2018/19
ACCESS AGREEMENT
WITH THE OFFICE FOR FAIR ACCESS
## GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Abbr.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Access Agreement</td>
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<tr>
<td>BAME</td>
<td>Black Asian and Minority Ethnic</td>
</tr>
<tr>
<td>DLHE</td>
<td>Destination of Leavers from Higher Education</td>
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<td>DSA</td>
<td>Disabled Students’ Allowance</td>
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<td>HE</td>
<td>Higher Education</td>
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<td>HEAT</td>
<td>Higher Education Access Tracker</td>
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<tr>
<td>IAG</td>
<td>Information, Advice and Guidance</td>
</tr>
<tr>
<td>ITT</td>
<td>Initial Teacher Training</td>
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<tr>
<td>LPN</td>
<td>Low Participation Neighbourhood</td>
</tr>
<tr>
<td>NS-SEC</td>
<td>National Statistics - Socio-Economic Classification</td>
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<td>OFFA</td>
<td>Office for Fair Access</td>
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<tr>
<td>PG</td>
<td>Postgraduate</td>
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<tr>
<td>POLAR</td>
<td>Participation of Local Areas</td>
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<tr>
<td>RUSU</td>
<td>Reading University Students’ Union</td>
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<tr>
<td>SLC</td>
<td>Student Loans Company</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
</tr>
<tr>
<td>UCAS</td>
<td>Universities and Colleges Admissions Service</td>
</tr>
<tr>
<td>UG</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>WP</td>
<td>Widening Participation</td>
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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 almost 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 opportunities 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 two 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 (95%\(^1\) in 2015/16), and 95%\(^2\) of our 2015 graduates were in employment or study within six months of graduating. Of those who enter full time work, 77% found 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 University’s overall strategy. The 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). 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 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

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1. 95% of all FT, Home funded, UK domiciled UG entrants completed the year (HESA data supply).
2. Percentage of 2014/5 leavers obtaining first degrees from full-time courses who were employed, studying or both.
3. 2015 graduates working full time who responded to DLHE.
Access Agreement 2018/19

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 two percent of (home-domiciled 2016/17) entrants belonged to one or more groups that are under-represented in higher education nationally\(^4\); and of these, almost half actually belonged to two or more target groups. Almost one fifth of UoR 2016/17 entrants are from low participation neighbourhoods (Q1 & Q2)

In 2015/16 we met or exceeded our recruitment targets for state school entrants, entrants from low participation neighbourhoods and from low-income backgrounds. We are also maintaining close alignment with our HESA Performance Indicator benchmarks as they increase over the years (table 1).

We have consistently exceeded our HESA benchmark for students in receipt of DSA. In addition, representation of all disabled students remains high: 12.1% of 2015/16 young entrants declared a disability. (table 2)

\(^4\) 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.
Table 1: Proportion of young, full-time, first degree entrants admitted from state schools, Low Participation Neighbourhoods (LPNs), low-income backgrounds and BAME students

<table>
<thead>
<tr>
<th>Year</th>
<th>State School*</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>
</tr>
<tr>
<td>2015/16</td>
<td>87.4</td>
<td>86.5</td>
<td>86.1</td>
<td>7.1</td>
</tr>
<tr>
<td>2014/15</td>
<td>85.7</td>
<td>83.8</td>
<td>86.7</td>
<td>6.9</td>
</tr>
<tr>
<td>2013/14</td>
<td>86.1</td>
<td>82.6</td>
<td>86.1</td>
<td>6.5</td>
</tr>
<tr>
<td>2012/13</td>
<td>84.9</td>
<td>82.6</td>
<td>85.2</td>
<td>6.8</td>
</tr>
<tr>
<td>2011/12</td>
<td>83.4</td>
<td>-</td>
<td>84.6</td>
<td>7.0</td>
</tr>
<tr>
<td>2010/11</td>
<td>81.8</td>
<td>-</td>
<td>84.1</td>
<td>6.3</td>
</tr>
</tbody>
</table>

*Data taken from HESA Performance Indicators

**Young and mature entrants
Table 2: Proportion of all full time first degree undergraduates receiving DSA (HESA Performance Indicators table T7)

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual (%)</th>
<th>Access Agreement target (%)</th>
<th>HESA benchmark (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>6.4</td>
<td>6.4</td>
<td>6.0</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>

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 with the approach set out in recent Access Agreements which focuses on a set of the most challenging 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 95.4% of all 2015/16 entrants continuing from year one to year two of their studies, with no more than a 5 percentage points variation for any under-represented group. 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. 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. 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.

However, despite this strong performance our HESA Performance indicator for non-continuation of students from Low Participation Neighbourhoods has fallen below our benchmark (8.2% against a benchmark of 5.7%). Although this figure is generated on the basis of very small numbers, it is a marked difference from our usual performance in this area. We have a strong programme of activities planned in terms of enhancing student success which will also support retention for under-represented groups (outlined in section 8.3), however this is therefore something that we will continue to monitor closely.

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’ published in September 2015, which shows that there are pervasive sector-wide differences in academic attainment and progression when students are grouped by, for example, socio-economic status, age, gender, ethnicity, disability and school type.

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5 Under-represented groups monitored: disabled; NS-SEC 4-7; BAME; mature; income <25k & <£16k; POLAR Q1 or Q2; school type.
6 Differences in Degree Outcomes: The effect of subject and student characteristics. HEFCE report (September 2015)
7 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
8 Differences in Degree Outcomes: The effect of subject and student characteristics. HEFCE report (September 2015)
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 set success targets, all of which were exceeded in 2015/16. The percentage of BAME students achieving a first or upper second class degree outcome in 2015/16 increasing by nearly 10 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 nearly 9 percentage points; and the percentage of disabled students achieving a first or upper second class degree outcome increasing by nearly 8 percentage points.

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>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity - BAME</td>
<td>59.2%</td>
<td>62.7%</td>
<td>73.2%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Household income &lt;£25K</td>
<td>69.8%</td>
<td>71.6%</td>
<td>79.9%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Disability declared</td>
<td>68.9%</td>
<td>72.9%</td>
<td>78.4%</td>
<td>80.6%</td>
</tr>
<tr>
<td>University total</td>
<td>73.7%</td>
<td>73.7%</td>
<td>82.5%</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. In setting these targets we therefore recognize that support for both academic attainment and progression into employment and/or study are important. Table 4 shows the significant positive progress made in the proportion of disabled students and those from low-income household securing employment after graduation.

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>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment/study rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled</td>
<td>87.4%</td>
<td>88.1%</td>
<td>93.3%</td>
<td>93.3%</td>
</tr>
<tr>
<td>University total</td>
<td>91.7%</td>
<td>93.1%</td>
<td>94.9%</td>
<td>95.9%</td>
</tr>
<tr>
<td>Graduate level employment or study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household income &lt;£25K</td>
<td>62.4%</td>
<td>68.9%</td>
<td>68.3%</td>
<td>75.3%</td>
</tr>
<tr>
<td>University total</td>
<td>68.5%</td>
<td>71.1%</td>
<td>70.1%</td>
<td>73.6%</td>
</tr>
<tr>
<td>Professional/Managerial level employment**</td>
<td></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>
<td>79.3%</td>
</tr>
<tr>
<td>University total</td>
<td>74.2%</td>
<td>76.0%</td>
<td>73.5%</td>
<td>77.3%</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 2018/19

The University will announce fees for 2018/19 entrants once the Government has confirmed the fee cap. Should the University decide to raise fees, the higher rate will only affect new entrants and will not be applied retrospectively to continuing students.

7. Expenditure on Access and Retention and Success Measures

7.1 Expenditure

For 2018/19 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 2018/19 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:

- 32% of the total on Outreach and recruitment activity
- 35% 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
- 27% 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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9 The basic amount is defined by OFFA for different modes of study, e.g. for full-time undergraduate programmes the basic fee is £9,000.

10 Do Bursaries have an Effect on Retention Rates, OFFA interim report (March 2014)
Table 5: Target groups for 2018/19

<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: (&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 2018/19

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. Evaluation of our financial support provides strong evidence of a positive impact on retention and success and supports our strategy to invest access funds in this area. Following findings from the review of the NSP programme\(^{11}\) we 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\(^{12}\) from households with annual incomes of less than £25k will receive a cash award of £1,000 in each year of undergraduate study.\(^{13}\)

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\(^{11}\) Formative Evaluation of the National Scholarship Programme – Year 2 (November 2013). End of year report to HEFCE by CFE and Edge Hill University.

\(^{12}\) Eligible students are UG students who are eligible for funding through the Student Finance Authorities of England, Scotland, Wales, Northern Ireland and the EU.

\(^{13}\) Eligibility for these awards will be assessed at the beginning of each year.
Postgraduate ITT students: Eligible students from households with annual incomes of less than £25k will receive an award worth £500.

Care Leavers, Foyer students\(^{14}\) 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.\(^{15}\) 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 up to £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 2018/19

Students commencing their studies prior to 2018/19 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 7.2.

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 multiple targets being the highest priority. Wherever possible we obtain and use individual student data to assess these qualifying criteria.

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). Where our activity takes place with school groups (rather than on any basis of individual selection) we target those schools and colleges with student intake profiles in line with or greater than our targets as set out in section 4, Table 2.

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 information across the institution.

\(^{14}\) Foyer students are students who have come to the University from Foyer accommodation for homeless young people.

\(^{15}\) Note that recipients of these fee waivers are not eligible for other financial awards.
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, and use a Customer Relationship Management (CRM) system to record details of activities, not only to enable monitoring and evaluation of impact, but to enable us to develop a picture of the interactions individual students are engaging in, and to tailor future activity with those students accordingly.

In addition, 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, where appropriate, 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,
- using widening participation individual-level data to ensure our intensive outreach activity reaches those most under-represented students and those most in need of additional support, irrespective in some cases of the school or college they attend
- 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 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.

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16 37.5% of applicants who received the pre-entry bursary enrolled in comparison to 18.5% normal offer: accept ratio (2013/14 data)
The objectives are:

- To ensure that all prospective students have fair access to events and activities, removing any financial barriers;
- 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 pre-entry 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 (Year 12). Now in its fifth year, this offers sustained long-term contact to young people from under-represented groups. The programme includes IAG sessions, subject masterclasses, e-mentoring, student shadowing and a summer school, with a range of other activity, offering regular and intensive contact with a university to promote participation in HE. In 2016/17, this activity consisted of six subject strands with nearly 200 participants. In 2016, we sustained numbers on the Year 12 programme and also extended to younger age groups (Year 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 this its pilot year, we have engaged 6 schools with high percentages (in some cases >70%) of the student intake meeting target WP criteria and from these, 40 students are taking part in a programme of activity which includes; support for academic study, aspiration raising activities, IAG, and e-mentoring, all delivered alongside exposure to new subjects and University life generally. For all our Scholars activity, we collect feedback on the programme, assess impact in terms of progression to HE but also, crucially, monitor and evaluate the change in student perception before, during, and after completion. It is also expected that these programmes will support attainment levels of participant, and we are working with the schools to enable the collection of data to evidence this.

In addition to the intensive activity described above, we run a very wide range of general IAG visits on and off campus; subject-specific events and activities, including taster days and masterclasses; in-school enrichment activities and careers-focused events. Some of this is targeted exclusively towards under-represented groups; all of it use WP indicators as a prioritisation factor, and the impact in terms of progression to HE is also tracked. Increasingly we offer these types of activities to students in Years 7-10 as well as in Years 11 and 12. More information on the expansion of this activity can be found in 8.2.5.

Further, as described in section 8.2.2, all of our recruitment and outreach activity across the institution aims to support widening participation aims through a range of measures.

8.2.5 Long-term outreach

Building on the activity delivered in recent years, we now aim to strengthen our work to raise the aspiration and attainment of potential students of all ages, from primary school upwards, by undertaking more sustained, long-term outreach work and increasing the provision for younger age groups broadly; staff were appointed in 2016 in central offices to support this ambition.

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 is supporting RUSU to extend and develop this successful and popular initiative, increasing the number of schools able to benefit from this programme.

Activity for Years 7 to 11 (key stage 3 and 4)

The University has always delivered activities for younger years (Years 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 on offer to target schools for years 7-11, with dedicated staff to deliver. This activity includes IAG and subject-specific tasters and careers information.

As of 2016, we have in place a programme of ‘Find Your Future’ subject themed days for Year 9 students to demonstrate the wide range of university subjects and careers that can be followed in particular areas, and offer alongside these a range of subject tasters to raise awareness and support attainment among younger years. We have also substantially increased the number of on-campus University taster days we are able to provide for groups in Year 10 and below, and have developed sessions specifically for these such as ‘choosing your GCSEs’ and ‘Careers Mix and Match’. A priority list of target schools based on WP criteria has been identified in relation to this activity, and a sustained, long term programme of activity across the Years 7-11 is now being accessed by a number of these.

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 academic subject sessions, 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 for the last five years extended across Year 12, and from 2016 is also available for 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 2018/19, increasing the subject strands available for Year 12, and for Year 10 increasing the number of schools engaging, targeting schools with student intake profiles displaying high numbers of WP indicators, and continuing to apply individual student data as part of the selection process.

For 2018/19 entry students completing the Year 12 programme and choosing Reading at their firm choice will receive a one-grade reduced offer.

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

As part of our StudyHigher partnership (with the University of Oxford, Oxford Brookes University, and Bucks New University), we now collaborate in a National Collaborative Outreach Programme. Within this we will have sustained contact as a partnership with a group of students from Year 9 right through to
Year 13. We also intend to continue our delivery of the Reading-based aspects of the collaborative activity established under the NNCO, including those for target groups not identified within the NCOP, but for whom under-representation still exists.

8.2.6 Effective collaboration

As detailed above, we intend to continue our contribution to the Study Higher partnership to both meet the aims of the NCOP and to continue to raise aspirations and inform learners in schools and colleges across our region about higher education. As a partner in StudyHigher we 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 StudyHigher conference for teachers and careers advisors. We have with StudyHigher delivered a highly successful event to raise aspirations of Bangladeshi and Pakistani girls, and expect to contribute to (or lead on if required) repeat events supporting these groups in future.

Our other collaborative work is wide-ranging and includes:

The University participates in the UNet (Universities Network) collaborative programme involving Bath, Cardiff, Imperial College, Oxford, Reading and Southampton, 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 are encouraged to include UNet activities in their UCAS personal statements to provide further context to their applications. UNet is exploring ways to expand their work to support teachers and parents over the coming year.

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 Higher Education Institution 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 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. The UTCs in question are also engaged in our Year 10 Scholars programme.

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).

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

The University of Reading is a member of the Higher Education Access Tracker (HEAT) membership service which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity.

An evidence-based approach underpins our targeting for outreach purposes and, as one of the founder HEIs using the HEAT tracking database, we continue to monitor which schools/colleges and individuals participate in our intensive outreach activities carefully. We record details of our outreach including participating schools and individuals, numbers of participants 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.

The data is entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT help the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We are able to track student progression to any HEI, including our own institution, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole.

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. However, the HEAT service has developed a model of matching a number of different administrative datasets to the HEAT database which affords 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.

Being part of the HEAT service also enables the University to engage with collective WP sector research. By using data from all members as an aggregate, the HEAT service is now able to explore new multi-dimensional ways of defining under-representation, disadvantage and differential outcomes and the effect that outreach can have on different groups of participants.

By subscribing to HEAT we can take an evidence based approach to planning outreach delivery so that we can continue to invest in outreach activities that optimise progression with disadvantaged cohorts.

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.

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.
8.2.8 Raising attainment in Schools and colleges

Several of our Outreach programmes are designed to raise attainment where there are issues of under-representation and disadvantage. Four specific examples are:

Our Reading Scholars Programme (Year 12) is described above as an outreach scheme but it also facilitates raised attainment for participants. 80% of the programme is subject-specific, aiming to broaden and deepen academic knowledge and skills. Participants engage in activities that encourage them to apply existing knowledge to new situations or to deepen their understanding through discussion in a way that enhances school level attainment. The aim is to stimulate intellectual curiosity in order to drive engagement in deep learning, as well as supplement the development of skills and increase overall confidence. 86% of the 2015/16 participants reported being more confident about their abilities to succeed in their studies as a result of their experiences on the programme.

Our new 'Young Scholar's' Programme (Year 10) which includes: support for academic study; aspiration raising activities; IAG; and e-mentoring, is all delivered alongside exposure to new subjects and university life, in general. The aim is to stimulate intellectual curiosity in order to drive engagement in deep learning, as well as supplement the development of skills and increase overall confidence in a way that will enhance participants’ attainment at GCSE level (key stage 4) which we know is a key predictor of key stage 5 attainment and progression to university.

For both Scholars’ activity, we collect feedback on the programme, assess impact in terms of progression to HE but also, crucially, monitor and evaluate the change in student perception and confidence before, during, and after completion. We are working with the schools to enable the collection of data to evidence more quantitative impact on attainment.

The University has undertaken important research that demonstrates the positive impact of outdoor educational experience. Most notably, Bilton, James and Wilson (2005) associate outdoor learning with improved academic attainment, while Fuller (2014 & 2016) associates such interventions with increased pupil confidence and attainment, renegotiating identity and raised aspirations to participate in higher education. We have therefore partnered with a local educational charity and in 2015/16 provided over 300 (key stage 2) children with residential (3-10 days) outdoor learning opportunities. A further 700 participated in educational daytrips.

Our long running Students in Schools initiative which places over 300 university students in over 40 local (primary & secondary) schools has developed a number of specific strands that support raised pupil attainment, for example:

- Our international native speaker students support pupils who have arrived at local schools with little or no English. They provide intensive one-to-one support to pupils who are otherwise isolated in the classroom and are limited in how they can engage with other children, their teacher and their learning. This year 50 students have supported children whose first languages include Russian, Romanian, Greek, Portuguese, Hindi, Arabic, Spanish, Italian, Hungarian, Turkish and Mandarin. Together they will have provided over 500 hours of one-to-one support for these children.

- School reading volunteers – allow primary schools to expand the opportunities that children have to read with an adult which is fundamental for their broader attainment, particularly for children where reading is not undertaken at home. This year we estimate that our volunteers will have spent over 1,000 hours helping young readers and especially those who are finding it a challenge.

- Specialist subject volunteers - in secondary schools our volunteers are primarily used to provide one-to-one or small group support to children who are struggling with a particular subject or topic. We have high demand for volunteers across the curriculum but especially in Maths, Sciences, Modern Languages and ICT. We anticipate that well in excess of 1,000 hours support will have been provided across the curriculum and particularly in Maths.
We estimate that our student volunteers will have provided a total of around 4,500 hours support in the 2016/17 school year most of which will have been spent giving one-on-one support to children who are under achieving or struggling.

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

Planned future commitment

We plan to maintain our partnership with the two University Technical Colleges reviewing where appropriate how we can better support increased attainment. We will consider whether to enter into further arrangements with other schools/colleges.

We already have ambitious plans to expand both the Year 12 and Year 10 Scholars Schemes over the coming years, incorporating more subject strands and engaging more schools. We have set a specific target to engage at least 10 secondary schools in our Year 10 Scholars Programme by 2018/19. Our objective for the year 10 Scholars Programme is to raise attainment for participants so that they exceed their predicted key stage 4 outcomes and we expect to be able to establish this as an appropriate impact based target as our relationship with these schools develops. Monitoring and evaluation will involve collaboration with the schools and will analysis quantitative data on takeup and attainment against pupil predictions. Qualitative feedback will also be collected and used to enhance the scheme.

We intend to further expand our activities focussed on attainment raised through expanding partnerships that already exist e.g. with the Whitley Excellence Cluster and Aspire2, and establishing new partnerships/projects. We will invest funds in activity that is aligned with a solid evidence base of effectiveness focussed on educational engagement, confidence and aspirations, some possibilities include: working with parents to raise aspirations and expectations; facilitating effective careers guidance; language support; and subject based activity at key stage 3 to raise aspirations before GCSE choices are made. We will build in monitoring and evaluation at the design stage in order to ensure we capture and assess effectiveness. We will share outcomes and practice primarily through our StudyHigher partnership (with Oxford, Oxford Brookes and Bucks New Universities but also through UNet (the Universities Network) - a partnership between Bath, Cardiff, Oxford, Reading and Southampton Universities.

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);
- emerging peer assisted learning scheme
- close working with our Student Wellbeing Service (and our mental health advisors);
- 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.

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 outcomes based evaluation of the Reading Bursary scheme that this is an effective means of supporting students to stay on course, therefore we will be retaining these bursaries for the foreseeable future. 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, roughly 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 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:

- Launch of our pre-arrival induction course to enhance effective transition into academic learning in HE
- Further expansion and 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.

\[18\] The proportion of bursary recipients who successfully completed their studies in 2014/15 and 2015.16 was 9 percentage points higher than for non-bursary recipients
Access Agreement 2018/19

- Stage 1 exploration 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.

- Continued expansion of appropriate mental health training for staff to support early identification and intervention. Alongside pre-emptive resilience training and development for students.

- 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 professional placements and internship opportunities, 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 2020/21 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. Furthermore, in 2017/18 we are appointing an evaluation and impact manager with responsibility for developing a coherent institutional approach to monitoring and evaluation in order to better inform decision making related to future resource investment and expansion.

As noted in 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 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 approval of D&I student enhancement targets focussed on race, gender and disability

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 are supported to make the most of their Higher Education experience and their potential.
### Table 7 - Targets and milestones

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<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Main target type (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target? (drop-down menu)</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>
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<td>Access</td>
<td>State school</td>
<td>HESA T1a</td>
<td>HESA Performance Indicator</td>
<td>No</td>
<td>2013-14</td>
<td>66.1%</td>
<td>67.5% 68% 68.5% 68.5%</td>
<td>We believe that this is the maximum ceiling that can be achieved in this region with the subject profile of the University</td>
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<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a</td>
<td>HESA Performance Indicator</td>
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<td>Ethnicity</td>
<td>Other statistics</td>
<td>Ethnicity (please give details in the next column)</td>
<td>Percentage of entrants who self classify as BME</td>
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<td>2011-12</td>
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<td>Access</td>
<td>Low income background</td>
<td>Other statistics</td>
<td>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>
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<td>Ethnicity</td>
<td>Other statistics</td>
<td>Ethnicity (please give details in the next column)</td>
<td>Percentage of BME students achieving a first or upper second class degree classification</td>
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<td>2013-14</td>
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<td>Other statistics</td>
<td>Low-income backgrounds (please give details in the next column)</td>
<td>Percentage of students from a low income background (household income of £25k or less) achieving a first or upper second class degree classification</td>
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<td>71.6% 74% 75% 75% 75.5% 75.5%</td>
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<td>Student success</td>
<td>Disabled</td>
<td>Other statistics</td>
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<td>Percentage of registered disabled students achieving a first or upper second class degree classification</td>
<td>No</td>
<td>2013-14</td>
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<td>Low income background</td>
<td>Other statistics</td>
<td>Progression to employment or further study (please give details in the next column)</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</td>
<td>No</td>
<td>Other (please give details in description column)</td>
<td>96.8% 98% 98.5% 99% 99.5% 99.5%</td>
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<td>Progression</td>
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<td>Other statistics</td>
<td>Progression to employment or further study (please give details in the next column)</td>
<td>Percentage of students from a low income background (household income of £25k or less) progressing into professional/managerial employment six months after graduation</td>
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<td>Other statistics</td>
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<td>Percentage of registered disabled students (age 21 or over) progressing into graduate level employment or study six months after graduation</td>
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<td>Other (please give details in description column)</td>
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</tr>
<tr>
<td>T16a_11</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Other statistics</td>
<td>Other (please give details in the next column)</td>
<td>Number of schools participating in the Year 10 Scholars Scheme</td>
<td>No</td>
<td>2016-17</td>
<td>9 9 10 11 12</td>
<td>Year 10 Scholars in an attainment raising partnership scheme</td>
</tr>
<tr>
<td>Reference Number</td>
<td>Select stage of the lifecycle</td>
<td>Main target type (drop down menu)</td>
<td>Target type (drop down menu)</td>
<td>Description (500 characters maximum)</td>
<td>Is this a collaborative target?</td>
<td>Baseline year</td>
<td>Baseline data</td>
<td>Yearly milestones (numeric where possible, however you may use text)</td>
<td>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------</td>
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<td>-----------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>T16b_01</td>
<td>Student success</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>Percentage of entrants participating in transition mentoring programmes</td>
<td>No</td>
<td>2014-15</td>
<td>30%</td>
<td>33% 36% 39% 46%</td>
<td>New institution wide scheme launching in 2015-16</td>
</tr>
<tr>
<td>T16b_02</td>
<td>Student success</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>Number of students with access to Peer Assisted Learning schemes</td>
<td>No</td>
<td>2014-15</td>
<td>300</td>
<td>300 300 300 300</td>
<td>New institution wide scheme launching in 2015-16</td>
</tr>
<tr>
<td>T16b_03</td>
<td>Student success</td>
<td>Other (please give details in Description column)</td>
<td>Operational targets</td>
<td>Cumulative number of staff participating in teaching and learning related diversity and inclusion training/development</td>
<td>No</td>
<td>2015-14</td>
<td>300</td>
<td>300 300 300 300</td>
<td>Cumulative total beginning in 2015-14</td>
</tr>
<tr>
<td>T16b_04</td>
<td>Student success</td>
<td>Disabled</td>
<td>Student support services</td>
<td>Number of undergraduate students with declared mental health difficulties</td>
<td>No</td>
<td>2015-14</td>
<td>90</td>
<td>90 90 90 90 90</td>
<td>We wish to encourage more students to declare in order to provide effective support to those students</td>
</tr>
<tr>
<td>T16b_05</td>
<td>Student success</td>
<td>Multiple</td>
<td>Student support services</td>
<td>Number of students participating in extra-curricular personal development workshops</td>
<td>No</td>
<td>2015-14</td>
<td>450</td>
<td>500 500 500 500</td>
<td>These are a pre-emptive mechanism for student support</td>
</tr>
<tr>
<td>T16b_06</td>
<td>Progression</td>
<td>Low income background</td>
<td>Operational targets</td>
<td>Number of placement bursary awards</td>
<td>No</td>
<td>2013-14</td>
<td>80</td>
<td>85 85 85 85 35</td>
<td>Nearly milestones unrelated to more realistic figures. The baseline year was the first year of operation and we were unrealistic about the growth of the scheme</td>
</tr>
<tr>
<td>T16b_07</td>
<td>Progression</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>Number of students from under represented groups taking up in-curriculum placements</td>
<td>No</td>
<td>2013-14</td>
<td>120</td>
<td>145 145 145 145</td>
<td>Full-year placements only</td>
</tr>
<tr>
<td>T16b_08</td>
<td>Progression</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>Number of students from under represented groups taking up bursary scholarships</td>
<td>No</td>
<td>2013-14</td>
<td>37</td>
<td>47 47 47 47 47</td>
<td>Including Research and Employment Internships</td>
</tr>
<tr>
<td>T16b_09</td>
<td>Progression</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>Number of students from under represented groups registering on the RED Award</td>
<td>No</td>
<td>2013-14</td>
<td>345</td>
<td>445 445 445 445</td>
<td>In year registration on the extra-curricular employability award</td>
</tr>
<tr>
<td>T16b_10</td>
<td>Progression</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>Number of students from under represented group participating in the bursary career mentoring programmes</td>
<td>No</td>
<td>2014-15</td>
<td>53</td>
<td>125 125 125 125</td>
<td>Where decisions need to be made between students when matching to a mentor, the student with the most development needs such as limited networks, low confidence and limited sector knowledge and limited exposure to the work place will be selected</td>
</tr>
<tr>
<td>T16b_11</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach - WP activity (collaborative - please give details in the next column)</td>
<td>Percentage of target schools that Studyhigh engage with in the region</td>
<td>Yes</td>
<td>2015-16</td>
<td>32%</td>
<td>50% 50% 50% 64%</td>
<td>Access</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.