



UNIVERSITY OF PORTSMOUTH

ACCESS AGREEMENT 2016/17

**APPROVED BY OFFA IN JULY 2015**

# Contents

	Page
Executive Summary	1
1. Fees, Student Numbers & Fee Income 2016/17	2
2. Access & Student Success Measures	4
3. Access Measures	5
4. Student Success Measures	11
5. Financial Support for Student	14
6. Targets and Milestones	17
7. Monitoring and Evaluation arrangements	18
8. Equality & Diversity	21
9. Provision of Information to Prospective Students	25
10. Consulting with Students	27

## EXECUTIVE SUMMARY

### University of Portsmouth Access Agreement 2016/17

**This Access Agreement assumes that HEFCE funding, including Student Opportunity Funding, and maximum tuition fees, will be maintained at current rates in 2016/17. If significant changes are made by the Government or HEFCE, we reserve the right to amend this Access Agreement.**

#### **Our commitment**

The University of Portsmouth has a long held commitment to widening participation, reaffirmed in our new mission and vision which highlight our commitment to inclusivity and improving social mobility through raising expectations and creating ladders of opportunity for young people in our region to take part in higher education. The University's Equality Objectives define our objectives in relation to students, staff and the wider community. The specific objectives and milestones in this Access Agreement link back to our Equality Scheme Objectives and to University Strategy. Through our proactive aspiration-raising work, fair admissions policies and excellent support for students on programme and into employment, we aim to promote opportunity and achievement in higher education, bringing life-changing benefits to individuals, their families and the wider community we serve.

#### **Our context**

Portsmouth continues to be a city with areas of significant deprivation and educational under-achievement. Our commitment to aspiration-raising and widening participation is essential to the University's future success and viability, and to that of the City. The latest HESA performance indicators, published in March 2015, show our success in the key performance indicators selected in this Access Agreement; we outperformed locally-adjusted benchmarks for each of our four main indicators, demonstrating our success in recruiting and retaining young and mature students from low participation neighbourhoods. We continue to set challenging targets to improve our recruitment and retention of widening participation students from this relatively high base and will actively monitor our performance.

#### **Our fees**

We will charge a full-time undergraduate fee of £9,000 in 2016/17. Significant investment in bursaries and a substantial hardship fund will ensure that students who can benefit from higher education are not prevented from attending or continuing due to financial hardship.

#### **Our activities**

We deliver an ambitious outreach programme, focused on raising aspirations and attainment in our target groups. Our commitment to widening participation is built into our Admissions processes, with sensitive use of contextual data and acceptance of a broad range of entry qualifications. We offer a generous financial support package and provide comprehensive financial advice to applicants and their families and to our undergraduates. Tailored support is available to priority groups including care leavers and applicants with disabilities. We are committed to working in partnership with our students.

#### **Our evaluation**

Our investment in outreach and financial support means the University has successfully recruited to target since the new fee regime was introduced. We have spent at or above the level planned in our Access Agreement each year on fee waivers and bursaries. We will continue to monitor and evaluate our activities, to ensure that expenditure and energy is committed effectively to achieve our widening access ambitions.

# 1. FEES, STUDENT NUMBERS & FEE INCOME 2016/17

## 1.1 Purpose

This Access Agreement sets out the University of Portsmouth's fee levels and financial support for UK/EU full-time undergraduate and PGCE students in 2016/17. Information about how to apply for financial support will be available through the University's website [www.port.ac.uk](http://www.port.ac.uk)

## 1.2 Tuition fees for new students

### 1.2.1 Tuition fees for UK/EU full-time undergraduate, PGCE and Master of Architecture students starting courses in 2016/17

For this purpose, 'undergraduates' are students studying towards a First Degree, Foundation Degree, HE Certificate, HE Diploma, HND or equivalent. MEng, MPharm, the Master of Architecture and PGCE courses are also classed as undergraduate for this purpose.

Courses	Tuition fee 2016/17	Estimated 2016/17 entrants
All undergraduate courses unless specified below	£9,000	4511
Franchised courses at South Downs College and the Isle of Wight College	£6,000	25
Sandwich year out	£900	0
Language year abroad	£900	0
Erasmus year out	£900	0
All PGCE courses including School Direct	£9,000	120

### 1.2.2 Tuition fees for full-cost courses in 2016/17

The University runs a number of full-cost full-time undergraduate courses with partners including the NHS. These courses are subject to different tuition fees and financial support arrangements and are outside the scope of this Access Agreement. These full-cost courses are:

- BSc (Hons) Diagnostic Radiography
- BSc (Hons) Therapeutic Radiography
- BSc (Hons) Dental Hygiene & Dental Therapy
- CertHE Dental Nursing
- DipHE Operating Department Practice

### **1.2.3 Tuition fees for part-time courses**

Our part-time undergraduate courses are outside the scope of this Access Agreement, as all our annual fees are not above £4,500.

### **1.2.4 Tuition fees for 2017/18 onwards**

If the £9,000 maximum fee is increased by the Government, then tuition fees for students who started in 2012/13 to 2016/17 will be increased for later years of their course at a rate of inflation not greater than the annual increase in the Retail Price Index, as measured at an appropriate point in the year.

## **1.3 Students covered by these fees**

### **1.3.1 New full-time students in 2016/17**

These fees will apply to all UK/EU new entrants to HEFCE, School Direct and National College for Teaching and Leadership supported full-time undergraduate and PGCE courses in 2016/17. These fees will apply if students enter the first year of an undergraduate course or if they enter direct to Year 2 or later, unless they are transferring or progressing from another undergraduate course and are classed as continuing under the old fee regime by the Student Loans Company (SLC).

### **1.3.2 Continuing full-time students from 2012/13 to 2015/16**

Students who started full-time undergraduate and PGCE courses in 2012/13, 2013/14, 2014/15 and 2015/16 are covered by the University's Access Agreements for those years and by fees defined in this Access Agreement.

Due to the removal of the Government's National Scholarship Programme, bursary arrangements in 2015/16 onwards will vary depending on the year students started their course. Details follow later in this Agreement.

### **1.3.3 Continuing students covered by 'old regime' fees**

Students continuing on a full-time undergraduate course who started before 1 September 2012 will pay fees at the subsidised 'old regime' rate set by BIS in 2016/17, provided they are classed as 'continuing students' under this regime by the SLC. This fee rate has not yet been announced so this Access Agreement assumes that it will be held at the existing rate of £3,465.

## 2. ACCESS & STUDENT SUCCESS MEASURES

### 2.1 Structure of this section of the Access Agreement

This section is sub-divided into three elements covering different aspects of our access and student success measures;

Access Measures

Student Success Measures

Financial Support for Students including the National Scholarship Programme

### 2.2 Evaluation of our access and student support measures

We will continue to evaluate how expenditure is deployed across these different aspects of access and student support activities.

The measures we introduced in our Access Agreement 2012/13 have been successful: we successfully recruited to our HEFCE Student Number Control (SNC) in 2012/13 to 2014/15 and also recruited AAB+ and equivalent students to our baseline number removed from the SNC by HEFCE. We have spent at the level planned in our Access Agreement for 2012/13 to 2014/15 on fee waivers and bursaries.

## 3. ACCESS MEASURES

### 3.1 Widening participation profile

Widening participation in higher education is a key strategic aim for the University of Portsmouth, demonstrated by our success to date in recruiting and retaining a diverse student body. Using HESA performance indicators as an objective measure, we have a track record of recruiting close to or above the location adjusted benchmark for the proportion of students from state schools, from social classes 4-7, and young and mature entrants from low participation neighbourhoods. We also perform well in terms of student retention, with non-continuation rates consistently better than benchmark in recent years.

HESA performance indicators for 2013/14, published in March 2015, show that the University has continued to outperform key targets for recruitment of young and mature students from low participation neighbourhoods included in our Access Agreements for 2012/13 onwards (HESA PIs Tables T1a and T2a).

There has been a slight improvement in retention rates for young students from low participation neighbourhoods in 2012/13 where our performance was already better than benchmark (HESA PIs Table 3b). Retention rates of mature full-time students with no previous HE have fallen since last year but remain significantly better than benchmark for this indicator (HESA PIs Table 3c).

We will continue to monitor our performance against annual benchmarks provided through the HESA performance indicators. This year we have updated the targets and milestones in Table 7a of our Access Agreement so that each milestone relates to a single measure. These changes will make our access agreement targets easier to communicate and monitor whilst continuing to require outperformance of externally-calculated benchmarks.

Further improvement of retention rates and successful outcomes for our widening participation students continue to be key priorities for the University, and our plans to deliver these are outlined in this document.

### 3.2 Planned investment in aspiration-raising and outreach

In our Access Agreements since 2012/13 we have committed to invest in a range of aspiration-raising and widening access activities, building on our previous collaborative work through AimHigher. Our performance in the past three years provides evidence of the success of these measures, as we recruited students from low income families at planned levels, despite the increase in fees. This demonstrates that our focus on long-term aspiration-raising from Key Stage 2 onwards, combined with more intensive activities at age 16/17 and for mature applicants, is supporting successful achievement of our Access Agreement ambitions.

Investment in aspiration-raising and outreach activities for 2015/16 onwards has been increased slightly as we anticipate greater challenges in widening participation, due to potential volatility from the removal of the HEFCE's Student Number Control. Consequently, OFFA countable expenditure on access will increase to £1.52m in 2016/17, while expenditure on student success and progression through this Agreement will increase to £1.25m.

### **3.3 Aspiration raising and attainment**

The University of Portsmouth is situated in an area with a historically low continuation rate into higher education. Progression to HE is under 26% in much of our local area, with progression from some local wards as low as 8% (HEFCE POLAR3 data). Hence, our commitment to widening participation has a strong focus on raising aspirations and awareness of higher education.

Our strategy for outreach aligns with the recently published Office for Fair Access Strategic Plan 2015 – 2020 and the National strategy for Access and Student Success (NSASS). We deliver a coherent, incremental and progressively intensive progression package, from Year 5 to Year 13, which systematically develops interest in and motivation towards higher education. Central to this is the maintenance of successful and sustained partnerships with schools and colleges. All of our widening participation work is targeted at institutions where progression to higher education is low, deprivation is high or where there are significant proportions of under-represented groups continuing to further or higher education.

We work with local children in Year 5 and Year 6 from 32 targeted local primary schools with the aim of changing their perceptions, and their families' views, about the importance and accessibility of higher education. In line with the NSASS, we have chosen to maintain investment in early intervention and our work with primary schools has been cited as an example of good practice within the national strategy. Aspiration-raising is essential in a city with Portsmouth's history of comparative educational under-achievement and exceptionally low progression rates to HE in some areas.

At secondary level and beyond our focus is on continuing to raise aspirations, combined with collaborative work with schools, aimed at improving attainment. The proportion of 16 year olds in Portsmouth gaining five GCSEs has historically been low (in 2014 Portsmouth and the Isle of Wight were near the bottom of the league table of 151 Local Authorities – for attainment of five GCSE at A-C including Maths and English). By working with target schools to improve this, we aim to make progression to post-16 education and on to higher education a viable option for more local children. In addition to activities provided by our Education Liaison and Outreach Team, our academic departments run a range of subject-focused conferences and workshops for our target schools and colleges. As well as supporting attainment at GCSE and A-level, these are designed to showcase stimulating elements of HE study and promote interest and excitement about progression opportunities.

Our investment in widening participation work from 2016/17 will include the following types of activities for different target audiences included here to illustrate the breadth of our outreach provision. We have a strong focus on aspiration-raising in STEM subjects and languages.



Illustration of the University's outreach provision (sample of activities only)

Year	Targeting criteria	Activities	Evaluation method
<b>Year 5 &amp; 6</b>	32 schools; Pupil Premium; IDACI (Income Deprivation Affecting Children Index); Feeder to target secondary	In school activity in Yr 5 On campus activity in Yr 6	AMOSHE toolkit Quizdom Evaluation postcards for children, questionnaire for teachers
<b>Years 7 to 11</b>	34 schools; GCSE results; IDACI; POLAR 3	Year 7-11 workshops Why HE days Parent & child workshops Girls only STEM events Boys only events University Residential Mentoring programme UP for Uni workshops	AMOSHE toolkit Quizdom Evaluation questionnaires for pupils and teachers
<b>Post 16</b>	51 schools/colleges; POLAR 3; IMD; level 3 attainment	Yr 12 conferences & taster days Targeted application advice Vocational student workshops	AMOSHE toolkit Evaluation questionnaires for pupils and teachers
<b>Mature students</b>	All mature students	Mature student event Mature student transition events Mature student support at open days	Evaluation questionnaires for participants

New activities planned for 2016/17 include: development of our boys only workshops on courses where they are particularly under-represented e.g. psychology; expansion of our Access to the Professions programme; development of a parent ambassador scheme; development of our resources for parents; development of our 'UP for Uni' programme and launch and promotion of our new website that provides information for 11-16 year olds thinking of HE; development of our CPD sessions for teachers.

### 3.4 Staff development to enhance widening participation

Our experience has shown that building strong academic and subject-specific links with target schools and colleges is an important way of breaking down perceived barriers and promoting accessibility of the University, as well as supporting pupil attainment. This is confirmed by the NSASS, which supports the concept that the quality of relationships with teachers is key to successful targeting. Hence, we offer professional development opportunities to school and college staff to build relationships and promote a smooth transition for students into the University. This training for staff in local schools and colleges has the benefit of increasing the reputation of, and their knowledge of, the University. We plan to develop our offer in 2016/17; in particular we will offer CPD on HE changes and progression to staff in secondary schools

In addition we will continue to provide training for University staff, particularly those involved in admissions, on changes to the curriculum or organisation of schools and colleges. This year we will focus on the changes to the A-level and GCSE curricula.

Activities for 2016/17 will include: INSET for post-16 school and college staff on changes to HE; helping staff involved in advising applicants writing a personal statement; advice for staff writing UCAS references; subject-specific INSET and input in higher education conferences; an Information Day for careers advisers.

### 3.5 Working collaboratively for impact

We will continue to work collaboratively with other HEIs and our target schools and colleges in order to ensure an effective outreach programme.

As part of HEFCE's National Networks for Collaborative Outreach initiative, the universities of Portsmouth, Southampton, Winchester, Southampton Solent, Bournemouth and the Arts University Bournemouth have set up the Southern Universities Network (SUN). This partnership built upon and extended our previous collaboration under the Hampshire Universities WP Group.

Across the SUN we have committed to provide outreach opportunities for all state schools and colleges in our region of Dorset, Hampshire and the Isle of Wight. We will also exchange good practice and share effective approaches to WP.

Our particular focus for collaborative working in 2016/17 covers:

<b>Focus</b>	<b>Activities</b>
<b>Continuing Professional Development (staff and student union)</b>	SUN will arrange staff development for WP practitioners including student ambassadors and Students' Union officers.
<b>Vulnerable children &amp; young people</b>	SUN will continue in partnership to develop and promote wider understanding of the issues facing vulnerable children and young people. We will work in partnerships with local authorities and voluntary sector agencies. This work will be informed by the National Network for the Education of Care Leavers.
<b>BME work</b>	SUN will continue to promote and support the progression of students from minority ethnic communities, working with community groups and sharing our networks to maximise opportunities for collaborative delivery.
<b>Disability</b>	SUN will develop and extend collaborative projects which support the progression of students with disabilities, drawing on the expertise of specialists within our universities, current students with disabilities and those working in the field.

We will continue to work collaboratively with other institutions across the South East as part of the Higher Education Access and Tracking (HEAT) service. This provides a collaborative targeting, monitoring and evaluation service in support of our outreach work. It allows us to report on the impact of our activities in terms of progression to any HEI. It also provides systems and data to underpin an evidence base for WP practice and reporting. Recent reports show us that progression to HE from our outreach activity with quintiles 1&2 (POLAR 3) is 34% as opposed to the national average for these groups of less than 25%.

In 2016/17 we will maintain our membership of the Southern Widening Participation Practitioners Network (SWPPN), a group of fifteen universities who meet to share good practice and resources in relation to widening participation work with schools.

We will also continue to work with partners such as the STEMNET and SEPnet to deliver STEM focused activities for secondary school pupils.

### **3.6 Financial advice for potential undergraduate and PGCE applicants**

The University of Portsmouth is proactive in the financial advice we offer to prospective applicants, their parents and carers, and to our undergraduates. We provide comprehensive and impartial advice focusing on the affordability of higher education, with information ranging from the level of support available whilst studying to budgeting and financial capability whilst on course. We will also continue to provide tailored advice for priority groups including mature students, care leavers, students with disabilities and those with children.

Providing clear, accessible financial advice will continue to be the focus for our activity for 2016 entry and beyond, to ensure applicants and their families make informed decisions and are not deterred from entering higher education because of incomplete or incorrect information.

The University's Student Finance Centre team will continue to offer specially targeted events for local schools and colleges which include impartial finance presentations for potential students, their parents and advisers. Focusing on support available to those from low income families, we strive to ensure people understand the costs and benefits of higher education and the financial packages available. The team delivered 100 events in our target WP schools and colleges in 2013/14 and will continue to strengthen and develop these relationships. Specialist advice is provided to potential PGCE applicants at targeted events.

Verbal feedback from both attendees and school and college staff indicate these sessions continue to be highly valued and worthwhile.

### **3.7 Student bursaries**

We will invest £6.3m in 2016/17 bursaries for students from low income families. Previous research by OFFA concluded that bursaries had succeeded in their main objective in ensuring that students were not deterred from going to university on financial grounds.<sup>1</sup> This is a very important consideration for our target population, with prospective students and parents continuing to feed back that cash bursaries are vital in making University more affordable for those from low income households. Feedback from our Students' Union has also confirmed the value of this package. Feedback from Portsmouth students in national research confirmed that direct financial aid is important to our significant number of students from low income families<sup>2</sup>. In CFE research<sup>3</sup> on the question 'To what extent did the possibility of receiving financial aid, (either through the NSP or in general), affect your decisions about higher education?', 72% of University of Portsmouth students said it influenced their decision a lot or a little, compared with 63% nationally. Additionally more of our students said they would have found it difficult to stay on the course without the financial aid than the national average (73% v 64%).

For 2015/16 onwards our financial support for eligible students will be entirely through cash bursaries, as research evidence and feedback from our students confirms that this is the most beneficial form of financial support.

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<sup>1</sup> *National Strategy for Access and Student Success: Interim Report to the Department for Business, Innovation and Skills* (18 January 2013). (HEFCE and OFFA)).

<sup>2</sup> 51% of new Full-Time Undergraduate entrants in 2013 came from families with income below £42k, with 35% having household income of below £25k.

<sup>3</sup> Bowes, L., Sheen, J., Birkin, G. (September 2013). *NSP recipient survey: summary of student responses* (CFE Research)

### **3.8 Research focused on improving educational outcomes**

The University is exploring how our educational research can contribute to widening participation. Currently, the University's Psychology Department is engaged in research-led projects aimed at improving educational outcomes for children and young people through the development of 'growth mindsets'. These projects, delivered in partnership with schools in Portsmouth Hampshire and the Isle of Wight, aim to improve outcomes by encouraging the development of growth mindsets which contribute to learners' resilience and perseverance, and teacher and pupil's expectations. Research findings have confirmed the benefits of this work for pupils' educational outcomes and the project is now being extended to 16-18 year olds who would previously have been 'Not in Education, Employment, or Training' (NEETs). We are building on this work by extending the reach and impact of our academic community, for example through our contribution to the Solent Maths Hub and A City that Counts initiatives.

### **3.9 Our broader strategic contribution**

The University is leading the establishment of a University Technical College in Portsmouth, in collaboration with Portsmouth City Council and the Royal Navy. Opening in 2017, the UTC will contribute to improvements in educational outcomes at 16 and 18, enabling more young people to have the opportunity to enter higher education.

Our new 'Future Technology Centre' will open in January 2017, supported by HEFCE capital investment. By removing many of the barriers to studying traditionally male-dominated subjects, the University's new Centre aims to help change the perceptions of engineering and technology and encourage more women and people from under-represented groups to see a future for themselves in industries for which the UK has a pressing need for more talent.

## 4. STUDENT SUCCESS MEASURES

### 4.1 Promoting success for vulnerable students

Retention rates at Portsmouth are healthy, with better than HESA benchmark non-continuation rates<sup>4</sup>. However widening participation students may find it more difficult to complete their courses due to financial pressures. For example, mature students, students with disabilities and students who are carers may face particular financial challenges.

To reduce the risk that financial challenges will lead to withdrawal, the University will offer bursaries to students from lower income families. Section 5 has full details of this financial support for retention.

### 4.2 Financial support to promote student retention and success

The University has a generous hardship fund, which provides flexible support, aimed at low income students in greatest need, for example lone parents and disabled students. Feedback from individual students and from the Students' Union highlights the importance of these funds in helping students complete their courses successfully.

Therefore this fund will be continued, with targeted allocations to minimise withdrawal of lower income students due to financial pressures. This fund was increased to £0.85 million p.a. in 2014/15 to offset the impact of cuts in National Scholarship Programme funding for our students. The hardship fund will be further increased by £70k in 2016/17, to £0.92m with additional money being provided to support disabled students who can no longer access full funding through the Disabled Student's Allowance (DSA) for essential equipment.

This change will ensure that eligible students facing particular hardship are not disadvantaged by changes in external support. This will allow us to continue to support students in greatest financial need.

The University records the reasons given for withdrawal and for 2013/14 only 1.76% of withdrawing students cited "financial difficulties" as their reason for leaving the course. Students frequently feedback that they were only able to continue their studies due to support they received from the Hardship Funds.

### 4.3 Broader finance-related activities to promote retention and student success

The University's Student Finance Centre team works actively with undergraduates to help develop and embed financial capability and literacy in students with the overall aim of reducing withdrawal for financial reasons. In addition to the students who access the service through visits to the Student Finance Centre, we have delivered events to around 6,400 students so far in the current academic year. These include attending Fresher's Fair, departmental induction, and registration events.

#### 4.3.1 Outreach across Campus

The team have continued to deliver the 'Love Your Money' roadshow which is offered at various locations across the campus with the aim of engaging with students who may not access our service in the traditional ways. Working in collaboration with the Student's Union

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<sup>4</sup> HESA performance indicators Tables 3b and 3c

the team engaged with students through interactive activities and focussed on key issues such as credit scoring, payday loans avoiding loan sharks and identity fraud.

Students were also able to find out how the Student Finance Centre can help them, including how they can apply for hardship funds and access budgeting advice. Feedback gained from students has been overwhelmingly positive receiving comments such as “Very useful, especially for the younger students” and “very helpful in keeping students on track”.

We also continue to run our Student Money Week, a programme of money themed sessions, in collaboration with the Students’ Union to coincide with National Student Money Week. This year’s event aimed to increase awareness of the Student Finance Centre’s social media presence by asking students to post a “Money Saving Selfie” and like our page. The number of followers on the Student Finance Centre page more than doubled during the week which will enable us to continue to communicate and engage with these students throughout the academic year.

#### **4.3.2 Further developments**

The Student Finance Centre will be exploring further opportunities to widen our outreach activities and reach vulnerable students who may not feel confident in approaching our service directly and for 16/17 the focus will be on identifying and engaging with Young Carers.

The Centre aims to establish links with charities such as Portsmouth Young Carers, Winchester and District Young Carers and the Carers Trust as well as learning from examples of best practice through local institutions such as the University of Winchester.

The Centre will set up a named contact for Young Carers (as we already do for Care Leavers) to act as a “Personal Support Adviser”. They will ensure this vulnerable group are accessing all the support they are entitled to and highlighting any potential issues or additional needs with Personal Tutors. This group will also be considered a priority for support through the University Hardship Fund.

We also aim to carry out Focus Groups with both users and non-users of our service to identify any potential barriers to accessibility as well as identifying good practice and ways to develop and improve the service.

#### **4.4 Academic and personal support to enhance student success**

The University’s success to date in recruiting students from widening participation backgrounds means that it is essential that we offer a comprehensive range of student support services, aimed at continuing to increase academic success rates and progression to employment.

Our students enter higher education with a diverse range of backgrounds and entry qualifications. Services such as the Academic Skills Unit, Maths Café, Disability Advice Centre, Chaplaincy and the Counselling Service work with our academic departments, to ensure that students have a positive experience of higher education which meets their particular needs. Through this Access Agreement we will maintain support for the cost of post-entry support of target groups, to promote student retention and success. We will maintain our investment in promoting a high quality student experience, addressing the needs of students from diverse widening participation backgrounds, including fifteen additional posts in faculties since 2012/13 to provide support for learning, additional funding for mental health advice and additional funding for our employability service.

We have chosen to embed these additional posts in our academic departments and faculties, as this is the most effective way to provide integrated support for retention. Vulnerable students can be supported with no stigma and referred to specialist University services if necessary in a sensitive way. The effectiveness of this embedded approach was confirmed by recent research into good practice in the sector.<sup>5</sup>

We will continue to evaluate the impact of these measures through monitoring of withdrawal rates for different groups of students and analysis of students' reasons for withdrawal.

#### **4.5 Progression to employment and postgraduate study**

Through and beyond the curriculum, the University aims to enable students to develop skills and gain experience which will prepare them for success in the graduate global labour market. Over half of our full-time undergraduate students come from low income families. Our active support for employability assists all students. Those from low income families may derive particular benefit, for example, they are less likely to be able to take unpaid internships, so benefit from other ways of developing their skills in preparation for employment. The University strategy seeks to ensure that all of our students take part in career enhancing activities, such as placements, exchanges, enterprise, volunteering or work-based learning.

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<sup>5</sup> Bowes, L., Jones, S., Thomas, L., Moreton, R., Birkin, G., & Nathwani, T. (March 2013). *The Uses and Impact of HEFCE Funding for Widening Participation* (CFE and Edge Hill University report to HEFCE).

## 5. FINANCIAL SUPPORT FOR STUDENTS

### 5.1 Bursaries through the 2016/17 Access Agreement

These bursaries cover full-time undergraduate new entrants in 2016/17 and continuing full-time undergraduate students who entered in 2015/16. Bursaries for new regime entrants who started in 2012/13 to 2014/15 and are continuing into 2016/17 have already been agreed by OFFA and will not be changed.

### 5.2 2015/16 and 2016/17 entrants

#### 5.2.1 Home fee paying students resident in England on full-time undergraduate courses

Residual Household income	Award in year 1	Award per annum in years 2 – 4
£25,000 or less	£1,500	£1,000
£25,001 to £32,000	£500	£500
£32,001 to £42,620	£0	£0

Awards will be payable to eligible English full-time Sandwich students on HEFCE supported courses, paying £9,000 fees.

#### 5.2.2 Home fee paying students resident in England on full-time PGCE courses

Bursaries will only be payable for eligible English students on:

- i. PGCE Business
- ii. PGCE Post Compulsory Education
- iii. Schools Direct PGCEs, if no other bursary is received
- iv. Master of Architecture

Residual Household income	Award in year 1 only
£25,000 or less	£500
£25,001 to £32,000	£500
£32,001 to £42,620	£0

Students on our other PGCE courses<sup>6</sup> may receive National College for Teaching and Leadership (NCTL) bursaries of up to £20,000, depending on their subject of study and UG degree class.

<sup>6</sup> The specific courses eligible for these University of Portsmouth bursaries will be reviewed, if there are any changes to the courses for which NCTL bursaries are available in 2015/16.



### 5.3 2014/15 new entrants continuing in 2016/17

Students resident in England on full-time undergraduate courses.

Residual Household income	Award in year 1 <sup>7</sup> In 2014/15	Award per annum in years 2 – 4
£25,000 or less	£2,100	£1,000
£25,001 to £32,000	£700	£500
£32,001 to £42,620	£350	£0

### 5.4 2012/13 and 2013/14 entrants continuing in 2016/17

Bursaries for these continuing students will be payable at the rates approved in our previous Access Agreement.

### 5.5 Eligibility for our awards package

English full-time undergraduate students, paying their own fees of £9,000 in 2016/17 and meeting the family income criteria, will receive bursaries as detailed above. We will not offer bursaries to students from Scotland, Wales, Northern Ireland or other EU countries outside the UK, as they are subject to different financial arrangements.

Lower fees of £6,000 will be maintained for our full-time franchised courses. The fee for our on-campus and franchised part-time undergraduate courses will be no more than £6,000 pro rata to credit studied. As these fees are substantially lower than fees for Portsmouth based full-time undergraduate courses, these students will not be entitled to bursaries.

Students paying substantially lower fees for a language year abroad, an Erasmus year out, a sandwich year out or repeat year of study will also be ineligible for bursaries for that year of study. Students whose fees are paid or part paid through a sponsorship arrangement are also ineligible.

### 5.6 Masters in Architecture students

English students progressing to the Masters in Architecture course within the three years allowable study break, after completing a BA (Hons) Architecture at Portsmouth or another university, will in future be eligible for these bursaries, subject to family income. However, this only applies to students starting the BA (Hons) Architecture course from 2012/13 onwards and paying £9,000 (or equivalent) fees. In practice therefore, students will be eligible for this bursary from 2016/17 onwards.

### 5.7 Income levels and awards in 2017/18 onwards

Bursary levels and income levels for eligibility will be amended in future, in line with OFFA requirements and taking account of University funding and priorities.

<sup>7</sup> These bursary levels were already agreed by OFFA through our revised Access Agreement 2014/15.

## **5.8 Additional support for Care leavers**

We will offer an additional annual bursary of £1,700 for UK full-time undergraduate, Masters in Architecture and PGCE students who are/have been looked after by any local authority or foster carer, or who are currently living in sheltered accommodation or a Foyer Federation. This bursary will not be means-tested and is in addition to any other entitlement. These students are offered a Personal Finance Adviser to provide tailored information and guidance about available funding and help with financial planning.

We have assisted 53 students in the current year, and we are committed to continuing to support this small group of students who face particular challenges in entering and remaining in higher education.

We will continue to work with Local Authorities, Social Workers and other universities to share and learn from good practice for supporting access and retention of care leavers.

## 6. TARGETS AND MILESTONES

### 6.1 HESA performance indicators

The University has selected targets that can be monitored consistently over time and for which benchmarking information is available, to enable evaluation of our performance in context. Table 7a of Annex B to this Access Agreement sets out our targets for HESA performance indicators, focusing on successful recruitment and retention of key widening participation groups.

In our Access Agreements since 2012/13 we have focused on recruitment and retention of students from low participation neighbourhoods, after taking advice from UCAS and HESA about the reliability of data on different indicators of widening participation. This focus on low participation neighbourhoods is helpful, enabling us to selectively target our outreach activities on schools, colleges and other organisations with catchment areas including these priority neighbourhoods.

We have included targets on retention, although our performance is already better than benchmark. This is due to concerns that widening participation students may be more likely than other students to withdraw in their first year of study. We continue to keep these performance indicators under close scrutiny.

Our targets are based on POLAR3 classification.

### 6.2 Other milestones and targets

Table 7b of Annex B includes a range of targets related to our outreach activity. This includes collaborative targets, where detailed targets will be agreed with our partners following evaluation of the success of our collaborative activities. The resulting impact of these activities will be monitored through our achievement of headline strategic targets in Table 7a.

### 6.3 Developing additional internal indicators

While HESA performance indicators have advantages in terms of benchmarking performance and consistency over time, they also have disadvantages due to the delay in publishing data. Therefore the University has developed internal 'lead' indicators, to supplement the HESA 'lag' indicators. Access Agreement targets based on the POLAR3 classification are mirrored in our internal monitoring systems, where we track applicants from low participation neighbourhoods and ensure their applications get careful consideration, taking account of their context. We provide regular management information to senior managers on application and conversion of applicants from low participation neighbourhoods, enabling evaluation of progress during the recruitment cycle.

In 2014/15 we rolled out a suite of management information dashboards, underpinned by business intelligence software, for programme monitoring. These will enable us to more effectively monitor and analyse outcomes for different BME groups and students with disabilities as well as helping us consider how best to target support in the future.

## 7. MONITORING AND EVALUATION ARRANGEMENTS

### 7.1 Arrangements and timescales

The University will monitor implementation of this Access Agreement in accordance with OFFA guidance. We will undertake timely monitoring of expenditure and recruitment of widening participation students, to evaluate the success of our Access Agreement and our overall commitment to widening participation in higher education.

Given the strategic importance of widening participation to the University of Portsmouth, monitoring data and trends are regularly considered by our senior management team, relevant University Committees and the Board of Governors.

### 7.2 Evaluation and impact of our outreach activities

We are continuing to build our evidence base to evaluate which outreach activities are most successful and ensure our work is evidence led. Our evaluation allows us to examine what we do, consider about how we can improve it and informs how we allocate future resources. We measure all activities against our over-arching objective, which is to help our target groups make informed decisions about progression to higher education based on high quality activities, information, advice and guidance from our staff.

In addition, evidence from national evaluation is used to inform our planning. Organisations such as OFFA, HEFCE, Action on Access, the Higher Education Academy and the National Council for Educational Excellence have all produced research on the features of a successful education liaison and widening participation programme. The consensus is that our planned, integrated and sequential approach, operating from Year 5 to 13, is likely to be much more successful than one-off interventions.

Measurement of the longer-term impact and evaluation is an integral part of our activities and the findings inform future strategy development. Evaluation activities include;

<b>Participant feedback</b>	All participants are given the opportunity to feedback their comments following an education liaison and outreach event. This data is analysed and used to inform future practice.
<b>Good practice toolkits</b>	Tools to measure impact are kept under constant review. The AMOSSE toolkit is currently in use and has been adapted for selected activities across all age ranges. This allows us to clearly articulate and measure the impact of a range of our activities across all age groups. We seek to determine whether an intended change, which is defined for each activity, has taken place as a result of an outreach intervention.
<b>Tracking engagement</b>	Data is utilised to target particular institutions and to track the pathways of selected individuals who have engaged with our more intensive activities.

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<b>Collaborative evaluation</b>	The University subscribes to the Higher Education Access Tracker (HEAT) service which provides systems and data to support an evidence base to evaluate the success of our outreach work. Recent reports show us that progression to HE for individuals living in quintiles 1 & 2 (POLAR 3) who have taken part in our outreach activity is 34%, as opposed to the national average for these groups of less than 25%
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### 7.3 Measuring impact

The University has been proactive in delivering financial information within local schools and colleges for over 15 years. The continued growth in this area has been driven by both information from our local providers about parents' and students' concerns over funding, and sector research<sup>8</sup> which suggests financial issues are not only a key decision making factor but that financial barriers can still deter some students from progressing into HE.

We continue to measure the impact of the finance sessions through feedback questionnaires targeted at parents, students and school/college staff and "temperature checks" before and after presentations. These methods continue to demonstrate that our audiences have a greater understanding of university finance and are less concerned about the financial aspects of studying after they have attended one of our funding presentations.

Feedback from advisers and school/college staff has also indicated that they feel their students are better informed about finance as a result of the work we do and therefore can make informed choices about studying at University. Examples gathered from recent events state "some very positive feedback from the parents that attended ... it gave the parents a really clear insight into student finance and the help available to students" and "parents and students feedback verbally and it is always positive which is why I keep re-using the service".

Research<sup>9</sup> suggests that universities are highly trusted organisations whose information, advice and guidance is valued over and above third parties, and that students like to obtain this information through face-to-face activity, as well as through printed materials and websites and that these messages should be consistent. This external research reinforces the value of our investment in providing proactive financial advice and guidance for potential students.

Moving forward we aim to gather more measurable data and have invested in an interactive voting system. This will be piloted at smaller events in the coming year and if successful it will be rolled out for use at larger events in schools and colleges.

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<sup>8</sup> Diamond, A., Bowes, L., Michael, A., Thomas, L., Porter, A., & Sheen, J. (May 2012). *Formative Evaluation of the National Scholarship Programme* (CFE and the Widening Participation Research Centre, Edge Hill University Report to HEFCE).

*The Emerging Undergraduate Market for 2012: Student Tracker cycle six (Autumn Term)*. (Havas People and Callen Associates Report)

<sup>9</sup> Dyke, M., Rietdijk, W., Johnston, B., Muijs, D., Eastwood, T., & Rowan, T. (2011). *The impact of increased tuition fees in England on the decision to participate in Higher Education: A study of year 12 pupils in the Southampton region* (Southampton Education School and Strategy, Planning and Governance, University of Southampton report).

#### **7.4 Evaluation of financial support package**

The overall measure of success for our programme of financial support is our success in recruiting and retaining students from low income families and widening participation backgrounds. In 2010/11 44% of our FT UG students were from low income families. In 2013/14 this rose to 51% despite the increase in tuition fees. We will continue to monitor our overall performance through HESA widening participation indicators and Student Loans Company data on income groups of students.

Our Student Finance Centre will continue to track the students that it supports, including monitoring of withdrawal rates and reasons for withdrawals. We currently gather feedback from all students using the Student Finance Centre. We plan to seek additional feedback about the impact of financial support on students' access to study and continuation on their programme. We will also use case studies to help us to understand the needs of different types of students and to consider how we can tailor our financial support in future, taking account of how our package fits with other forms of student support.

Through the National Association of Student Money Advisors we will continue to share good practice and learn from experience within the sector. We will also consider from evidence of the effectiveness of different forms of support from external studies, such as the CFE evaluation of the National Scholarship Programme and OFFA research.

## 8. EQUALITY & DIVERSITY

### 8.1 Promoting equality and diversity

The University is committed to ensuring that equality and diversity considerations are embedded into our day to day activity. These considerations have been embedded into the University's new "Mission and Vision" and the associated "The way we work" commitments.

<http://www.port.ac.uk/realising-the-vision/the-way-we-work/>

Equality, diversity and inclusion are strongly embedded in the University Student Charter and "Equality and Diversity: Staff Rights and Responsibilities".

The University, through its "The way we work" values, is committed to be a "inspire and support staff and students to achieve their potential..", "respect and celebrate diversity and equal opportunity through an inclusive culture" and "listen and respond to the needs of our students and staff". The core function of our Equality & Diversity Unit is to support staff and students in taking these commitments forward and making real differences for students and staff.

Actions relevant to this Access Agreement include:

<b>Setting objectives</b>	The University sets Equality Objectives. These objectives include clear objectives around student attainment, which evidence shows is a priority area in order to successfully widen access and achievement. Measures of Success are reported annually to the University Executive Board (UEB). Work has begun on developing the new objectives and these will be signed up to and published by the start of the 2015/16 academic year.
<b>Monitoring and evaluation</b>	The Equality & Diversity team prepare a detailed annual report reviewing progress towards the University's Equality Objectives and produce two detailed equality data reports, one relating to staff and another relating to students. Analysis of this evidence informs policy development, priority setting and specific interventions aimed at enhancing equality, diversity and inclusion across the University's activities, with a particular focus on admissions, student achievement and employability. These reports are examined by UEB as well as at faculty level, with expectations that appropriate action is instigated to address any inequality of outcome.
<b>Resources</b>	The Equality & Diversity team is well supported and resourced highlighting the importance senior management and the University as a whole place on this area of work. This has seen a dedicated Equality Officer focused on equality, diversity and inclusion in the student community. This role is to specifically support and guide equality & diversity interventions across our academic and student support services, ensuring equality objectives set around student attainment and inclusion are met, as well as building closer working links with the Student Union and student societies. Recent work has included developing guidance for students and staff around on students who are pregnant or with young children and student carers.

<b>Focus on attainment issues</b>	A key objective of the Equality & Diversity Unit is to support work across the University to improve the progression and educational achievement of male students and BME students, based on evidence of some comparative under-achievement at present. Research is being undertaken to examine BME achievement data more closely and understand the potentially different issues facing different BME groups. This evidence will inform future policy development in this area.
<b>Focus on STEM</b>	In November 2014 The University was award the Institution Athena SWAN Bronze Award. The Athena Swan Co-ordinator, along with the Self-Assessment team, works with our STEM subjects, is now focused on taking forward the bronze action plan well as supporting individual department submissions.
<b>Focus on widening participation</b>	Ensuring that widening participation is integrated in the work of the Equality & Diversity team has led to the development of stronger links between this team and the University's Education Liaison and Outreach Team. This has helped us ensure that the University is represented at appropriate local events, giving the University the opportunity to promote itself to the widest audience as a place to study and work.
<b>Staff and student development</b>	Equality and Diversity learning is now part of the "core" training requirements for all staff. This includes specific training for managers around dealing with bullying and harassment, mental health awareness, and unconscious bias. We continue to deliver targeted training for student ambassadors, sabbatical officers, student officers and society committee members. Work is also underway to investigate the options for extending equality and diversity awareness training to the wider student body.
<b>Collaboration</b>	The University is determined to be a lead in the City for equality and diversity and has worked closely with other organisations in the City, including Hampshire Constabulary, Portsmouth City Council and the Portsmouth Carers. We have also worked with Student Sabbatical Officer to ensure that students are represented on appropriate community groups, to ensure that our student population have a direct voice/input on issues that affect them during their time in the City. We have collaborated with Portsmouth Film Society to deliver the first ever LGBT History Month Film Festival and worked in partnership with Portsmouth City Council to deliver joint events for Black History Month, LGBT History Month, International Women's Day and International Day of Disability.
<b>Sharing good practice</b>	A University continues to chair the Portsmouth Equality Practitioners' Network, which was set up by the University to bring together equality professionals from across the City to share resource and best practice.
<b>Benchmarking</b>	We regularly audit our practices through benchmarking exercises offered by external organisations we engage with, including Stonewall Diversity Champions and GayByDegree, Working Families, Mindful Employer and Time to Change.

We have selected targets in this Access Agreement which focus on increasing the recruitment and retention of students from low participation neighbourhoods and low income families. By targeting these groups, our activities will target under-represented BME groups who are over-represented in low participation neighbourhoods and schools.



## 8.2 Admissions arrangements

The University's Admissions Code of Practice<sup>10</sup> values and promotes diversity in the student community. We ensure that all our students are given the opportunity to achieve their potential in relevant subjects at appropriate levels. In accordance with this objective, we are committed to recognising the academic and other relevant achievements of each applicant. We welcome applications from motivated candidates from all backgrounds and recognise that student potential is not always identified from formal academic qualifications. Consequently we accept applications, taking account of prior experiential learning as well as a wide range of vocational and other qualifications. This is important as research<sup>11</sup> has highlighted that progression rates to H.E. for learners with vocational or non A-level qualifications are significantly lower than those for learners with A-levels.

The University continues to use contextual data about applicants in line with good practice highlighted by the Supporting Professionalism in Admissions (SPA) programme. Our admissions arrangements identify students with the potential to benefit from our courses by utilising relevant contextual data to inform our decision making, thus supporting consistent decision making. We ensure that applicants are given fair and comprehensive opportunities to be considered for the course of their choice and that suitable offers are made to individual applicants, recognising their potential as well as their academic achievements to date.

The contextual information used for this purpose is drawn from UCAS and the *common basket of data* proposed by the SPA. These data provide quantitative and qualitative evidence of disadvantage, specifically in relation to the educational background of candidates, including the average QCA score for the school and socio-economic factors such as the POLAR 3 classification.

We have developed and continue to build a comprehensive data set on our WP applicants. This data will be used to evaluate our success in achieving our widening participation recruitment objectives. Our Admissions staff and Education Liaison and Outreach team work closely to share information, including the HEAT database and to extend our evaluation processes to include applicant's schools and colleges, and outreach activity where that information exists.

## 8.3 Accessibility of professional courses

The Milburn report on Fair Access to the Professions highlighted the importance of access to the professions to promote social mobility. An analysis of the background of entrants to the professional courses run at Portsmouth (focusing on engineering, accountancy, law, architecture and pharmacy)<sup>12</sup> found little difference in the representation of students from low participation neighbourhoods on these professional courses, compared to the average across all other full-time undergraduate courses. We will ensure that our combination of aspiration-raising work and sensitive admissions arrangements continue to support access to the professions.

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<sup>10</sup> Available at <http://www.port.ac.uk/accesstoinformation/policies/academicregistry/filetodownload,14404,en.pdf>

<sup>11</sup> *National Strategy for Access and Student Success: Interim Report to the Department for Business, Innovation and Skills* (18 January 2013). (HEFCE and OFFA).

<sup>12</sup> This analysis showed that the proportion of students from low participation wards (quintile 1 in HEFCE's POLAR2 classification) on our professional courses was 7.9% compared with 8.8% of our students overall being from quintile 1.

#### **8.4 Flexible provision**

The University already provides a variety of routes into and through higher education, to provide opportunities in addition to traditional three year degree courses. For example we run full-time and part-time Foundation Degrees, with progression opportunities to Honours degree top-ups. We also provide a range of part-time and distance learning courses.

The University set part-time undergraduate tuition fees pro rata according to the standard study intensity of the course, with a full-time equivalent fee of not more than £6,000. Fees will be maintained at this level in 2016/17. This will minimise the impact of fee increases on part-time students, while recognising the different demands that they make on the University and the fact that many such students come from under-represented groups.

## 9. PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

### 9.1 Provision of information to students

We are committed to providing clear and accessible information for potential applicants and their advisors, to allow effective decision making. This commitment includes taking a thorough and pro-active approach to meeting Key Information Set requirements. We will continue to provide timely information to UCAS and the SLC, to ensure public information about our fees is accurate. Our plans to provide effective financial advice for potential applicants and their advisors were outlined earlier in this document.

### 9.2 Provision of information for prospective students

The University continues to engage with its prospective students in a variety of ways via a relationship campaign and through targeted literature. This includes information on fees and financial support in the Prospectus and a specially designed “Money Matters” mailer to applicants. Additionally, our Student Finance Centre produces a variety of resources and interactive funding tools including an “interactive timeline” which provides prospective students with a month-by-month guide to University Finances starting from the point of application through to re-application the following year. It deals with real life scenarios and provides advice to ensure students are well informed at all stages of the pre-entry process. The site has been developed to enable use on mobile devices. This sits alongside our video case studies and budget planner, which enable applicants and students to engage and interact with their financial application and planning. For those who require paper based materials, we continue to produce a variety of literature, outlining the specific support available for target groups including students with disabilities or dependants, care leavers and those on part-time and postgraduate courses.

In 2012 the Student Finance Centre successfully gained reaccreditation to the improved **Matrix** quality Standard. This standard demonstrates and recognises our commitment to the delivery of high quality information, advice and guidance by continual review, evaluation and development of our service.

### 9.3 Enhancing advice and guidance for applicants

Our focus moving forward will be to continue to enhance our relationships with local and target school and colleges, and continue to extend our information provision to vulnerable groups such as mature students and young carers. In addition, we will continue to work closely with our regional contact at Student Finance England to share information, best practice and event opportunities, and we will continue to meet annually for training and financial updates.

For 2016/17 we are planning to deliver newly developed financial workshop for both pre- and post-16 pupils in schools and colleges. The purpose of the sessions will be to address many of the concerns held by these students which have been identified as a result of feedback from staff working directly with schools and research into these pupil groups<sup>13</sup>.

The concerns highlighted relate to the true cost of University and how graduate salaries impact on loan repayments. Specific issues will be tackled including; explaining how student loans work, how they are different to other debts and how costs can be reduced whilst studying.

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<sup>13</sup> *The Emerging Undergraduate Market for 2012: Student Tracker cycle six (Autumn Term)*. (Havas People and Callen Associates Report).

#### 9.4 Broader advice and guidance

The changes to IAG provision in schools have meant many young people have reduced access to a comprehensive careers education programme or the opportunity to discuss their future pathways with a trained careers adviser. Whilst we cannot fill this void completely we have considered how we can best enhance information and advice available to young people considering HE as an option.

For 2016/17 we are continuing to improve our range of materials for children, young people and their teachers to enhance their knowledge about HE and the pathways to get there.

At primary level we have recently made further improvements to our award winning website [www.upforitjuniors.co.uk/](http://www.upforitjuniors.co.uk/) by introducing an interactive fictional blog from first year 'student' Aimee. Primary pupils can ask her questions about university life, her course etc. We also offer a 'Going UP' interactive workbook about progression routes and lesson plans for teachers to improve knowledge about HE.

At secondary level we have recently launched a new improved website <http://upforuni.org.uk/> which is a rich source of information on all HE issues for the 11-16 age group. We will continue to produce our popular ItsUp2U guide on GCSE subject choice for all year 9s in Portsmouth schools and support our mentoring programme where undergraduate students are trained to work with small groups of pupils offering support and advice on attainment and HE progression. In 2016/17 we plan to develop our resources for parents, in particular through our Parent Ambassador Scheme.

For post-16 students we will continue to offer one-to-one support during finance workshops; produce our 'Next UP' guide with application advice and our series of 16 'Looking Ahead' subject guides, which provide information and advice on getting into specific subjects at university and opportunities afterwards.

By continuing to build on the University's existing successful work in this area, we aim to overcome concerns about all HE access issues including tuition fees and finance, as well as ensuring that the University is strongly placed to meet our Access Agreement recruitment and retention targets.

## 10. CONSULTING WITH STUDENTS

### 10.1 Consultation

This Access Agreement has been developed in consultation with the University's Board of Governors, including student representatives, to ensure that student views were incorporated into our proposals. Additionally, the University of Portsmouth Students' Union (UPSU) President provided valuable feedback at an early stage in development of this Access Agreement.

As members of the Board of Governors, the President of the Students' Union and a non-UPSU student governor will also contribute to Governors' review of our performance in delivering this Access Agreement and associated targets.

Table 7 - Targets and milestones - Access Agreement 2016/17

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

Target type	Description	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones					Commentary
					2015-16	2016-17	2017-18	2018-19	2019-20	
<b>HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</b>	<p>YOUNG FULL-TIME FIRST DEGREE ENTRANTS FROM LOW PARTICIPATION NEIGHBOURHOODS (POLAR3) (HESA Table T1a)</p> <p>We aim to outperform our location-adjusted benchmark over the next five years.</p>	No	2013-14	Benchmark 9.7%	11.00	11.25	11.25	11.50	11.50	<p>Updated target in June 2015 to make this more stretching.</p> <p>Baseline = 2013/14; relates to HESA PI published Spring 2015</p>
<b>HESA T2a - (Mature, full-time, first degree entrants)</b>	<p>MATURE FULL-TIME FIRST DEGREE ENTRANTS WITH NO PREVIOUS HE &amp; FROM LOW PARTICIPATION NEIGHBOURHOOD (POLAR3) (HESA Table T2a)</p> <p>We aim to outperform our location-adjusted benchmark over the next five years.</p>	No	2013-14	Benchmark 13.0%	15.25	15.50	15.50	15.75	15.75	<p>Updated target in June 2015 to make this more stretching.</p> <p>Baseline = 2013/14; relates to HESA PI published Spring 2015</p>
<b>HESA T3b - No longer in HE after 1 year &amp; in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)</b>	<p>NON-CONTINUATION FOLLOWING YEAR OF ENTRY: YOUNG FULL-TIME FIRST DEGREE ENTRANTS FROM LOW PARTICIPATION NEIGHBOURHOODS (POLAR3) (HESA Table T3b)</p> <p>We aim to outperform benchmark over the next five years.</p>	No	2012-13	Benchmark: 7.7%	6.20	6.20	6.20	6.20	6.20	<p>Updated target in June 2015 to make this more stretching.</p> <p>Baseline = 2012/13; relates to HESA PI published Spring 2015</p>
<b>HESA T3c - No longer in HE after 1 year &amp; no previous HE qualification (Mature, full-time, first degree entrants)</b>	<p>NON-CONTINUATION FOLLOWING YEAR OF ENTRY: MATURE FULL-TIME FIRST DEGREE ENTRANTS WITH NO PREVIOUS HE (HESA Table T3c)</p> <p>We aim to outperform benchmark over the next five years.</p>	No	2012-13	Benchmark: 14.1%	11.60	11.60	11.60	11.60	11.60	<p>Updated target in June 2015 to make this more stretching.</p> <p>Baseline = 2012/13; relates to HESA PI published Spring 2015</p>



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

Description	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones				
				2015-16	2016-17	2017-18	2018-19	2019-20
Postgraduate ITT: Outreach / WP activity Baseline Year 2010-11 Tailored support and aspiration raising: Support for potential BME applicants provided by a part-time BME Advisor	No	Other	40 potential applicants	50 potential applicants	50 potential applicants	50 potential applicants	50 potential applicants	50 potential applicants
Postgraduate ITT: Outreach / WP activity Baseline Year 2010-11 Tailored support for students Individual and group support sessions provided by a part-time BME Advisor	No	Other	15 sessions	15 sessions	15 sessions	15 sessions	15 sessions	15 sessions
Subscribe to the Higher Education Access Tracker database to enhance tracking, monitoring and evaluation	Yes	2011-12	Subscription in place	Annual analysis of target schools & colleges using HEAT data	Annual analysis of target schools & colleges using HEAT data	Annual analysis of target schools & colleges using HEAT data	Annual analysis of target schools & colleges using HEAT data	Annual analysis of target schools & colleges using HEAT data
The Southern Universities Network (SUN) will promote and support the progression of students from minority ethnic communities with each university sharing its networks to maximise opportunities for collaborative delivery	Yes	2013-14	Not yet in place		Collaborative activities agreed in previous year delivered	Collaborative activities agreed in previous year delivered	Collaborative activities agreed in previous year will be delivered	Collaborative activities agreed in previous year will be delivered
SUN will develop and extend collaborative projects which support the progression of students with disabilities drawing on the expertise of specialists within our universities, our students with disabilities and those working in this field.	Yes	2013-14	Not yet in place		Collaborative activities agreed in previous year delivered	Collaborative activities agreed in previous year delivered	Collaborative activities agreed in previous year delivered	Collaborative activities agreed in previous year delivered
SUN will develop and promote wider understanding of the issues facing vulnerable children and young people in partnership with local authorities and voluntary sector agencies. Work will be informed by the National Network for the Education of Care Leavers	Yes	2011-12	Group established and remit agreed		Collaborative activities agreed in previous year will be delivered	Collaborative activities agreed in previous year will be delivered	Collaborative activities agreed in previous year will be delivered	Collaborative activities agreed in previous year will be delivered
SUN will organise staff development for WP practitioners including student ambassadors and SU officers	Yes	2013-14	Not yet in place		An annual staff development event for staff and students	Collaborative activities agreed in previous year will be delivered	Collaborative activities agreed in previous year will be delivered	Collaborative activities agreed in previous year will be delivered