



**The University of Liverpool**

**Access Agreement - Entry 2012**

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## Introduction

The University of Liverpool is proud of its reputation for excellence in widening access to higher education. This is evidenced by our consistently high achievements in relation to the HESA Performance Indicators which, for 2009/10, demonstrate that Liverpool:

- Is ahead of its benchmark for recruitment from state schools;
- Is second highest within the Russell Group for recruitment from NS SEC classes 4,5,6&7;
- Is ranked equal first in the Russell Group for the percentage of students recruited from low participation neighbourhoods;
- Is consistently above its benchmarks for retention and success.

Our reputation for outreach also precedes us. We have an excellent and expanding programme of outreach which includes: work with pupils in primary schools and with students making important decision about their study options in Years 7 and 8 at secondary school; the targeting of care leavers with our 'Superstars' programme; and the 'Scholars' initiative, which offers a two-year intensive assisted admissions programme to attract under-represented groups of students directly into higher education. The measures set out in this Access Agreement are intended to ensure that the imminent changes in higher education funding do not have a detrimental impact upon our success to date in widening participation and fair access.

We have therefore increased our investment in outreach and retention activities by more than 160% whilst at the same time committing some £2.5m to fund the National Scholarship Programme in Year 1, which more that meets our obligation to match-fund the Government's expected contribution.

By doing this we hope to achieve the range of challenging targets that we have set ourselves, which further demonstrates our commitment to encouraging students from the widest range of backgrounds to study here.

To this end this Access Agreements states our intention to levy the maximum tuition fee of £9,000 per annum, whilst enhancing and augmenting our widening participation activities from the current position of strength.

## **1. Fee limits and fee income above £6,000**

### **1.1 Standard fee limit**

For 2012/13 entry the University of Liverpool will charge the maximum allowable fee of £9,000 for all eligible undergraduate courses, except those detailed in 1.2 and 1.3 below.

### **1.2 Fee for the Foundation Year of Specified Courses**

The fee for the Foundation Year of specified courses based at Carmel College, St Helens and Birkenhead Sixth Form College for Entry 2012/13 will be £4,500. Further, it is assumed that those entering the University in 2012, i.e. progressing from Year 0, will not be liable to pay £9,000 tuition fee.

### **1.3 Fee for the Placement Year of Four Year Programmes**

The fee for the placement year, where students who are liable to pay the £9,000 fee spend either a full year abroad or on a placement in industry, will be £1,500.

Students undertaking the placement year who are eligible for the Liverpool Bursary will receive 50% of this award during the placement year.

Further details are provided in section 3.5

### **1.4 The estimated number of entrants at each fee level you charge, including fees at £6,000 or below**

If the current contract position is maintained, the University of Liverpool estimates that between 3,500 and 3,600 H/EU students will be liable for the £9,000 tuition fee each year, while a further 185 will pay the reduced fee of £4,500 for the foundation year of a degree programme.

### **1.5 Real term rises in the fee for 2013-14 onwards.**

We will apply annual increases in line with the amount set by the Government each year

## **2. Expenditure on additional access and retention measures**

### **2.1 The University of Liverpool's Access and Retention record**

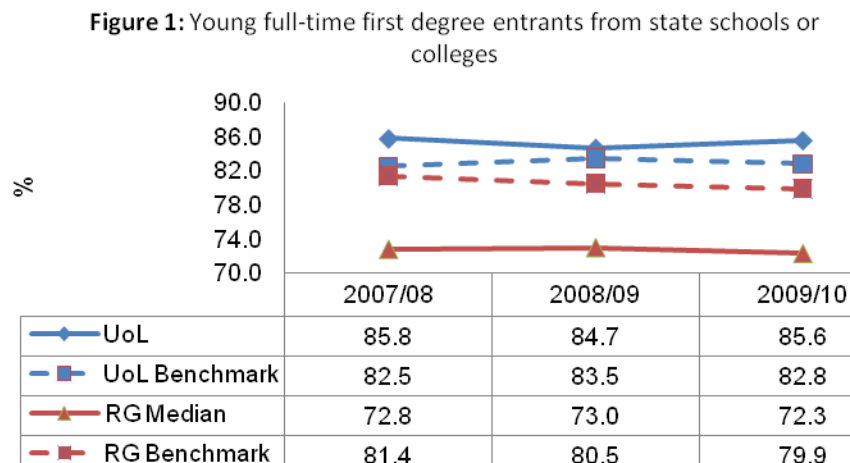
The University of Liverpool is justifiably proud of its record in widening access to higher education (HE).

When compared to the Russell Group (RG), the HESA Performance Indicators show that in 2009/10 the University of Liverpool was:

- Fourth for the percentage of students recruited from state schools or colleges, see figure 1;
- Equal first for the percentage of students recruited from low participation neighbourhoods, see figure 2;
- Second highest for the percentage of degree entrants from NS SEC classes 4,5,6 & 7

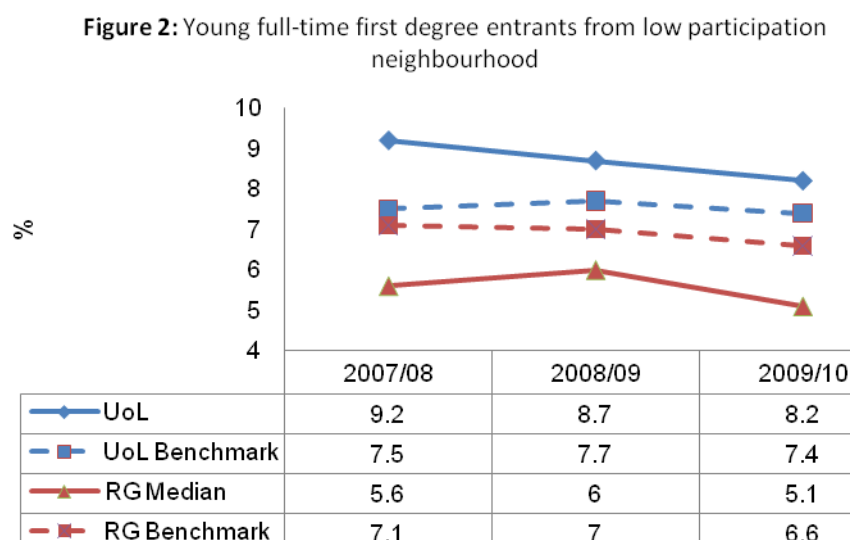
**% of Young full-time first degree entrants from state schools or colleges (2009/10 HESA Performance Indicators)**

Liverpool is ranked 4<sup>th</sup> behind Queen's Belfast (98.4%), Glasgow (87.3%) and Sheffield (86%), with fourteen Russell Group institutions recruiting less than their benchmark.



**% of Young full-time first degree entrants from low participation neighbourhoods (2009/10 HESA Performance Indicators)**

The percentage recruited from low participation neighbourhoods (8.2%) is ranked equal first of the Russell Group alongside Sheffield.



**% of Young full-time first degree entrants from NS SEC classes 4,5,6 & 7 (2009/10 HESA Performance Indicators)**

**Table 1:** Young full-time first degree entrants from NS SEC classes 4,5,6,and 7

Year	UoL	UoL Benchmark	RG	RG Benchmark
2006/07	24.7	25.3	19.5	22.9
2007/08	23.6	24.5	19.2	22.9
2008/09	25.2	27.1	21.8	24.9
2009/10	23.3	24.1	19.8	22.4

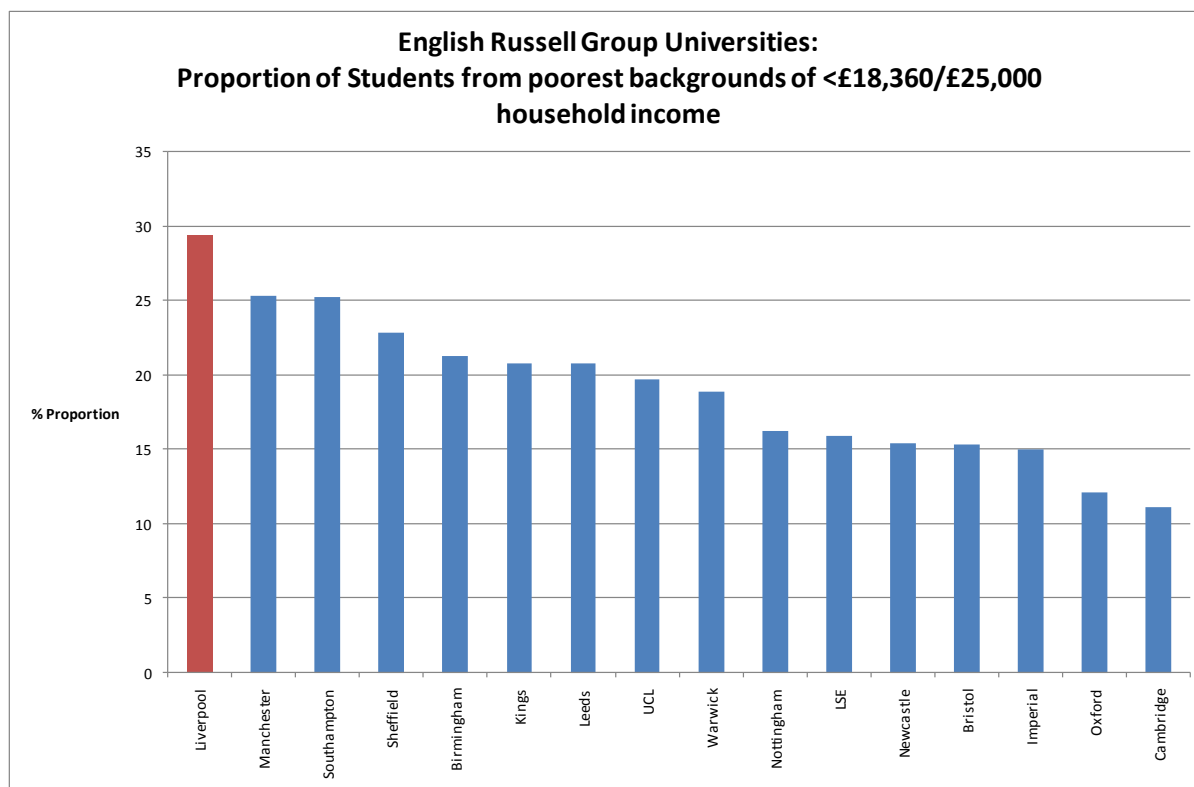
Liverpool's percentage recruitment (23.3%) is ranked second highest of the Russell Group behind Queen's Belfast (32.4%) – Queen's being the only RG institution to recruit above its benchmark. Liverpool fell short of its benchmark by 0.8%. The Russell Group average is 19.8% (2.6% below the benchmark).

*For the 2008/09 academic year, UCAS changed the question that informs NS-SEC for the majority of applicants. The question reverted back to the original wording for 2009/10 applicants. Consequently, the 2009/10 data is not comparable with the 2008/09 results.*

In addition, the University recruits the highest proportion of students from the poorest backgrounds within the English Russell Group.

**English Russell Group Universities: Proportion of Students from poorest backgrounds**

**Figure 3**



*Income Profile data in 2008/09 across Russell Group HEIs (source: Access Agreement Monitoring, Outcomes for 2008-09, August 2010/04) Note that the financial thresholds for maximum student support were raised in 2008 and hence two household income thresholds are indicated here.*

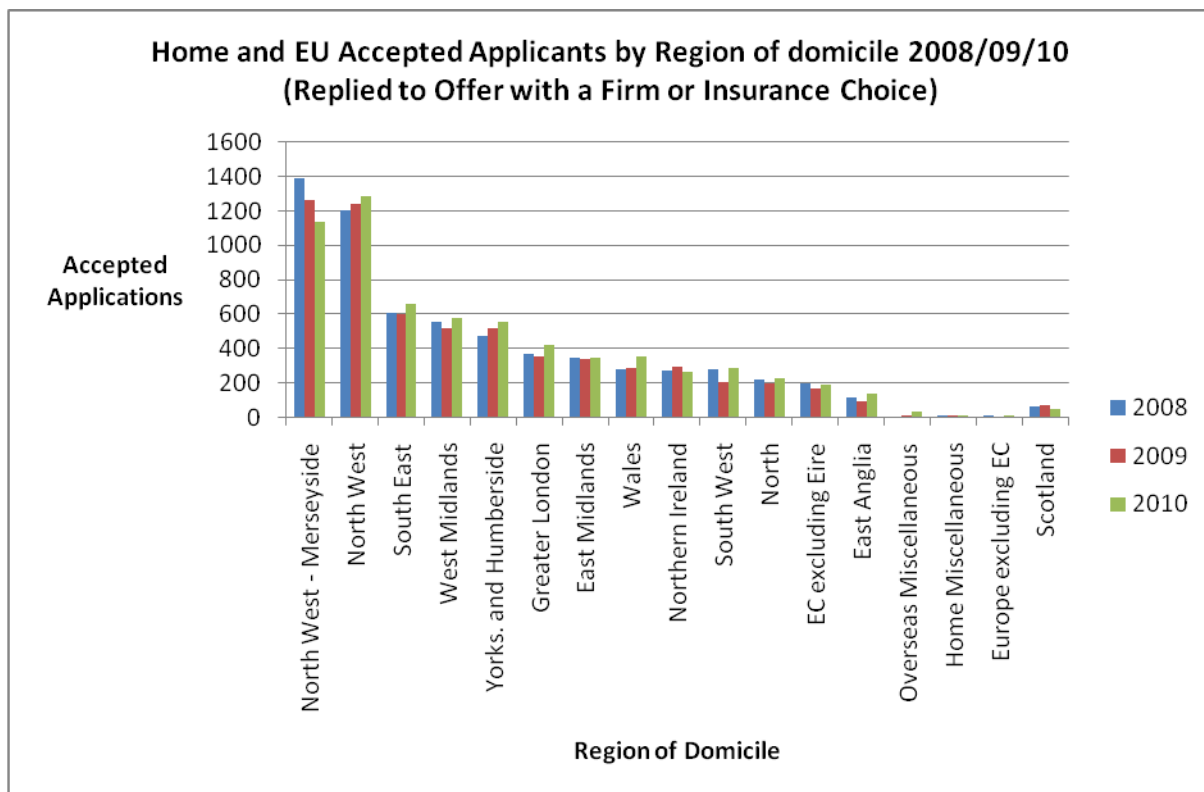
In 2010-11, 3477 of students at the University of Liverpool who declared their income to the Student Loans Company had household incomes of less than £25,000. This represents some 28% of our UK student population of 12,173 (*source: 1 December snapshot 2010*).

### Demand for the University of Liverpool

Given the University of Liverpool's recruitment patterns and the challenges faced by the region, it is likely that many of these poorer students recruited by the University reside within the Greater Merseyside region. Although the University has a national recruitment profile, there is significant reliance on the local (Greater Merseyside) and regional (Northwest) markets to ensure that recruitment targets are met. In 2009, for example, 47% of all firm acceptances were from the Greater Merseyside and North West regions.

Figure 4 below indicates the position for a three year period, 2008/09/10 with Greater Merseyside further segmented as a subset of the North West region.

**Figure 4**



### The University's Reputation for Excellence in Widening Participation

The University of Liverpool is committed to providing a high quality educational experience for talented students from all backgrounds, and widening participation is one of the University's five strategic priorities. The University was instrumental in developing the first Aimhigher Merseyside partnership in 1999, and has been the lead HEI and Banker for the Greater Merseyside Aimhigher partnership since the inception of the national Aimhigher programme.

The University has developed a three-step framework for its widening participation activities. The three steps are:

- **Sowing the Seeds** that progression to higher education is an option and a choice – ages 9-12 years
- **Aim-higher** targeted activities directly linked to choice and attainment – ages 15-17 years
- **Scholars and Go Higher** schemes which are directly linked to supported admission – 17+ years and adults returning to education.

This framework has been developed over a number of years, working in partnership with other Merseyside HEIs and with a wide range of schools and colleges in the region and nationally. The effectiveness of the overall approach within the Merseyside region has been shown by the increase in participation in HE of young people from Merseyside over the period 1997/98 to 2008/09 (see figure 5). This includes some of the most deprived communities within England.

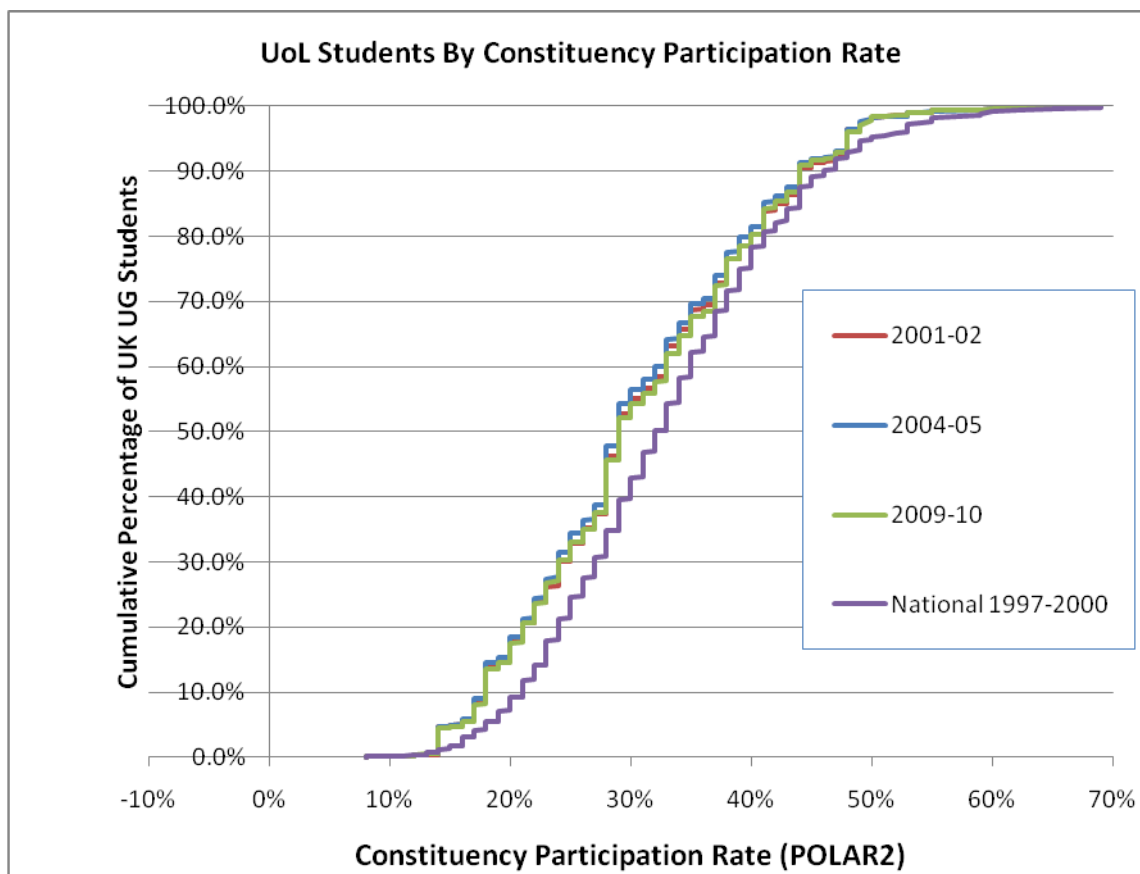
**Figure 5:**

Young <sup>1</sup> undergraduate <sup>2</sup> entrants from each constituency <sup>3</sup> in England & Wales HEIs Academic years 1997/98 & 2008/09			
Constituency	1997/98	2008/09	% change
Total England	183,180	263,055	43.6
Liverpool Walton	115	355	208.7
Knowsley South	185	525	183.8
Liverpool West Derby	160	405	153.1
Liverpool Riverside	145	340	134.5
Bootle	135	310	129.6
Liverpool Wavertree	260	540	107.7
Liverpool Garston	275	515	87.3
Birkenhead	185	325	75.7
Wallasey	260	435	67.3
Halton	230	355	54.3
Knowsley North & Sefton East	330	490	48.5
Ellesmere Port & Neston	310	455	46.8
Southport	375	540	44.0
Wirral West	410	575	40.2
St Helens South	270	370	37.0
Crosby	455	590	29.7
Wirral South	405	515	27.2
St Helens North	345	395	14.5
Source: Higher Education Statistics Agency (HESA) Student Record			
<sup>(1)</sup> Covers undergraduate entrants under the age of 21.			
<sup>(2)</sup> Covers undergraduate entrants to full-time & part-time courses.			
<sup>(3)</sup> Figures in the table do not include entrants where the constituency of the student cannot be established due to missing or invalid postcode information.			

Source: <http://www.guardian.co.uk/news/datablog/2011/jan/06/university-admissions-constituency>

The University of Liverpool is a member of the Russell Group and has a high proportion (some 59%) of students taking STEM subjects, including clinical programmes. Other professional programmes offered include Law and Architecture. The University has an excellent reputation for widening participation and, over a three year period, has exceeded its benchmarks for young full-time first degree entrants from state schools or colleges and from low participation neighbourhoods. The performance of the University against its Russell Group comparators is very good, but the University also performs well against all UK HEIs, showing above average performance against national data for students from low participating neighbourhoods, as shown in Figure 6.

Figure 6



The University has participated fully in the delivery of a range of aspiration raising activities to over 8000 young people each year, recognising that many of these might lead to increased participation in HE but not progression to the University of Liverpool. These have included activities delivered as part of the Aimhigher Greater Merseyside partnership and also our development of the National Primary Network, which provides access to resources and consultancy for HEIs wishing to work with primary schools in their area. This work has also been recognised internationally and the University is working with the YMCA in Canada to roll out this model in after school clubs run by the YMCA.

The focus of activity is on pupils who are 'most able but least likely to attend HE', and a progression curriculum has been developed and delivered over a number of years to schools and colleges primarily within the Merseyside region, although access to summer schools has been available to schools from across England. The three step framework encompasses work with feeder primary schools, whole year interventions for Years 7 and 8, with increasingly targeted interventions from Year 9 onwards. At post-16, our approach is to target individual learners, with an increasing focus on supporting schools and colleges to encourage learners to consider progression to a research intensive HEI, in particular, supporting applicants to the University of Liverpool.

From year 9 onwards our delivery has focused on more in-depth interventions, including support for young people in care which has resulted in the award of the Frank Buttle Trust Quality Mark, a project to support access to HE for disabled young people in Merseyside, and work with local year 12 pupils from Somali or Yemeni backgrounds. This programme, working with the Ethnic Minority Travellers Achievement Service, uses undergraduate students as mentors and aims to improve performance in Maths, English and Science. We have a three year programme specifically targeted as the brightest but most disaffected young people and we also offer summer schools and Easter residential with an emphasis on STEM.



The Scholars programme targets individual learners in year 12 in Merseyside schools who have 6 grade A\* - C grades at GCSE, have no family history of HE and are in receipt of an Educational Maintenance Allowance (this will be adapted in line with the previous financial threshold applied for eligibility for this award now that it has been abolished) or have a registered disability. Scholars are provided with an academic mentor, residential and after school activities, and produce an academic assignment. If successful, they are offered a guaranteed conditional offer at the University and a reduction in the UCAS points needed for entry. The University is also a member of the Realising Opportunities Group of research-intensive universities. The members of this Group recognise programmes such as Scholars when making decisions about applications, thus providing the young people taking part in such schemes access to a wider group of research-intensive universities.

The University has developed access routes to the clinical professions through its involvement with the Greater Merseyside and West Lancashire LLN, and works with local FE Colleges to provide this and other Year 0 STEM-related provision. The Year 0 programmes at Carmel College, St Helens and Birkenhead Sixth Form College offer *guaranteed* progression on successful completion of the year at a specified standard to the University's highly selective Medicine, Dentistry and Veterinary Science programmes and to our Nursing and Health Sciences programmes. We intend to extend the recruitment criteria for these programmes from vocational learners to under-represented groups more widely, thus further widening access to highly selective professional programmes.

An access course for adults, Go Higher, is available for entry into the humanities and social sciences.

### **Retention and Progression**

It is essential that the increased participation of under-represented groups in higher education is complemented by measures to ensure the retention and progression of these students and their successful exit from HE into the career of their choice. Based on 2009/10 HESA Performance Indicators, Liverpool performed just above its retention benchmark (4.1% not retained compared to a benchmark of 4.2%). In addition, the University is meeting its benchmark score of 5.9% for the percentage of young full time degree students from low participation neighbourhoods who are no longer in HE.

Although achievements are close to the benchmarks, detailed analysis of these data at departmental level (using our internal Programme Monitoring Statistics) shows a degree of variance which we will be addressing as part of our future activity.

The latest QAA Institutional Audit, carried out in March 2009, specifically identified as an area of good practice:

*'in the context of a research-intensive institution, the strength of the University's commitment to a diverse and innovative suite of widening participation and equal opportunities activities which is sustaining a positive approach within the University and the region, and is also leading to enhancements in the University's educational provision.'*

The University of Liverpool has been active in widening participation both in the UK and also working with partners overseas. A new International Centre for Excellence in Educational Opportunities has been opened within the University to provide a hub for connecting practitioners, researchers and administrators who are working to increase the opportunities for those who are currently under-represented in higher education. The Centre will encourage collaborative practice which will be used to inform policy and research in both a national and international context. The University has recently been awarded a €4.5m Framework 7 project 'Children as Change Agents in Science and Society', to continue to develop research and best practice around widening participation. This project has 36 partners from 23 countries across the world and will provide an evidence base for the University's work.

## 2.2 Estimated expenditure to be spent on additional access and retention measures

In 2012-13, the estimated expenditure on OFFA-countable *additional* access and retention measures is £1,000,000.

## 2.3 Resources required to make progress against targets

In order to make progress against the targets set within this Access Agreement, the University of Liverpool will retain all staff funded by the Aimhigher programme to deliver outreach within the University. Additional resource will be provided within the Careers and Employability Service, with the introduction of an IT-based system for alumni mentoring, the development of on-line resources to support employability for WP students, and the provision of pre-entry guidance to schools and colleges. The University will also cover the ongoing costs of its Year 0 access provision into clinical programmes, previously funded through the LLN.

Additional pastoral support is being provided, initially on a pilot basis for 2011-12, to be rolled out across the University in 2012-13. This will complement the academic advice offered by academic staff through the personal tutorial system, and will provide a link between academic departments and the central student support services. There will be easier access for students to help and support and this will enable more effective identification of students with academic and pastoral problems, leading to earlier intervention. Expansion of study skills support is also key to the retention and progression of WP students.

## 3. Additional access measures

### 3.1 Overview of investment in outreach and retention

In the latest Widening Participation Strategic Assessment sent to HEFCE and OFFA in January 2011, the University reported an expenditure of £5,052,647 on widening participation activities and student support, excluding OFFA-countable bursaries. This included OFFA-countable additional outreach expenditure of £373,497. If this is excluded, the additional expenditure was £4,679,150

In 2012-13, it is estimated that the following expenditure will be required to enable the University to meet its targets

Expenditure 2012-13	£
Previously agreed Access Agreement Expenditure	380,000
Replacement for Aimhigher funding	265,000
LLN activity – year 0 clinical programmes	60,000
Alumni mentoring software	10,000
Additional support for IAG within the University	50,000
Pre-entry IAG for schools and colleges	35,000
Contribution to Realising Opportunities Group	35,000
Proportion of costs of additional pastoral support	40,000
Support for tailored study skills provision	50,000
Implementation costs for use of contextual data	75,000
<b>Total</b>	<b>1,000,000</b>
*The cost of replacing Aimhigher funding will be met, in part, by the Framework 7 project awarded to the University. This funding is available to 2014, when the full costs will be covered by the University.	

This represents an increase of just over £626,000 on additional access and retention measures, and is in addition to the approximately £5m of additional expenditure to be reported through the Widening Participation Strategic Assessment.

The University will also incur costs of £265,000 in **2011-12**, to cover the loss of funding from Aimhigher.

#### 3.1.1 Outreach

The University of Liverpool will seek to maximise its outreach activity by building capacity at school level to achieve lasting culture change in schools with very low HE participation rates. The focus will remain on pupils who are 'most able but least likely to attend HE', but we will extend our activities to include the schools themselves as well as targeted cohorts of young people. This will be delivered through a new Schools Strategy (see section 3.3), which will promote in-depth relationships with partner and associate schools.

We will continue to use the progression curriculum developed over a number of years and which has been shown to be most effective in increasing HE participation rates:

[http://www.aimhigher.ac.uk/practitioner/programme\\_information/about\\_aimhigher/progression\\_mode\\_l.cfm](http://www.aimhigher.ac.uk/practitioner/programme_information/about_aimhigher/progression_mode_l.cfm)

This follows a model of work with feeder primary schools, whole year interventions for Years 7 and 8, with increasingly targeted interventions from Year 9 onwards. At post-16, we will maintain our approach of targeting individual learners, with an increasing focus on supporting schools and colleges to encourage learners to consider progression to a research intensive HEI, in particular, supporting applicants to the University of Liverpool.

#### **Outreach activities will include:**

- Primary schools – in-school and on-campus activities which will introduce the concept and vocabulary of HE. These activities also support Key Stage 2 National Curriculum in literacy, numeracy, ICT and PSHE (personal, social and health education). The programme is delivered through curriculum themes and the University of Liverpool provides resources and consultancy for other HEIs wishing to use this model, as well as a Teachers' pack of resource materials. In 2012-13, we will work with 65 primary schools, reaching 1950 young people. An evaluation of this programme can be found at: [http://www.ahgtm.ac.uk/uploads/documents/may\\_10/aim\\_1274780723\\_HEFCE\\_Primary\\_Pilot\\_Evaluation.pdf](http://www.ahgtm.ac.uk/uploads/documents/may_10/aim_1274780723_HEFCE_Primary_Pilot_Evaluation.pdf)
- Year 7 – activities linked to STEM and utilising our new state-of-the-art central teaching laboratories, which will be made available to local schools to enable young people to take part in science activities on campus. In 2012-13, a minimum of 2000 young people will use these facilities.
- Year 8 – in-school activities building upon previous work, raising aspirations, exploring the concept of choice, and raising awareness of career paths, and working with 2000 young people in 2012-13.
- Champions of Learning – a three year, in-depth programme, aimed at an initial cohort of 120 of the young people 'most able but least likely to go to HE', which builds self-esteem and key skills, as well as raising aspirations and increasing awareness of HE. Over a three year period, this programme has been shown to double the number of young people who feel that they know enough about HE to enable them to make an informed choice.
- Superstars – a one-year programme aimed at 15 young people in care, which includes mentoring, residentials, social events, half-term activities and individual higher education information, advice and guidance. This is part of a range of activities and support mechanisms in place within the University to support care leavers.
- Scholars – a structured programme of activities aimed at supporting entry into the University of Liverpool through the completion of a portfolio of work demonstrating specific knowledge and skills. Scholars are recruited in year 12 and successful completion of the programme entitles the student to 40 UCAS points towards entry to the University. We intend to maintain the number of Scholars at 100 in 2012-13, rising to 170 by 2016-17.
- Summer Schools and Easter Residentials – will be provided for our partner schools. Offering young people the opportunity to take part in residential GCSE revision in English, Maths and Science at Easter or to attend a Summer School with a focus on science, or one aimed at a wider subject mix.
- In addition to providing the above activities for our partner and associate schools, we will offer bespoke activities for other schools, who can 'buy-in' from a menu which includes: overnight events, master classes, subject specific taster days, whole year group visits and bespoke events.

The University will continue to offer its access course for Humanities and Social Sciences, Go Higher, and Year 0 provision to support access to clinical subjects, Science and Engineering.

New activities being developed in 2011-12, for full implementation in 2012-13, include:

- On-campus mentoring which will link WP and non-WP schools.
- A Teacher-led Mandarin programme which will work with WP and non-WP schools.
- The development of a Student Volunteer Model, to enable students to work in primary schools, to support aspiration raising.
- A STEM undergraduate module (level 2), based initially in the Department of Chemistry, but to be rolled out across the University. This will enable second year students to develop and deliver curriculum-based materials in local schools, to support aspiration raising and attainment.
- Master classes for Year 12, given by academic staff.

Appropriate and impartial information, advice and guidance about future study options in Year 9 and 11 is crucial to ensuring that pupils in disadvantaged contexts are able to make choices about GCSE and A level study. We will work with our Russell Group neighbour, the University of Manchester, to co-ordinate aspects of our pre-16 advice focusing on selective universities. As two premier research institutions in the North West, we will work together to share the efficient deployment of peripatetic staff in a way that minimises geographical 'cold-spots' across the non-urban parts of our region.

In addition, we will provide more in-depth careers advice and information to our partner schools, and will produce information on the graduate job market for the parents/carers of young people in our partner schools.

### 3.1.2 Retention and Success

In line with our commitment to widening participation, we wish to ensure that disadvantaged learners are retained and enabled to progress successfully to graduate careers. The University is currently revising its induction and personal tutoring support for all students, to develop a more personalised approach. The overall University retention of students from low participation neighbourhoods is above benchmark, and there is no significant difference in the retention, progression and degree classification of students from SEC 4-7 when compared to students from SEC 1-3. However, it is clear that there is a variance in performance between departments which we wish to address. We have also identified issues around the retention and performance of mature students.

It is our intention, within the 5 year reporting period, to show a significant reduction in departments which are more than 2% below benchmark for retention and progression of students in SEC 4-7. Annual monitoring of a range of data at departmental level will provide the basis for targeted interventions, where appropriate.

Disadvantaged learners will be provided with support through:

- More personalised induction, with additional support for specific groups of students.
- Expansion of our on-line skills support, including the targeting and tracking of performance for specific groups of students.
- Roll-out of peer mentoring to all departments in the University by 2016-17, based on the successful pilot work we have done in a number of departments.
- Introduction of alumni mentoring to support graduate career choice for groups of students who have been shown to be at a disadvantage when seeking graduate employment.
- A resource bank of on-line video material aimed at those who are at a disadvantage in the workplace, to help them secure work placements, job interviews and graduate internships.
- Specialist WP-focused IAG, and the continuation of this support for five years post-graduation.

The University will pilot an in-house student placement and graduate internship programme from October 2011, and some of these opportunities will be ring-fenced for WP students. There are also opportunities for WP students to work as Student Advocates, supporting WP activities, acting as role models and being paid for this work. We are also introducing an apprenticeship scheme, with an initial investment in the region of £200,000, and expect that some level 3 apprentices will progress into HE (whether at the University of Liverpool or other institutions) at the end of their apprenticeships. Discussions are also taking place about the development of a University Technical College, based around Biomedical Sciences, and being led by one of the Academies sponsored by the University.

### **3.1.3 Enhancements in Outreach and Retention for Entry 2012**

As indicated above, the investment in outreach and retention for entry 2012 will increase from £373,497 to £1,000,000. Of this expenditure, £850,000 will be spent on outreach activity, with the balance to be spent on retention and student success. This is in addition to the already substantial investment by the University in these areas, including new initiatives in personalised induction, personal tutoring and study skills development, and increased specialised IAG for students at a disadvantage in the workplace.

## **3.2 Collaborative Working between Institutions**

The University will continue to support collaborative working between institutions in the following ways:

- The University of Liverpool is a member of Realising Opportunities (RO), a unique collaboration of 12 research intensive universities working together to promote fair access and social mobility of students from under-represented groups. The Realising Opportunities programme provides support for students through interventions designed to raise aspirations and enable them to demonstrate their potential for success at a research intensive university. These interventions are offered both at their local participating university, and nationally, so that the student can tailor the programme to meet their own needs and interests. The programme includes a national conference which is a compulsory element for all participating students. Each student is supported through the programme by a student e-mentor. The mentor, an undergraduate student from one of the 12 universities, provides ongoing support and encouragement. Successful completion of RO, which includes a robust academic element, will lead to students receiving an alternative offer through UCAS from the University of Liverpool. The RO Strategy Group has unanimously agreed that the 12 participating institutions will each commit £35,000 to the scheme in 2012-13. This commitment will ensure that the momentum of the programme is maintained, will enable the recruitment of a third cohort of students, and will build up the evidence base for evaluating the impact of the project.
- Continuation of the National Primary network – making available resource materials and consultancy for other HEIs who wish to work with primary schools. This is supplemented by the Teachers' Pack of resource materials for schools.
- Development of the Volunteer pack for Students' Unions, working with the Liverpool Guild of Students to develop and disseminate this to other HEIs. This supports volunteering in schools by students, to support aspiration raising and attainment.
- Working with the University of Manchester on the provision of IAG for learners across the North West, to support decision making around entry to selective HEIs.
- Where appropriate, looking for opportunities to collaborate with Merseyside HEIs, building upon the successful Aimhigher Greater Merseyside partnership.
- Working with the AccessHE partnership, established in London as a post-Aimhigher organisation. We have been approached by the Partnership to develop reciprocal links which will create avenues to disadvantaged learners for London HEIs and routes into London for the University of Liverpool.

In addition, the University is developing links with a number of major recruiters of graduates, who have expressed an interest in providing support for future graduates at a disadvantage in the workplace. Areas of discussion include the provision of bursaries, paid internships and mentoring.

### 3.3 Links with Schools and Colleges

Within the University of Liverpool, links with schools and colleges are developed:

- by the Student Recruitment and Admissions Office (SRAO), to support student recruitment and admissions, and some outreach work;
- to support outreach activities, through the Educational Opportunities Team (EO);
- with academic departments who have students engaged in curriculum-based activity within schools and colleges; and,
- as part of the University's civic engagement activities.

In order to ensure that the links with schools and colleges are managed as effectively as possible, to the benefit of all parties, a new Schools Policy is being developed, and will be in place by 2011-12. This will be underpinned by a series of Strategy documents for each area of activity, and all interactions will be overseen by the University Admissions and Widening Participation Committee, which includes representation from all relevant offices, the three Faculties, and the Guild of Students.

There is increasing evidence that outreach work can be maximised by going beyond working with a specific cohort of pupils for a fixed period of time. By building capacity at school level, we hope to achieve lasting culture change in schools with very low HE participation rates. From 2011-12, we will maintain our focus on 'most able but least likely' but extend this to include the schools themselves, as well as targeted cohorts of young people.

It is proposed to develop a more formalised relationship with a group of 'Partner' and 'Associate' schools and colleges, with respect to outreach activities. The relationship with partner schools will be a long-term, meeting multiple strategic objectives for both institutions, and with a high level of recognition regarding the relationship in both organisations. The relationship with associate schools will be formal, but sometimes limited to specific outcomes. It will be medium term and will meet a single-institutional priority and one or more department/school priorities.

Partner schools will be targeted on the following basis:

- Schools that the University has an established formal relationship with AND:
- % of pupils obtaining 5 GCSEs at grades A-C (including Maths and English) currently below the national and local average, with particular emphasis on National Challenge Schools (below 30%) AND:
- Greater than 70% of pupils living within the 13,000 most deprived wards nationally, as identified by IMD (% of those eligible for free school meals could be used as another indicator).

Associate schools will be identified along broadly similar lines, with more flexibility to include schools falling just outside these criteria and in consideration of individual school specialisms.

Partner schools will include the three Academies which the University co-sponsors and the Trust school which the University supports. All partner and associate schools currently identified have a long-term relationship with the University, but it is intended to include new schools/colleges as appropriate. Partner schools will receive a full year 7-13 progression curriculum, and interventions will be provided for all their feeder primary schools. Associate schools will receive selected subsidised activities from the progression curriculum, and interventions will be provided for their top three feeder primary schools.

Outreach activities for young people in years 12 and 13 are delivered by the Educational Opportunities Team and also by the Student Recruitment and Admissions Office (SRAO), a subset of whose work is with the WP cohort. SRAO will be strengthening their relationship with Educational Opportunities (EO) by developing a new Schools Partnership Strategy. This will include a cohesive approach to targeted outreach. Building on the success of The Liverpool Scholars scheme, EO will continue to identify eligible students. There will be a handover of this cohort to SRAO, who, through assisted admissions, will

facilitate their progression. In order to ensure greater progression to HE, the strategy will identify schools without Level 3 provision whose pupils progress onto SRAO target colleges and schools/colleges who are eligible for the Scholars scheme.

SRAO have 151 target schools and colleges, to whom they proactively promote the Education Liaison Service. This service consists of offering a range of talks and workshops on all aspects of applying for Higher Education. Visits to the university campus are encouraged where whole Yr 12 cohorts are hosted. A series of academic talks are also available, to be delivered either in the school/college or on campus.

Acceptances from these schools and colleges account for 36% of the total number of acceptances to the University for Entry 2010. In broad terms the SRAO Education Liaison Strategy targets schools and colleges which have a high progression rate to the University and whose Level 3 provision mirrors our portfolio of courses and entry requirements. These target schools/colleges fall within the following school type categories:

School type category	Number in category	Percentage in category
Comprehensive School	55	36%
Sixth Form College	37	25%
Grammar School	26	17%
Independent School	20	13%
FE College	13	9%

### 3.4 Contextual data

The University has proceeded with caution in its use of contextual data for admissions, as it wishes to ensure that all admissions decisions are made on the basis of the achievement and potential of individual applicants. However, the University does have special provisions in place to follow up applicants who declare a period of time in local authority care, and the University's undergraduate admissions policy specifically allows admissions tutors to vary the terms of an offer according to individual circumstances. There has been formal approval by the University Senate of the use of contextual data in admissions.

The University is currently undertaking a research project to explore the relationship between postcode and degree attainment of students in the highest and lowest quintiles, with a view to establishing whether postcode data is a valid indicator which may be used as part of a range of contextual data that the University might use in future. Early indications are that this data may be robust and able to form a baseline.

During 2011-12 the University anticipates undertaking an internal review and consultation on the use of contextual data, alongside developments in our IT systems to enable the systematic use of the contextual data that will be provided by UCAS from 2012 entry. The University's next Access Agreement will report on progress in this area.

### 3.5 Financial support for students

#### 3.5.1 The National Scholarship Programme

In 2012-13, the University intends to commit some £2.481m to the National Scholarship Programme, well in excess of the £477,000 that we are required to commit to match-fund the Government's contribution.

The University feels that it is important that our financial support packages should be simple and easily understood. National Scholarships will, therefore, be awarded to all students domiciled in England in their first year of study (whether that be Year 1 or year 0) whose household income is less than £25,000. Students will be able to take the scholarship either as a fee waiver or as a partial fee waiver of £2000 and a cash bursary of £1000. In subsequent years of their studies, these students will receive a Liverpool

Bursary of £2,000 per annum, either as a fee waiver or cash bursary, provided that their household income does not rise above £25,000. Students on NHS-funded programmes will not be eligible.

### **3.5.2 Expenditure on Fee Waivers, Scholarships and Bursaries**

In addition to its commitment to the National Scholarship programme, the University will award financial support packages of £2,000 per annum to UK domiciled students whose household income is below £25,000 and who are not eligible for an NSP award and £1,000 per annum to UK domiciled students whose household income is between £25,001 and £35,000. Care leavers, Liverpool Scholars and students recruited from the corresponding programmes at the universities in the Realising Opportunities Group will be eligible for a support package of £3,000 per annum. These awards will cost an estimated £471,000 in 2012-13 and more than £5.5m per annum by 2015-16. Students will be able to take awards either as a fee waiver or as a cash bursary. Eligible students will continue to receive these support packages throughout the course of their degree programmes, subject to satisfactory progress in their studies. Students on NHS-funded programmes will not be eligible.

Although previous analysis cited by OFFA indicated that “bursaries have not influenced students’ choices of institutions under the current system” the University of Liverpool recently conducted a ‘Year 12 Intentions Survey’ which elicited 912 responses and clearly indicated that 40% of respondents would be influenced in their university choice by the bursaries/scholarships available under the new fees regime and that these were of increased importance to those from a low POLAR 2 (young participation rate) group. In addition, over 50% of respondents thought that a bursary of £1,000 or more would influence choice of university.

The University is being guided in its proposals by the recommendation to primarily offer fee waivers over bursaries but, on the basis of these market research findings, wishes to allow students to make their own decisions as to whether to reduce their overall debt, by accepting a fee waiver, or to accept a cash bursary, if this is deemed to be more attractive and would assist with retention.

Because of the decision to front load the national scholarships, the proportion of the anticipated additional fee income in 2012-13 which it is estimated will be spent on financial support packages will be 36.3%, although this percentage will reduce as the Government’s contribution to the NSP increases.

In addition, the University’s commitments under its existing Access Agreement will require expenditure of c£5.5m on bursaries and scholarships in 2012-13, bringing the University’s total expenditure in 2012-13 to more than £8.4m.



#### 4. Targets and milestones

As indicated in section 2.1, the University already exceeds its benchmarks in relation to the percentage of young full-time first degree entrants from state schools or colleges and the percentage of young full-time first degree entrants from low participation neighbourhoods and we are concerned to ensure that this performance maintained from 2012 onwards. The University has, however, noted the commentary from OFFA which states that developments in this area nationally have now remained flat for some years and we are keen to make progress in this area. The HESA PIs (Access, Retention and Progression) have therefore been analysed by Budget Centre, using internal monitoring statistics with the findings subsequently demonstrated in the detailed targets below which relate to this analysis.

These detailed indicators will therefore continue to be monitored but alongside a greater number of additional statistical targets which have been set out over 5 years and include interim milestones so that annual progress can be monitored.

In accordance with our 'student journey' model and for coherence, these milestones and targets relate to:

- Outreach
- Access
- Retention and Progression

##### 4.1 Outreach Milestones

###### Strategic Partnerships with Schools/Colleges

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Development of a network/ Strategic Partnerships with Partner/Associate schools/colleges that will be offered a range of outreach activities.	Partner Schools/Colleges	18	20	30	35	40	Partner schools will have the percentage of their 5 GCSE at A-C below the national and local average and will have more than 70% of pupils living in one of the 13000 most deprived wards.

Source: Formal Partnership Agreements

###### Outreach in Primary Schools

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Delivery of 'Professor Fluffy' curriculum to primary schools which feed into Partner/Associate schools. Target = number of schools	Primary Schools	45	50	60	70	70	In-school and on-campus activities.

Source: CLL(Centre for Lifelong Learning) Records

### STEM and Student Volunteering Module

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
STEM and student volunteering curriculum delivery to primary schools. Target = number of schools	Primary Schools	20	25	25	30	30	Awareness raising of STEM subjects and development and delivery by student volunteers for academic credit

Source: CLL Records

### Outreach with Year 7

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Year 7 activities in Central Teaching Labs for Partner/Associate schools. Target = number of young people	Year 7 students in Partner/Associate schools	2000	2000	3000	3500	4000	STEM-based activities in new teaching laboratories. Minimum numbers to be supported by University. Additional numbers anticipated, subject to 'buy-in' by Associate schools.

Source: CLL Records

### Outreach with Year 8

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Year 8 in-school activities for Partner/Associate schools. Target = number of young people	Year 8 students in Partner/Associate schools	2000	2000	3000	3500	4000	Aspiration raising, concept of choice and career paths. Minimum numbers to be supported by the University. Additional numbers anticipated, subject to 'buy-in' by associate Schools.

Source: CLL Records

### Champions of Learning

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Three year, in-depth, programme for most disaffected young people. Target = initial cohort size.	Year 9 pupils in Partners schools	120	120	150	150	200	Champions of Learning' - a three year programme aimed at the 'most able but least likely to go into HE'. Builds key skills and self-esteem.

Source: CLL Records

### Care Leavers

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
One year programme for young people in care. Target = number of young people	Year 10-12 in Greater Merseyside schools	15	15	15	20	20	Part of a range of activities in place to support care leavers, before and during their time at the University.

Source: CLL records

### Professor Fluffy

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Number of pupils in primary schools who take part in 'Professor Fluffy' curriculum	Year 5 and 6	1950	2250	2700	3150	3150	

Source: CLL Records

### Scholars Programme - Applications

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Increased applications to Scholars (assisted admissions) programme	Year 11 pupils in Greater Merseyside schools and colleges	5%	5%	10%	10%	10%	Data will be baselined in 2011-12 with the intention that applications are increased incrementally, initially by 5%.

Source: CLL Records

### Scholars Programme - Participants

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Number of young people on 'Scholars' programme	Year 12 students	100	120	130	150	170	Scholars' - an assisted admissions programme.

Source: University Student Records System

### Summer Schools and Residential Activities

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Number of summer schools and residential activities offered each year	Year 9 – 11 in Greater Merseyside schools/colleges	3	3	3	4	5	2010-11 provision increased because of substantial 'buy-in' by schools with Aimhigher funding. Future provision is targeted and aimed at Partner/Associate schools

Source: CLL Records

### Peer Mentoring

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Academic departments which offer peer mentoring to first year UG students	First year undergraduate students	30%	40%	50%	75%	100%	

Source: CLL Records

## Alumni Mentoring

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Number of students being mentored by Alumni, to support career development	Undergraduate students in their penultimate year	30	50	75	100	150	Support for students shown to be at a disadvantage in the workplace.

Source: CLL Records

## National Primary Network

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Number of HEIs subscribing to the National Primary Network	HEIs in UK	10	15	20	25	30	Anticipate drop in subscriptions initially as many partners fund this from Aimhigher monies. The University is marketing this as a cost-effective way of working with primary schools, with a proven success at engaging with young people and their parents/carers.

Source: CLL Records

## Applications for HE Entry from Partner Schools

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Increased applications for HE entry from partner schools	Year 12/13 pupils in partner school	5%	5%	10%	15%	20%	Data will be baselined in 2011-12 with the intention that applications are increased incrementally, initially by 5%.

Source: School Records

## 4.2 Access Milestones

### Liverpool Scholars

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Increased numbers of Liverpool Scholars to progress to degree Programmes	Students from specific schools undertaking a pre-HE programme	45%	48%	57%	66%	75%	For 2010 entry, 39.3% of Liverpool Scholars progressed to HE. This is used as the starting point for 2012 entry. We are seeking to improve the percentage of students who progress to HE, not just to programmes at Liverpool.

Data source: Spider date

### Disabled Students

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Increase the number of registrations from students with disabilities	Disabled applicants	5.3%	5.7%	6.1%	6.5%	7%	Liverpool recruits slightly less (5.1%) than the sector average (6.85%) of students with disabilities. This target is therefore intended to bring Liverpool into line with the sector as a whole, and will be adjusted annually.

Data source: UCAS Management Stats, March 2011

### Care Leavers

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Increase the number of applicants and acceptees who have been in local authority care as a looked-after child	Applicants who indicate that they have spent a period in local authority care	11.5%	12%	13%	14%	15%	Liverpool converts a lower proportion of applicants (11.22%) who have been in care than from the applicant pool as whole (14.94%). This target is intended to bring conversion for care leavers into line with the applicant population. As conversion rates change for the population as a whole, this measure will be adjusted to ensure it remains in line.

Source: Care Leaver application data – Spider, March 2001. Conversion data – UCAS Management Stats, March 2011

### Year 0 Health Sciences Programme

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Increase the numbers of students progressing to the University from the Foundation to Health Studies (Year 0) programme	Under-represented groups in HE	75%	76%	77%	78%	80%	The Foundation to Health Studies programme allows students to undertake a Year 0 at certain local FE colleges and progress to programmes in Medicine, Dentistry and the Allied Health Professions. The University will seek to maintain and improve progression rates (71.2% in September 2009) from this programme to degree programmes at Liverpool.

Source: Spider, March 2011

### Recruitment from State Schools

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
To improve Liverpool's performance in relation to this benchmark. PIs are based on the average for 3 years.	Young full time first degree entrants from state schools or colleges	85.6%	85.8%	86.0%	86.2%	86.4%	The HESA performance indicators will take some time to reflect the activities outlined in this Access Agreement but will be reported in the year that they are received.  Baseline data is 85.4%.

Source: HESA Performance Indicators

### Recruitment from Low Participation Neighbourhoods

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
To improve Liverpool's performance in relation to this benchmark. Pls are based on the average for 3 years.	Young full time first degree entrants from Low Participation Neighbourhoods	8.9%	9.1%	9.3%	9.5%	9.7%	The HESA performance indicators will take some time to reflect the activities outlined in this Access Agreement but will be reported in the year that they are received. Baseline data is 8.7%.

Source: HESA Performance Indicators

### Recruitment from NS SEC 4, 5, 6, & 7

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
To improve Liverpool's performance in relation to this benchmark. Pls are based on the average for 3 years.	Young full time first degree entrants from NS SEC 4,5,6 & 7	24.5%	25.0%	25.5%	26.0%	26.5%	The HESA performance indicators will take some time to reflect the activities outlined in this Access Agreement but will be reported in the year that they are received. Baseline data is 24.0%.

Source: HESA Performance Indicators

### Proportion of Students Admitted from SEC 4 - 7

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Increase the proportion of students admitted from SEC 4-7 across specified departments and reduce the number of departments performing below the benchmark	Applicants to specified Departments	40%	37%	33%	29%	25%	Currently 42% of Departments are more than 2% below the average institutional benchmark of 20%* for the proportion of students admitted from SEC 4-7 (range = 11.76 – 34.21%)

Proportion of students admitted from SEC 4-7 (Data Source: Annual Programme Monitoring Statistics 2009/10) \*Institutional benchmark based on average of last 3 years

## 4.3 Retention and Progression Milestones

### Retention of students in SEC 4-7 within specified Departments

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Retention of students in SEC 4-7 - reduce the number of departments which are more than 2% below benchmark	Students within specified Departments	20%	18%	16%	14%	12%	Current position – 22% of departments are more than 2% below the average institutional benchmark of 93%* retention (range = 85-100%)

Retention of students in SEC 4-7 (Data Source: Annual Programme Monitoring Statistics 2009/10) \*Institutional benchmark based on average of last 3 years

### Progression of students in SEC 4-7 within specified Departments

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Progression of students in SEC 4-7 – reduce the number of departments which are more than 2% below benchmark	Undergraduate students	10%	5%	5%	5%	5%	Current position – 10% of budget centres are more than 2% below the average institutional benchmark of 84%* progression (range = 70-96%)

*Progression of students in SEC 4-7 (Data Source: Annual Programme Monitoring Statistics 2009/10) \*Institutional benchmark based on average of last 3 years*

### Graduates from SEC 4-7 in Graduate Employment

Milestone	Target Audience	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Notes
Increase the number of graduates from SEC 4-7 in graduate employment	Graduates from SEC 4-7, six months after graduation	2%	3%	5%	5%	5%	Data will be base-lined in 2011-12. Targets represent incremental annual increases

*Source: CLL Records/DLHE data*

## 5. Monitoring and evaluation arrangements

The University will use its existing monitoring arrangements to ensure that progress is being assessed appropriately. An annual assessment of progress will be made through the University's Admissions and Widening Participation Committee, which has overall responsibility for this area and is chaired by the Pro-Vice-Chancellor, Student Experience, who has ultimate responsibility for the delivery of this Agreement. Membership of this Committee comprises both academic and administrative staff, alongside representatives from the Guild of Students.

In addition, regular monitoring points throughout the year will be identified whereby Educational Opportunities and Student Recruitment and Admissions will assess progress at institutional and where appropriate, departmental level, informed by qualitative and quantitative management information. This consideration will form the basis of the University's annual monitoring report to OFFA.

## 6. Provision of information to prospective students

The University of Liverpool is committed to providing relevant and timely information to all prospective students. Communications for 2012 have been developed in light of feedback from potential applicants and have been designed to help students to understand the benefits of the new students finance arrangements which are to be launched.

Although the detail of the majority of these communications has yet to be worked-up (as at April 2011) designs and messages will be tested with both current and prospective students prior to dissemination and will also include national campaign messages, including those supplied by the Department for Business, Innovation and Skills (BIS).

It should also be noted that, while communications to the 2012 cohort will primarily fall under the umbrella branding for this campaign, advice, information and guidance on Higher Education more generally will continue to be offered to the target schools and colleges that we pro-actively work with and who have been identified in **Section 3.3**.

### **Fees 2012 Guidance Service - 'Find Your Way Forward'**

According to Focus Group research conducted in February 2011 with four groups of students at four local schools and colleges, 80% of Year 12 students considering HE for 2012 were concerned about finance. The University of Liverpool campaign to communicate the 2012 Undergraduate Fees position to prospective students seeks to address this area and began March 8 2011. The campaign is split into two phases:

#### **Phase One**

Pre-fees announcement (data collection, explanation of change, brand positioning)

#### **Phase Two**

Post-fees announcement (dissemination of position, brand values, rationalisation)

The campaign under the umbrella title - *Fees 2012 Guidance Service* - is supported by a range of on and off-line communications which cover proactive collation of contact details for 2012 entry from prospects at UK events, email alerts, financial information advisory sessions, an online bursary and scholarship funding tool and the development of the Fees Hotline.

Once agreed by OFFA, fees and scholarships information will be proactively distributed through all available recruitment channels, and housed within the (XCRI compliant) online undergraduate programme content management system. The current intended timeline is as follows:

<b>Date</b>	<b>Target Audience</b>	<b>Message</b>	<b>Communication Tool</b>
8 March onwards	Yr 12	Data collation, assistance available	Find your way forward flyer – UCAS HE Fairs
8 March onwards	Yr 12	Promote holding position and <i>Fees 2012 Guidance Service</i>	School presentations by UK/EU recruitment team Find your way forward flyer
March onwards	All HEU UG prospects	Clarify current position, promote BIS pages Data collation, assistance available	Online via <a href="http://www.liv.ac.uk/money">www.liv.ac.uk/money</a>
March onwards	Internal staff	Promote holding position and <i>Fees 2012 Guidance Service</i>	Internal newsletter, HoD cascade
June	2012 entrants	Promote holding position and <i>Fees 2012 Guidance Service</i>	Open Day presentations
July	All HEU UG prospects	Disseminate position on Fees and Financial packages 2012	<i>Fees 2012 Guidance Service</i> <a href="http://www.liv.ac.uk/money">www.liv.ac.uk/money</a> Fees Hotline launch
July	2012 entrants	UoL fee and finance package 2012	All applicant email pushing to landing page <a href="http://www.liv.ac.uk/money">www.liv.ac.uk/money</a>
July	2012 entrants	UoL fee and finance package 2012	Schools Finance Information Evening pupils and parents
July	2012 entrants	Disseminate position on Fees and Financial packages 2012	Hard copy dispatch Student Finance Information Booklet
September	2012 applicants	Disseminate position on Fees and Financial packages 2012	Finance Information Evenings for pupils and parents
Nov – April 12	2012 applicants	Disseminate position on Fees and Financial packages 2012	Post-application visit day presentations



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 maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Other (please give details in the next column)	To increase the numbers of Liverpool Scholars progressing to HE/degree programmes (Scholars are Year 12 & 13 students from under-represented groups in HE participating in an assisted admissions programme at the University of Liverpool).	2010	0.393	0.45	0.48	0.57	0.66	0.75	
Disabled	To increase the number of registrations from students with disabilities.	2010	0.051	0.053	0.057	0.061	0.065	0.07	
Care-leavers	To increase the numbers of applicants and acceptees who have been in local authority care care as a looked-after child. Data relates to conversion from this cohort. This target is intended to bring conversion for care leavers into line with the applicant population.	2010	0.1122	0.115	0.12	0.13	0.14	0.15	
Other (please give details in the next column)	To increase the numbers of students progressing to the University from the Foundation to Health Studies (Year 0) programme.	2009	0.712	0.75	0.76	0.77	0.78	0.8	
State School (HESA Table T1a)	To improve Liverpool's performance in relation to this benchmark. Pis are based on the average for 3 years.	07/08/09	0.854	0.856	0.858	0.86	0.862	0.864	To improve current performance, exceeding our 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 maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Development of a network of Partner/Associate schools/colleges which will be offered a range of outreach activities. Target = number of schools/colleges	2011-12	New formalised agreements	18	20	30	35	40	Partner schools will have a percentage of their 5 GCSE at A-C below the national and local average and will have more than 70% of pupils living in one of the 13000 most deprived wards.
Outreach / WP activity (other - please give details in the next column)	Delivery of 'Professor Fluffy' curriculum to primary schools which feed the Partner/Associate schools. Target = number of schools	2011-12	Supports new network of schools	45	50	60	70	70	In-school and on-campus activities.
Outreach / WP activity (other - please give details in the next column)	STEM and student volunteering curriculum delivery to primary schools. Target = number of schools	2011-12	New activity	20	25	25	30	30	Awareness raising of STEM subjects and development and delivery by student volunteers for academic credit
Outreach / WP activity (other - please give details in the next column)	Year 7 activities in Central Teaching Labs for Partner/Associate schools. Target = number of young people	2011-12	New activity	2000	2000	3000	3000	4000	STEM-based activities in new teaching laboratories. Minimum numbers to be supported by University. Additional numbers anticipated, subject to 'buy-in' by Associate schools.
Outreach / WP activity (other - please give details in the next column)	Year 8 in-school activities for Partner/Associate schools. Target = number of young people	2011-12	New activity	2000	2000	3000	3000	4000	Aspiration raising, concept of choice and career paths. Minimum numbers to be supported by the University. Additional numbers anticipated, subject to 'buy-in' by associate Schools.
Outreach / WP activity (other - please give details in the next column)	Three year, in-depth, programme for most disaffected young people. Target = initial cohort size.	2010-11	100	120	120	150	150	200	Champions of Learning' - a three year programme aimed at the 'most able but least likely to go into HE'. Builds key skills and self-esteem.
Outreach / WP activity (other - please give details in the next column)	One year programme for young people in care. Target = number of young people	2010-11	10	15	15	15	20	20	Part of a range of activities in place to support care leavers, before and during their time at the University.
Outreach / WP activity (other - please give details in the next column)	Number of pupils in primary schools who take part in 'Professor Fluffy' curriculum	2011-12	New activity	1950	2250	2700	3150	3150	

