

HEFCE 01/36a

July

Report

Analysis of initial strategic statements for widening participation

Report by Action on Access

Executive summary

The Council has recently published two good practice guides: on widening participation (HEFCE 01/36) and learning and teaching (HEFCE 01/37). The guide for widening participation is informed by the analysis carried out by Professor Geoff Layer and John Storan of the Action on Access team, on the initial strategic statements for widening participation, and presents a series of case studies that illustrate the good practice that has been identified. This publication presents in full the findings of that analysis and also includes an analysis of the partnership projects which were announced in HEFCE 99/24.

Introduction

1. The Action on Access team was appointed as the Council's national co-ordination team for widening participation from 1 January 2000 as a result of a successful tender and selection process in December 1999. The team is responsible for supporting projects funded by the Council as well as other appropriate aspects of the Council's strategy.

2. The team's primary responsibilities are:

- to support the network of regional projects designed to stimulate demand for HE from disadvantaged groups. The projects have been divided among the team on a geographical basis and reports are made to the regional consultants and the regional advisory networks (RANs) on the progress made
- to provide a view of strategic issues which relate to all institutions and to the sector beyond the scope of the special funding, and to identify and promote good practice.

3. Further information on the team is available at the following website: www.actiononaccess.org.

4. This paper is based on an initial analysis by the Action on Access team in order to advise the Council on the current implementation of its measures to widen participation across the sector. This analysis is based on the activities that the Council funds and does not represent the full spectrum of institutional activity. Additional activity may be the result of HEIs committing further funding from their own sources or from external agencies. This mapping exercise identifies the inputs the Council has made, seeks to provide early findings on the achievements to date of those measures, and raises issues for future progress. The paper identifies issues that have arisen during the initial analysis and gives an indication of the scale of the activity.

Process to identify scale and impact to date

5. Arriving at this initial analysis has involved a number of activities. These have included the collection of information from the Council, discussions with regional project teams, discussions with Council officers, feedback from a number of events, detailed reading of projects supported by discussion with practitioners, and an analysis of the Initial Strategic Statements against the general guidance given by the Council.

6. The Initial Strategic Statement analysis has been produced on a sector-wide basis using a typology to demonstrate how institutions responded to the guidance given in HEFCE 99/33. This involves good practice, strengths and weaknesses.

7. Analysis of the projects has been made more difficult as the regional priorities are very different and involve responses to local needs. Consequently the analysis to date has focused upon coverage within the projects and whether the characteristic identified was a primary or secondary focus. The original bids were used for the project analysis and therefore it does not take into account the subsequent changes where the funds awarded were less than initially bid for. An additional factor is that projects have made further changes as the Action on Access team has worked with them to develop operational plans which include greater clarity in target setting and measurable outcomes.

Summary of initial conclusions

8. Key features that have been identified through this approach are:

- 90 per cent of HEIs are involved in regional projects. Of the 14 non-participating HEIs, at least one has subsequently been invited to become involved in a jointly funded project for 2001, two others have links with current projects but not as project partnership members, and most are specialist institutions
- 53 per cent of HEIs receive Higher Education Summer Schools funding (77 per cent of those eligible to apply) and of those HEIs receiving Summer School funding, 91 per cent are partners in regional projects
- 96 per cent of the projects include activities related to recruitment
- all the projects focus on under-represented groups of one type or another, with 18 per cent specifically and overtly targeting low socio-economic groups
- 40 per cent of the projects aim to undertake activities to improve retention
- 26 per cent of the projects involve activities linked to employability
- 37 per cent of the projects seek to utilise the summer period
- 57 per cent of the projects intend to carry out some form of staff development activity.

9. There are a number of recurring issues to bring to the committee's attention which are considered under separate headings below.

Target setting (organisational and numerical)

10. This is generally weak in both Initial Strategic Statements and projects, particularly in terms of the identification of target groups and prospective profile changes. There are a number of possible reasons for this which have emerged during discussion with project workers and practitioners.

11. For the projects, these reasons include:

- a. Experience of previous initiatives when the focus on monitoring and outcomes was not as specific as in current initiatives, and the Council did not have in place a co-ordination team to assist in the monitoring and the setting of outcomes.
- b. The timing of the project bidding process, which occurred as the previous round of one-year projects was only halfway completed, if projects had indeed been able to start on time. Therefore many of these projects had yet to identify outcomes for future work, as they were

still working on initial mapping exercises to inform target setting. Additionally, where a project was bidding again, there may have been an assumption that the current approach at that time was appropriate.

- c. The identification of money per region in advance, whilst seeking to encourage reasonable geographical coverage, may have added to a culture of assumption that money would be forthcoming for a proposal.
- d. As many of the projects were focusing on young people who would not be old enough to enter higher education by the end of the project lifetime, there was a view that it was difficult to identify easily measurable outcomes with any accuracy.

12. Similarly, with the Initial Strategic Statements, HEIs tended not to commit themselves to the setting of numerical/statistical targets, given the league table approach to performance indicators within the media and uncertainty over how to set targets. This was particularly the case as it was the first such statement of strategy, and HEIs did not necessarily link the strategy to the allocation of the premium funding. A number of HEIs commented that they needed more time to develop targets as they worked on widening participation, and they needed to identify measurable outcomes before they could develop targets.

Monitoring and review

13. Given the above comments on target setting, it is not surprising that the monitoring and review aspects of activity need to be strengthened. These are improving as the Action on Access team work with project teams. The statements are only just being reported on in the annual operating statements, but the analysis of the Initial Strategic Statements demonstrates under-developed institutional monitoring systems.

Links with other strategies

14. There is little cross-reference and linkage made between the teaching and learning strategies and the disability statement. This was not surprising, but it was disappointing that the statements may have been produced in isolation from other aspects of related activity. This is particularly crucial as there are many examples of senior managers in HEIs referring to widening participation in a manner that focuses on entry to the institution and does not address the issue of student success. Whilst the Council asked for these statements in isolation from each other, there is little evidence from the strategies of 'joined-up' thinking. The position may be significantly better in practice, however, as all that has been examined is the actual policy statement and not the operational connectivity, which may show greater integration.

Retention and employability

15. Retention receives surprisingly little attention as an issue, with employability considerably less. However, the latter was not within the national guidance criteria for the production of the statements. In the case of retention, much of the work identified as pre-entry activity will have an impact on retention rates as students should be better prepared.

Partnership

16. From the visits and discussions that the team has had, there appear to be differing levels of effectiveness within partnerships. There are some strong cohesive partnerships and some that have been established mainly to achieve project funding. A number of difficulties have been reported particularly in respect of start-up times.

An overview of the Initial Strategic Statements

17. The Dearing Committee, in examining the question of widening participation in higher education, highlighted the potential contribution that widening participation strategies might have for HEIs. Monitoring the impact of widening participation strategies was considered particularly important. Given the significant contribution made by the FE sector to changing the patterns of progression to HE, it is also important to note the emphasis given in the Kennedy Report to widening participation strategies.

18. Guidance to HEIs on the content of their Initial Strategic Statements for widening participation was given by the Council. It proposed that HEIs should generate their own targets and that these should be linked with their mission. However, the guidance provided by the Council was indicative only, as institutions had freedom to approach the strategy from their own perspective.

19. There was recognition of the need for Initial Strategic Statements to vary in accordance with factors such as mission, ethos and the broader strategy of an institution. The importance of diversity was reaffirmed and a range of different types of Initial Strategic Statement was therefore to be expected. The HEIs were requested to show in their statements how they intended to make use of the additional premium funding and provide for any additional student numbers.

20. The approach adopted for the analysis of the statements was based on assessing the extent to which HEIs utilised the guidance provided by the Council. There will be a range of reasons why HEIs may have sought and used a different approach. The word guidance here refers specifically to the generic guidance highlighted in paragraph 26 of HEFCE 99/33.

21. Institutions' initial statements of their participation strategies might cover the following:

- aims and objectives relating to widening participation, and mechanisms for achieving these
- a summary of how the objectives for widening participation relate to the institution's corporate strategy and financial plan, and to other related strategies – for example, to learning and teaching
- a profile of the present and potential student population of the institution, drawing on the institution's performance indicators in this area
- identification of under-represented groups, with targets for improving their participation
- summary of approaches to improving student retention with associated targets, particularly for non-traditional students

- the indicators the institution will use to monitor progress. These should preferably be quantified, but if not, must be amenable to objective assessment of whether or not the goals have been achieved
- identification of key partners and collaborative relationships related to the implementation of the strategy.

22. The seven criteria above were, for the purpose of the analysis, sub-divided into 12 guidance indicator areas. Each of the guidance indicator areas was converted into a spreadsheet category, as shown in Appendix 1. The nine regions and the HEIs in Northern Ireland (DHFETE) were taken as the units of analysis. It should be noted that in a regional analysis, differences such as the number of HEIs and the characteristics of institutions are key factors. A separate spreadsheet was prepared for each region so that it would be possible to consider the region as a 'statement cluster', as well as to examine the analysis for individual HEIs within each region.

23. Although the guidance provided asked for the statements to be a maximum of five pages, the length of the statements submitted varied considerably. Some were substantial documents containing appendices whilst others were much less than the maximum stipulated. A note of the length of each statement was included with the evaluation as this was seen as an important consideration. The reading of each statement was based on the assessed strength of coverage for each of the 12 guidance indicator areas. A numerical value between 0 and 3 was assigned to each guidance indicator, according to the assessed strength of the coverage. The scale is as follows: 0 = not covered, 1 = covered, 2 = well covered, 3 = very well covered. The total number of statements assessed at this stage was 108. Where appropriate, moderation arrangements were put in place to contribute to the verification of the assessments. The assessment data were prepared on a regional basis (see Appendix 2) to support the regional consultants and regional teams in their work. It is intended, as the next phase of analysis, to aggregate the data from each regional spreadsheet in a manner that can provide a variety of 'snapshots'.

24. It is hard to draw firm conclusions from the data produced thus far. Methodological constraints dictate that findings from the analysis can only represent initial trends and examples. Further analysis on the sector position will be undertaken in the next phase.

25. In general terms, the assessment across all regions (including the two Northern Ireland HEIs) suggests that the strongest areas of coverage are:

- aims and objectives – 45 per cent of HEIs scored 2 or 3
- profile of student population, present/potential – 44 per cent of HEIs scored 2 or 3
- mechanisms for achieving aims and objectives – 34 per cent of HEIs scored 2 or 3.

These three areas were strongly covered across all regions, although some regions had weaker coverage than others.

26. The three weakest areas of coverage were:

- targets for student retention for non-traditional students – 89 per cent of HEIs scored 0 or 1
- use of performance indicators – 87 per cent of HEIs scored 0 or 1
- targets for under-represented groups – 81 per cent of HEIs scored 0 or 1.

27. It is interesting that the weaker areas involve target setting. Furthermore, even where HEIs did cover these areas, the emphasis was normally on qualitative as distinct from numerical targets. Several factors may have influenced this aspect and it is important to assess this within the context of the sector. A number of HEIs will already have had targets as part of their strategic plan whereas for some others this may not have been achievable within the timescale. Some HEIs were rewriting their strategic plans and will have wished to identify targets and monitor processes as part of that procedure. Additionally, HEIs may have interpreted the indicative nature of the guidance as enabling them to be less definite in terms of targets, particularly if this was a new approach for them.

28. A very small number of statements made reference either to the use of their premium funding allocation or to their widening participation projects in their statements. The reasons for delay will include the situation of institutions that were already investing heavily in this area of provision and saw the premium funding as merely a contribution to that activity. Some institutions will have sought to preserve internal autonomy over the allocation of funds, and this was a relatively small sum of money to entail the setting up of such reporting mechanisms. HEIs may also have had to develop new internal allocation criteria for this funding as it came through the teaching fund, for which the existing internal allocation model may have been inappropriate. Approval to amend the process may not have been achievable within the timescale for receiving the grant letter and responding to the request for statements.

29. Cross-referencing between Initial Strategic Statements and areas such as teaching and learning policy, disability statements or financial planning, were uncommon. Most statements did not link their widening participation aims and objectives with their formula-funding allocation or their additional student numbers.

30. As previously noted (in paragraph 24) it is possible to highlight those areas where coverage was strongest. In particular regions it is further possible to identify instances of good practice, as well as instances where practice could be further developed. The use of numerical target-setting, either in relation to recruitment or retention criteria, is under-developed in most institutions. In general there is little evidence of an integrationist approach. (The word 'integrationist' is being used here to denote a firm set of links between the initial and other relevant areas of operational planning.) In Initial Strategic Statements it is to be expected that operational experience in implementing statements, together with advice and guidance from the Council, Action on Access and other sources, will assist HEIs with further development of their widening participation strategies.

An overview of the projects based on an initial analysis for coverage

31. There was considerable variation in the interpretation of the guidelines issued and in the approaches adopted for the bidding process, both within and between the regions. As a result, there is no standardisation of the documentation nor of the resulting project structures. In some cases the documentation follows the suggested format and clearly indicates how the project work is planned to meet the national criteria and regional priorities, as well as addressing the requirements of the particular funding strands available. Some projects integrate all three strands of funding (the two strands for partnerships and dissemination of good practice, together with the jointly funded strand for progression), whereas others have received support from either the Council funds alone or the joint fund, and this of course influences the activities they cover. Where this separation has occurred within regions there are varying levels of collaboration between the projects, with some having few if any links, and others developing joint steering groups. The initial analysis for coverage and primary and

secondary focus (as indicated in the original bid document) was recorded for each project using the pro forma included as Appendix 3.

32. The nature, size and membership of the partnerships involved in the projects is very variable.

33. In addition to the HEIs, the most common partners are further education colleges (providers of higher education and those providing only further education courses), other colleges and schools. Community groups and employers are less frequently represented. In three regions, all the HEIs have one combined regional project, but at the other extreme there are projects involving only one HEI in collaboration with FECs and other partners. They generally state that their partnerships are based on existing co-operative activities. However, the speed at which management structures have been established and work has got under way is slow in some cases. Some partners maintain a central budget and appoint staff to work across the projects, but others have divided the funding equally or pro rata between partners, depending on the work being undertaken. During the life of the projects it will be worthwhile to monitor the effectiveness of the various types of project partnerships involved in this initiative, and the proportion of time, energy and funds spent on sustaining them. A further point is that some institutions are involved in more than one project partnership within their region, and others, close to regional borders, are involved in project work outside their region. Local learning partnerships feature in most of the projects but without much indication of the exact nature of the relationships. During initial visits to some projects it is evident that the project partnerships are facilitating the development of improved HE/FE links, even where these were previously in place, but there are some situations where there could be greater utilisation of the experience and good practice in the local FECs.

34. In the majority of cases there is a lack of clearly stated targets and measurable outcomes within the bids, but there are examples of good practice where these are present (for example, 'improve retention by 5 per cent per year', '345 additional clients engaged in higher education programmes by December 2002'). This is being addressed by project staff, together with the development of appropriate monitoring systems. Relatively few projects are aiming to increase the numbers of specific target groups within higher education during the life of the projects, due to the ages of those targeted. Projects' measurable outcomes usually relate to a broad range of widening participation activities being undertaken. There appears to have been an initial reluctance to identify specific target groups, with many projects indicating only that their activities will be aimed at 'under-represented', 'disadvantaged', 'mature' or 'ethnic minority' groups. Some are more specific, with young people from the lower socio-economic groups and particular neighbourhoods being defined, but only 18 per cent of the projects target activities specifically for lower socio-economic groups. Much work is planned with parents, families, and those in employment who lack qualifications. Where particular minority ethnic groups are identified for project activities, Afro-Caribbean men and Bangladeshi women are the most frequently targeted. There are examples of individual projects that have chosen to work with single parents, ex-offenders, travellers, refugees and disabled students. Significantly, a number of projects have recognised that an important group worthy of targeting for some activities, if widening participation is to be achieved, is schoolteachers.

35. The relationship between the projects and institutional Initial Strategic Statements on widening participation is referred to in some of the bids, but generally few details are given and only in one or two cases are corporate plans referred to. This was a particularly challenging issue for the larger regional partnerships. However, examples of good practice are emerging where the partners have shared their statements and are mapping how the collaborative project activities link into these. There

is no evidence of links being made between project bids and the disability or learning and teaching statements.

36. As far as the widening participation activities are concerned, there is a great deal of common ground between the projects, particularly in pre-entry activities, student support, progression routes and credit frameworks. Dissemination and the sharing of good practice between projects and between regions is therefore essential.

37. Although the exact nature and scope of the work is being tailored to meet regional, sub-regional or local needs, 96 per cent of the projects have recruitment activities as a primary focus. Much of the work at the pre-entry to higher education stage is concentrating on community outreach, guidance, raising awareness and aspirations, and taster courses. Whilst many projects are working with adults, those linking with schools are targeting younger pupils whenever possible. This emphasises the familiar difficulty in widening participation work, of tracking individuals who have been the recipients of funded activities over several years. Projects are struggling with this, and methods need to be shared and ideas pooled.

38. Widening participation practitioners have come to realise that pre-entry activities such as those already mentioned will achieve limited success in recruitment without the development of a wider range of progression routes that take into account the particular needs of the target groups. As a result, every region has project work being undertaken to address this issue, particularly through developments which involve curriculum mapping, work-based learning and credit frameworks. This is especially true of projects in receipt of support from the joint funding for progression, and open college networks are playing a major role in these partnerships. In some cases these developments seek to address barriers to progression in particular geographic areas (for example, places of rural or coastal deprivation in North Yorkshire and Sussex respectively). In addition, progression into higher education is being encouraged through specific curriculum developments that will meet local requirements (for example, land-based studies in East Anglia), or that will prove attractive to certain target groups (for example, childcare and community work for Asian women).

39. Compared with the 96 per cent of projects with a primary focus on recruitment, relatively few project bids (32 per cent) refer to retention as a primary focus, but those that do see this as a vital part of their continuing widening participation activity. In some cases their institutions have already been relatively successful at the 'access' phase, demonstrated by the student profile. One of the issues being raised by practitioners in connection with retention is what this actually means within an increasingly flexible sector, with individuals often choosing to move in and out of the system as learners. However, the initial analysis indicates that most projects include retention activities under the general heading of student/learner support. Such retention activities are designed to improve achievement and progression into and through students' chosen higher education programmes of study. Emphasis is being given to preparation for HE-level study, induction and transition into higher education, and on-course support, with project partners often choosing to concentrate on one of these. Attention is concentrated on the use of mentors, provision of on-course guidance and personal support (for example, financial advice and childcare), and skills development, especially those relating to writing and numeracy. Although in the minority, some projects are providing enhanced careers guidance for targeted groups, with one or two projects concentrating almost entirely on employability and therefore developing employer-linked and work-experience opportunities for their students.

40. The initial analysis and the early liaison work of Action on Access suggests that the set of principles from which the Council worked, together with their objectives (presented as bullet points in paragraph 20 above), are recognisable in, and will be achieved through, the regional projects. As is to be expected in a diverse sector and in regions with differing priorities, there is considerable variation in the balance and emphasis placed on particular aspects of the project work highlighted in paragraphs 21 to 27 above. There is relatively little evidence nationally of innovation, but all the more reason for ensuring that there is dissemination of previous good practice. A major factor in determining the ultimate success of the projects will undoubtedly be the genuineness of the partnerships and the strength of the collaboration within them. It is apparent that the location and status of the project work and practitioners within individual HEIs is another important variable, as is the extent to which the project activities have the opportunity to link with other widening participation work in institutions. Most bids lack evidence that efforts will be made to ensure the successful outcomes will become self-supporting or embedded within institutional strategy. As with target setting and monitoring, integration of projects and other widening participation initiatives will be a major focus of the advice and support offered to the project teams by Action on Access.

Use of the summer

41. Many HEIs have been developing programmes that utilise the summer period as the means of providing opportunities for young people or adult returners. This activity has been encouraged through previous Council funding, regional, European and institutions' own initiatives. Of the 54 HEIs involved in the Higher Education Summer School initiative, all but five are members of a widening participation project partnership. However, 29 per cent of the projects have incorporated other summer schools and schemes into their activities, and these provide some of the most clearly-stated targets and measurable outcomes mentioned in the bids. As with other activities the nature, scope and target groups of the summer schools vary from project to project. The total summer activity across the regions is greater than that indicated by the summer schools alone, and is likely to be greater again in reality because the projects include various bridging, pre-enrolment and transition activities that are likely to take place during this period (although the precise timing is not indicated in the bids). The statements include a variety of references to the use of the summer, although not in any systematic manner. They mention a range of activities focusing on pre-entry and retention. A further analysis will be required to develop greater understanding of links between these activities and those of the projects.

Staff development

42. Although not always precisely highlighted as such, more than half (57 per cent) of the projects include some form of staff development activity, but it would seem from the bids that only 45 per cent intend this to be a primary focus. The larger partnerships in particular are concerned with the sharing of experience and expertise across their memberships, and it will probably emerge that more staff development is actually taking place than suggested by the bids: a matter which needs to be identified as a specific issue in monitoring reports. The statements were relatively silent on staff development implications. This may have been addressed within the learning and teaching strategies, and further work will be needed to consider links between widening participation, learning and teaching strategies and staff development.

Next steps

43. It is evident that a considerable amount of work has already been undertaken by HEIs. The key factors for future progress are the development of holistic approaches to planning, clarity over targets and measurable outcomes, and robust monitoring strategies. The team has identified a series of activities to enable a further step change in institutional commitment to embedding widening participation within the core of their strategic and operational plans. These include:

- a. A national conference on 6 October 2000 at which speakers from HEFCE, CVCP and SCOP will contextualise the approach, in order to demonstrate the significance of the links between all aspects of the HEFCE strategy. A major part of the audience will be project workers, who are often at the margins of the institution and may not be linked into an institutional approach.
- b. Seminars on monitoring for project workers in November 2000, to help devise good practice guidelines for setting targets and measuring outcomes and monitoring, in advance of the first year's monitoring exercise.
- c. A seminar in the new year, 2001, for pro-vice-chancellors to address the strategic issues and begin to establish the links with learning and teaching and retention.
- d. Briefings to HEFCE regional teams on the detailed analysis of the Initial Strategic Statements and projects.
- e. Continued production of the newsletter 'Update on Inclusion' to disseminate good practice in widening participation across the sector.
- f. A series of good practice guidelines relating to managing widening participation projects.
- g. Continuing development of the web-site with the incorporation of a discussion board for project support.
- h. Facilitating themed inter-regional links on, for example, credit framework developments, working with young children, on-course support, etc.
- i. Development of a more structured framework for analysing the actual activities being carried out by the projects regionally and nationally.
- j. Seeking to enhance the key issues of target setting, measurable outcomes and embedding, within a monitoring and review framework.
- k. Encouraging the integration of regional project work and other widening participation initiatives within institutions.
- l. Exploring methods to ensure a more holistic approach through links with the learning and teaching strategies and the disability developments.
- m. Helping to ensure that project staff address the issue of embedding the successful outcomes of project work into institutional strategies.
- n. Consideration of how to enhance dissemination to the FECs delivering higher education courses.
- o. Exploring the possible solutions to the problem of long-term tracking of the beneficiaries of project-funded activities.

Appendix 1

Initial Strategic Statements

The seven broad criteria outlined in HEFCE Circular 99/33 were, for the purpose of the analysis, subdivided into 12 guidance indicator areas as follows:

A	Aims and objectives
A	Mechanisms for achieving aims and objectives
B	Links between objectives and corporate / financial / other plans
C	Profile of student population, present / potential
C	Use of performance indicators
D	Identification of under-represented groups
D	Targets for under-represented groups
E	Summary of approaches for improving retention for non-traditional students
E	Targets for student retention for non-traditional students
F	Systems for monitoring progress – quantifiable or other
G	Key partners in widening participation strategy implementation
G	Key collaborative relationships in widening participation strategy implementation

Appendix 2

Initial Strategic Statements

An example of a regional analysis for illustrative purposes only

Aims and objectives	1	2	1	0	0	2	2	0	0	0	2	0	0	1	12
Mechanisms for achieving aims and objectives	1	2	2	1	1	1	2	1	1	1	1	1	1	1	15
Links between objectives and corporate / financial / other plans	2	2	2	0	0	0	0	0	0	0	0	0	0	1	9
Profile of student population, present / potential	2	2	2	2	2	3	2	2	1	0	2	1	0	2	21
Use of performance indicators	2	2	1	2	2	2	1	1	1	1	2	1	0	1	16
Identification of under-represented groups	1	2	1	2	1	2	1	1	0	0	2	1	1	1	13
Targets for under-represented groups	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Summary of approaches for improving retention for Non-Traditional Students	1	1	0	0	0	0	0	1	0	0	0	1	0	2	6
Targets for student retention for NTS	1	2	1	1	0	1	0	0	0	0	1	0	0	1	9
Systems for monitoring progress – quantifiable or other	1	2	0	0	1	1	1	1	1	1	0	0	1	1	9
Key partners in WP strategy implementation	2	1	1	1	1	2	0	1	0	0	2	0	0	1	12
Key collaborative relationships in WP strategy implementation	1	1	0	1	1	1	1	0	1	1	1	0	0	1	6
Total score	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
	1	2	1	0	1	1	1	1	1	1	1	1	1	1	9
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
	1	2	1	0	1	1	1	1	1	1	1	1	1	1	11
	1	1	0	0	0	0	0	0	0	0	0	0	0	1	4
	1	1	2	1	0	2	2	1	1	1	1	1	1	1	15

	teaching staff									
	unemployed									
	employers									
	employees									
	small retailers									
	ex-offenders									
	travellers									
	refugees									
Projects (identified by lead institution)		Institution	Institution	Institution	Institution	Institution	Institution	Institution	Institution	Institution
		1	2	3	4	5	6	7	8	
Geographical areas										
	Coastal									
	Inner city									
	Rural									
	Industrial decline									
Partners										
	HEIs									
	FECs									
	6th form colleges									
	Schools									
	Community groups									
	SMEs									
	Careers service									
	LLPs									
	NUS									
	Learning City									
	City Pride									
	Health Trust									
	Adult Ed									
	OCN									
	Prince's Trust									
	CITB									
	Chamber of Commerce									
	LEA									
Other links										
	Ufi									
	GO									
	DA									
	EAZ									
	SRB									
	Adapt									
	IAG									

Curriculum developments											
	General										
	Community work										
	Art and Design										
	Performing Arts										
	Health-related										
	Science and Engineering										
	Broadcasting										
	ICT										
	Land-based subjects										
	Childcare										

Projects (identified by lead institution)			Institution	Institution	Institution	Institution	Institution	Institution	Institution	Institution
			1	2	3	4	5	6	7	8
Use of the summer										
	Summer School									
	Other activities									
Staff development										
Delivery/Learning Modes										
	Credit Frameworks									
	Distance Learning									
	Non-degree awards									
	Part-time provision									
	Residential Courses									
	Schools-based work									
	Taster Courses									
	Work-based learning									
	Web-based delivery									
	On-line learning									
	Homework clubs									
	Community-based courses									
	Modular programmes									
	Foundation programmes									
	Access courses									
	APEL									
Student support										
	Pre-entry									
	learning support									
	skills development									
	numeracy skills									
	writing skills									
	ROAs/PDPs									
	personal support (finance, etc)									
	mentoring									
	peer support									
	student tutoring									
	role models									
	ambassadors									
	On-course									
	learning support									
	skills development									
	numeracy skills									

	writing skills									
	ROAs/PDPs									
	personal support (finance, etc)									
	mentoring									
	peer support									
	personal tutoring									
	guidance									
Projects (identified by lead institution)			Institution	Institution	Institution	Institution	Institution	Institution	Institution	Institution
			1	2	3	4	5	6	7	8
Employability										
	career planning									
	mentoring - work based									
	employment links									
	work experience									
Recruitment										
	Community Outreach									
	Network Building									
	Compacts									
	Raising aspirations									
	Raising awareness									
	Raising achievement									
	IAG									
	curriculum mapping									
	progression routes									
	rationalisation of provision									
	breaking down barriers									
	web-sites									
	drop-in club/centre									
	bridging									
	transition									
Retention										
	bridging									
	transition									
	learning support									
	skills development									
	numeracy skills									
	writing skills									
	personal support (finance, etc)									
	mentoring									
	peer support									
	personal tutoring									
	guidance									

Others											
	Mapping										
	Data collection										
	Tracking										