



University of Portsmouth
Access and Participation Plan
2019/20

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SECTION 1 - INTRODUCTION

The University's Mission states that **'We delight in creating, sharing and applying knowledge to make a difference to individuals and society'**.

Our values confirm our commitment to:

- pursue bold ideas in an environment where creativity, innovation and success are encouraged and celebrated;
- inspire and support staff and students to achieve their potential & meet the challenges of society;
- insist on upholding the highest academic and professional standards;
- respect and celebrate diversity and equal opportunity through an inclusive culture;
- listen and respond to the needs of our students and staff.

We are proud of our success in widening access and supporting students to achieve the transformational benefits of higher education. This success was recognised in our achievement of a Gold rating in the Teaching Excellence Framework (TEF) 2017. This Access and Participation Plan reviews our current position and identifies our priorities for the future to ensure that we continue to support transformation in our students and our community.

This Action and Participation plan supports our Equality Objectives and reflects our strategic aims to "inspire and support staff and students to achieve their potential and meet the challenges of society", and "to respect and celebrate diversity and equal opportunity through an inclusive culture".

The plan has been developed with the contribution of our Equality and Diversity Unit and is informed by their robust and comprehensive reporting and analysis of outcomes for different student groups, including intersectionality, and future priorities in promoting equality and diversity. This student equality data and analysis is made available via the University website, alongside staff data, to ensure that applicants, students, staff and the wider public have access to both our monitoring data and other reports that provide insight in to aspects of equality and diversity at the University.

Our Equality Impact Assessment (EIA) process is already undertaken on all aspects of University policy. All relevant issues considered by the University Executive Board or other formal committees are required to include comment on the equality impact of that item. A revised process, which has been developed to enhance this policy, will be implemented from September 2018 with staff training embedded within our Learning and Development programme.

Our Education Strategy commits us to 'engage with our students, including through working in partnership with the Students' Union, to ensure that their voice is heard in discussions and decisions that impact on their education or the wider student experience'. We have collaborated with the University of Portsmouth Students Union (UPSU) to develop this Access and Participation Plan. Initial ideas were discussed with UPSU sabbatical officers, and modified as a result to take account of their feedback. Sabbatical officers will also be involved in monitoring delivery of this plan through formal reporting arrangements to academic committees and the Board of Governors, all of which include UPSU representatives within their membership.

The University of Portsmouth is very proud of the close and strong partnership that exists between our students, the University and the Students' Union, across all activity, to contribute to an excellent student experience. This includes student representatives are included on all academic committees to actively ensure that the student voice is heard and acted upon.

The strong partnership between the University and our students is embodied by our new Student Charter, which explains our commitment in working in partnership with our students to provide a high-quality student experience, through which they can achieve success. The new Charter was developed using a co-

creation workshop process which brought together a range of students across all types, levels and modes of study, deliberately drawing wider than those who regularly engage with the Students' Union. Academic staff across a range of roles, and professional services staff were also involved in developing a charter which both staff and students feel they can 'sign up to'. Development of the Charter was led jointly by the UPSU president and the Associate Pro-Vice Chancellor (Student Experience).

Information about tuition fees for 2019/20 is appended to this Access and Participation Plan. These fees apply to mainstream OfS supported courses only, and different tuition fees apply to students on full-cost courses, including those on currently NHS-funded courses. Additionally, Degree Apprenticeships fall outside the remit of this Access and Participation Plan.

On 2 July 2018 the Government confirmed that (i) maximum Home/EU fees for 2019/20 will be frozen at the current levels, and (ii) eligibility rules for students from the European Union, and their family members, who commence courses in England in the Academic Year starting in August 2019 will remain unchanged. EU nationals will remain eligible for home fee status, undergraduate, postgraduate and advanced learner financial support from Student Finance England for the duration of their course under the current eligibility rules.

Tuition fees for new and continuing UK and European Union students will be subject to change if the government introduces changes in the maximum fee or in financial arrangements for EU students in 2020/21 or later years.

SECTION 2 – ASSESSMENT OF CURRENT PERFORMANCE

Context and overview

Portsmouth is a large University with over 15,500 Home/EU full-time undergraduate students in 2017/18 and a total student population of about 24,000. Our overall success in promoting widening participation, social mobility and diversity is reflected in the profile of the student population that we recruit and support. Our full-time undergraduate population (2016/17 figures) includes a very high proportion of students from state schools (97%), students with non A-Level qualifications (45%), students from low-income households (35%), students from low-participation neighbourhoods (27%), and BME students (26%), many of whom are ‘non-traditional’ entrants to HE.

Our performance across a variety of metrics relating to widening participation has been consistently positive for many years, including benchmarked HESA performance indicators, access agreement targets and, most recently, both core and split benchmarked TEF metrics. These metrics cover performance across the student lifecycle drawing from benchmarked data on student recruitment, retention and graduate outcomes.

Widening Access

The success of our inclusive and active approach to widening access is evidenced through our consistently strong performance in the recruitment of entrants from low-participation neighbourhoods (POLAR classification) in HESA performance indicators, when compared to location adjusted benchmarks. Against these measures we have outperformed location-adjusted benchmarks for the recruitment of young and mature students in each of the past eleven years. In the most recent set of HESA performance indicators, covering 2016/17, we recruited 12.3% UK young full-time undergraduate first degree entrants from low participation neighbourhoods (LPNs), compared a location-adjusted benchmark of 10.4%. Our recruitment of mature undergraduate new entrants with no previous HE experience from LPNs was 16.2%, compared to a location-adjusted benchmark of 12.3%.

Our success over a number of years in widening participation means that we understand the additional challenges that may be faced by entrants from ‘non-traditional’ backgrounds. Consequently, we are proud of the effective and innovative, multi-layered and personalised approach we have developed over a number of years to support student learning and engagement across our diverse student population. Services such as our Academic Skills Unit, Learning Support Tutors, Maths Café, Additional Support and Disability Advice Centre, Counselling Service and Chaplaincy work in partnership with our academic departments to ensure that individual students’ needs are met. This provision can be accessed through the dedicated MyPort Information Hub, which ensures that these, and other services and guidance, can be easily located and utilised by all students.

Positive Outcomes

This approach is at the heart of our undergraduate provision and seeks to ensure positive outcomes for all of our students. In addition to high levels of student satisfaction – we have outperformed the sector for overall satisfaction in the National Student Survey in each of the last eleven years - we have also outperformed HESA benchmarks on the retention of entrants from LPNs for the last eleven years. The most recent set of HESA performance indicators published in 2017/18 confirms the ongoing success of our approach to promoting positive outcomes for all: 7.3% of the University’s young full-time undergraduate first degree entrants in 2015/16 from LPNs were no longer in HE, against a benchmarked expectation of 9.2%. The non-continuation rate for mature undergraduate new entrants with no previous HE experience from LPNs was 8.4%, against a benchmarked expectation of 13.5%.

Graduate Outcomes

We integrate professional practice, simulated real-world learning and research into our programmes, providing transformational opportunities for all our students regardless of their background or the wider networks available to them upon their entry to the University. We have developed our Education Strategy around the delivery of the “Hallmarks of a Portsmouth Graduate”, a set of attributes that will support our students in their future success.

Over the last decade we have invested heavily in learning environments that provide our students with experiences that can successfully be taken in to employment. Examples of real-life learning environments include our Dental Academy where students treat NHS dental patients, and general legal clinics delivered for members of the public by our Law students. The University also houses a Forensic Innovation Centre, an innovative partnership between the University and Hampshire Constabulary through which students work alongside practitioners in all areas of police forensic science and associated service delivery.

Simulated learning environments include our Bloomberg Suite which provides students within our Faculty of Business and Law with access to the same data, analytics and software used by over a quarter of a million finance professionals globally and our Translation Suite which gives students access to industry-standard translation, interpreting, subtitling and publishing software.

Notably, 97.5% of graduates were in employment or further study in the 2016/17 Destination of Leavers (DLHE) survey, published nationally in May 2018. This places the University in the top 10% nationally and top of the 17 universities in the South east in terms of graduate progression to employment or further student. The University has been improving continuously, rising from 88.4 per cent in 2013. In the same survey, progression to highly-skilled employment or further study was at 85.5%. This represents an increase of 24% against this measure since 2010/11. We are now outperforming sector averages in both of these metrics. Graduate unemployment has also fallen again in DLHE 2016/17 to 2.4% from 3.4% in 2015/16.

Additionally, recent independent research by *The Economist* ranked the University of Portsmouth as 1st in the UK for adding value to graduate salaries based on benchmarked Longitudinal Education Outcomes data and, for the last four years we have been in the top quintile for ‘Value Added’ scores in the institution-level Guardian University Guide.

Teaching Excellence Framework

In 2016/17 the University received a ‘Gold’ rating for Teaching Excellence in TEF, the first such assessment of teaching excellence undertaken by HEFCE. The rating was largely based on an initial hypothesis, reached by assessing the University on a series of benchmarked core and split metrics relating to student satisfaction, continuation rates and graduate outcomes.

In 2017/18, HEFCE issued benchmarked core and split metrics on institutional performance relating to student satisfaction, continuation rates and graduate outcomes for TEF Year 3: our performance against these metrics was even stronger, outperforming those which determined Portsmouth’s Gold rating for TEF.

In TEF Year 3 the University outperformed benchmarked expectations for each of the six core TEF metrics for full-time provision. Our performance against these core metrics included 3 double positive and 1 single positive significance flags and no negative significance flags. In addition we received 78 positive or double positive flags (70% positively flagged) and no negative or double negative flags for performance across 114 split metrics. The split metrics are particularly significant as they measure specific performance compared to benchmarks in relation to priority elements of the student population for our Access and Participation Plan, including students from low-participation neighbourhoods, mature, disabled and BME students.

Review of overall performance against external benchmarks

For the reasons detailed above, we are proud of our overall performance in recruiting, retaining and delivering positive outcomes for our diverse student population. However, we are aware that inequalities remain and need to be addressed. It is clear that high-level, benchmarked, performance indicators are an important tool in assessing high-level institutional performance and enabling comparison with other providers. However, there are also inherent limitations in such broad measures and it is important to consider more nuanced issues particularly those affecting smaller groups or subsets of larger groups, across the student lifecycle, which are often better observed and analysed using internal datasets.

Internal review of performance and quality assurance

The University operates an annual 'Programme Monitoring and Review' process, through which we assess the quality and effectiveness of all of our taught courses, and we have recently concluded the second phase of a complete 'Portfolio Review' of all taught courses. The University has invested in the development of a suite of Business Intelligence dashboards that provide the data underpinning our quality assurance processes. In addition to standardised data outputs on recruitment, retention, progression and outcomes which are produced using this system, detailed analysis can be undertaken on particular groups of students using individual or multiple student characteristics.

These dashboards are also used for reporting by our Equality and Diversity Unit who utilise the data for internal management reporting on student performance across different groups, including intersectionality. As well as being reported centrally to the University Executive Board and relevant standing committees, this information is provided to each academic department to enable reflection on good practice and identification of any areas of concern. This functionality has allowed us to better understand and report on some of the issues which may otherwise be hidden as a result of our strong overall performance in relation to recruitment, retention and student outcomes.

Detailed review of current performance for different student groups

This section comprises a detailed review of known areas where focus is needed to support enhancement of student outcomes. It is important to look at these issues holistically, as many variables contribute to overall outcomes compared to benchmark, including qualifications and tariff on entry. For these reasons, the University has found that the benchmarked TEF metrics, including split metrics, provide a particularly helpful view of our performance and student outcomes. The TEF metrics confirm the strength and effectiveness of our commitment to supporting our diverse student intake.

We will continue to work on developing more sophisticated analyses, linked to current work relating to OfS-funded catalyst programmes. We will also continue to develop our capability to evaluate our performance across a wider range of protected characteristics (e.g. students from IMD Q1&2) through the development of existing systems and through our investment in a new Student and Course Management system that will enable improved internal evaluation.

In this section we identify issues, and our plans to address them are covered in subsequent sections of the document. We have aimed to provide a very open assessment of our current position, in the context of a TEF Gold rated University with outstanding metrics compared to the sector average.

Male Students

We attract a high proportion of male students (currently 57%), in particular to our STEM courses. As a University with a strong track record in widening access to HE we do not make Maths A-Level a pre-requisite for many of these courses. We are confident that this is appropriate, in that it ensures equality of opportunity to all applicants and enables academic potential to be fulfilled regardless of earlier choices made or opportunities available to students. However, it can lead to higher attrition rates on some courses despite the wide range of resources we provide to support these students on entry and throughout their course.

In 2016/17 Home/EU male students at the University were 7% less likely overall to progress at the end of the year than their female counterparts, and were more likely to withdraw from the University; male withdrawal was 8.5% compared to a University average of 7.2%. Of the male students who withdrew from their course, 37% did so due to academic failure, compared to 21% for withdrawing female students. The attainment gap in relation to good degree outcomes between male and female students was 10.7%, compared to 4.3% nationally. However, this gap results from factors more complex than students' gender alone.

The performance of white males with WP characteristics outperform overall University averages on end of year progression and student retention. These students are also more likely to achieve good degree outcomes than the average for all male students at the University. The comparative overall success of our existing support for male students is confirmed by benchmarked TEF 3 metrics, where we received positive or double positive flags for five of the six metrics for full-time male students, including continuation and progression to highly skilled employment or further study.

We will continue to develop our understanding of the challenges these students face and our approach to supporting them in order to reduce attrition and promote an even greater level of successful graduate outcomes in future, without reducing the opportunities we provide entrants to our courses

BME - Progression

Despite overall retention rates for young and mature entrants from low-participation neighbourhoods which compare well to HESA benchmarks, internal data highlights some differences in the rates of progression between student groups with different characteristics. For example in 2016/17, the end-of-year progression rate for full-time Home/EU students was 80%. For BME students within this population the progression rate was 75%. The variation within the BME group was more pronounced with black students least likely to progress across both genders; with an 81% progression rate for black female students (compared to 84% for all females) and 70% for black males (compared to 77% for all males).

BME - Outcomes

Outcomes for BME students at the University compare favourably with the rest of the sector: we received double positive flags for four out of six metrics for BME students in TEF Year 3. Notably, in the BME breakdown of metrics, we received positive / double positive flags for five of six metrics for Black students, including for continuation and highly skilled employment or further study. We received a further positive flag for Black students in the supplementary employment metrics for above median earnings.

However, it is clear that we need to do more to address the fact that the proportion of Home/EU domiciled white students gaining a 'good' degree classification was 15% higher than that of their BME counterparts in 2016/17, with BME students around half as likely to attain a first class classification. Whilst the attainment gap for 'good' degrees has narrowed, having been over 18% in 2015/16, this remains an area which requires continued action.

Students with 'Non-Traditional' Qualifications - Retention

As part of our commitment to widening access we admit students with a broad range of qualifications. Almost half (45%) of our entrants arrive with qualifications other than A Levels alone (2016/17 data). In several subjects where withdrawal rates are higher than the University average, internal analysis has found that a high proportion of those withdrawing had non-A level qualifications. This includes Engineering where we accept some entrants without A-Level Maths on our Engineering Foundation year and offer these students additional support on entry and during their course, for example through additional learner support tutors and the drop-in Maths Café. Our experience is in line with HEFCE research¹ which has shown that the biggest factor driving variations in student outcomes nationally is the entry qualification of students.

¹ Differences in student outcomes: The effect of student characteristics. HEFCE. March 2018

Mature Students

In 2016/17, 7.4% of our Home/EU undergraduate entrants were aged over 25 on entry to their course, compared to 12% nationally. Although we outperform HESA benchmarks for retention of mature students from low-participation neighbourhoods, the overall withdrawal rate of students aged 25 and over remains a concern. For Home/EU students this was 10.9 % in 2016/17, which was significantly higher than the rate of withdrawal for students aged under 25. In TEF Year 3 we received four double positive flags for mature full-time students and three for mature part-time students, in both cases including continuation rates and progression to highly skilled employment or further study, so our benchmarked performance is strong.

Disabled Students

In 2016/17, 15% of our UK undergraduate students were disabled, including specific learning difficulties such as dyslexia and dyspraxia.

We provide dedicated support for disabled students through our Additional Support and Disability Advice Centre and through additional financial support. However, there remains an attainment gap for UK domiciled disabled students who were around 6% less likely to achieve a good degree classification in 2016/17, compared to a gap of around 4% for students in the same group nationally in 2015/16.

TEF Year 3 metrics demonstrate our comparative success in promoting retention of students with disabilities, with a positive significance flag for full-time students across each of the measures relating to student satisfaction, and continuation rates above benchmark. The metrics also showed double positive significance flags in relation to the proportion of disabled students going into highly skilled employment or further study.

Care Leavers and Estranged Students

We have an average of 50 care leavers per year receiving support at the University, with long-standing bursary and other support arrangements in place. In 2017/18 we introduced new bursaries and additional targeted support for Estranged Students, and we are currently supporting 24 students this way.

Plans for future development

Through the subsequent sections of this document, we set out how we will maintain our strong overall performance in successfully widening access to Higher Education and promoting positive outcomes for all. We will set out our plans to make effective and efficient use of the significant resources we deploy in supporting these activities.

We will also explain how our plans seek to address those areas where inequalities of outcomes currently exist, including the areas highlighted above, and how we will ensure the continued effective monitoring of our activities and their outcomes.

SECTION 3 – AMBITION AND STRATEGY

The City of Portsmouth and its surrounding areas have historically faced significant challenges in relation to general educational attainment and progression to Higher Education. Attainment at age 16 and 18 in Portsmouth has been historically low. In 2016/17 the average ‘attainment 8’ GCSE score in Portsmouth was 42.3 compared to 47.4 for the South East as whole. The latest 2018 figures show that 25% of young people in Portsmouth, 21% in Havant and 28% on the Isle of Wight applied to University² compared to the 37% average for England. HEFCE/OfS data shows that progression from some local areas is as low as 6.5%³. Consequently, widening participation in Higher Education is a key strategic aim in terms of the health of both our University and the community in which we are based. This is an important strategic ambition for the University of Portsmouth, as highlighted through our University Strategy 2015-2020, which states our commitment to:

“Raising expectations and creating ladders of opportunity for people in our region to take part in higher education”.

Our Education Strategy to 2020 places a strong focus on student retention and graduate employment, and highlights our vision to enhance educational aspirations and create high-quality, relevant, lifelong education opportunities, through working in partnership, including with schools, colleges, employers and alumni.

Our strategic ambitions against these principles are as follows:

- We will make a positive, clear and significant contribution to encouraging, extending, and sustaining the engagement of learners, and to inspiring and enabling their access to, and success in, higher education;
- We will continue and extend our commitment to a partnership approach to outreach activities, and our role in raising educational aspirations in our region;
- We will develop, promote and deliver a broader and more flexible range of routes for entry to the University, both for individuals and via strategic partnerships with educational institutions and employers, regionally, nationally and internationally;
- We will develop a variety of flexible learning programmes in partnership with employers and, where appropriate, professional and statutory bodies, as a means to both grow and diversify our student community;
- We will develop and deliver an enhanced offer of continuous and flexible professional development courses, including named awards through credit accumulation.

Additionally, the University Executive Board has recently approved our Equality Objectives 2018-2020, through which we define our priorities in relation to students, staff and the wider community. Through these objectives and through this Access and Participation Plan we seek to build on our achievements in recruitment, support and ensuring positive outcomes for our students. We also seek to identify and address inequalities of access and outcomes where these exist e.g. in the outcomes of white male and BME students, and improve performance year-on-year.

² UK application rates by the January deadline, 2018 cycle. UCAS. February 2018.

³ Source: <https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/polar4-data/>

SECTION 4 – ACCESS, STUDENT SUCCESS & PROGRESSION MEASURES

In light of the challenges around educational attainment and progression to HE within the City of Portsmouth and the surrounding areas, our commitment to widening participation has a strong focus on raising aspirations, supporting attainment and increasing progression to higher education across our region.

We are stepping up our activities and collaborative partnerships across the following range of activities from 2018/19 onwards, with the aim of addressing the comparatively low HE participation rate in our local community. The reasons behind this historic low participation are complex. Portsmouth is not a typical city in the South East of England, and it has long faced challenges regarding aspirations of young people and their families. This relates in part to the historic economic basis of the City, with a strong focus on the Dockyard as a major driver in Portsmouth. These challenges are evidenced by comparative under-performance at schools in the City, which also contribute to opportunities for progression to HE.

Section 4.1 - Outreach and Widening Access from Primary to Post-16 education

We deliver an extensive outreach programme which engages from primary through to post 16 education and supports key influencers such as parents, teachers and advisers. Our strong and sustained relationships with schools and colleges are central to the delivery of this programme. Activity is targeted at schools and colleges where progression is low, deprivation is high or where there are significant proportions of under-represented groups. Our outreach activity is delivered collaboratively across our Recruitment and Outreach team, academic faculties, Careers and Employability Service, Student Finance Centre and Department for Sport and Recreation.

At primary level, we deliver interactive and engaging activities to inspire pupils about university, raise aspirations and change families' views about the importance and accessibility of higher education. At secondary level and beyond we continue to raise aspirations, encourage progression onto higher education and support schools in improving attainment.

Following a review of our activity, and the latest UCAS data and POLAR 4 data on applications and participation, we are currently piloting a more sustained and progressive outreach programme with targeted secondary schools which incorporates:

- Step UP: an intensive project based programme of activities for Years 7 to 11, working with target groups of pupils in selected schools. Activity involves in-school mentoring, University visits and parent celebration events designed to raise aspirations, support attainment and improve students' progression to higher education.
- Aim UP: a variety of on-campus activities for Years 7 to 11 focused on raising aspirations, supporting personal development and showcasing university life.

Evaluation has been embedded into this programme to enable us to review its effectiveness. Following this pilot, we will adapt and develop the programme to maximise its impact on our widening participation outcomes with the aim of driving up participation in our local community.

In addition to this, our academic departments and schools run a range of subject-focused conferences and taster sessions for our target schools and colleges. As well as supporting attainment at GCSE, A level and equivalent, these are designed to showcase University courses and promote interest and excitement about progression opportunities. We also deliver a range of higher education talks and activities for post 16 and

mature students in targeted schools and colleges to provide support, advice and guidance throughout the university application process. This provision will enable us to support schools and colleges in meeting the Gatsby Benchmarks, which are outlined in the Department for Education Careers Strategy (December 2017).

Parents, teachers and advisers are all key influencers in students' decisions to pursue higher education. We will therefore further enhance and develop our reach to parents throughout our outreach activity using, for example, parent celebration events, school/college talks and the development of targeted communications and information for parents. Through this activity we will inform and advise parents to promote the benefits of university and break down perceived barriers to higher education.

Building strong relationships with teachers and advisers in target schools and colleges is an important method of raising awareness of higher education opportunities, promoting the accessibility of university and supporting staff in increasing pupil attainment. We will offer increased professional development opportunities to teachers and advisers in schools and colleges to provide them with updated knowledge and resources to support their students with their higher education choices. The University's School of Education and Sociology will run a pilot CPD conference for teachers in local primary, secondary and post-16 schools and colleges to share best practice in teaching and support practitioners in raising attainment in the classroom.

In support of our outreach programme, we will enhance and develop our digital and social media provision to increase our engagement with prospective students, parents and teachers and further raise awareness of the benefits of higher education.

Section 4.2 - Collaboration and Partnership activity

Southern Universities Network

The Universities of Winchester, Southampton, Portsmouth, Southampton Solent, Bournemouth and Arts University Bournemouth set up the Southern Universities Network (SUN) in 2014/15.

The SUN Management Group includes senior widening participation leads at each of the six partner institutions who ensure that the HEFCE/OfS-funded National Collaborative Outreach Programme (NCOP) is complementary to pre-existing initiatives and collaborative activity. The Management Group ensures the SUN NCOP staff team identify and understand current outreach provision across the region to inform NCOP spend towards new and innovative activity targeted at young people from HEFCE/OfS-acknowledged target wards with lower than expected progression rates. In some instances, therefore, students from target wards in years 9 to 14 continue to engage in institutional WP and outreach activities alongside targeted SUN NCOP activity.

The following statement is based on the premise that the NCOP will continue to run in 2019/20. To ensure that under-represented groups are supported in a collaborative way, all six partners have committed to the SUN partnership activities alongside the NCOP in 2019/20 and will work together to:

- Develop a collaborative project which provides mental health support for prospective students. This will involve all the SUN universities, focusing on links to higher education and developing mental health resilience for the transition to higher education;
- Develop a collaborative project targeted for Roma and Gypsy Travellers to encourage progression to higher education, including exploring the development of materials to increase understanding of HE in these communities;
- Develop a collaborative project to provide support for military families to encourage progression to higher education;

- Continue to collaborate and share best practice regarding support for care leavers and young carers;
- Regarding staff development, continue to embed best practice through sharing opportunities for networking and involvement of specialists in the field of widening participation. Staff involved in this work will continue to participate in an annual staff development conference and we will seek to involve student ambassadors and Students' Union officers in this activity;
- For mature students we will seek to work with local authorities and community groups to access these students and provide them with information about higher education progression opportunities;
- We will explore the development of a qualitative research project on barriers to higher education participation for black and minority ethnic communities in our region. We will carry out this work in 2018/19 with a view to informing activities to support these groups in 2019/20. This will also include how they gain information on higher education opportunities;
- Share good practice in evaluation, both in terms of each partner's activity and in terms of evaluating collaborative projects, and explore the use of HEAT and/or other tracking services to evaluate the impact of collaborative activity.

Strategic partnership with Portsmouth Football Club

Through our commitment to create opportunities for progression across our local region, we work with key stakeholders across the City to raise awareness of higher education and promote the accessibility of higher education.

The University has been the official education partner of Portsmouth Football Club since August 2017. This partnership was strengthened in May 2018 with the announcement that the University will become the new main partner of the Football Club.

The strategic benefits of this partnership were recognised by the Chairman of Portsmouth Football Club, Michael Eisner, including the ability to reach out to key widening participation target groups, such as young white men:

"Being part of the City of Portsmouth as chairman of their football club while having a close relationship with a high-quality University is a magic combination. It is clear to me that both institutions play a huge role in the City, and the University in particular is essential in providing educational courses that drive many aspects of the local economy."

"Specifically we want to help increase participation rates in higher education in areas of the City where football has an emotional connection with the citizens. And of course we want the partnership to benefit the current group of students working with our professionals within the club to help further their educational experiences. We are so pleased with this union and look forward to working in partnership together."

Through this partnership, the University will work collaboratively with Portsmouth Football Club and the Club's educational arm 'Pompey in the Community', to reach disadvantaged pupils in the City, target under-represented groups and raise awareness of higher education opportunities within families. We will support and deliver activity to engage prospective students with the University of Portsmouth and give them an insight into higher education.

Section 4.3 - Working with Schools and Colleges

University Technical College and potential Multi-Academy Trust developments

The University was a founding partner in establishing the University Technical College (UTC) Portsmouth, which opened in September 2017, and recruited successfully in its first year of operation. The UTC is a successful collaboration with key partners in the City, including the Royal Navy, Portsmouth City Council, BAE Systems and QinetiQ.

The UTC was set up to respond to the need at secondary and post-16 levels to develop students ready to enter employment and/or further study in engineering or STEM-related subjects. As the UTC is a non-selective school in a deprived area of the City it provides opportunities for first-generation learners to enter higher education upon completion of their studies and ably prepares them for later employment into these specialised industries. Ciaran O’Dowda, UTC Portsmouth Principal, noted the following in his February 2017 blog:

“I recently received news of national UTC achievements relating to the destination of leavers. Last year, UTCs had 1,292 leavers at 18 years old but only five were NEET (Not in Employment, Education or Training). 44% went to university (national average 38%) and 29% became apprentices (national average 8.4%). The national unemployment rate for 18 year olds is unfortunately still 11.5%. For UTCs it is 0.5%. This does represent a big saving for the Treasury but is also a wonderful endorsement that a well-run UTC can make such a difference to the lives of many young people.”

The University is now supporting the UTC on its journey to join a multi-academy trust, with options being actively explored at present. Leadership of a wider multi-academy trust would help the University to develop and shape a strong collaborative approach to school development within the City and particularly in areas of deprivation. The University is in the early stages of development of a MAT, and is exploring options with the DfE and Regional School Commissioner to find a model that will meet local needs.

Portsmouth Scholars’ Scheme

The University is working in partnership with Portsmouth College on the delivery of the Portsmouth Scholars’ Scheme, which encourages and supports progression from school to college and from college to Higher Education through an active mentoring and support cascade.

Through the first phase of the scheme, University students and learning development tutors visit young people at college and provide subject support through one-to-one and small group sessions. In addition these sessions cover revision techniques, university applications and university life. The project seeks to demystify University for potential students, particularly those who come from families where there is no prior experience of Higher Education. As mentors our students can convey what University life is like. The second phase of the scheme involves students from the University and the college mentoring Year 10 and 11 students at secondary schools within the City. The impact of this Scheme will be evaluated to enable future development and improvement.

Educational research informing pedagogic practice

The University has been engaged in psychology-led educational research and practice for a number of years, including a series of HEFCE/OfS funded Catalyst projects covering growth mindsets and learning gain. This body of research and active engagement with schools in the region has seen pupils make considerable progress in English and Maths. This research underpins the Portsmouth-led Catalyst project on Changing Mindsets to close the attainment gap of BME and working class students (see Section 4.4).

Partnerships with local colleges

We work with 11 regional colleges to extend opportunities to access UoP franchised and validated courses across the South East. We recognise that the availability of such provision can be particularly helpful to mature students or those with caring responsibilities who are combining study with other commitments. We are currently extending the number of franchise courses and have recently added Stanmore College as a new partner, as we seek to deliver on our strategic commitment to widen access and increase progression opportunities through collaboration with FE colleges, both local and regional.

Section 4.4 - Addressing Attainment Gaps and Improving Outcomes

The University's Equality Objectives seek to address inequality of attainment for groups of students with particular characteristics, including those identified in the analysis of current performance above. The Equality Objectives and our performance in addressing them will be regularly reviewed. Cross-University teams, including staff from our Equality and Diversity Unit and academic departments, will work with representatives from the University of Portsmouth Students' Union (UPSU) to ensure engagement with students that enables greater understanding of barriers that impact on student attainment within these groups.

We will take an evidence-based approach to identifying issues and risks, using standardised, centrally-produced datasets. Reports will be provided annually to Deans and Heads of Department to highlight faculty or department-level issues in relation to these groups and encourage action planning to address attainment gaps. The University's Equality and Diversity Unit has also supported the UPSU Vice-President for Education and Democracy to launch a student-led BME network in 2017/18.

The University is currently leading an OfS Catalyst-funded project 'Changing Mindsets' which began in 2017 and is an intervention focused on closing the attainment gap of BME and working class students in higher education. Changing Mindsets is a student and staff workshop-based intervention that builds a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. Working in collaboration with four other universities, this intervention aims to close the attainment gap in student experience, retention, progression, academic attainment and employability by changing mindsets and eroding stereotype threat and implicit bias as barriers to learning.

We are also collaborating on a separate Catalyst project, led by the University of Sheffield, 'Raising Awareness, Raising Aspiration', which seeks to narrow attainment gaps for these groups through improved personal tutoring. Learning from both of these Catalyst projects will be embedded into mainstream activities starting from 2018/19 onwards, supported by appropriate University investment.

Through our quality assurance course monitoring and review processes, and utilising our suite of business intelligence dashboards, we focus on specific areas of concern across the student lifecycle. From data relating to application patterns to detailed information on graduate outcomes we have the capacity to analyse performance across single or multiple student characteristics. This intelligence allows us to keep our activities under continual review and to refocus them as required in response to changing needs.

The University will sign up to the Race Equality Charter from July 2018, with the aim of improving the representation, progression and success of black and minority ethnic staff and students. The University will use the Charter as a framework to identify and self-reflect on the institutional and cultural barriers standing in the way of our ethnic minority staff and students, and to focus further on addressing issues including student progress and attainment as well as the diversity of the curriculum. By signing up to the Charter and developing an award application we are demonstrating our commitment to improved degree attainment rates, continuation rates and outcomes for minority ethnic students, and we will seize this opportunity for joint work on these issues with the Students' Union and other student groups.

The University has held an Athena SWAN Institutional Bronze award since 2014 and signed up to the Athena SWAN extended principles in 2016.

Student Wellbeing and Mental Health

The University has recently committed to additional investment to delivering enhanced support for student mental health and wellbeing. All staff with management responsibility are expected to undertake mental health awareness training, which seeks to support staff in identifying helpful ways to respond to students who may have mental health needs. In addition, a mental health first-aid course is also offered, which is specifically targeted at enabling academic staff to support students. Developments in our Wellbeing

Service, which already plays a role in student engagement, retention and success, have been informed by recent UUK and HEA guidance emphasising the importance whole-institution approaches to both mental health and student engagement.

The University has also pioneered usage of the 'What'sUp' app, which provides a unique 2-way, text-based communication between students and Wellbeing advisors. This links to our tailored online CBT package, SilverCloud, and/or the offer of relevant psychoeducation workshops. Students receive individual consultation appointments within 2 weeks. Further support is tailored to meet individual need, promoting successful engagement with their studies. The Service has strong collaborative links with local NHS services and other specialist agencies. The University also has specialist student support managers in University-owned Halls of Residence.

Section 4.5 - Revised Curriculum Framework

Major changes to the University's Curriculum Framework are being introduced from 2019/20. Following extensive consultation and feedback from students and staff across the University community, our courses are being redesigned to provide an excellent, inclusive learning experience that engages students and promotes independence and deep learning, and to integrate within the core curriculum, the development of the knowledge and skills essential for roles in the global workforce.

The revised courses will include year-long modules at Level 4 (and 3), structured to support students' transition to higher education, including embedding the 'Hallmarks of the Portsmouth Graduate' and career-enhancing activity in the curriculum, and providing assessment of and for learning. The year-long modules provide an extended induction to higher education learning, teaching and assessment for students from different qualification backgrounds with differing experience of teaching and assessment. They enable more formative assessment to be undertaken, as well as providing a longer period to achieve a mutual understanding of the expectations of study in higher education, thereby aiding retention and transition to later years of study. These changes are intended to support improved outcomes for student groups that currently experience attainment gaps, including BME and male students. They will also play an important part in promoting improved outcomes for students with non-traditional qualifications and low tariff on entry.

Section 4.6 – Financial support for students

The University has been proactive in delivering financial information within local schools and colleges and at targeted events for nearly 20 years. Continued growth of activity in this area has been driven by both information from our local providers about parents' and students' concerns over funding, and sector research, 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 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 management whilst on course. We provide tailored accessible advice for priority groups including care leavers, estranged students, students with disabilities and those with children. All sessions are evaluated for impact and success is measured by ensuring participants understand the funding available and base their decision for participation in HE on facts rather than assumptions.

The University's Student Finance Centre once again successfully gained accreditation to the improved Matrix™ Quality Standard in 2016. 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.

Financial support for 2019/20 entrants to promote student retention and success

University of Portsmouth Bursary

We will continue to offer the University of Portsmouth Bursary to all qualifying students with household incomes below £25,000, with no restrictions on numbers. The bursary is being retained as this low income group are traditionally debt averse and may encounter more financial difficulty whilst studying.

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

Home fee paying students resident in England on full-time undergraduate courses from households with a residual income of £25,000 or less will receive an award of £750 per year for the duration of their course.

Awards will be payable to eligible English Full-time and Sandwich students on OfS supported courses, paying £9,250 fees. This includes new entrants to courses that were previously NHS commissioned. It includes students continuing to the Master of Architecture course and other Integrated Masters courses that incur undergraduate fees.

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

Home fee paying students resident in England on eligible full-time PGCE courses will receive an award of £750 in Year 1 only. Bursaries will only be payable for eligible English students on PGCE Further Education and Training.

Students on our other PGCE courses⁴ 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.

The value and impact of this scheme is evidenced by our continued successful recruitment of students from households with incomes below £25,000 and ongoing improvements to academic outcomes for this group. We have also undertaken consultation with the University of Portsmouth Students' Union, who have indicated their desire for the existing scheme to remain in place. Although financial reasons are not cited as the principal reason for student withdrawal, there are a sizeable proportion who 'prefer not to say' and it is believed that a proportion of these will be leaving due to financial constraints.

Bursaries for student entrants from earlier years continuing in 2019/20

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

Eligibility for our awards package

English full-time undergraduate students, responsible for paying their own fees of £9,250 in 2019/20 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 £6,165 will be maintained for our full-time franchised courses⁵. The fee for our on-campus and franchised part-time undergraduate courses will be no more than £6,165 pro rata to credit studied. As these fees are substantially lower than fees for University of 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. However, all students in need are able to apply for support from our University Support Fund.

⁴ 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 2019/20.

⁵ Except students continuing from 2016/17 or earlier at South Downs College, where the fee will remain £6,000

Income levels and awards in 2020/21 onwards

Bursary levels and income levels for eligibility will be amended in future, in line with OfS requirements and taking account of University funding and priorities. Any substantial changes in funding, for example changes arising from the Government's major review of higher education, may have implications for future affordability of student bursaries and the major University Support Fund.

University Support Fund

The University provides a generous Support Fund which delivers flexible support targeted at vulnerable students with the greatest need. In 2019/20 the University will allocate £1million to this Support Fund to support students in need and minimise the withdrawal of lower income students due to financial pressures. This allocation encompasses support for Care Leavers and Estranged Students as well as disabled students who can no longer access full funding through the Disabled Students' Allowance (DSA) for essential equipment. Feedback from individual students and from the Students' Union highlights the importance of these funds in helping students complete their courses successfully.

The University will continue to ensure that this Support Fund continues to be targeted at priority groups, including those identified by the OfS. The most recently available data shows, for example, that in 2016/17 around 40% of the students applying to the Support Fund identified as BME. The fund is also heavily used by mature students, particularly those with childcare costs. We will continue to raise awareness about the Support Fund to ensure that all vulnerable students are able to access this support where necessary.

Section 4.7 – Support for other priority groups

Care Leavers

We will offer an additional annual bursary of £1,700 for UK full-time undergraduate and postgraduate students who are or have been looked after by any local authority or foster carer. 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. In addition, Care Leavers will be supported with access to year-round accommodation in halls of residence, particularly ensuring accommodation is available over the summer vacation where required. They will also be offered a flexible package of support through the Wellbeing Service including a named contact throughout their time at University. 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.

Estranged Students (Stand Alone Pledge)

As part of the University's commitment to supporting vulnerable groups we have also signed up to the Stand Alone Pledge to demonstrate the comprehensive support we offer for students who are studying without the support of a stable family network. We understand that Estranged Students often experience additional challenges and as such we have developed a tailored package that provides assistance through financial support in the form of a £750 Bursary for Estranged Students, in addition to the standard University of Portsmouth Bursary detailed above. Estranged students are also treated as a priority group for Support Funds, particularly over the summer period.

These students will be supported in the same way as the Care Leavers with access to year-round accommodation in halls of residence accommodation, particularly ensuring accommodation is available over the summer vacation where required. They will also be offered a flexible package of support through the Wellbeing Service including a named contact throughout their time at University. Taking the Stand Alone Pledge is a starting point for our institution and moving forward we will look to increase our provision for this group within our Outreach and Transition work to ensure this group of vulnerable students are not deterred from entering HE and are supported to achieve all they can whilst they study with us.

We will continue to work with Stand Alone and our local networks to ensure we understand the needs of these learners and identify best practice across the sector so we might further develop the support provided at the University of Portsmouth.

Young Carers

Students who have adult caring responsibilities, often have complex home lives and additional challenges to face alongside their studies. In addition to working with the Portsmouth City Council-run Carers Centre, the University has produced staff and student guidance on supporting carers. Any students identified as having caring responsibilities will be offered a £500 Bursary from the University Support Fund, in addition to the standard University of Portsmouth Bursary detailed above, and a member of the Student Finance Team will signpost them to other Support Services available to them and can liaise with these teams as necessary.

Broader support for Care Leavers, Estranged Students and Young Carers

The Student Finance team has established a plan of improved communications with these vulnerable students, which includes making contact prior to the student commencing their studies, where possible, in order to aid the transition into Higher Education. Whilst on course a regular contact plan will be put in place to help identify any emerging issues and aid early intervention in cases where students may be considering withdrawing from their course.

In order to ensure the support provided remains relevant, the Student Finance Centre plans to carry out focus groups with Care Leavers and Estranged students to review the impact of the current package and identify whether any further developments can be made to support them through their time at HE.

Support for Disabled Students

The University continues to work towards promoting social mobility and enhancing the disabled student experience by reducing barriers to learning through offering proactive support.

Our Additional Support and Disability Advice Centre (ASDAC) is committed to supporting applicants and students who disclose a disability or require additional support for their academic studies. Support and guidance offered includes confidential advice from disability professionals, advice on funding to support disability-related costs, pro-active liaison with other University services, signposting for note-taking, mentoring and other academic support services, specialist study skills tuition and assistive technology training, screening for specific learning difficulties such as dyslexia and liaison with external services such as Autism Hampshire.

In addition to the services offered above we will provide £80,000 in financial support to those students who are ineligible for funding through the Disabled Students' Allowance in 2018/19 and 2019/20.

Section 4.8 – Supporting graduate outcomes and progression to postgraduate study

We involve employers in course and curriculum design as we aim to align our provision with industry and employer needs, and around half the courses delivered by our Faculties of Science, Technology and Business and Law hold Professional, Statutory and Regulatory Body accreditations.

Our Careers and Employability Service offers support to all students and, notably, for graduates for up to five years after graduation. Our Careers and Employability Service achieved recognition for its outstanding commitment and service to students through ongoing accreditation with the matrix standard. This is the quality standard for organisations to assess and measure their information, advice and guidance provision. Assessors complimented the team's commitment and motivation and reported that all the students, partners and graduates they met spoke very highly of the service and team. Activities supported by the Service include career planning, work experience, volunteering, placements, enterprise, and job opportunities to support progression to highly-skilled employment or business start-up. The success of our approach is reflected in our steady and sustained improvement in performance in the Destination of Leavers from Higher Education survey as highlighted in Section 2.

Central support by our Careers and Employability Service reinforces the range of support for employability which is embedded into Faculties and academic departments, using a hub and spoke model. This faculty and department based support is tailored to the needs of each discipline and includes comprehensive support for student placements, volunteering and enterprise. Our commitment to investment in real and simulated learning opportunities, with pedagogic approaches that aim to boost employability, was outlined on page 3. Additionally, our Careers and Employability Service collaborates with the University of Portsmouth Student Union which also supports student employability through opportunities including volunteering and part-time work.

The University offers generous financial support with a major scheme targeted at high-achieving students from low-income households progressing to our Master's courses at the end of their undergraduate course through a targeted Bursary scheme, which is offered in addition to the Government Postgraduate Loan scheme. We are keen to ensure that talented students with the potential to benefit from postgraduate study are not unable to do so for financial reasons. Successful applicants receive an award of £3,000, which can be used to contribute to tuition fee or maintenance costs. This scheme has successfully enabled students from low income households and low participation neighbourhoods to successfully continue to postgraduate study. This offers important opportunities in terms of widening access to the professions and also to research and academia, particularly through our popular Masters in Research courses. The number of Home/EU postgraduate taught students at the University has doubled since our major investment in this scheme started, demonstrating its success and impact.

The success of our approach in supporting successful progression by students from under-represented groups is demonstrated by TEF year 3 metrics, with positive outcomes (double positive flags) for progression to highly skilled employment or further study for 11 out of 12 categories including mature, disadvantages, BME and disabled students.

SECTION 5 – MONITORING AND EVALUATION

Monitoring performance

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. We will continue to undertake timely monitoring of expenditure and recruitment of widening participation students, to evaluate the success of our Access and Participation Plan and our overall commitment to widening participation to HE. The main measures that we use to monitor performance are the HESA Performance Indicators, published annually, and our TEF rating and metrics, which give greater insight into our performance against the sector in many of the under-represented groups monitored in this Access and Participation Plan.

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. We will continue to monitor our overall performance through HESA widening participation indicators and Student Loans Company data on income groups of students.

Evaluating our Outreach Activity

Evaluation and measurement of impact is integral to our outreach activity to ensure we are targeting resources effectively, continuously improving practice and investing our resources to maximise impact on outcomes. Our approach to evaluating and monitoring involves:

- **Participant feedback:**
Participants are given the opportunity to feedback on outreach activity to inform future practice and delivery.
- **Good practice toolkits:**
We currently use the AMOSSHEE toolkit to enable us to clearly articulate and measure the impact of our activities. We seek to determine whether an intended change, such as a change in attitude, behaviour or knowledge, has taken place as a result of an outreach intervention.
- **Attainment measures:**
Data gathering from schools and colleges on measures of attainment across Key Stage 3 and 4 are used to evaluate the impact of activity upon attainment focused outreach activities.
- **Tracking engagement:**
Data is utilised to target particular institutions and to track the pathways of selected individuals who have engaged with our more intensive activities through the student lifecycle.
- **Collaborative evaluation:**
The University is a member of the Higher Education Access Tracker (HEAT) service which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity. HEIs who subscribe to HEAT have developed a student data tracking system and a set of reports which allow annual tracking of outreach participants longitudinally from Key Stage 2 data through to entry to HE, postgraduate study and employment. Using these reports we can assess the relationship between outreach programmes, disadvantage, attainment and patterns of progression into HE.

HEAT membership allows the sharing of costs for this type of outreach participant level monitoring and evaluation and for collaborative evidence-based evaluation. The membership works together in the research and development of effective, fit for purpose evaluation practice to inform outreach planning and assess impact. HEAT research aims to provide evidence that engagement in outreach activity has a positive impact on outreach participant outcomes and to assess whether our work is:

- Reaching and engaging disadvantaged and/or under-represented students.
- Delivering a progressive and complementary set of outreach activities to a range of year groups.
- Contributing to increased attainment at KS4 and KS5
- Increasing the HE entrant and success rates of disadvantaged students

Our latest HEAT HESA track report tell us that 29% of individuals from POLAR 4 Quintiles 1 & 2 who have taken part in our outreach activity have progressed onto Higher Education compared to 23% nationally.

We are seeking to further enhance our evaluation to ensure a strong evidence base to inform our future planning. We are introducing a University-wide CRM system that will enable us to track students who have engaged in our outreach activity through to application and enrolment and therefore help evaluate the impact of our activity. Using best practice from across the sector and collaborative projects such as SUN National Collaborative Outreach Programme and the HEAT Research Group, we will continue to review and evolve our approach to evaluation. Using this local evidence alongside national evidence, will inform our future outreach strategy to maximise our investment in outreach activity.

Evaluating financial support

Our Student Finance Centre will continue to measure the impact of the Student Support Fund. Students who receive funds are surveyed at the end of the academic year and continue to report that the fund was vital to them staying on course. Recent findings once again indicated that the Student Support Fund had a positive impact on the students who used it. 81% of respondents stated they would have definitely or possibly withdrawn from study without the support they received, demonstrating a clear benefit to student success for this group. Additionally, 94% of survey respondents stated that the payment allowed them to focus on their studies suggesting a possible link to improved attainment, although this cannot be proven.

SECTION 6 - Provision of information to students

We continue to identify ways in which we can enhance the quality of information and advice available to young people considering HE. We will continue to develop and improve our range of online and printed materials for young people and their influencers and advisers to enhance their knowledge about their options and pathways. This is a key element for successful delivery of our Access and Participation Plan and associated WP recruitment and retention targets.

We are committed to providing clear and accessible information to potential applicants and their advisors, to enable effective decision making. This commitment includes taking a thorough and proactive approach to meeting Key Information Set requirements. Additionally we will continue to provide timely information to UCAS and the SLC, to ensure public information about our fees and additional study costs are accurate. Through our main University website and our MyPort information hub we will ensure that our approved Access and Participation Plan is easily accessible for both prospective and current students.

The University continues to engage with prospective students in a variety of ways via a relationship campaign and through targeted literature, including information on fees and financial support in our Prospectus. At all open days for prospective students we deliver financial advice in the form of talks and one-to-one advice at information stands. For those who require printed materials, we continue to produce a variety of resources, outlining general support for all students and also specific funding for target groups including students with disabilities or dependents, care leavers and those on part-time or postgraduate courses.

Both our Student Finance Centre and Careers and Employability Service have successfully gained accreditation 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.

We continue to work closely with our regional contact at Student Finance England to share information, best practice and event opportunities, and will continue to meet annually for training and financial updates.

Our Additional Support and Disability Advice Centre continues to proactively contact students who have declared a disability and provide them with information on how they can be supported through their academic studies. Students with complex disabilities are invited to attend a one-to-one interview and this is linked to a visit to their academic departments and student accommodation. Pre-entry support is offered to students with complex disabilities but in particular students with autism prior to the start of the academic year, to enable individual students to develop relationships with their academic departments, specialist support workers and to interact with other early entrants

In addition to the work outlined above which is targeted at particular groups, the University will continue to ensure compliance with OfS and CMA compliance advice on publishing information on fees and financial support. We will publish our Access and Participation Plan once this is approved and also publish clear and accessible information for applicants and continuing students on tuition fees and financial support available to them.

SECTION 7 - Investment

Our 2019/20 resource plan includes information on the levels of investment proposed through this Access and Participation plan.

Expenditure on financial support through student bursaries was reduced in our 2018/19 Access Agreement in accordance with OFFA guidance. Our decision to reduce the level of bursary awarded enabled the reallocation of financial resource to other forms of support for recruitment, retention and success of WP students. In consultation with our Students' Union we have agreed to retain our revised bursary scheme in 2019/20 at 2018/19 levels, however overall expenditure on bursaries is anticipated to fall as the numbers of students on the previous scheme decrease. This will enable additional expenditure on access, success and progression measures in 2019/20. Planned expenditure on access measures, including aspiration-raising and outreach activity has been increased to £3.1m. Expenditure on measures to promote student success has been increased to £2.8m, with £0.8m allocated to support student progression.

Total investment in our 2019/20 Access Agreement will be £10.1 million in cash terms, which represents 24% of higher fee income.

Decisions on continuing investment in student bursaries have been made in partnership with our students. Research by OFFA and the University has confirmed the ongoing importance of bursaries, in ensuring that students are not deterred from going to university on financial grounds⁶. In 2019/20 we will invest £2.4 million in bursaries for students from low income families. These bursaries will continue to be offered to all qualifying students with household incomes below £25,000 and there are no restrictions on numbers eligible.

Our comprehensive approach means that the full OFFA-commissioned evaluation tool kit is not be suitable for use by the University of Portsmouth due to the lack of a control group to compare outcomes with. We continue to undertake in-house evaluation of the impact of our approach to financial support for students, including valuable input from the University of Portsmouth Students Union who represent students from across the University. The value and impact of the University's bursary scheme is evidenced by our continued recruitment of students from households with incomes below £25,000 and successful overall academic outcomes for this group. Feedback from the University of Portsmouth Students Union, during the collaborative development of this Access and Participation Plan, confirmed the importance of this bursary for students from low income backgrounds and has been taken into account in our overall investment plan for 2019/20.

In addition to student bursaries the University will invest in a £1 million student support fund in 2019/20. We will conduct research to assess the impact of this fund by asking successful recipients to complete a questionnaire. This is modelled on the questionnaire section of the OFFA Toolkit to ensure the questions are robust.

Successfully widening access and opportunities for our community is at the heart of the University's mission. Consequently our investment in measures to promote widening access and achievement goes beyond the specific investments identified in this document which are counted towards our Access and Participation Plan financial targets. The University is an active participant in the National Collaborative Outreach Programme through the Southern Universities Network (SUN), which is hosted by the University of Southampton with funding of £7 million to December 2018.

⁶ *National Strategy for Access and Student Success: Interim Report to the Department for Business, Innovation and Skills* (18 January 2013). (HEFCE and OFFA)).

New investments by the University of Portsmouth from 2018/19 onwards include additional teaching fellows with particular responsibility for promoting student engagement, investment in technology such as chrome books to promote innovation in learning and teaching methods within and beyond the classroom, additional investments in supporting student placements, which are important in promoting progression to professional/managerial employment, and contributions to placement costs previously funded by the NHS, to ensure that students are not deterred from programmes on financial grounds. We also provide 650 self-issue laptops available via laptop lockers located around the University campus and over 100 new laptops in social learning spaces, including cafes. The social profile of our students means that we cannot assume that students arrive equipped with such resources.

To ensure that our significant investment in measures to promote widening participation and success has impact, and in view of the Government's current major review of post-18 education, the University and Students Union will undertake a further review of our approach including student bursaries to inform our Access and Participation Plans in future years.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Tuition fees for both new students and continuing students will be increased at the rate determined by the Government from 2019/20 onwards. It has been assumed that students from the European Union will continue to be subject to pay tuition fees at the same rate as students from the UK. Tuition fees for new and continuing European Union students will be subject to change if the government introduces changes in 2019/20 or later years. Degree Apprenticeships fall outside the remit of this Access and Participation Plan.

Full-time course type:	Additional information:	Course fee:
First degree	Includes Integrated Masters and MArch Architecture	£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		£9,250
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£925
Erasmus and overseas study years	Erasmus	£925
Erasmus and overseas study years	Non-Erasmus	£925
Other		*
Franchise full-time course type:	Additional information:	Course fee:
HNC / HND	Havant and South Downs College - 10005979	£6,165
Foundation degree	Havant and South Downs College - 10005979	£6,165
HNC / HND	The Isle of Wight College - 10003406	£6,165
Foundation degree	Eastleigh College - 10002143	£6,165
Foundation degree	Stanmore College - 10009439	£6,165
First degree		*
Foundation year / Year 0		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	<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%	11.5	11.5	11.75	11.75	12	
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T2a - (Mature, full-time, first degree entrants)	<p>MATURE FULL-TIME FIRST DEGREE ENTRANTS WITH NO PREVIOUS HE & 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%	15.75	15.75	16	16	16.25	
T16a_03	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	<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%	6.2	6.2	6.2	6.2	6.2	

T16a_04	Student success	Low participation neighbourhoods (LPN)	HESA T3c - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	NON-CONTINUATION FOLLOWING YEAR OF ENTRY: MATURE FULL-TIME FIRST DEGREE ENTRANTS WITH NO PREVIOUS HE (HESA Table T3c) We aim to outperform benchmark over the next five years.	No	2012-13	Benchmark: 14.1%	11.6	11.6	11.6	11.6	11.6	
T16a_05	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Through active support for employability and progression to further study, we will ensure that graduate progression rates are in line with the HESA benchmark.	No	2014-15	Baseline: 92.7% Benchmark: 92.9%	92.9%	92.9%	92.9%	92.9%	92.9%	This target is based on existing Destinations of Leavers from HE survey methodology/definitions. It will be reviewed when more detail on the new survey is available.
T16a_06	Multiple	Multiple	Other statistic - Other (please give details in the next column)	Maintain Gold rating in the Teaching Excellence Framework, including maintaining or increasing the number of positive flags for successful continuation and progression to employment or further study for students from low participation neighbourhoods, BME students, mature students, disabled students and students from other under-represented groups	No	2016-17	Gold Award	Maintain Gold award	Maintain Gold award	Maintain Gold award	Maintain Gold award	Maintain Gold award	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Initiatives for parents from target schools and colleges	No	2011-12	34 schools	34 events	34 events	34 events	34 events	34 events	
T16b_02	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Aspiration raising activities with post 16 students to encourage progression to HE	No	2011-12	1,000 students	50 activities	50 activities	50 activities	50 activities	50 activities	
T16b_03	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Mature learners: 'Why HE?' and transition engagement targeted at mature learners	No	2011-12	50 adults	100 adults	100 adults	100 adults	100 adults	100 adults	
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Aspiration raising: Use of student ambassadors and mentors to act as role models to inspire future students	No	2011-12	225 pupils	250 pupils	250 pupils	250 pupils	250 pupils	250 pupils	
T16b_05	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Aspiration and attainment raising activity with pre 16 students to encourage progression to HE	No	2011-12	6,500 pupils	60 activities	60 activities	60 activities	60 activities	60 activities	
T16b_06	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Financial briefings: Provision of financial information to prospective students and parents (including PG ITT) at target institutions/events.	No	2016-17	50 events	50 events	50 events	55 events	55 events	55 events	Target changed to event number as this more accurately reflects the relationships built with target institutions and allows us to focus on quality of event (sometimes to smaller more bespoke audiences e.g. Care Leavers, Carers etc) rather than simply those with high attendance.

T16b_07	Access	Ethnicity	Outreach / WP activity (other - please give details in the next column)	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 (please give details in Description column)	40 potential applicants	50 potential applicants	50 potential applicants	50 potential applicants	50 potential applicants	50 potential applicants	
T16b_08	Access	Ethnicity	Outreach / WP activity (other - please give details in the next column)	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 (please give details in Description column)	15 sessions	15 sessions	15 sessions	15 sessions	15 sessions	15 sessions	
T16b_09	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	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	
T16b_10	Access	Ethnicity	Outreach / WP activity (collaborative - please give details in the next column)	Activities for black and minority ethnic students (via Southern Universities Network)	Yes	2016-17	N/A	Research project	TBC following research project	TBC following research project	TBC following research project	TBC following research project	We plan to shift our focus from delivery of activities to a research project in 2018/19, which will be used to inform the development of future work and targets in this area.
T16b_11	Multiple	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Termly meetings of Working Groups relating to; BME, Disability, Vulnerable Children and Young People and Mature and Part-time students	Yes	2016-17	N/A	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	
T16b_12	Access	Mature	Outreach / WP activity (collaborative - please give details in the next column)	Activities for potential mature and part-time learners (via Southern Universities Network)	Yes	2016-17	N/A	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	Wording tweaked to better reflect activities

T16b_13	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Vulnerable children and young people (including children in care and young carers) and/or those who support them (via the Southern Universities Network).	Yes	2016-17	N/A	Share good practice across network and develop a project on participation in the Roma, Gypsy and Traveller communities and mental health in education across SUN schools and colleges.	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Shift in strategic focus across the collaborative partnerships to address key collective priority areas of WP activity not being currently covered by HEI's across the region.
T16b_14	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Portsmouth Scholars Mentoring Programme	No	2016-17	Not yet in place	Mentoring for at least 20 pupils	Mentoring for at least 20 pupils	Mentoring for at least 20 pupils	Mentoring for at least 20 pupils	Mentoring for at least 20 pupils	
T16b_15	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Contribution to improvement in attainment through involvement with UTC Portsmouth	Yes	Other (please give details in Description column)	Not yet available	Year 10 Entrants to outperform estimated GCSE grades (based on CAT scores) across English, Maths and Science	Year 10 Entrants to outperform estimated GCSE grades (based on CAT scores) across English, Maths and Science	Year 10 Entrants to outperform estimated GCSE grades (based on CAT scores) across English, Maths and Science	Year 10 Entrants to outperform estimated GCSE grades (based on CAT scores) across English, Maths and Science	Year 10 Entrants to outperform estimated GCSE grades (based on CAT scores) across English, Maths and Science	UTC launched in September 2017 with University as lead academic sponsor.