their living biological parents.

1.2.3   Students from Gypsy, Roma and Traveller communities.

1.2.4   Students who are refugees.

1.2.5   Students with mental health problems and specific learning difficulties or who are on the autism spectrum.

1.2.6   Students who are children from military families.

1.3 Groups with protected characteristics within equality legislation

Therefore, using non-comprehensive data from the small population in the WAC database, and in response to the advice from OfS, this first Access and Participation Plan for WAC is set out as follows:

1. Introduction to WAC
2. Context of WAC
3. Assessment of Current Performance benchmarked generally against universities with degree awarding powers and specifically against Alternative Providers in the HE sector
4. WAC's ambitions, strategy and measures for broadening Access to higher education for students from under- represented groups; this, based on the assessment as set out in section 3 and in line with WAC's ethos and strategic plans.
5. Strategic measures
6. Provision of information to students.

2. Context

Waverley Abbey College attracts mature students wishing to study part-time. Such students are currently considered to be an under-represented group within higher education. Indeed, there is a significant national downward trend in mature student enrolment. Contrary to this trend, Waverley Abbey College has sustained and increased its 100% mature student body. The primary reason for this is the nature of our programmes which require applicants to have reached a level of maturity, developed via significant life and work experience, to meet the experiential and emotional demands of its Counselling and Spiritual Formation programmes. WAC HE diploma and degree programmes are validated by its partner institution, Middlesex University.

Waverley Abbey College seeks to train counsellors, mentors, chaplains and pastoral carers, to reach into all of the UK's rich and diverse communities. Therefore, the College aims to promote a wide and diverse student body. It offers a non-discriminatory process to applicants irrespective of gender, age, ethnicity, culture, class, sexual orientation, disablement, religion or belief. The College acknowledges that the current, small student body does not fully mirror the profile of diversity within UK communities.

2.1 Data sources

Data used in this APP is derived from the following sources:

- https://www.hesa.ac.uk/data-and-analysis/sb252/figure-4 accessed June 2019
- https://surreyi.gov.uk/2011-census/ethnicity/ accessed June 2019
- Who's studying in HE?: Personal characteristics, https://wwww.hesa.ac.uk/data-and -analysis/students/whos-in-he/characteristics accessed June 2019
- HESA Who's studying in HE? 2018-2019?: https://www.hesa.ac.uk/data-and-analysis/students/whos-in-HE
- HESA Data and Analysis 2018-2019: https://www.hesa.ac.uk/data-and-analysis/performance-indicators
- Appendix 1: redacted WAC data supplied to OfS but not available for public access

3. Assessment of current performance – gaps, trends, success and progress

Data in this section is analysed using descriptive statistics and is compared to national and AP sector benchmarks where feasible. Data reporting adheres to the requirements of the Data Protection Act 1998 and HESA protocols concerning sample size, rounding and % figures. Partial analysis is presented for four of the five student characteristics that carry a key national performance measure (KPM). Commentary on gaps, and progress towards KPMs and other characteristics, is listed more specifically in sections 3.1 to 3.4.

Attribute	National	Sector	WAC 2010-2019	WAC 2010-2015	WAC 2015-2019	OfS KPM	Benchmark
POLAR (4) % Quintile 1 Low participation neighbourhood	11	-	**(8)**	-	-	√√√	WAC<HE
% BAME STUDENTS	24	28	**14**	12:88	**16**	√	WAC<<HE/AP IMPROVING
% MATURE STUDENTS	94	93	**100**	100	100	-	WAC>>HE/AP STATIC
% DISABLED STUDENTS	14	15	**(13)**	-	-	√	PARITY
GENDER RATIO ♀:♂	60:39	60:39	**87:13**	87:13	87:13		WAC<<HE/AP STATIC

Table 3.1 Comparison table for HE providers, AP providers and Waverley Abbey College based on HESA 2018-2019 data and cumulative data from WAC for 2010 to 2019. (% figures in brackets are calculated on less than 23 students).

The OfS Access and Participation data resources dashboard - statistically significant data, CWR (10007361), Created on 29 April 2020 states that:

'The provider does not have any statistically significant gaps or changes that can be used for this data resource. This file is intentionally blank.'

In Table 3.1 therefore, any figures derived from less than 23 students have been placed in brackets to indicate that they do not meet the statistical test applied by the OfS. Available access data is

analysed in section 3.1 page 7. The caveat of small number analysis applies to all data within this plan.

Non-continuation -The number of withdrawals (4) are too small for intersectional analysis. In 2018-19 for example the non-continuation figure was (4.2) % amongst 96 DipHE and BA registered students. Withdrawals occurred in year 1 (10.5%) and year 2 (4.8%). Cumulative data is now being monitored and reported to the Academic Board of the college.

The POLAR data in Table 3.1 is based on a cumulative total of just over 100 students over a nine-year period, an average of 12 students per year. A caveat of small raw numbers expressed as percentages applies for all data within the plan. This APP is a public document and identification of students in small absolute number analysis has been avoided.

A very high percentage of Waverley Abbey College graduates are employed within the counselling profession as recognised in the 2018 DLHE survey below:

Permanent or fixed term contract	37%
Self-employed/freelance	46%
Voluntary	17%

Table 3.0 Graduate employment table from 2018 DLHE survey

Alongside private practice, graduates typically become: members of church pastoral teams, members of school welfare teams, members of GP surgery teams. Private practice is supported by the provision of a free 'Find a Counsellor' service whereby WAC graduates list their services for members of the public seeking a local, professionally-trained counsellor. Data on progression is too scarce for analysis by student characteristic. Significant data on progress, further broken down by characteristic, is not available for the small cohorts within WAC.

3.1 Higher education participation, household income, or socioeconomic status

3.1.1 Access (status & trends)

Polar data, whilst being primarily aimed at students aged 18+, contains data sourced from the 2001 census indicating participation rates in HE by postcode. Polar quintiles for HE participation offer a rough social proxy. Analysis of the postcodes of 107 WAC bachelor graduates reveals that:

- Quintile 5 is the modal polar group of graduates at 38%
- The mean quintile is 3.8
- (8%) of graduates are domiciled, on registration, within polar 1 postcodes. 14% of graduates are domiciled within polar 1 and 2 postcodes (34% within polar 1, 2 and 3).

WAC's figure of (8%) is a gap of 3% below the HE providers figure of 11%. Data is too scarce over the 2010-2019 timescale to identify upward or downward trends in participation.

	Polar 5	Polar 4	Polar 3	Polar 2	Polar 1	Sum	Mode	Mean
%	38	28	(20)	(6)	(8)	100	Polar 5	Polar 3.8

Table 3.1.1   % breakdown of POLAR 4 groups graduates enrolled at WAC between 2010-2019

3.1.2 Success

POLAR quintile 1 and 2 domiciled students are represented within each class of degree awarded.

	Polar 5	Polar 4	Polar 3	Polar 2	Polar 1	Mode	Mean
% 1st Class Honours	(50)	(19)	(25)	(0)	(6)	Polar 5	Polar 4.1
% 2nd Class Honours Upper	(32)	(33)	(17)	(8)	(10)	Polar 4	Polar 3.7
% 2nd Class Honours Lower	(52)	(19)	(24)	(5)	(0)	Polar 5	Polar 4.2
% 3rd Class Honours	(0)	(0)	(0)	(0)	(100)	Polar 1	Polar 1
Total for all classes of degree combined						**Polar 5**	**Polar 3.8**

Table 3.1.2 % breakdown of WAC degree classification by POLAR 4 category between 2010-2019

Data is too scarce over the 2010-2019 timescale to securely identify gaps or trends. The correlation between modal/mean POLAR status and class of degree indicated is interpreted by WAC as a consequence of the lower % representation of POLAR 1 students across all degree classifications. Representation of POLAR 1 students within 1st and 2nd class honours indicates successful support for all students including those within this characteristic. Success is inferred by outcomes within the personal support possible with small cohorts of students. The number of withdrawals/deferments are too small for intersectional analysis. However, cumulative data collection is now underway and will be monitored and reported to the Academic Board of the college.

3.1.3 Progression

The minimum HE qualification for registration with the British Association of Counselling and Psychotherapy (BACP) is a level 5 Diploma of Higher Education. Many prospective students for Waverley counselling programmes consequently wish to cease their studies at diploma level prior to starting private practice. Since 2010, separate routes towards a diploma or a bachelor's degree have been developed to serve those students wishing to cease at level 5 and immediately develop their practice. 141 students have graduated at level 5 since 2010. Analysis of the postcodes of 141 Higher Education Diploma holders reveals a similar POLAR distribution to that of bachelor graduates as above:

	Polar 5	Polar 4	Polar 3	Polar 2	Polar 1	sum	Mode	Mean
% Diploma of Higher Education (level 5)	(35)	(25)	(24)	(13)	(3)	100	Polar 5	Polar 3.8

Table 3.1.3 . Diploma of Higher Education awards – POLAR Quintile Distribution

- Quintile 5 is the modal polar group at 35%
- The mean quintile is 3.8
- 16% of graduates are domiciled within polar 1 and 2 postcodes (40% within polar 1, 2 and 3)
- 60% of Diploma students are Polar 5 and 4 students compared to 67% of graduates

The sample sizes of diploma holders and graduates are considered by the College to be too small to ascertain if there is a statistically significant difference in the two populations. The College takes the view that closeness of the values in descriptive statistics indicates minimal difference, if any, in the two populations. The diploma is actively promoted and celebrated by the College as a route into professional registration rather than as a consolation for students who choose not to progress to a level 6 degree. There is no indication that progression to level 6 within the College is influenced by factors implicit in POLAR categorised postcodes. Graduate Outcomes data will not be reportable in sectional form due to HESA restrictions on groups of less than 23. Strengthening of the college alumni association in 2019-2020 is a strategic response to enable alternative progression data collection in 2020-2021 advance of the 15 month delay for HESA data publication.

3.2 Black, Asian and minority ethnic students

3.2.1 Access

Fourteen percent (14%) of diploma and bachelor students identify their ethnicity as non-white in the period 2010 to 2019. This is below the HE provider figure of 24% and half the figure of 28% for AP providers. This figure reflects the rural setting of the College. Waverley is identified as the least ethnically diverse area (10% non-white) in Surrey. The percentage of BAME students is on an upward trend however, from 12% between 2010 and 2015 up to 16% between 2015 and 2019. It is recognised however that students access the College from beyond the local area, but predominantly from the South of England. The % of BAME of students in the college population is greater than the local context, but below the national and sector specific %. Data is too scarce to analyse participation by sub categories or to ascertain upward or downward trends.

3.2.2 Success

Classification	BAME % ratio	Non BAME % ratio
1st Class Honours	(10)	(17)
2nd Class Honours Upper	(30)	(66)
2nd Class Honours Lower	(60)	(16)
3rd Class Honours	(0)	(1)
Modal Class	2ii	2i

Table 3.2.2

BAME students are represented at all levels of degree classification except for 3rd Class Honours. Data is too scarce to determine a statistically significant difference between degree outcomes between BAME and non-BAME students. Retrospective data from 2015-2016 will be collated with the outcomes from the June 2020 exam board in order to monitor the significance or not of the different modal outcome.

3.2.3 Progression

Data broken down between 2010-2015 and 2015-2019 shows that the percentage of BAME students enrolled at WAC has increased from 12% to 16%. Aggregated data on progression will continue to be monitored to further identify trends in outcomes. This figure remains below those of both the HE and AP sector. See table 3.1 page 6 above. BAME/non BAME ratios are not available from the DLHE survey. Internal cumulative and current data will now be collected, analysed and reported annually to the Academic Board, commencing 26 June 2020.

3.3 Mature students

3.3.1 Access and Success

100% of students at WAC are mature students enrolled on part-time programmes. Approximately 19% of our mature applicants do not possess formal qualifications for degree level study. However, 87.5% of applicants with no formal qualifications beyond level 2 have achieved upper second class degrees and 100% of these students have achieved upper or lower second class degrees. Intersectional analysis is provided for the 100% Mature Student population implicitly in other analyses.

3.3.2 Progression

Aggregated data on progression will continue to be monitored to identify potential differences in outcomes. See table 3.0, page 7 above.

3.4 Disabled students

3.4.1 Access, Success and Progress

Currently, thirteen percent (13%) of students on our programmes have a declared disability. The national benchmark for part-time students with declared disabilities is 14%. Waverley Abbey College is committed to supporting the needs of students with physical disabilities. In accordance with the requirements of the Special Educational Needs and Disability Act

(SENDA) and within the constraints of the grade 2* listed status of Waverley Abbey House, all reasonable adjustments are made for disabled students to allow equal access to learning opportunities.

Students with learning difficulties are encouraged to identify their specific learning support needs during the application process. The Disability Tutor works with the student and academic staff to produce an agreed personal statement of support. Support is monitored for adequacy and appropriateness throughout the student's progress through the College. A programme of training is in place to enhance the skills of tutors to enable them to effectively support this group of students.

Data is too scarce over the 2010-2019 timescale to identify trends in success or progress to employment. Progression data has not been extracted from within data systems from the small absolute number of disabled students over the past 9 years of BA graduation. Retrospective and current data will now be collected analysed and reported to the Academic Board. Retrospective data from 2015-2016 will be collated with the outcomes from the June 2020 exam board in order to monitor access, success and progression.

3.5 Care Leavers, other characteristics and intersectional groups

3.5.1 Care Leavers and Carers

There are currently no identified care leavers within the 100% mature student population. The mature status of the student population means that many students are carers themselves, with extensive family responsibilities that need to be balanced with the commitment to study.

3.5.2 Gender Ratio

3.5.2.1 Access

There is a significant gender imbalance compared to the national figure for part-time female students. The current gender imbalance recorded for diploma of HE and bachelor degree students for the past nine years is 87% female, 13% male. The national benchmark for all degree subjects is 60% female and 39% male.

3.5.2.1 Success

Classification	Female % ratio	Male % ratio
1st Class Honours	(17)	(1)
2nd Class Honours Upper	(62)	(67)
2nd Class Honours Lower	(20)	(25)
3rd Class Honours	(1)	(0)
Modal Class	2i	2i

The modal classification of an upper second class honours bachelor degree is the same for both genders.

The six-fold gender disparity at Waverley Abbey College is assumed to reflect societal attitudes to counselling amongst mature adults. The degree of desired response to this disparity has been raised at college management and executive level. Intersectional analysis and targeting of gender against disadvantaged groups has not been pursued to date. Retrospective data from 2015-2016 will be collated with the outcomes from the June 2020 exam board in order to monitor intersectional access, success and progression.

4. Strategic aims and objectives

WAC's strategic ambitions for access, success and progression and the contribution WAC will make to broadening participation in higher education for students from under-represented groups, builds on the areas for development identified in section 4.1 below. The small size of the student body at WAC means that improvements made for one sectional group often has benefits for all students. Likewise, the identification of gaps in provision per se also benefit sectional groups. Nonetheless, WAC takes seriously the need for continuous improvement via evidence based planning and theory of change principles of mapping routes towards the aims as identified below. Following a review of CWR and cognisant of OfS principles within the HER act 2017, Waverley Abbey College identified a strategic aim to investigate the feasibility of moving incrementally towards achieving degree awarding powers. The first action was to apply for and receive a TEF award. This APP forms the second action towards DAP status, namely the achievement of Approved (Fee Cap) status. Diversification of degree programmes are another strategic aim which commenced with provision of the Spiritual Formation programme, validated by Middlesex University and Public leadership (which is currently under consideration for validation). Geographical and socio economic diversity has been addressed by the planned opening of a validated Hub in Bradford. The appointment of a new CEO in May 2020 has resulted in a review of these strategic aims and the commencement of a comprehensive theory of change process across the whole organisation.

4.1 Bench marking conclusions (Target Groups)

The following conclusions have been drawn in respect of student intakes between 2010 and 2019 (who are eligible for student finance):

Low participation neighbourhood-POLAR 4.   **WAC<HE**

The ratio of students enrolled from the lowest POLAR 4 quintile 1 neighbourhoods is below the national figure for HE providers. WAC can address the second of the two OfS KPMs - (WAC does not enrol students below the age of 21 years who are the subjects of the first OfS KPM).

BAME ratio   **WAC<<HE**

The ratio of BAME students enrolled (14%) is significantly below the national figure for HE providers (24%) but it is on an upward trend. Continued monitoring of BAME students' degree outcomes will establish whether or not a trend of divergence in outcomes is emergent.

Mature student ratio   **WAC>>HE**

The enrolment of a stable cohort of 100% mature, part-time student body has been maintained at WAC against a marked drop in enrolment in the HE sector.

Disabled students   **WAC=HE**

The enrolment of disabled students is in line with those of other HE providers.

Gender ratio   **WAC<HE**

The ratio of male to female students at WAC is more unbalanced than that of other HE providers.

The following areas for development have therefore been identified:

- Increase the ratio of access and success (continuation and attainment) for, students from POLAR 4 quintiles 1 and 2.
- Continue to increase the ratio of enrolment of, and success (continuation and attainment) for, BAME students.
- Maintain enrolment of, and success (continuation and attainment) for students with a declared disability.

These strategic aims generate a commitment to decrease any intersectional differentials., expressed as a narrative rather than a numerical target with small numbers of students. See 5.1.7 Target setting below. These three strategic actions are embedded in the combined action table for the college 2019-2020 Combined Action Table C1 C2 C3.

4.2 Aims and objectives (ambitions and strategy)

Mission

Waverley Abbey College was originally founded to establish a place of learning and engagement centred on Christian principles, to provide equality of opportunity to study for people from a wide range of backgrounds, modelling our unity in Christ in our diversity. To develop students in a range of disciplines who will contribute to the common good of all.

Mission statement:

Waverley Abbey College seeks to apply God's word to help form: individuals, communities and societies.

 Strategic vision

WAC uses theory of change principles to define a strategic vision. The vision is supported by a range of objectives and planned outcomes towards achievement of this vision. By the academic year 2023-2024 Waverley Abbey College will be:

- Delivering a suite of undergraduate and postgraduate programmes that will enable us to deliver our mission.

- Operating through a series of external partnerships.
- Consistently developing its staff to operate successfully in the Higher Education environment
- Maintain and increase contribution to the main charity.
- On track to achieve degree awarding powers.

Waverley Abbey College Values

There are four key concepts or values that Waverley Abbey College has which underpin all of its provision, and which provide a focus for all of its activities. The values feed into the theological concept of 'hope'. The college is a vehicle of hope for individuals who journey with us and through them into society:

- Transformational   to help transform the whole person and their communities
- Relational   to offer an educational community with strong, healthy relationships
- Unique   to help develop fully each person's unique, God-given potential
- Excellence   to offer excellent, accessible, HE programmes with a Christian ethos

Ambitions and strategy

WAC's strategic ambitions for access, success and progression, and the contribution WAC will make towards fulfilling the five OfS KPMs for students from under-represented groups, builds on the areas for development identified above in section 4.1. Numerical targets are conservative due to the potential impact of individual outlier data with very small cohorts.

Equality of opportunity for access

- To maintain and increase overall student numbers enrolled on level 4, 5 & 6 programmes.

- To reduce the gap in access and participation in HE for students from ethnic minorities (BAME).

- To reduce the gap in access in HE for students from low participation areas (POLAR quintile 1&2).

- To maintain the ratio of disabled students at or above the figure for other HE providers.

Infrastructure, programmes and facilities

- To procure and implement a new student information system that will facilitate improved analysis of the access, success and progression data for all students including those from under-represented groups.

- To improve access to study facilities for all enrolled students ensuring equality of opportunity regardless of individual economic resources.

- To diversify the suite of programmes offered at WAC , and their mode of delivery, to improve access and success for all students including especially those from under-represented groups.

Collaboration

- To maintain the excellent relationship with Middlesex University, our validation partner.

- To develop accreditation of part or full programmes with external professional organisations that will benefit student progression into professional practice.

- Install new IT infrastructure in the registry in partnership with Regents College and share teaching expertise with Moorlands College.

Consultation

- To improve the robustness of the system of quality improvement to evaluate, monitor and revise this APP. - This process involves: academic, student, and administrative staff; formal committees including Academic Board, executive committee and students, programme voice groups; other stakeholders and partners. Student representatives (Programme Voice Leaders) PVLs are members of both the Academic Board and the Programme Voice Group meetings that occur four times per year. Approved minutes of PVG meetings are circulated to all PVLs. Targets have been consulted on in Academic Board meetings which include student representation and which result in the 2019-2020 combined action table.

5. Strategic measures

Activities planned to achieve WAC aims are grouped into three domains below:

Ambition	Activities	Timing
Equality of access for under-represented groups	Review marketing materials	Annual review 2020-2025
	Validate a remote hub location	Management team to validate Bradford hub with Middlesex University and OfS to commence HE programmes in 2020
	Validate a Public Leadership masters' degree with Middlesex University	Academic Team and Registry to validate, recruit and commence programme by September 2021
	Deliver, monitor and evaluate weekday delivery of diploma programmes against weekend delivery pattern	Academic team to monitor outcomes for each module (ongoing) and summative diploma outcomes (annually from June 2021)
	Develop mixed programme delivery methods using IT facilities	Academic team to develop and evaluate remote lecture and supervision resources from September 2019
	Review available scholarship, bursary and fee waiver provision Bursaries are advertised within each programme handbook, on the college website and internal Moodle VLP.	Initiate review pending status review for September 2020. Advertise schemes internally and externally (annually Jan 2020 to Jan 2024)
Infrastructure, programmes and facilities	Improve library resources and IT infrastructure	Librarian to implement and support new system and on line research resources from 2019 to 2021
	Improve access for disabled students	Initiate accessible teaching room on ground floor from September 2019
		Achieve listed building consent to install a lift to Waverley Abbey House (process underway, decision pending).

Collaboration	Obtain course accreditation by British Association of Counselling and Psychotherapy (BACP)	Prepare documentation 2019-2020 Apply for 2020-2021
	Obtain course accreditation for Spiritual Formation level 5 mentoring module	Maintain membership of mentoring module with the European Mentoring and Coaching council and seek accreditation for the chaplaincy module- (2020-2025)

Evaluation of APP measures will be monitored via the current monitoring and evaluation structures of the college. Each module of each programme is reviewed by both staff and students verbally and in written reports. Issues are formally discussed and analysed at minuted student/staff meetings and at the Academic Board. APP issues are a standing item (Quality) on the regular management team meetings. Intersectional analysis will be ongoing within these practices in order to monitor progress against targets.

The members of the Board of Directors, who are the charitable trustees of CWR, have the ultimate responsibility for directing the affairs of the Charity, ensuring that it is solvent, well-run and delivers its charitable outcomes. Formal Board meetings are held three times a year in April, July and December, with additional meetings being called when necessary. A separate Board Development day takes place annually. The Board is assisted in its work by four advisory groups, which cover: Governance, Finance, Ministry (publishing and short courses), and Waverley Abbey College. A minimum of two Trustees are members of each advisory group, one of whom acts as the chair. The groups include appropriate executives and outside advisers. Each advisory group generally meets before each Board meeting, with the chair having discretion to call additional meetings as and when considered necessary. Responsibility for carrying out the day-to-day management of the Charity is delegated by the trustees to the Chief Executive, who is a member of all the advisory groups and who also attends Board meetings.

5.1 Narrative overview

The following is an overview of current initiatives / arrangements that support WAC's student body, enabling them to achieve their goals. We believe that these initiatives contribute to the priorities OfS has identified for access and participation and evidence that WAC has paid due regard to equality and diversity in designing this Access & Participation Plan.

5.1.1 Evaluation

The College is investing a significant amount of its budget to install a new information management system (QUERCUS) to allow greater sophistication in analysis of all student data. The new system will enable the College to comply with the new HESA Data Futures project. Data collection via the new system will be synchronised proactively to Office for Students categories. Polar data analysis for example will be superseded by quintiles identified from the 2015 English Index of Multiple Deprivation. A part-time quality assurance

& enhancement officer was appointed in March 2019 to collate analysis of all sectional groupings within the college. It is expected that deeper analysis will assist evidence-based strategic planning. Quality assurance is a standing item on College Management and Executive team meetings. Student voice is integrated into each module of each programme. Students are consulted in scheduled 'Programme Voice' meetings and a student representative now attends Academic Board Meetings. 100% of students in the 2018 National Student Survey indicated that they had the right opportunities to feedback on their courses.

5.1.2 Ethnic Diversity

The College Management Team are currently looking at ways of increasing the ethnic diversity among applicants. A full review of our website and marketing materials is being undertaken to ensure images, pictures and language encourage and welcome applications from ethnic minorities. In making new faculty appointments the application process is open to all applicants. Recruitment Policy states that 'CWR will not treat people less favourably on such grounds as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex, and sexual orientation.' The HR manager monitors the process to ensure that the policy is administered fairly. The College Director has initiated a discussion with various representatives of minority ethnic communities including the significant African diaspora to explore ways in which we might promote higher education among ethnic minority groups. The percentage of Non-white students on the Waverley Certificate access course is 14% compared to 10% on the Diploma and Bachelor programmes. Whilst this is not a statistically significant difference, the percentage increase is a welcome indicator for future monitoring of the success of diversification strategies.

5.1.3 Low HE Participation Groups

To support applicants and students in low participation groups group we offer a free introduction to study skills day, programme-based study sessions and regular access to personal academic tutors. We anticipate that the offer of the free introductory study skills day and provision of the low cost Waverley Certificate access course will increase the uptake of Diploma and Bachelor programmes by 'Low HE Participation' applicants. We are currently looking, at academic board level, to ways to improve the overall levels of study skills support offered to students, particularly during the first year of their programme of study. As part of the commitment to widening access and serving diverse communities, the College sets its fees significantly below the sector norms. This is enabled through generous charitable gifts and legacies that the charity receives. We are also designated by Student Finance England to enable students to access student loans.

To further support low income students, the College offers bursaries in excess of £10,000 each academic year. These bursaries often close the gap between the student loan amount and the additional residential cost to the student.

Those with educational support requirements normally have an educational assessment when applying, however, a small number do not and in these instances, and where there is financial need, the College pays for students to undertake an educational assessment.

Waverley Abbey College is located in an almost exclusively polar 4 & 5 area. A strategy of development of satellite centres in diverse locations has commenced with an initiative in Bradford. This is anticipated to increase participation from students in Polar 1 & 2 postcodes.

5.1.4 Disablement

Until the 2018-2019 academic year, all teaching on college premises had been delivered on the first floor. This restricted access for those with limited mobility as the building does not have a lift. We have therefore commissioned a feasibility study to consider the installation of a platform lift. This study has already begun, but the project will inevitably take time to develop. We consider that this would be a 1-2year project. We have therefore created a ground floor lecture room which gives improved access to students with limited mobility. The ground floor lecture room project includes a complete refurbishment of a lounge area to equip it for teaching. This initiative was completed for the 2019-2020 academic year. This change has significantly improved access for students with mobility issues and has enabled us to admit applicants dependent on motorised mobility aids.

5.1.5 Participation

The College recognises the challenge that can arise from widening access particularly with respect to the retention of mature students and those without formal qualifications or those who have not studied for a number of years. To support our students, we offer a high ratio of tutors to students (1 to 10). Students are offered regular tutorials with their Personal Tutor where they can receive support for their study and general welfare. Early grade results are monitored by the Year Leaders to identify students that may benefit from additional support. A student may be referred to a study skills tutor for specific one-to-one study skills support if the need becomes evident or if the student requests it. Students are also offered group and one-to-one support to enable them to get the best from the online library facilities. Further study skills resources are available through the college virtual learning environment (VLE) system. We also recognise that mature students may struggle with IT. We introduced an IT skills module in 2018 to ensure that all students were able to get the best from their software and online facilities. This gives an indication of which students need further support on a one-to-one basis. Irrespective of the 100% student satisfaction survey conducted in 2018, the student voice process within the College identified a need to update our library and research facilities. A significant investment was allocated to update library resources. To assist this development, a college librarian has been appointed, a new library software system has been installed (Soutron), and a large number of extra text books and online resources have been purchased. While these developments benefit all students, they particularly ease the financial burden for those on limited resources. Bursaries are advertised within each programme handbook, on the college website and internal Moodle VLP.

5.1.6 Gender balance

Promotion materials for the College are purposively designed and monitored to avoid unconscious, implicit or explicit gender bias. A figure for gender balance specifically related to counselling degree courses is not currently available from HESA. It is expected that the five year programme of diversification of degree subjects that commenced in 2018 will reduce the current gender imbalance within the College, but not necessarily within its counselling programmes.

5.1.7 Target setting

The college is committed to monitor the impact of all initiatives, but recognises the difficulty in setting overt numerical targets with such small cohorts where one individual can significantly alter percentage calculations. Two access targets have numerical measures attached and appear in the targets and investment plan as PTA 1 and PTA 2. Success and progression targets will have numerical measures attached upon collected of sufficient subsequent data. They are as follows:

Success 1   Equal opportunities for disabled students.

To reduce the attainment gap for students from underrepresented groups-(page 13 para. 1 'Strategic Aims and Objectives'). Small cohorts will be monitored over a rolling 5-year pattern to ensure validation.

Success 2   Equal opportunities for Low Participation students.

To reduce the attainment gap for students from underrepresented groups-(page 13 para. 1 'Strategic Aims and Objectives'). Small cohorts will be monitored over a rolling 5 year pattern to ensure validation.

Progression 1 (Part-time students).

Analysis of Graduate Outcome data when available. Strengthening of Alumni association by regular communication and surveying- (page 9, 3.1.2 & page1 0, 3.4)

5.2 Student consultation and evaluation strategy

Partnership with Middlesex University requires extensive formal consultation with the student body. Evaluation of all programmes and initiatives is an iterative process informed by written student and tutor feedback for each module of each programme. The feedback is evaluated against the criteria in each programme's handbook. Collated student feedback is assessed regularly by the college management team and four times a year by student representatives from each programme at a formal programme voice group meeting (PVG) and at the academic board. Students are consulted on draft policies affecting college programmes via the college virtual learning environment (Moodle). Evaluation is conducted in partnership with Middlesex University who are represented at each meeting. The partnership is evaluated at an annual partnership meeting. The APP targets have been consulted on in Academic Board meetings which include student representation and which result in the 2019-2020 combined action table.

5.3 Monitoring progress against delivery of the plan

Data collected for the HESA AP report and annual DHLE survey will be progressively analysed to provide information for decision makers at all levels within the College. Annual monitoring reports to Middlesex University enable systematic reflection on access and participation. The investment in new software and a small staffing increase are intended to allow the College to respond positively to the Data Futures agenda for Alternative Providers. The ability to monitor and report sectional data against contextualised benchmarks is expected to enable the College Executive to fulfil its

mission to provide HE that supports personal and professional development within a unified, diverse community.

6. Provision of information to students

On approval, this plan will be published on the College website and within the VLE (Moodle). Student commentary on the plan and its actions will be requested from all students via the VLE and from elected student representatives as a standing item on the Programme Voice Group meetings as part of the Waverley Abbey College/Middlesex University annual monitoring review process. The plan will supplement the existing contractual information that is forwarded to all students on enrolment. Prospective changes to fees for the duration of study are included within the course fee information in Appendix 1. Prospective students are informed both verbally at interview and in writing of all financial support to which they are eligible. Current students on registration for the new academic year will be contacted via the College email about the plan and alerted to all financial and learning support to which they are eligible. Tuition fee rates are communicated to students via the college virtual learning environment notice board. Each applicant has a personal interview prior to admission where they are informed of the fee structure of the college. Fees are displayed on the college website and internally on the Moodle VLP. Students are informed on application of all prospective annual inflationary fee increases. These are announced up to 6 months prior to implementation. Bursaries are available to students from the third year of study. They are designed to support students struggling financially to successfully complete their studies. Sources of financial support, including those of the student loan company and disabled student allowance, are advertised on the college website and invitations to apply for bursaries are circulated via internal email to all eligible students. Bursaries of between 10% and 50% of fees are awarded on a self-certified means tested basis.

Appendix 1 Waverley Abbey College (WAC) internal database- cumulative data from 2010-2019 including POLAR data. This is listed as 'Other Source' in column H of the targets and investment plan.

Access and participation plan
Fee information 2020-21

Provider name: CWR

Provider UKPRN: 10007361

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

There are no full time courses - nominal figures are inserted for spreadsheet validation purposes only. Fees will normally rise at rate of the CPI in the previous year or 5% whichever is the lower.

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

Full-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	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree		£5,719
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE		£5,719
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

Targets and investment plan
2020-21 to 2024-25

Provider name: CWR

Provider UKPRN: 10007361

Investment summary

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

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

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£14,600.00	£14,630.00	£14,660.00	£14,690.00	£14,720.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (adults and the community)	£14,600.00	£14,630.00	£14,660.00	£14,690.00	£14,720.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£10,000.00	£10,500.00	£11,000.00	£11,500.00	£12,000.00
Research and evaluation (£)	£18,000.00	£18,000.00	£18,000.00	£18,000.00	£18,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£24,750.00	£24,750.00	£24,750.00	£24,750.00	£24,750.00
Access investment	59.0%	59.0%	59.0%	59.0%	59.0%
Financial support	40.4%	42.4%	44.4%	46.5%	48.5%
Research and evaluation	0.0%	0.0%	0.0%	0.0%	0.0%
Total investment (as %HFI)	99.4%	101.4%	103.4%	105.5%	107.5%

Targets and investment plan
2020-21 to 2024-25

Provider name: CWR

Provider UKPRN: 10007361

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Ratio in entry rates for POLAR4 quintile 5: quintile 1 students	Yes	Other data source	2018-19	4.7 : 1.0	4.0 : 1.0	4.0 :1.0	3.7 :1.0	3.7 :1.0	3.0 :1.0	Small cohorts will be monitored against the current 4.7:1.0 ratio over a rolling 5 year pattern to ensure validation.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Ethnicity	Increase access for students identifying as BAME	Yes	Other data source	2018-19	14%	14%	15%	16%	16%	17%	Small cohorts will be monitored against the current14% figure over a rolling 5 year pattern to ensure validation.
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTS_1												
	PTS_2												
	PTS_3												
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												