NOTTINGHAM TRENT UNIVERSITY

ACCESS AGREEMENT FOR 2012/13
(Revised November 2011)

1.0 Introduction

1.1 Nottingham Trent University will be charging a fee in excess of £6,000 for all new entrants to full-time undergraduate degree programmes for the academic year 2012-13.

1.2 This Access Agreement document provides information about expected fee income from home/EU students and about the University's plans for using a proportion of that Additional Fee Income (AFI) above £6,000 to:

    1.2.1 provide financial support to UK students from lower income households, including the National Scholarship Programme;

    1.2.2 provide clear financial information and guidance to potential and enrolled students;

    1.2.3 develop further programmes of targeted outreach, some involving collaborations with other HEIs;

    1.2.4 further refine strategies to support retention and successful outcomes for identified groups of students;

    1.2.5 Monitor, evaluate and maximise the effectiveness of these strategies.

2.0 Principles and Assumptions

2.1 This Access Agreement is based on a number of principles and assumptions, including the following:

    2.1.1 It has been assumed that Hefce funding allocations to institutions for Widening Participation (WP) and for Teaching Enhancement and Student Success (TESS) will continue in 2012/13 – 2014/15 and at similar levels to those advised in March 2011 for 2011/12. Should this not be the case, changes to AFI supported outreach and retention activities would need to be made;

    2.1.2 In accordance with OFFA Guidance, all commitments and figures relating to students undertaking teacher training programmes currently supported by TDA and subject to TDA allocations have been excluded from this Agreement for 2012/13 onwards;

    2.1.3 Plans for implementing the National Scholarship Programme (NSP) at NTU (i.e. the University's contribution matching the confirmed NSP allocation announced in 2011 are incorporated into financial forecasts for the three year period beginning 2012/13. Although guidance for the National Scholarship Programme for 2012/13 indicates that NSP will include part-time as well as full-time

students, in accordance with further guidance received from Hefce and in line with OFFA guidance, the figures presented in this Agreement are on the basis that all NSP and institutional scholarship expenditure is for full-time students alone. If a national framework for the regulation of fees and further guidance on NSP arrangements for part-time students are published before 2012/13, these figures may need to change;

2.1.4 It is presumed that variation from forecasts of student numbers and fee income will be reflected in changes to expenditure on Access and Retention measures.

3.0 Fee Limits and Fee Income above £6,000

3.1 The fee for all Home/EU students beginning a full-time undergraduate Bachelors degree programme at Nottingham Trent University in the academic year 2012/13 will be £8,500.

3.2 The fee for all Home/EU students beginning a full-time undergraduate Foundation Degree programme at Nottingham Trent University in the academic year 2012/13 will be £6,500.

3.3 The fee for this cohort in subsequent years of their programmes will be increased by the amount set by government to reflect inflation.

3.4 The University will not charge a fee for students within this cohort for sandwich year placements or year of study abroad.

3.5 The University's forecast of enrolment to full-time undergraduate programmes for 2012/13 is 6490. Within this total number, 240 are expected to enrol on Foundation Degrees. Information provided in Annex B is based on this forecast.

4.0 Expenditure on Additional Access and Retention Measures

4.1 The University recruits a diverse undergraduate population. While the majority of our UK undergraduate students have homes outside the East Midlands, around 40% of each cohort comes from the region, a region with improving, but still low, HE participation rates. Half of these students are from Nottinghamshire, the county with the lowest regional HE progression rate.

4.2 NTU's full-time undergraduate population is consistently well ahead of English national averages in the proportions of young students recruited from state sector schools, from lower socio-economic groups (NS-SEC 4-7) and from low participation neighbourhoods (POLAR 2), and exceeds or meets HESA benchmarks (Appendix 1: table 1). Mature student entrants to full-time first degree programmes routinely include a high proportion with no previous HE experience and from low participation neighbourhoods, when compared with national averages and NTU benchmarks (Appendix 1: table 2). While our undergraduate ethnicity profile closely mirrors the national means, the proportion of NTU students drawing DSA is the only nationally benchmarked indicator on which we do not reach benchmark. This is to be targeted for improvement.

4.3 HESA 'non-continuation' data continue to reflect the University's good continuation rates for full-time first degree entrants, with performance well ahead of benchmark in most recent years. (Appendix 1: Table 3) Analysis by sub-groups broadly reflects this, although with more variation. Internal data provide for more fine-grained analyses of progression and academic achievement, by subject, programme and demographic factors, and support the development and trails of additional targeted strategies to further improve continuation and achievement.

4.4 Overall, in relation to the major HESA Performance Indicators for participation by under-represented groups and for 'non-continuation', the University performs at levels high within the third quartiles of all HEIs and well ahead of national averages.

4.5 Informed by this data, comparative information and by OFFA guidance, the University proposes to commit 27% of additional fee income to 'additional access and retention measures' in 2012/13. These include the continuation of plans already in progress under current Access Agreements as well as increased and additional measures from 2012/13.

4.6 **Additional Outreach**

4.7 The University's plans for Outreach from 2012/13 reflect the University's WPSA strategy, current and recent Access Agreements and the end of *Aimhigher*.   In order to continue selected *Aimhigher* programmes in the interim year 2011/12, the University plans to invest an additional £134,000 beyond commitments made in Access Agreement for 2011/12.

4.8 *Partnerships with Schools and Colleges.* We will build on the NTU Partnership Scheme as the framework for delivery of a comprehensive menu of outreach activity. We aim to increase the number of schools and colleges signed up to the scheme from 60 to 90 over the next 6 years. Recognising the gap in IAG provision created by the end of the *Aimhigher* programme, we will expand the existing provision of generic HE awareness-raising sessions (finance, the UCAS process, student life) to pre and post-16 students, increasing the level of engagement to over 30,000 learners. We will offer more subject-specific opportunities to motivate and inspire students to progress.

4.9 *Targeting.* Taking into account the end of the *Aimhigher* programme, we will continue to target activity on students from the most disadvantaged areas with the lowest rates of progression to higher education. Subject to agreement with the local authorities, we will identify cohorts of learners from lower socio economic backgrounds or other groups that are under represented in higher education, such as students with disabilities. We will focus our additional outreach activity on these target groups, providing the most intense interventions, such as summer schools and mentoring, to those with the greatest need. We will implement initiatives that have a specific focus on raising attainment, such as the highly successful '*Raising the Grade'* maths conference, hosted at NTU but delivered by *Aimhigher* Nottinghamshire for the past two years. This 5-day programme will engage up to 350 targeted students from 20 schools and colleges with the aim of helping them to achieve maths GCSE at grade C. We will develop additional opportunities to support successful transition from FE to HE: taster sessions, study skills workshops and a reciprocal shadowing scheme for teachers and lecturers.

4.10   *Collaborative activity with other HEIs.* We recognise the importance of sustaining collaborative arrangements, established through *Aimhigher* with other HEIs, in order to avoid duplication and reduce unnecessary approaches to schools and colleges. We have agreed to continue to work in partnership with The University of Nottingham to deliver a student mentoring scheme, using the experience and expertise developed through the *Aimhigher Associates* programme. This will enable students from both institutions to work on a one-to-one and small group basis, providing advice, guidance and personal direction to pupils aged 13-17 who come from the most disadvantaged areas. We will use 2011-12 as a transition year to develop a model to be fully implemented in 2012-13, when we intend to jointly recruit 120 students who will engage with nearly 500 school and college pupils. We are exploring other opportunities to maintain subject-based, broader collaborations created through schemes such as Links into Languages, Routes into Languages and the VETNET Lifelong Learning Network.

4.11   *Working with parents and carers.* We recognise the need to work closely with those who influence young people as they consider decisions about their futures. In partnership with The University of Nottingham and local FE colleges, we will organise 4 family supper events annually to engage parents and carers of pre and post-16 pupils. Our 'family fun' events are highly successful in giving primary school pupils and their families a first experience of a university campus.

4.12   *Students in Classrooms.* We aim to maximise the resource of our student body by increasing their role in delivering outreach activities. In addition to providing numeracy and literacy support in primary schools, and delivering generic mentoring programmes in secondary schools, we will recruit and train students to deliver subject-specific sessions. We encourage our students to be aware of the educational challenges faced in our local community and help them build links with schools where their activities can have a significant impact on pupil aspirations and attainment.

4.13   *Work experience.* NTU is not only an education provider, but also a major employer. We are in a unique position to offer a combination of experiences in the workplace with the opportunity to inspire and motivate young people to succeed, whatever career path they choose. We are committed to providing high quality work experience opportunities, across a wide range of disciplines, some of which could not be easily accessed outside of a university environment, such as forensics and astronomy. We will increase the number of students who will undertake placements from our current baseline of 20 to more than 50 by 2016/17.

4.14   We will continue to develop and embed outreach and transition support initiatives for specific disadvantaged groups:

4.15   *Adults and young people with mental health difficulties.* Through NTU's *Well AHead* initiative, our mental health team has established liaison with 13 partner agencies to strengthen liaison and transition support links for adults with mental health difficulties who may be considering entering higher education. We will strengthen this network through partnership events, undertake further work with potential applicants in this target group, including young people, and share good practice in encouraging and supporting potential students with other HEIs in the region.

4.16   *Students with autistic spectrum conditions.* We have worked successfully with the National Autistic Society and other agencies to strengthen our

approaches to supporting students with autistic spectrum conditions (ASC). We now intend to embed this provision as a dedicated service for students and move forward with our previously- confirmed intention of introducing information events for prospective students with ASC and their families.

4.17   *Disabled students.* We have introduced pre-entry *Get Sorted* transition support events for disabled students, building on our successful models of our transition support for mature students and care leavers. We intend to embed these events and extend this activity, by contributing to a programme of events supporting young people with disabilities to learn more about university and college. We will increase the percentage of our full-time undergraduate students in receipt of DSA to meet or exceed HESA benchmark.

4.18   *Care leavers*. The University has now fully embedded a supportive infrastructure for outreach and transition support for young students entering HE/NTU from local authority care and/or Foyer projects, which meets the Buttle Trust Quality Mark standards and plays an active role in delivering a the regional activity programme for young people in local authority care in Nottingham/Nottinghamshire. Our intentions are to maintain and develop these activities, including working with the Nottingham Trent Students' Union to enhance our information resources to support this work, develop further resources aimed specifically at care leavers and their workers/carers and work more closely with the Students' Union to identify and provide safe social opportunities for students.

4.19   **Additional Retention Measures**

4.20   NTU's track record on undergraduate student continuation from year one is very strong, with a long history of exceeding HESA benchmarks. In 2007, NTU was featured as one of the ten case study institutions used to structure the NAO Report: *Staying the Course*, with specific commendation for the effective management of student data to inform developments.

4.21   From 2008-2011, NTU has contributed to the seven-strand, HEFCE/ Paul Hamlyn Foundation funded '*What Works? Student Retention & Success'* research programme and has led the *Higher Education: Retention & Engagement (HERE)* Project. The international literature review and the research undertaken through this project, along with data informing annual programme reviews and WPSA monitoring, inform the University's developing strategy for both general and targeted interventions to further improve progression and achievement.

4.22   In line with plans reported in NTU's WPSA, we have now largely established systems to capture data across all stages of the student journey by student sub-group. Areas where more sophisticated data analysis is now needed, for example of differential in-year withdrawal patterns, have been identified.

4.23   Analyses of internal progression and achievement data already undertaken have suggested the following areas of focus for developing more targeted work on progression and achievement, recognising the complexity of interactions between factors :

4.23.1 *Gender:* There is a strong association between gender and academic progression from the first year: male students' progression is well below that of female students. Male students also obtain a lower proportion of first and upper second class degrees. There are discernable differences in this pattern at discipline level.

4.23.2 *Ethnicity:* For some BME students, academic progression from the first year is lower than for others and for non-BME students, with variations by discipline. Differences in attainment at graduation are also evident, but varied.

4.23.3 *Home region, previous education and NS-SEC*: There are associations between progression and classification and these entry characteristics.

4.23.4 *Young and Mature students*: mature students' successful completion rates for the first year are lower than young students', while their final degree classification tends to be better.

4.24   The HERE Project identified two important factors about retention:

4.24.1 Students' reasons for considering leaving are primarily related to their academic experience. The most frequently cited reasons for staying, having considered leaving, relate to support from friends and family, but particularly friends made at university.

4.24.2 Those students who had not expressed doubts were more engaged with their course, satisfied with the quality of their learning, teaching, interaction with peers and the university, and more satisfied with the assessment and feedback they received. Crucially, they also appear better able to understand the differences between university and their prior education and had adapted their approaches accordingly.

4.25   Informed by this evidence base, we propose to focus on student learning experience in the first year. Although targeting groups with highest non-continuation and poor academic progression rates, some interventions will necessarily engage all students:

4.25.1 *Student Induction*. At present the university places much emphasis on providing transition and induction support for new undergraduate students. Our '*Welcome Week*' programme provides over 350 opportunities for students to meet new people, try out new experiences and start to build up a social support network. Some targeted events and activities are provided specifically for non-traditional groups, such as local students, mature entrants, disabled students and students leaving local authority care. In 2011-12, the university is piloting extension of the induction information available to these students before they arrive and in 2012-13, will pilot and monitor strategies for extending induction arrangements well into the first year, beyond *Welcome Week*.

4.25.2 *Academic Engagement.* Informed by research evidence from USA and UK, we will trial and monitor the effects of increased 'contact

time' in the first year in subject and programme areas with higher proportions of students from groups with lower progression rates. This will take the form of small group teaching, ensuring each student is quickly personally known by a tutor with whom s/he can review learning progress *across* his/her programme, not just within individual modules. We will also develop a structured student tutorial system to foster a greater sense of identity with the specific programme of study followed by a student, and contribute to further enhancing our retention rates. We expect particular benefit to be derived by those students from a widening participation background.

4.25.3 *Academic Support.* NTU is currently reviewing the provision of academic study skill development to students. Whilst we have a good track record of offering innovative support using staff and student mentors, we are seeking to develop an approach which is both more integrated and better targeted. We will increase the academic support provided to students by increasing online learning resources, providing further staff development in academic support and increasing one-to-one contact by both staff advisors and student mentors. A proportion of the costs of these developments will be attributed to 'additional retention'.

4.25.4 '*Wrong Course' Services*. A proportion of students withdrawing early in their first year do so as a consequence of feeling they are on the 'wrong course'. The University is arranging to participate in the national, Open University-led project '*Back on Course'* which seeks to re-engage those who have left HE without completing. In addition, however, in 2012/13, we propose to pilot an explicit in-house service to assist those doubting their course choice in Term 1 in exploring alternative possibilities *within* NTU.

4.26 **Financial Support for Students**

4.27 *National Scholarship Programme* **(NSP).** The University has received a confirmed allocation of £852k to support 284 Scholarships of £3k for 2012/13 entrants.

4.27.1 *NTU matching.* The University plans to match this allocation on an annual basis, increasing the number of Scholarships to be allocated for 2012/13 by 100% to 568.

4.27.2 *NSP selection*. On the basis of current student profiles, we predict that well in excess of 2,000 (36%) 2012/13 full-time undergraduate entrants will meet the residual household income criterion for eligibility for a National Scholarship. Through consultation with the University's Students' Union, it has been agreed that the University will allocate awards entirely on an income-assessment basis (as confirmed by SFE) to students from the lowest household incomes within this group who meet all other required criteria for consideration for NSP awards.

4.27.3 *Fee component*. The allocation of each NSP will be in the form of a fee reduction of £3k for each year of study, up to a maximum of three years, provided recipients remain eligible on the basis of assessment of household income and other required criteria for NSP awards.

4.28 **NTU Scholarships**. The University will provide financial support towards tuition fees through the NTU Scholarship Scheme to new, eligible full-time undergraduate students paying the maximum home tuition fee, who have a residual household income of £30k or below (as confirmed by SFE) and who are not in receipt of National Scholarship awards.

4.28.1 *Value of NTU Scholarships* The value of each NTU Scholarship will be £1,400 for each year of study, up to a maximum of three years, provided recipients remain eligible on the basis of assessment of household income and other criteria.

4.28.2 Students who began their full-time undergraduate programme at NTU before September 2012 will not be eligible for scholarship assistance, but will be subject to the bursary arrangements detailed in our Access Agreement applying to their year of entry.

4.29 **Discretionary Hardship Fund.** The University will increase the allocation to a discretionary hardship fund managed by Student Support Services from £75,000 to £150,000 in 2012/13, primarily to assist students who are unable, perhaps for reasons relating to disability, mental health difficulties or family commitments, to supplement their financial support through part-time or vacation employment.

4.30 These scholarships, bursaries and allocations may be increased in line with other inflation-linked changes in fees and other national student support provision.

4.31 The operation and impact of NSP allocations, NTU scholarships and bursaries will be monitored to evaluate impact and inform their future development within the overall monitoring and evaluation procedures.

5.0 Milestones

5.1 We aim to maintain our position in relation to the proportions of young and mature students recruited from under-represented groups, as reflected in performance against HESA benchmarks.

5.2 We aim to secure incremental improvements in our already good continuation rates, as reflected in HESA data and benchmarks.

5.3 We aim to increase the proportion of our new students in receipt of DSA to at least meet HESA benchmark supported by increasing effort in outreach activity targeted at potential applicants with disabilities.

5.4 We will continue to work for progress against institutional milestones already set within our Access Agreements for 2009/10 – 2011/12.

5.5 Our Milestones from 2012/13 are set out in Table 5 of Annex C.

6.0 Monitoring, evaluation and impact assessment

6.1 Our outreach activity has historically been aligned with the targeting approach adopted by *Aimhigher,* in line with HEFCE guidance. Stage one targeting for widening participation has identified schools that have at least 60% of pupils from the 40% most deprived areas nationally based on IMD, and the lowest rates of progression to higher education according to POLAR 2 data. The more intense interventions, such as summer schools and mentoring, are targeted at individual students from lower socio-economic backgrounds and other groups that are underrepresented in higher education, such as care leavers.

6.2 We are in discussion with HEIs across the East Midlands with a view to adopting a collaborative approach to targeting, monitoring and evaluation. *Aimhigher* partnerships in the East Midlands currently fund an online system to collect data on WP activity and participant data. Subject to securing data sharing agreements with the local authorities in the region, the aspiration is to use common datasets to target WP cohorts and integrate attainment outcomes into our evaluation strategy.

6.3 We will monitor the number, type and intensity level of all outreach activities, and the profile of participants in intense interventions. Subject to agreement with the local authorities, we will seek to establish any association between participation in outreach activity and attainment. We will use a range of quantitative and qualitative measures – questionnaires, focus groups, teacher feedback - to monitor and evaluate specific programmes. We will implement a standardised approach to monitoring and evaluation for collaborative initiatives and hold regular review meetings with all stakeholders.

6.4 We will use a combination of national datasets, such as HESA PIs, and internal data to monitor student recruitment, retention and success against standard variables, including socio economic status, gender, ethnicity and disability, but also in relation to participation in outreach programmes and progression through our NTU Schools and Colleges Partnership scheme.

6.5 The structured database designed to support analyses through the five stages of the student journey informing our WPSA requires further development and additional expert resource to support interrogation of the data and production of reports to inform improvement strategies. We have allocated additional resource for this purpose. This database will enable the impact of targeted retention intervention strategies to be assessed though use of quantitative data. The same data sets will continue to be employed to monitor the impact of the University's financial support arrangements.

6.6 We have assessed the equalities impact on the proposed restructuring of the NTU Bursary Scheme for 2012 -13 entrants. This assessment has identified a potential negative impact on some students from BME groups, mature students and female students who, according to 2009-10 data, were overrepresented within the NTU population of students with low household incomes. The provisions put in place to mitigate this impact are as follows:

(a)   The introduction of the NTU Scholarship Scheme compensates for some of this differential impact by providing more generous financial support over a longer-term period, with total values of £4,200 being awarded to students from household incomes of £30k and below to reduce tuition costs.

(b)   The enhancement of the NTU Discretionary Hardship Fund to £150,000 will enable the University to respond to specific cases where students may

need additional on-course financial assistance to continue their studies. The University will monitor the demand for this assistance during 2012-12 to inform future provision of hardship assistance.

It is also expected that enhanced statutory financial support available to students through living costs loan and grant provision in 2012-13 will further reduce the impact of these changes.

6.7 NTU has made a commitment to monitor and address any significant differential impact of these changes on the equality groups.

6.8 The Widening Participation Strategy and Management Group, chaired by Professor Chris Pole, Pro Vice Chancellor Academic and a member of the senior management team, oversee strategy and progress against targets and milestones. Members include the Head of Student Support Services, the Director of Finance, the Head of Schools, Colleges and Community Outreach and the Head of Integrated Marketing and Admissions. This group reports to the Vice Chancellor and the University's Senior Management Team via Professor Pole and to Academic Board through its Academic Standards and Quality sub-committee.

7.0 Provision of information to Prospective Students

7.1 The University is committed to providing clear and accessible information to all prospective and current students, detailing exactly what they will have to pay and what financial support will be in place for the duration of their programme of study. This will include arrangements for National Scholarships. The University plans to publish confirmed information for potential 2012/13 entrants immediately following formal acceptance of the this Access Agreement by the Office for Fair Access.

7.2 The University will also supply such complete and timely information to UCAS and SLC as they may reasonably require to populate their applicant-facing web services

7.3 Under current Access Agreement arrangements, we have extended our financial advice services to provide a first rate information service to all potential students and their parents/sponsors offering:

7.3.1 Dedicated **Fees and Funding** web pages, with information on tuition fees and related financial information, frequently asked questions and key contacts.

7.3.2 Hard copy literature (guides and fact sheets) containing the same information made available, especially locally through Connexions, the expected *All-age Careers Service* and partner schools and colleges to target particular groups of WP students and their parents.

7.3.3 Highly visible coverage of financial matters at University open events, with **Money Matters** stands, staffed by financial support advisers and a programme of comprehensive briefing talks for prospective applicants and their parents/sponsors, detailing tuition fees and the financial support and loan repayment arrangements.

7.3.4 Online and telephone enquiry services for applicants and enrolled students, to respond to individual queries on fees and funding issues.

7.3.5 Online enrolment and payment facilities through "Myntu", providing individualised notification of fee liability and payment arrangements.

7.4 We have moved this work forward by introducing financial capability workshops and education sessions for current and prospective local students, using the Financial Services Authority **Money Doctors** framework and we intend to extend this work further over the next period to enhance the available resources to develop students' financial literacy and address specific money management issues for target groups (e.g. care leavers). As part of our Money Doctors work, we have also developed comprehensive 'Managing your Money' web pages which emphasise the importance of financial capability amongst students. We plan to develop this work further by exploring the effective use of available technologies to improve the accessibility of our information, including pod casting, video casting, e-learning and smart phone applications.

7.5 We will deliver an increased number of parents' workshops and finance events at target schools (including the primary sector), in colleges and at the University.

21 November 2011

Appendix 1:   Summary data for NTU against national means and benchmarks for participation of underrepresented groups and non-continuation rates following year of entry.

Table 1: Participation of under-represented groups : % young full-time first degree entrants (From HESA T1a)

	2007-08			2008-09			2009-10		
	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean
State Sector Schools	93.9	92.2	87.4	93.0	92.3	88.0	93.6	92.4	88.4
NS-SEC 4-7	34.0	34.0	29.4	(nationally non-comparable data)			32.0	32.6	30.1
Low participation neighbourhoods	11.1	10.8	9.9	12.1	11.1	10.2	12.2	11.2	10.5

Table 2: Participation of under-represented groups : % mature full-time undergraduate entrants (From HESA T2a)

	2007-08			2008-09			2009-10		
	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean
No previous HE & from low part. neighb'd (POLAR2)	15.4	10.8	11.6	18.5	14.5	11.8	18.1	13.0	11.9

Table 3: % Non-continuation following year of entry: full-time first degree entrants (From HESA T3a)

	2007-08			2008-09			2009-10		
	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean
Young students	8.7	8.6	7.1	6.1	8.4	6.9	6.6	7.4	12.9
Mature students	15.6	14.4	14.5	8.5	14.3	13.9	12.5	13.3	12.9
All students	**9.8**	**9.5**	**8.7**	**6.4**	**9.2**	**8.4**	**7.3**	**8.1**	**7.8**

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
State School (HESA Table T1a)	Participation of under represented groups: percentage young full-time first degree entrants from state schools	2009-10	93.6	93.6	93.6	93.6	93.6	93.6	We aim to maintain or exceed our position in relation to our HESA benchmarks
NS-SEC (HESA Table T1a)	Participation of under represented groups: percentage young full-time first degree entrants from low participation neighbourhoods: percentage from NS-SEC groups 4-7	2009-10	32	32.5	33	33.5	34	34.5	We aim to maintain or exceed our current position
LPN (HESA Table T1a)	Participation of under represented groups: percentage young full-time first degree entrants from low participation neighbourhoods	2009-10	12.2	12.4	12.6	12.8	13	13.2	We aim to maintain or exceed our current position
Mature	Participation of under represented groups: percentage mature full-time first degree entrants with no previous HE from low participation neighbourhoods	2009-10	18.1	18.1	18.1	18.1	18.1	18.1	We aim to maintain or exceed our position in relation to our HESA benchmarks
Non continuation: Young (HESA Table T3a)	% non continuation following year of entry: young full-time first degree entrants	2009-10	6.6	6.5	6.4	6.3	6.2	6.1	We aim to maintain or exceed our current position
Non continuation: Mature (HESA Table T3a)	% non continuation following year of entry: mature full-time first degree entrants	2009-10	12.5	12.4	12.3	12.2	12.1	12	We aim to maintain or exceed our current position
Non continuation: All (HESA Table T3a)	% non continuation following year of entry: all full-time first degree entrants	2009-10	7.3	7.2	7.1	7	6.9	6.8	We aim to maintain or exceed our position in relation to our HESA benchmarks
Disabled	% full-time first degree students in receipt of DSA	2009-10	3.6	3.9	4.2	4.5	4.8	5.2	We aim to improve on our current position and achieve our HESA benchmark

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of schools and colleges signed up as members of the NTU Partnership Scheme	2009-10	60	70	75	80	85	90	
Outreach / WP activity (summer schools)	Number of participants in Year 9 summer school	2009-10	60	60	60	60	60	60	
Outreach / WP activity (summer schools)	Number of participants in Year 12 summer school	2009-10	70	70	70	70	70	70	
Outreach / WP activity (other - please give details in the next column)	Number of students accessing work experience placements	2009-10	20	30	35	40	45	50	
Outreach / WP activity (other - please give details in the next column)	Participants in subject-specific activities	2009-10	2,000	2,500	2,600	2,700	2,800	2,900	
Outreach / WP activity (collaborative - please give details in the next column)	Number of pupils to benefit from mentoring	2009-10	120	480	500	520	540	560	Programme to be delivered in partnership with University of Nottingham
Student support services	Disability outreach: number of mental health agencies maintaining support links	2009-10	10	14	16	17	18	18	
Student support services	Number of students with mental health support requirements accessing NTU service	2009-10	240	250	255	260	265	270	
Student support services	Individuals with autistic spectrum disroders accessing NTU service	2009-10	30	40	45	48	52	55	
Student support services	Disabled students engaged in NTU pre-entry activities	2009-10	90	100	110	120	130	140	
Student support services	Care leavers in contact with NTU service	2009-10	40	50	55	58	60	65	
Other (please give details in the next column)	Retention activity: Number of interviews/focus groups with students from WP backgrounds	2010-11		40					Full review of engagement of students from WP backgrounds to inform strategies to improve successful transition, retention and success

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Other (please give details in the next column)	Improvement in year 1 to 2 progression rates for identified groups through the introduction of 'wrong course' interventions: Number of student beneficiaries	2010-11		60					Longer term targets to be set following evaluation of pilot phase
Other (please give details in the next column)	Improvement in achievement rates for identified groups through personal tutors and tutor groups: Percentage of students in year 1 engaging with enhanced service provision	2010-11		80					Longer term targets to be set following evaluation of pilot phase