Access Agreement for 2017/18

2017/18
ACCESS AGREEMENT
WITH THE OFFICE FOR
FAIR ACCESS
GLOSSARY OF TERMS

AA          Access Agreement
BAME        Black Asian and Minority Ethnic
DLHE        Destination of Leavers from Higher Education
DSA         Disabled Students’ Allowance
HE          Higher Education
HEAT        Higher Education Access Tracker
IAG         Information, Advice and Guidance
ITT         Initial Teacher Training
LPN         Low Participation Neighbourhood
NS-SEC      National Statistics - Socio-Economic Classification
OFFA        Office for Fair Access
PG          Postgraduate
POLAR       Participation of Local Areas
RUSU        Reading University Students’ Union
SLC         Student Loans Company
STEM        Science, Technology, Engineering and Mathematics
UCAS        Universities and Colleges Admissions Service
UG          Undergraduate
WP          Widening Participation
1. Introduction

The University of Reading is a research-intensive university with a world-class reputation for teaching, research and enterprise. Reading enjoys strong application rates and is a consistently popular higher education choice in the UK. We are a global institution with students from over 150 countries enrolled on our programmes, and an increasing number of international teaching partnerships. Our broad portfolio of undergraduate and postgraduate programmes covers the arts, humanities, business, sciences and social sciences. We regularly update and improve our programmes as new ideas emerge, and industry and student needs change. Our ongoing investment in staff and teaching and learning facilities of the highest quality ensures that our students are challenged to achieve their full potential while at University, and are well prepared for the wider world when they leave. Our aim is to provide opportunity to those who are equipped to benefit irrespective of background or personal circumstance.

The University of Reading's strong commitment to the widening participation agenda is marked by considerable success in drawing students from diverse backgrounds both from the UK and the rest of the world. Sixty percent of our (home-domiciled) undergraduate population belong to groups that are under-represented in higher education nationally (see section 4). We have a consistently strong retention rate (96%\(^1\) in 2014/15), and 95%\(^2\) of our 2014 graduates are in employment or study within six months of graduating. Of those who enter full time work, 74% find employment in professional or managerial roles.\(^3\)

2. A Strategic Whole-Institution Approach

The University aims to align its widening participation strategy, covering access, student success and progression, with the Institution's overall strategy. Its Widening Participation Strategy and Access Agreement Committee reports to the University Executive Board, operates strategically to ensure access is aligned to other institutional goals, and informs University policy at the highest level.

In recognition of the importance of both a whole-institution approach and a whole student lifecycle approach, the Widening Participation Strategy and Access Agreement Committee is chaired by the Pro-Vice-Chancellor (Teaching and Learning) and the University has a Director of Student Development and Access who works closely with the Pro-Vice-Chancellor (Teaching and Learning) and the Deans for Teaching and Learning as well as the student support services of the University. These roles ensure the alignment of our widening participation strategy with our institutional strategies (and vice versa) and, in particular, co-ordinate the implementation of the University's Access Agreement commitments across the student lifecycle. Together they sit across the academic and student support spheres of the University and are a consistent voice embedding the Access agenda in both the strategic and operational workings of the University.

The establishment of the Dean of Diversity and Inclusion role also marks a further commitment to enhancing equality and diversity across the whole institution.

3. Consulting and Working with Students

The Reading University Students’ Union (RUSU) has been involved in the creation of all of our Access Agreements and in the general formulation of strategy and policy on widening participation and access. The Widening Participation Strategy and Access Agreement Committee membership includes at least one of the sabbatical officers who has been involved in drafting this agreement. RUSU and the

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\(^1\) 95.5% of all FT, Home funded, UK domiciled UG entrants completed the year (HESA data supply)

\(^2\) 2014 graduates, obtaining first degrees from full-time courses. Percentage of full-time first degree leavers who were employed, studying or both.

\(^3\) 2014 graduates working full time who responded to DLHE
Access Agreement for 2017/18

University of Reading have a strong working relationship founded on partnership and synergy in a number of projects and initiatives. RUSU and the University work collaboratively on outreach activity, and this is being further developed in alignment with RUSU’s strategic aim to create more opportunities for students to volunteer and interact positively with the local and wider community. The Community and Development sabbatical officer role highlights the importance of this work. The new Diversity sabbatical officer role (introduced in 2016/17) also illustrates RUSU’s commitment to enhancing diversity and inclusion across all aspects of student life.

4. Access Record

Assessment of our Access record reveals significant success in recruiting under-represented groups to the University of Reading.

Sixty percent of (home-domiciled) entrants belonged to one or more groups that are under-represented in higher education nationally⁴; and of these, almost half actually belonged to two or more target groups.

In line with OFFA’s stated sector outcome objectives we have been narrowing the participation gap between people from the least and most advantaged backgrounds. The average entry tariff of recent years puts the University of Reading close to Universities in OFFA’s ‘high tariff’ category of Universities⁵; however our recruitment of young people from the most disadvantaged backgrounds is significantly stronger than the average for a high tariff institution. The national relative participation rate of the most advantaged young people (from areas in the fifth quintile of the POLAR3 dataset) compared to the most disadvantaged entrants (from areas in the first or second quintiles) in higher tariff universities was most recently calculated by OFFA as 6.3⁶. However, at Reading this relative participation rate has narrowed from 2.0 in 2011/12 to 1.33 for 2015/16 new entrants, meaning that for every four students admitted from the most advantaged neighbourhoods we admitted 3 students from the least advantaged neighbourhoods. The University of Reading is therefore making a significant contribution to the objective of reducing the participation gap, especially given the high average tariff of our entrants.

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⁴ Target groups used in this analysis were: Disabled; DSA; NS-SEC 4-7; BAME; income <25k; POLAR Q1 or Q2. The calculation did not include Foundation Degree students which we would expect to increase this figure further. Neither did it include state school entrants as we already know that more than four fifths of our entrants fall into this group.

⁵ ‘High tariff’ universities are the top one third of universities based on average entry qualifications of entrants. The Guardian university league table cites our average entry tariff as 373 for entry in 2014 and 42nd highest entry tariff from 119 universities. This maintains our position at the boundary of the UK’s ‘high tariff HEIs.

⁶ Trends in Young Participation by Student Background and Selectivity of Institution, OFFA Research paper, p13 (February 2014)
In the most recent recruitment round we have exceeded our recruitment targets for state school, BAME entrants, as well as entrants from low participation neighbourhoods and from low-income backgrounds. We are also maintaining close alignment with our HESA PI benchmarks as they increase over the years (table 2).

We have consistently exceeded our benchmark target for students in receipt of DSA. In addition, our own internal monitoring indicates that representation of all disabled students remains high. To date 12.1% of 2015/16 young entrants have declared a disability. Despite not being the final figure for the year this compares well to the 8.3% end of year figure of all 2013/14 first year students in UK HEIs.7

Table 1: Proportion of all full time first degree undergraduates receiving DSA (data from HESA performance indicators table T7)

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual (%)</th>
<th>Access Agreement target (%)</th>
<th>HESA location adjusted benchmark (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16*</td>
<td>6.6</td>
<td>6.4</td>
<td>Not yet published</td>
</tr>
<tr>
<td>2014/15</td>
<td>6.4</td>
<td>6.3</td>
<td>6.1</td>
</tr>
<tr>
<td>2013/14</td>
<td>7.3</td>
<td>6.2</td>
<td>6.0</td>
</tr>
<tr>
<td>2012/13</td>
<td>7.0</td>
<td>6.1</td>
<td>5.6</td>
</tr>
<tr>
<td>2011/12</td>
<td>5.9</td>
<td>-</td>
<td>5.1</td>
</tr>
<tr>
<td>2010/11</td>
<td>5.2</td>
<td>-</td>
<td>4.6</td>
</tr>
</tbody>
</table>

*April 2016 estimate. Previous years’ data suggest that the final end of year figure reported to HESA will exceed this.

7 Equality in Higher Education Statistical Report 2015: Students (p72)
Table 2: Proportion of young, full-time, first degree entrants admitted from state schools, National Statistics Socio-economic Classification (NS-SEC) groups 4-7, Low Participation Neighbourhoods (LPNs) low-income backgrounds and BAME students. (Data taken from HESA performance indicators tables T1a).

<table>
<thead>
<tr>
<th>Year</th>
<th>State School</th>
<th>NS-SEC 4,5,6 or 7</th>
<th>LPNs (POLAR3 Q1)</th>
<th>Household income &lt;£25K</th>
<th>Ethnicity—BAME**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual (%)</td>
<td>Access Agreement target (%)</td>
<td>HESA location adjusted benchmark</td>
<td>Actual (%)</td>
<td>Access Agreement target (%)</td>
</tr>
<tr>
<td>2015/16*</td>
<td>87.2</td>
<td>84.5</td>
<td>Not yet published</td>
<td>22.4</td>
<td>23.4</td>
</tr>
<tr>
<td></td>
<td>85.7</td>
<td>83.8</td>
<td>86.6</td>
<td>27.3</td>
<td>23.0</td>
</tr>
<tr>
<td></td>
<td>86.1</td>
<td>82.6</td>
<td>86.1</td>
<td>25.2</td>
<td>22.6</td>
</tr>
<tr>
<td></td>
<td>84.9</td>
<td>82.6</td>
<td>85.2</td>
<td>23.3</td>
<td>22.6</td>
</tr>
<tr>
<td></td>
<td>83.4</td>
<td>-</td>
<td>84.5</td>
<td>24.3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>81.8</td>
<td>-</td>
<td>84.1</td>
<td>24.2</td>
<td>-</td>
</tr>
</tbody>
</table>

* Estimates drawn from internal data.

** Young and mature entrants
We expect to have exceeded 10 of our 14\textsuperscript{8} 2015/16 recruitment targets and to be within 1% point of meeting another two. We have also continued to maintain a close alignment with our WP benchmarks as they increase over the years. Overall, since our baseline year of 2010/11, we have made excellent progress in increasing the admission of students from under-represented groups. In this Access Agreement we are continuing which the approach set out in the 2016/17 Access Agreement which focuses more strategically on a smaller set of target groups listed below (see section 7.3).

5. **Student Success and Progression Record**

The University of Reading is committed not only to providing access to HE for our target groups but to ensuring that they are appropriately and effectively supported to complete their studies successfully.

Our retention record is consistently strong with 95.5% of all 2014/15 entrants continuing from year one to year two of their studies, with no more than a 3 percentage points variation for any under-represented group.\textsuperscript{9} This strong retention rate is all the more remarkable given our high proportion of students from under-represented groups who are known to be more likely to withdraw from HE.\textsuperscript{10} A study funded jointly by HEFCE and the Paul Hamlyn Foundation attributed the high retention rate to our university-wide commitment to personal tutoring and to the provision of contextualised study support through our University Study Advisors.\textsuperscript{11} The support provided through our Student Wellbeing Service (Disability Office, Counselling Service and mental health advisers) also plays a significant role in supporting students to stay on course and as a result has a strong sector-wide reputation, particularly for supporting students with mental health conditions.

Annual monitoring of the distribution of degree classifications and post-graduation destinations for students from under-represented groups confirms that patterns generally align with those from the HEFCE report on ‘Differences in Degree Outcomes’\textsuperscript{12} published in September 2015 which shows that there are pervasive sector-wide differences in academic attainment and progression when students are grouped by socio-economic status, age, gender, ethnicity, disability, school type etc. Our own analysis over recent years also confirms that disparities are greatest for male students from within these under-represented groups. The widest attainment gap amongst University of Reading students is between BAME and white students, but there is also an evident gap for students from low-income households and for those who have declared a disability. These are the three groups of students for whom we have already established success targets and set baseline data in the 2016/17 Resource Plan. However progress has already been made against the baseline (see table 3) with: the percentage of BAME students achieving a first or upper second class degree outcome in 2014/15 increasing by 11 percentage points on 2013/14 figures; the percentage of students from low income backgrounds achieving a first or upper second class degree outcome increasing by 8.5 percentage points; and the percentage of disabled students achieving a first or upper second class degree outcome increasing by 5 percentage points.

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\textsuperscript{8} Excluding the three ITT targets that now fall under the jurisdiction of Schools Direct
\textsuperscript{9} Under-represented groups monitored: disabled; NS-SEC 4-7; BAME; mature; income <25k & <£16k; POLAR Q1 or Q2; school type.
\textsuperscript{10} Differences in Degree Outcomes: The effect of subject and student characteristics. HEFCE report (September 2015)
\textsuperscript{11} Comparing and evaluating the impacts on student retention of different approaches to supporting students through study advice and personal development. https://www.heacademy.ac.uk/resources/detail/what-works-student-retention/Reading_Oxford_Brookes_What_Works_Final_Report
\textsuperscript{12} Differences in Degree Outcomes: The effect of subject and student characteristics. HEFCE report (September 2015)
Table 3: Percentage of students from student success target groups achieving a First or Upper Second class degree (UoR data source)

<table>
<thead>
<tr>
<th>Target group</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity - BAME</td>
<td>59.2%</td>
<td>62.7%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Household income &lt;£25K</td>
<td>69.8%</td>
<td>71.6%</td>
<td>79.8%</td>
</tr>
<tr>
<td>Disability declared</td>
<td>68.9%</td>
<td>72.9%</td>
<td>78.1%</td>
</tr>
<tr>
<td>University total</td>
<td>73.7%</td>
<td>73.1%</td>
<td>82.2%</td>
</tr>
</tbody>
</table>

The differentials between success in securing employment or further study opportunities are not as marked but are nevertheless present primarily for students from low-income backgrounds and for disabled students. We therefore recognize that support for both academic attainment and progression into employment and/or study are important and this is reflected in our targets.

Table 4: Employment status of student progression target groups* (DLHE source)

<table>
<thead>
<tr>
<th>Target group</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment/study rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled</td>
<td>87.4%</td>
<td>88.1%</td>
<td>93.2%</td>
</tr>
<tr>
<td>University total</td>
<td>91.7%</td>
<td>93.1%</td>
<td>94.9%</td>
</tr>
<tr>
<td>Graduate level employment or study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household income &lt;£25K</td>
<td>62.4%</td>
<td>68.9%</td>
<td>68.2%</td>
</tr>
<tr>
<td>University total</td>
<td>68.5%</td>
<td>71.1%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Professional/Managerial level employment**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household income &lt;£25K</td>
<td>71.3%</td>
<td>71.0%</td>
<td>72.3%</td>
</tr>
<tr>
<td>University total</td>
<td>74.2%</td>
<td>76.0%</td>
<td>73.5%</td>
</tr>
</tbody>
</table>

*Proportion of home funded, UK domiciled students who responded to the DLHE survey.

**Proportion of those in full time work only

6. Tuition Fees for Students Entering in 2017/18

Subject to the University achieving a rating of ‘Meets expectations’ under TEF One, the Institution intends to raise tuition fees in line with the proposed revised maximum fee cap of £9,250 in 2017/8, for new entrants only, subject to relevant legislative changes being in force. This decision has been endorsed by the University’s Strategy & Finance Committee and will be considered for final sign off by the University’s Council in July.

For part-time undergraduate students beginning their studies in 2017/8, we intend to charge £770 for each ten credits studied, up to a maximum of £6,935.

For undergraduate students on a placement year or year abroad, we intend to charge 15% of the relevant fee.

For postgraduate courses for initial teacher training (ITT), we intend to charge tuition fees of £9,250 in 2017/8. For students entering through the Schools Direct route, fees information will be published on the University’s website in due course.
Students who are continuing their studies will be charged at the rate appropriate for their year of entry, as defined by the relevant Access Agreement.

7. **Expenditure on Access and Retention and Success Measures**

7.1 **Expenditure**

For 2017/18 we intend to maintain our level of expenditure at 27% of our fee income above the basic amount as agreed in previous Access Agreements.

We have based our expenditure estimates on assumptions of meeting the current projected targets for student recruitment set by the University. However, actual expenditure may vary in the light of actual student numbers. Although we would aim to maintain the proportionate commitment of our fee income through any fluctuations, in the event of recruitment significantly above the projected level expenditure may not reach 27% within year.

**Balance of Expenditure**

Our balance of expenditure is based on the objective analysis of our widening participation record to date and is informed by sector wide research on the effectiveness of different measures to support access and success. Consequently, in 2017/18 we intend to balance our spend roughly equally across the three areas of access, financial support, and other on course support: between outreach and recruitment activity and success and progression activity. This amounts to:

- 31% of the total on Outreach and recruitment activity
- 37% on financial support: including the Reading Bursary scheme, fee waivers for Foundation degrees, and other forms of closely targeted financial support, e.g. our placement bursaries and hardship fund
- 26% on student success measures and 6% on progression. This split reflects our evidence-based assessment of where most additional work is needed to support under-represented groups at the University of Reading.

These are our broad intentions; however, the University is working through a period of substantial change under our Strategy 2026 project and we are also mindful of possible changes to HE funding and further policy changes in the future which may require us to alter the balance of spend.

7.2 **Target Groups**

Target groups are identified separately for the three areas of activity (recruitment and outreach, success and progression) and span the student lifecycle. They reflect a commitment to contribute to OFFA’s sector wide objectives on access as well as our own institutional analysis of areas for improvement in student success and progression performance. This more explicit set of target groups will help to align our activity accordingly.

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13 *Do Bursaries have an Effect on Retention Rates*, OFFA interim report (March 2014)
Table 5: Target groups for 2016/17

<table>
<thead>
<tr>
<th></th>
<th>Recruitment and outreach</th>
<th>Student success</th>
<th>Student progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from low income backgrounds:</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>(&lt;£25k)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Asian and Minority Ethnic students</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>State school students</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students from Low Participation (in HE) Neighbourhoods</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled students</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

8. Continuing and Additional Activity

Our activity will include:

- Financial support for students through the Reading Bursary Scheme, targeted fee-waivers, placement bursaries and our University Hardship Fund;
- Consolidation and expansion of existing pre-entry outreach activity;
- Interventions to support improved attainment and strong retention;
- Enhanced support for students to maximise their career prospects as part of our strategy to drive progression beyond the University.

In the sections that follow, we provide a broad outline of our approach to financial support, outreach, student success and progression.

8.1 Financial Support for Students

8.1.1. Students entering in 2017/18

We have listened to students on what is most useful to them and therefore the default option for financial support is a cash bursary, though students will be able to opt for a fee waiver should they wish. Following findings from the review of the NSP programme we will commit to guarantee bursaries to all students with confirmed household incomes of less than £25k in all years of study. Furthermore, we will direct a proportion of our financial support budget to discretionary funding through schemes such as the placement bursaries and the University Hardship Fund.

Eligible students will receive financial awards under the following schemes:

- **Reading Bursary Scheme (RBS):** All eligible students from households with annual incomes of less than £25k will receive a cash award of £1,000 in each year of undergraduate study.

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14 Formative Evaluation of the National Scholarship Programme – Year 2 (November 2013). End of year report to HEFCE by CFE and Edge Hill University.
15 Eligible students are UG students who are eligible for funding through the Student Finance Authorities of England, Scotland, Wales, Northern Ireland and the EU.
16 Eligibility for these awards will be assessed at the beginning of each year.
Access Agreement for 2017/18

- **Postgraduate ITT students**: Eligible students from households with annual incomes of less than £25k will receive an award worth £500.
- **Care Leavers, Foyer students and estranged students**: As part of our ongoing commitment to care-leaver students and in recognition of the specific needs of these three groups of students, we intend to supplement the standard RBS provision by offering additional financial support. In addition to the other awards listed, these students will be eligible for cash bursaries of £1,000 in each year of study.
- **Foundation Degree Fee Waivers**: Students entering our Foundation Degree in Children’s Development and Learning or progressing onto our BA Children’s Development and Learning programme will receive a 50% fee waiver; this waiver applies to both years of the Foundation Degree. We are particularly keen to support these students because ca. 80% are mature students, ca. 95% are female (many with families) and many are on low incomes. When qualified they have a very strong impact on the local community.
- **Placement Bursaries**: Students with household incomes of less than £42k may apply to receive a bursary of between £200 and £1,000 to support them to cover the cost of undertaking a placement as part of their degree programme.
- **University Hardship Fund**: Any student in financial hardship may apply to the University Hardship fund. A proportion of this fund will be resourced through the Access Agreement.
- **Part-time students**: Part-time students will be eligible for the above financial support on a pro-rata basis.
- **Year Abroad or year-in-industry/placement students**: despite not paying the full £9,000 fee, students on a year abroad or a year-long placement will continue to receive the full amount of any bursary that they are otherwise eligible for.

8.1.2 Students entering before 2017/18

Students commencing their studies prior to 2017/18 will be eligible for financial support as outlined in the Access Agreement relevant to their year of entry.

8.2 Pre-entry outreach activity

8.2.1 Target groups

Our target groups for entry are set out in section 7.3.

When focusing our pre-entry outreach work we continue to take a ‘whole-student’ approach, assessing students on the basis of a range of target characteristics and using all the data available to us, with those meeting a number of targets being the highest priority.

Targeting outreach work towards students from low participation neighbourhoods (LPNs, Q1 and Q2) is a particular focus, as LPNs are not only a target in their own right but a good proxy for other target groups for which we cannot always access direct data on individuals pre-entry (e.g. BAME, NS-SEC 4-7, low income backgrounds).

8.2.2 Whole-institution approach

We aim to work in an increasingly cohesive way in terms of our institution-wide outreach, identifying effective activity and sharing good practice.

- We continue to share good practice across the institution, centralising the coordination of outreach activity and establishing and disseminating targeting priorities and outreach aims.
- We have in place tools and business processes to enable University-wide recording of activity, having procured and piloted a Customer Relationship Management (CRM) system.

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17 Foyer students are students who have come to the University from Foyer accommodation for homeless young people.
18 Note that recipients of these fee waivers are not eligible for other financial awards.
The CRM also facilitates University-wide shared practice in tracking the results of activity to allow evaluation and monitoring.

We use the HEAT database to further input, record and track activity from across the University.

Our policy remains to treat widening participation, recruitment and wider community outreach as complementary rather than separate activities, integrating the strategic aims of all these activities and aligning the objectives across the institution. In doing this we aim to ensure that the maximum range of activity undertaken across the University is harnessed to promote to under-represented groups participation in HE generally and at the University of Reading in particular.

All undergraduate recruitment activity will have due regard to ensuring we attract a diverse range of students. This will be achieved in a number of ways; for example:

- providing travel bursaries to ensure finance is no barrier to accessing recruitment and outreach events like open days and subject taster days
- using widening participation school-level data to help determine which schools and colleges to target (and give priority to) in recruitment and outreach activity,
- ensuring that on-course support for under-represented groups (e.g. disabled students, care leavers) is showcased,
- ensuring recruitment materials show a diverse range of students through imagery and quotes,
- ensuring recruitment and IAG materials promote the on-course financial support available to lower-income students,
- ensuring our student ambassadors represent diversity.

We have also developed materials to ensure that all outreach activity (whether WP-focussed, community-focussed or relating to public engagement with research) will showcase higher education, and in particular the University of Reading, in some way, even if this is not the primary focus of the activity. This will provide participants in a range of activity, from research engagement to museums work, with a concrete example of a university, thus promoting participation in higher education.

### 8.2.3 Pre-entry bursary provision

In order to promote fair access to our on-campus outreach programme and ensure that students from under-represented backgrounds are well represented at all outreach events, we have introduced a Widening Participation and Access Travel bursary scheme. This is an expansion of our pre-entry travel bursaries\(^{19}\) which are only available at applicant stage.

The scheme allows us to cover the costs of travelling to on-campus events for those from under-represented groups.

The objectives are:

- To ensure that all prospective students have fair access to events and activities, removing any financial barriers:

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\(^{19}\) 37.5% of applicants who received the pre-entry bursary enrolled in comparison to 18.5% normal offer: accept ratio (2013/14 data)
Access Agreement for 2017/18

- To promote participation in HE among under-represented group by facilitating their exposure to university;
- To provide additional encouragement to those from under-represented groups to engage in our programme of recruitment and outreach activity.

Additionally, we continue to make support available for students with disabilities throughout the enquiry, application and admissions process right up to, and including, an Orientation Day just prior to enrolment. At taster days, we provide support such as sign language interpreters, or one-to-one assistance, and our bursaries can support other disability-related needs, and travel.

8.2.4 Pre-entry outreach and recruitment activity

Our primary scheme for intensive WP work is the Reading Scholars Programme (Yr 12), now in it’s fourth year this offers sustained, long-term contact to young people from under-represented groups. The programme includes summer schools, subject masterclasses, e-mentoring, student shadowing and a range of other activity, offering regular and intensive contact with a university to promote participation in HE. In 2015 - 2016, this activity consisted of six subject strands with over 130 participants. From 2016, we will be extending the programme to younger age groups (Yr 10) to offer a longer-term and sustained programme of activity to students from disadvantaged backgrounds and for whom University could be an aspiration.

In addition we run a very wide range of subject-specific events and activities, including taster days, masterclasses, in-school enrichment activities and summer schools. Some of this is targeted exclusively towards under-represented groups; all of it uses WP indicators as a prioritisation factor. Increasingly we offer these types of activities to students in Years 7 -10 as well as in Years 11 and 12.

Further, as described above (section 8.2.2), all of our recruitment and outreach activity aims to meet widening participation aims through a range of measures.

8.2.5 Long-term outreach

There are four ways in which we will strengthen our work to raise the aspiration and attainment of potential students of all ages, from primary school upwards, and to undertake more sustained, long-term outreach work: To support this work, we are appointing more staff in central offices to allow for greater levels of activity at younger age groups.

1) Activity for primary age children (key stage 1 and 2)

The University undertakes a very wide range of activity with primary age children in the local community, from providing volunteer student helpers in local schools to activities and enrichment in our museums. Often these children come from groups who are under-represented in HE.

We ensure that, in addition to its existing value for young people, this activity is adapted or augmented to specifically encourage participation in higher education. We have developed materials and scripts for those delivering the activity to use, based around the concept of a university and the benefits of going to university. These have been developed in collaboration with our Institute for Education which has research expertise on effective materials for this age group. We have also identified central staff to act as a conduit for external requests for primary activity and to coordinate activity across the institution, to maximise impact and share resources.

Informed by research on effective outreach activity RUSU have established a new year-long intensive outreach programme for primary schools, consisting of a series of University visits led by current students and supported with professionally produced materials. Year 6 pupils undertake a series of visits, with supporting activity undertaken in school, introducing them to University and engaging them in campus life, subject taster sessions and culminating in a Graduation ceremony. The aim is to demystify universities and to help children see themselves as future students. The University hopes to be able to support RUSU to extend and develop this successful and popular initiative.
2) Activity for Years 7 to 11 (key stage 3 and 4)

The University has always delivered activities for younger years (Yrs 10 and below), however, in line with our ‘whole-institution approach’ recent changes to structure now enable a more pro-active and strategic approach involving a coordinated programme of activity to be offered to target schools for years 7-11, with dedicated staff to deliver. This activity includes IAG and subject-specific tasters and careers information.

3) Extension of Scholars Programme (key stage 4 and 5)

The University’s flagship Reading Scholars Programme, launched in 2012/13, offers sustained contact to young people close to entering higher education and includes summer schools, subject masterclasses, e-mentoring, student shadowing and a range of other activity. It is provided for those in target groups and gives them regular intensive contact with a university right through to the point of choosing a university to apply to. It has so far extended across Year 12, and from 2016 the programme will be available from younger years (from Year 10) so that rather than a one-year sustained programme it is sustained across two or three years. We intend to continue to expand this provision in 2017-18, targeting schools with high numbers of WP indicators, and continuing to apply individual student data as part of the selection process.

Students completing the Yr 12 programme who apply to Reading are currently guaranteed a conditional offer in line with published entry requirements.

4) Collaboration with other HEIs (key stage 3, 4 and 5)

Through our new Network for Collaborative Outreach (the Study Higher partnership with the University of Oxford, Oxford Brookes University, and Bucks New University), we will have sustained contact as a partnership with a group of students from Year 9 right through to Year 13. We intend to continue this collaborative activity beyond the NNCO funding period, and will deliver a range of activity across this age range as part of this partnership.

8.2.6 Effective collaboration

We intend to continue our Study Higher partnership (a Network for Collaborative Outreach with Oxford Brookes University, the University of Oxford, and Buckinghamshire New University) to raise aspirations and inform learners in schools and colleges across our region about higher education. We expect that Study Higher will continue to deliver a coordinated outreach programme among schools and colleges across Milton Keynes, Oxfordshire, Buckinghamshire, Berkshire and areas of Wiltshire. Our provision will include Information, Advice and Guidance, subject-specific activity, and a Study Higher conference for teachers and careers advisors. We have with Study Higher undertaken some research-led project work in particular relation to aspirations and achievements of Bangladeshi and Pakistani girls, and will look to implement the outcomes of this in 2017-18.

Our other collaborative work is wide-ranging and includes:

- A partnership between Bath, Cardiff, Oxford, Reading and Southampton Universities, UNet (the Universities Network), which aims to improve access to selective universities. Through collaborative outreach UNet encourages post-16 students to consider higher education opportunities at leading universities in the region, supporting them in making an informed decision about the degree which is most appropriate for them. Students have the opportunity to participate in activities organised by partner universities and benefit from a jointly organised ‘Choices’ conference which provides in-depth information about our respective undergraduate offers.

- The Pathways to Property initiative is a programme for Year 12 students in UK state schools and colleges who would like to find out more about a career in the property sector. Led by the Reading Real Estate Foundation (RREF) at the University of Reading, the initiative is supported by British Land, one of the largest property development and investment
companies in the UK, the educational charity The Sutton Trust and other leading real estate firms and charitable trusts. The Pathways to Property scheme includes a residential summer School at the University of Reading, industry-led talks in schools throughout the year, work shadowing, and undergraduate mentoring.

- We are involved in the Chemistry For All programme, funded and coordinated by the Royal Society of Chemistry (RSC) and involving multiple HEI partners, which aims to widen participation in chemistry.

- We are members of the Routes Into Languages consortium, which aims to promote raised aspirations and attainment of students in secondary school and higher education in languages, thereby widening access to language study and helping to encourage a broader social profile of undergraduates studying languages.

- We are associates in SEPnet, the South East Physics Network, along with nine partner HEIs, one other HEI associate, and the Rutherford Appleton Laboratory. SEPnet activity includes an outreach programme to increase student interest and enrolment in this subject area.

- We are academic partners of two University Technical Colleges. Our contribution includes support for curriculum planning and pedagogies, academic support, a programme of outreach activity (IAG and subject-specific) and access to facilities.

- We place 250–300 current students per year in c.40 local primary and secondary schools as volunteer Student Tutors. This activity provides positive role models in schools for future generations of WP entrants. (This activity also supports student success and progression, as it offers current students, including those from target groups, an excellent opportunity to gain work experience).

- Reading holds the contract for the BIS/DfE funded STEMNET initiative and currently places c.650 professional STEM ambassadors from a range of businesses and institutions in 100 primary and secondary schools in Central & East Berkshire and Surrey.

- We have a partnership with the Whitley Excellence Cluster of Primary and Secondary Schools and the ASPIRE2 charity. Through this partnership we can support one of the most socially deprived areas of the country that is in the lowest 20% for HE participation. The collaboration supports children at these schools to reach their academic potential and to aspire to university level study. Our continuing work will be informed by a substantial University of Reading research project that aims to understand the particular circumstances at work in the area and underpins our long-term commitment to making a difference to the lives of people in the Whitley area.

### 8.2.7 Evidence based activity

An evidence-based approach underpins our targeting for outreach purposes and, as one of the founder HEIs working on refining the HEAT tracking database, we continue to monitor which schools/colleges and individuals participate in our intensive outreach activities carefully. We record details of participating schools/individuals, numbers of participants etc. and review our targeting every year, taking into account the profiles of both the schools and the individual student participants in terms of postcode indices of multiple deprivation.

Membership of the HEAT service assists the University of Reading in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach.

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20 The Whitley Excellence Cluster (WEC) was formed in 2004 and consists of two secondary schools and five primary schools in South Reading. Originally WEC received funding directly from the Department of Education as part of the national Excellence in Cities initiative. From 2008 to 2011, funding came through the Reading Borough Council, but when this came to an end support for continuing the work led to the creation of a charity, Aspire2, which is dedicated to improving the lives of Whitley families by supporting activities in and around the area.
something which is made possible by the collaborative nature of the service. Individual members use
the HEAT database to record outreach activity and can see where individuals have engaged in activities
with more than one HEAT university. Collectively this allows the central HEAT service to analyse the
timing and combinations of activities that show most impact on enrolment in HE.

It can take some time for data about young participants in outreach to mature to the point of
understanding their patterns of enrolment in HE as well as their retention and success rates. In the
meantime the HEAT service has developed a model of matching a number of different administrative
datasets to the HEAT database which will afford the University of Reading a better understanding of the
relationship between outreach and key educational outcomes at both pre and post 16, before any
enrolment takes place. The collective size and diversity of the database will mean this relationship can
be explored against multiple participant characteristics, contributing to the University’s and the sector’s
understanding of outcomes for different under-represented groups and recognising that widening
participation students are not a homogenous group.

Where HEAT data has matured it allows us to understand the relationship between outreach
participation and HE enrolment, retention and success. The University of Reading is able to see if and
when its outreach participants enrol in HE. Crucially this data shows enrolment not only to the
University of Reading but to all other HEIs. This allows the University of Reading to demonstrate its
contribution to the sector as a whole. Furthermore, as data has matured, we can now build a picture of
the retention and degree classification of our outreach participants, as well as seeing destination data.
For the first time in 2016/17, the HEAT service will also be able to show members postgraduate
enrolment data.

In 2016, the HEAT data relating to the first cohort of the Reading Scholars Programme was released,
confirming that 71% of participants were from families with no background of Higher Education, 66%
identified themselves as BAME and 11% lived in areas of low participation in Higher Education. Sixty
percent of these scholars progressed to higher education.

8.3 Student Retention, Success and Progression

8.3.1 Student retention

We have a strong student retention record which we attribute to our:

- embedded personal and academic tutoring;
- contextualised study support (one-to-one, workshops, embedded in the curriculum, embedded ASK advisors);
- close working with our Student Wellbeing Service (and our mental health advisor);
- school/departmental disability officers network and community of practice;
- Peer transition mentors for all UG students, as well as academic mentors and social mentors
  for students with disabilities
- campus environment and first year hall accommodation;
- vibrant Students’ Union whose wealth of activities, clubs and societies foster a sense of
  belonging to the University and allows students to form alternative support networks;
- advice and guidance provided by the Students’ Union officers with responsibility specifically for:
  disabled students, mature students and BAME students.

In order to ensure that we continue to effectively support all our students, we have reaffirmed our
commitment to personal tutoring which has been demonstrated to be successful in supporting
student retention.
Access Agreement for 2017/18

We will ensure that support for retention activities and in particular for disabled students is maintained following the reduction in the Student Opportunity Allocation, which currently funds much of this work. Following the changes to DSA funding we will resource band 1 and 2 non-medical help for a number of categories of disabled students including note takers and professional, academic and social mentors.

We consider the Reading Bursary Scheme (awarded to eligible students throughout their programme) to be an effective retention measure. We set the bursary amount by assessing the true cost of living for students in Reading and considering the other bursary and maintenance loan amounts available as well as a modest income from part-time work. We believe that the £1,000 per year bursary replaces some supplementary financial support that students from higher household income families would expect from their families. It is clear from our analysis of retention data that students from low income households make up a larger proportion of those that withdraw than is simply a product of chance and we therefore believe it is important to retain these bursaries. We have clarified that students on a placement year or a year abroad who qualify for an award will be eligible to receive the full amount of the bursary despite paying partial fees for that year.

We will continue to provide discretionary financial support to ensure retention through the University Hardship Fund, to which the Access Agreement will contribute.

8.3.2 Student success and progression

As described in section 7.2, 50% of the non-financial support spend will fund activity to enhance student success and progression. This balances our commitment to access into higher education with our commitment to supporting students throughout the undergraduate lifecycle and into employment or further study.

The University has been undertaking a strategic review of much of how it operates, the sorts of educational opportunities it provides and how students are supported to develop into successful graduates. The desire to better support our target group students is underpinning much of this thinking and in particular our planning is being informed by the findings of the ‘What Works?: Student Retention and Success Programme’ project:

"At the heart of successful retention and success is a strong sense of belonging in HE for all students. This is most effectively promoted through mainstream activities that all students participate in."

Some planned specific activities which will enhance the success and progression of under-represented groups include:

- Consideration of pre-arrival induction to enhance effective transition into academic learning in HE.
- Further embedding peer mentoring and peer-assisted learning, as these are proven approaches for enhancing retention and success.
- Continuing work to raise awareness of the ethnicity attainment gap, it causes and ways of addressing it, including future work towards the Race Equality Charter Mark.
- Development of the inclusive pedagogies and curricula strand of the Curriculum Framework Project which will guide the design and review of all UG degrees in the future.
- Consideration of the adoption of learning analytics as a tool to enhance student engagement and ensure that appropriate and timely support is directed to all students.
- Expansion of appropriate mental health training for staff to support early identification and intervention.
- Monitoring the impact of the changes to DSA funding on retention and success.
- The extension of our career development mentoring programme (THRIVE) as part of a University Careers Strategy that reaches a more diverse range of students.
- The continued expansion of our internship schemes, providing valuable experience and support for students from under-represented groups.
9. Targets and Milestones

The target groups are outlined in section 7.3 and the milestones for each are set out until 2019/20 in the accompanying Resource Plan. Targets for recruitment are based on new entrants to the University and have been set within the context of already strong recruitment of under-represented groups. However they demonstrate a commitment to continue to diversify representation at the University and to contribute further to meeting the OFFA sector outcome objectives.

All three targets for student success are focused on the proportion of students achieving first class or upper second class degrees. The student progression targets are based on the DLHE survey data as the only currently available national measure of student progression after graduation. We have chosen to use both the measure of graduate employment or further study and the proportion of those graduates in work who are in professional or managerial roles.

We recognise that it will take some time for new initiatives to have an impact on the targets for student success and progression and therefore feel it is important to demonstrate progress through operational targets that will allow us to monitor and assess the implementation or expansion of new measures.

10. Monitoring and Evaluation

The Widening Participation Strategy and Access Agreement Committee is the body responsible for the preparation and implementation of this Access Agreement. This Committee reports to the University Board for Teaching and Learning and the University Executive Board. Amongst its other duties, this Committee evaluates measures set out in the Access Agreement and progress against targets and milestones. Officers from the Reading University Students’ Union sit on the Widening Participation Strategy and Access Agreement Committee. A key aspect of monitoring and evaluation is having a detailed understanding of the relevant statistics which is supported through a dedicated Planning Officer with responsibility for WP data and monitoring, who has developed a standard dataset for assessing and monitoring progress against the Access Agreement targets and HESA benchmarks. This includes analysis of our performance in relation to national and regional trends using the HEIDI datasets. In addition, our Access and Recruitment Officers are responsible for ensuring that we fully use and contribute to the HEAT service, with which we have been involved for some time.

As noted above (section 8.2.2), we are in the process of establishing more systematic and University-wide recording of outreach activity, having procured and begun piloting a CRM system. This will allow more effective recording, monitoring and evaluation of our outreach activities (in particular, our intensive outreach activities) and will facilitate University-wide shared practice in tracking the results.

We are also establishing greater clarity of expectations with regard to the assessment of effectiveness of on-course student success and progression support. It is however recognized that, as with outreach activity, the ultimate measures of effectiveness can often only be determined several years later, although we are also identifying more immediate indicators based either on feedback, student behaviour or analysis of data.

The impact of our financial support provision has been evaluated through seeking feedback from recipients on what value and impact the financial support had for them personally. We have also undertaken longer term, more objective analysis by monitoring the retention of students in receipt of financial support. We intend to continue to use a range of methods to assess the impact of our financial support and will consider deploying the methodology under development by OFFA.
The Pro-Vice-Chancellor (Teaching and Learning) is the senior University officer responsible for delivery of our Access Agreement.

11. Provision of Information

The University of Reading is strongly committed to providing appropriate information, advice and guidance to prospective students, teachers and parents, as well as to key organisations such as the University and Colleges Admissions Service (UCAS), Higher Education Statistical Agency (HESA) for the Key Information Set (KIS) and the Student Loans Company (SLC). We will provide information on fees, loans, fee waivers, financial support, and pre-entry bursaries. We will use the usual mechanisms (websites, prospectuses, mailing lists, etc.) and will also work hard to build professional relationships with teachers to ensure that they are able to readily provide local students with relevant information.

12. Equality and Diversity

The University of Reading is committed to furthering equality and diversity amongst its students and staff, and believes that it fully executes its duty under the Equality Act 2010. The University’s Diversity and Inclusion Strategy Committee monitors equality and diversity data concerning both students and staff and this underpins the annual Equality and Diversity Report and Objectives. The Director of Student Development and Access is a member of both the Diversity and Inclusion Strategy Committee and the Widening Participation Strategy and Access Agreement Committee and plays a pivotal liaison role particularly concerning the annual monitoring of student related equality and diversity data. This results in a close alignment of widening participation and equality and diversity priorities.

As part of our Equality and Diversity Policy, we have set a number of objectives that aim to address the key elements of the Act: eliminating unlawful discrimination; advancing equality of opportunity; and fostering good relations. Regard for equality and diversity is a central component of our high-level decision-making and it is our aim to use and embed best practices in equality and diversity. Examples of recent deliberate whole-institution actions to enhance equality and diversity include:

- Each of the members of the University’s Executive Board have taken on Diversity Champion roles.
- The establishment of the Dean of Diversity and Inclusion role
- The intention to agree E&D enhancement targets relating to students focussed on race, gender and disability
- The Development of a scheme spearheaded by RUSU and supported by the University to address that national issue of sexual harassment and violence on campus
- The intention to review our approach to equality assessment

We believe that this approach will allow us to recruit and retain the highest quality staff and students. It will also ensure that all students
### Table 7 - Targets and milestones

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

<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T16a_01</strong></td>
<td>Access</td>
<td>HESA T1a - State School (young, full-time, first degree entrants)</td>
<td>HESA Performance Indicator</td>
<td>No</td>
<td>2013-14</td>
<td>86.1%</td>
<td>87.0% 87.5% 88.0% 88.5%</td>
<td>New institution-wide scheme launching in 2015-16</td>
</tr>
<tr>
<td><strong>T16a_02</strong></td>
<td>Access</td>
<td>HESA T1a - Low participation neighbourhoods (POLAR3)(young, full-time, first degree entrants)</td>
<td>HESA Performance Indicator</td>
<td>No</td>
<td>2013-14</td>
<td>5.5%</td>
<td>7.0% 7.5% 8.0% 8.5%</td>
<td></td>
</tr>
<tr>
<td><strong>T16a_03</strong></td>
<td>Access</td>
<td>Other statistic - Ethnicity (please give details in the next column)</td>
<td>Percentage of students who self-classify as BME</td>
<td>No</td>
<td>2013-14</td>
<td>14.5%</td>
<td>19.5% 20.0% 20.5% 21%</td>
<td></td>
</tr>
<tr>
<td><strong>T16a_04</strong></td>
<td>Access</td>
<td>Other statistic - Low-income backgrounds (please give details in the next column)</td>
<td>Percentage of young, full-time, first degree entrants from a low income background (household income of £25k or less)</td>
<td>No</td>
<td>2013-14</td>
<td>25.0%</td>
<td>26.0% 26.5% 27.0% 27.5%</td>
<td></td>
</tr>
<tr>
<td><strong>T16a_05</strong></td>
<td>Access</td>
<td>Other statistic - Other statistic (please give details in the next column)</td>
<td>Percentage of BME students achieving either a first or upper second class degree classification</td>
<td>No</td>
<td>2013-14</td>
<td>82.7%</td>
<td>85% 87% 89% 90%</td>
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</tr>
<tr>
<td><strong>T16a_06</strong></td>
<td>Access</td>
<td>Other statistic - Other statistic (please give details in the next column)</td>
<td>Percentage of students from a low income background (household income of £25k or less) achieving either a first or upper second class degree classification</td>
<td>No</td>
<td>2013-14</td>
<td>71.0%</td>
<td>73% 74% 75% 76%</td>
<td></td>
</tr>
<tr>
<td><strong>T16a_07</strong></td>
<td>Access</td>
<td>Other statistic - Other statistic (please give details in the next column)</td>
<td>Percentage of registered disabled students achieving either a first or upper second class degree classification</td>
<td>No</td>
<td>2013-14</td>
<td>72.0%</td>
<td>74% 74.5% 75% 75.5%</td>
<td></td>
</tr>
<tr>
<td><strong>T16a_08</strong></td>
<td>Access</td>
<td>Other statistic - Progression</td>
<td>Percentage of students from a low income background (household income of £25k or less) progressing into graduate-level employment or study six months after graduation. Baseline data is the three year average between 2011-12 and 2013-14.</td>
<td>No</td>
<td>2013-14</td>
<td>89.0%</td>
<td>87.5% 88% 88.5% 89%</td>
<td></td>
</tr>
<tr>
<td><strong>T16a_09</strong></td>
<td>Access</td>
<td>Other statistic - Progression</td>
<td>Of those working full time, the percentage of students from a low-income background working in professional/managerial employment six months after graduation. Baseline data is the two year average between 2012-13 and 2013-14.</td>
<td>No</td>
<td>2013-14</td>
<td>73.0%</td>
<td>74.5% 75% 75.5% 76%</td>
<td></td>
</tr>
<tr>
<td><strong>T16a_10</strong></td>
<td>Access</td>
<td>Other statistic - Progression</td>
<td>Percentage of registered disabled students progressing into employment or further study six months after graduation. Baseline data is the three year average between 2011-12 and 2013-14.</td>
<td>No</td>
<td>2013-14</td>
<td>89.0%</td>
<td>89.25% 89.5% 89.75% 90%</td>
<td></td>
</tr>
<tr>
<td><strong>T16a_11</strong></td>
<td>Access</td>
<td>Other statistic - Progression</td>
<td>Percentage of entrants participating in transition mentoring programmes</td>
<td>No</td>
<td>2014-15</td>
<td>23.0%</td>
<td>26.0% 29.0% 33.0%</td>
<td>New institution-wide scheme launching in 2015-16</td>
</tr>
<tr>
<td><strong>T16b_01</strong></td>
<td>Student success</td>
<td>Operational targets</td>
<td>Percentage of entrants participating in transition mentoring programmes</td>
<td>No</td>
<td>2014-15</td>
<td>23.0%</td>
<td>26.0% 29.0% 33.0%</td>
<td>New institution-wide scheme launching in 2015-16</td>
</tr>
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### Table 7b - Other milestones and targets.

<table>
<thead>
<tr>
<th>Reference number</th>
<th>Select stage of the lifecycle</th>
<th>Please select target type from the drop-down menu</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T16b_02</strong></td>
<td>Student success</td>
<td>Operational targets</td>
<td>Percentage of students from a low income background (household income of £25k or less) progressing into graduate-level employment or study six months after graduation. Baseline data is the two year average between 2012-13 and 2013-14.</td>
<td>No</td>
<td>2013-14</td>
<td>73.0%</td>
<td>74.5% 75% 75.5% 76%</td>
<td></td>
</tr>
<tr>
<td>Document ID</td>
<td>Type</td>
<td>Operational targets</td>
<td>Year</td>
<td>60</td>
<td>100</td>
<td>150</td>
<td>200</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>T16b_03</td>
<td>Student success</td>
<td>Cumulative number of staff participating in teaching and learning related diversity and inclusion training/development</td>
<td>No</td>
<td>2013-14</td>
<td>86</td>
<td>130</td>
<td>180</td>
<td>230</td>
</tr>
<tr>
<td>T16b_05</td>
<td>Student success</td>
<td>Number of students participating in extra-curricular personal development workshops</td>
<td>No</td>
<td>2013-14</td>
<td>474</td>
<td>600</td>
<td>700</td>
<td>800</td>
</tr>
<tr>
<td>T16b_08</td>
<td>Progression</td>
<td>Number of placement bursary awards</td>
<td>No</td>
<td>2013-14</td>
<td>80</td>
<td>130</td>
<td>160</td>
<td>190</td>
</tr>
<tr>
<td>T16b_09</td>
<td>Progression</td>
<td>Number of students from under-represented groups taking up extra-curricular personal development workshops</td>
<td>No</td>
<td>2013-14</td>
<td>474</td>
<td>600</td>
<td>700</td>
<td>800</td>
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<tr>
<td>T16b_10</td>
<td>Progression</td>
<td>Number of students from under-represented groups taking up UoR internships</td>
<td>No</td>
<td>2013-14</td>
<td>80</td>
<td>130</td>
<td>160</td>
<td>190</td>
</tr>
<tr>
<td>T16b_11</td>
<td>Progression</td>
<td>Number of students from under-represented groups registering on the RED Award</td>
<td>No</td>
<td>2013-14</td>
<td>154</td>
<td>230</td>
<td>345</td>
<td>450</td>
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<tr>
<td>T16b_12</td>
<td>Access</td>
<td>Percentage of target schools that StudyHigher engages with in the region</td>
<td>Yes</td>
<td>2015-16</td>
<td>93%</td>
<td>76%</td>
<td>76%</td>
<td>80%</td>
</tr>
</tbody>
</table>

### Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional ‘supporting information’ as a separate Word/pdf document.

*Due to the withdrawal of NS-SEC from the HESA WP Performance Indicators due to its unreliability, we think it best to remove it from our targets also. We are confident that this constituency of prospective students is covered through the LPN and low household income targets that remain.*