Access Agreement
For students enrolling in 2016/17

Anglia Ruskin University
Cambridge Chelmsford Peterborough

Introduction

1. With 32,000 students Anglia Ruskin University is one of the largest providers of higher education in the east of England. We are proud to be a university that supports opportunity for all who can benefit from higher education and we are ambitious for ourselves and for our students.

Fees, numbers and fee income

2. This agreement applies to fee regulated home (UK) and European Union students taking full time undergraduate courses or Initial Teacher Training (ITT) and part time students who are not being sponsored by employers.

3. For 2016-17 we are proposing to charge new full time students starting a foundation degree or Higher National Diploma/Certificate a fee of £7,500. For first degree entrants we will charge £9,000. Fees for part time students are pro rata full time rates determined by intensity of study subject to the upper limit, currently £6,750

4. For students studying at our Partner Colleges different arrangements apply (see section on Partner Institutions below).

5. We propose to increase the fees each year by any real terms rise permitted by the government.

6. Our estimated full time and part time student numbers for the purposes of this Access Agreement, and our estimated fee income above the basic level, is set out in the resource plan submitted to OFFA.

7. This does not affect any existing undergraduate students of our university, including those studying at our partner institutions to whom our previous access agreements apply for the duration of their course.

Partner institutions

8. This Access Agreement also applies to students studying for an Anglia Ruskin award at one of our partner institutions in the UK where they wish to charge home/EU students more than the basic fee for fee regulated courses. These partner institutions are listed at the foot of this document.

9. Fees at our partner institutions vary. Each has their own arrangements for the provision of student support and each has determined additional financial support for students paying higher fees. A list of partners and fees is set out at the foot of this document and additional financial support for students in Appendix 1. Fees for part time students are pro rata full time rates determined by intensity of study subject to the upper limit, currently £6,750.

Anglia Ruskin University 2016-17 Access Agreement April 2015

Our strategic approach to Access and Student Success

10. Anglia Ruskin is aware that our students invest significant time and money into their higher education and we are committed to doing all we can to help them succeed and make the most of their investment. Overall we are continuing strategically as we always have done – working to do our best for the diverse range of students that we attract, most of whom are from under-represented groups in HE. We are continually developing services we have had in place over years to provide the best support to our students alongside their studies. We survey students and regularly offer opportunities for feedback to ensure that our provision constantly evolves to fit student needs. Our Access Agreement targets reflect our key priorities, but beneath this we are always working to support access and student success, as our Corporate Plan and sub-plans evidence.

11. We continue to develop ways to take a whole institution approach which links our Access Agreement obligations with our commitment to access and student success. We endeavour to provide an environment in which we can support and challenge our students to achieve their full potential and to be a university where we treat each other with dignity, courtesy and respect. Our Values state this explicitly: '*We are friendly and inclusive, and celebrate individuality and diversity. We support and encourage everyone, and strive hard to anticipate needs and aspiration; we are committed to valuing diversity and promoting equality.*'

12. We have been very successful in seeking out potential students from non-traditional higher education backgrounds to encourage them to consider higher education as something that is appropriate and accessible to them. We will continue to work actively in the east of England to promote our university and the benefits of higher education in general and to maintain good collaborative relationships with regional HEIs to maximise the impact of outreach work. We welcome applicants from a wide range of backgrounds with a varied range of qualifications, both academic and vocational and from those with non-traditional educational backgrounds and we are committed to considering each application on its merits based on our assessment of an applicant's ability to meet the academic or professional requirements of the course.

13. Our performance data shows that we have been successful at attracting very high numbers of students from low income households, at 59% for 2013/14 with 45% being from households with under £25,000 residual household income. Whilst we have made great improvements in retention, progression and success, we continue to focus on improving degree outcomes, in particular for students from some black and minority ethnic groups. Our new Corporate Plan sets targets for retention, completion and 'good degree' outcomes.

14. We have extensive feedback from our students regarding our financial support. Consequently, we are maintaining our popular Books Plus scheme that allows up to £400 per annum to spend on study resources via our partnership with John Smith's Bookshops. To facilitate student engagement, Books Plus can also be used to pay for sports related membership fees and for a range of activities and services provided by our Students' Union. This scheme is available to all HEFCE countable students paying the £9000 fee on the principle that a universal scheme is less stigmatising and because of its scale offers greater benefits for individual students. Please see appendix 1 for support offered by our partner institutions.

15. For our students from the lowest income households (under £25,000) we will provide extra financial support at the start of each academic year in the form of a 'Start Up

Bursary' of £200 (pro rata for part time students). We will also create a new Learning Support Fund to provide additional support for students from less advantaged groups, in particular disabled students, care leavers and carers. Given changes signaled for Disabled Students Allowances and uncertainty around future funding which may impact on less advantaged students, we will determine how we best apply the Learning Support Fund in terms of direct financial support, or indirect support via equipment and services, during the recruitment cycle for the 2016/17 academic year.

16. We have a highly visible range of information, advice and support services to assist student retention, progression, achievement and success and our Student Services will continue to keep a strong focus on the retention, progression and success of under- represented students in particular, across all areas of operation. We will ensure we maintain subscriptions to networks that support our work in this area, in particular the Equality Challenge Unit.

17. We understand that fully engaging our students leads to improved retention and greater individual success. We will continue to provide a range of academic and developmental activities to enhance the experience of our students and to develop their skills and employability. We are actively working to support our students into the professions and to consider postgraduate study.

18. We have developed and re-launched our provision of study skills for undergraduate and postgraduate students to support those aiming for greater success and to assist those who need specific skills development. Our 'Study Skills Plus' service has been extremely well received and take up of online and in person support is high. Having introduced electronic attendance monitoring and made other systems improvements, we are now able to develop a student engagement tracking model which will add to our ability to identify students at risk from withdrawing or under achieving.

19. We have a long standing commitment to flexible learning to support mature students and those for whom full time study is not the best option. We have reviewed our part time study options with a view to improving the part time student experience. We have also added targets for students studying off campus and for those undertaking work based learning.

Our investment in outreach and success

20. Based on predicted student numbers and student profile, the proposal set out below will total a £7.1m funding package for access measures and on-course support for students. This represents £23.9% of our estimated additional fee income.

Individual financial support for students

21. As so many of our students come from low income households we will continue to offer on course financial support to poorer students, as we know that students prefer this form of support to fee waivers. On this basis we are putting the major proportion of our direct financial support into our on course scheme, Books Plus.

22. Books Plus is a scheme run in partnership with John Smith's Bookshops to offer a wide range of study related goods, equipment and materials to students. The Books Plus card can also be used to join Students' Union Clubs and Societies and a range of sporting and fitness activities run by Active Anglia. For students entering in 2016-17 we will continue to offer £400 per year of study to all HEFCE countable students paying the £9,000 fee (or part time equivalent).

23. For students from households with residual incomes of under £25,000, we will offer an additional £200 in the form of a 'Start Up Bursary' at the beginning of each academic year, pro rata for PT students. We will also create a new Learning Support Fund to provide additional support for students from less advantaged groups, in particular disabled students, care leavers and carers (as described in point 15).

24. Individual financial support offered at our Partner institutions who are covered by this agreement can also be found in appendix 1.

Other access and success measures

25. We remain committed to seeking out potential students from under-represented higher education backgrounds to encourage them to consider higher education as something that is appropriate and accessible to them. We want to raise their aspirations and to support and encourage them whilst they are studying, and to offer every opportunity for them to succeed.

Outreach

26. We are proud of our long history as an institution which actively promotes access to higher education. Our success in outreach has been evidenced through the years with movement in our overall student demographic profile. We have around 60% of our student population coming from under-represented or disadvantaged backgrounds. Our outreach programme is broad in range and will continue to offer an opportunity for regular interactions with students in schools and colleges throughout their learning journey. We have developed and continue to evolve, activity from primary age through to mature learners, and across all modes of study. We will also offer a range of activity with those networks supporting young people, including parents/carers and staff in schools and colleges.

27. We will target activity using a variety of measures including POLAR data, free school meal provision and 'first in family' flags. In its broadest sense we will target our activity to students from lower participation areas and within this we will focus on our institutional benchmarks and the strategic priorities of the National Strategy for Access and Student Success.

28. The provision of coordinated, timely and accessible information about all aspects of the journey to Higher Education remains central to the portfolio that we offer. We will continue much of our established programme making changes based on feedback and experience through delivery.

    Activity that we have offered within our portfolio includes;

    ▪ Aspiration raising projects with children in primary schools ;
    ▪ Information and advice talks, workshops and materials, for school years 7-13 that are delivered both in school and on our campuses;
    ▪ On campus family focussed activity;
    ▪ On campus visits from schools and colleges;
    ▪ A student ambassador scheme encouraging positive interaction between current students and those with whom we work;
    ▪ Events and information for specific target groups which could include care leavers and students with disabilities and the networks that support them.

29. In 2016/17 we will continue to work in the following areas;

Mature Students

30. We will continue to offer and develop our activity with Access Students, working closely with Access coordinators to ensure that there is an ongoing understanding of the financial and study support available to this student group. We aim to identify current mature students to work with us on relevant outreach activity.

Part Time Learning

31. Our current event portfolio is accessible to all students. However, we recognise the need to ensure the visibility of information on our part time offer and the financial support available for part time study. We will continue to review all information and advice materials to ensure that all modes of study are well represented, and consider where additional targeted information may be required.

Key transition activity for year 8/9

32. We recognise the importance of helping learners make informed choices as early as possible, and at key transition points in education. We have piloted and rolled out an aspiration and goal setting activity for year 8/9 as a pre GCSE option activity. We encourage participating schools to plan this activity alongside their options parents evening to ensure that pupils are supported beyond the event. We will continue to improve and promote this event to local schools.

33. We are focussed on ensuring that our outreach portfolio underpins the entirety of a pupil's educational journey starting in primary years. Our long-term approach creates the potential to engage several times with an individual and their parents/carers, which is widely documented as being a key strategy to breaking down perceived barriers to progressing to Higher Education.

34. We always have a 'next step' following each interaction, for example our younger years participants are directed to our family focussed activity, from here we direct to our core on campus activity highlighting any targeted activity, a n d this approach is applied across all of our work.

35. We believe that consideration not only of the individual learner, but also of the support network they have around them, is vital to the success of any outreach strategy. To this end we are careful to ensure that potential contributors to this support network are also included where relevant. We input to the core in-school information activity such as parents evenings, but we have also developed a variety of other ways to proactively include parents/carers such as on campus family events. We have created a 'parents zone' at our open days with a supporting literature, and we encourage schools to include a parent's session in relevant school based events.

36. We will provide a range of activity for staff networks to help them stay up to date with developments in the Higher Education sector. These are organised as required and driven by the needs of the target audience but have included Networking sessions for Access Coordinators and Conferences for Information Advice and Guidance staff.

37. We have worked actively with other HEI's in the region for some time, including jointly delivering activity in schools, the production of relevant IAG materials and overarching communication with our local university network to ensure school, college and university

resources are targeted appropriately and not duplicated. This approach will be further enhanced by the National Network for Collaborative Outreach which runs until December 2016. We work closely with wider educational networks such as Councils and Head teacher and Heads of Sixth form networks.

38. We deliver considerable activity with year 8/9 pupils which includes a key objective for collaborative delivery. The programme has been designed to include input from a range of other organisations. We also work with a variety of networking groups including HELOA, Stemnet and local educational groups. We are lead organisation for the Cambridgeshire NNCO, and a member of the Essex NNCO.

39. Evaluation of impact is addressed in several ways; we provide feedback opportunities for all our activity to student participants and staff from targeted schools we explore if an activity is age appropriate, meets learning outcomes and provides a positive and aspirational experience. We use this information to develop our portfolio and ensure our offer is meeting the needs of our target audiences.

40. In addition to the more standard feedback methodology we also assess distance travelled (in terms of the impact on knowledge base) during events to gauge the impact of specific activity on target audiences. Where appropriate, we measure knowledge base at the start of an event or activity and then ask participants to repeat the exercise before they leave so that we can measure what they have learnt during their time with us. This helps us assess the impact on the participant, and also helps us to continue developing content.

41. As a university we would welcome the opportunity to feed into a centrally organised national tracking programme as this would allow the monitoring of the outreach effort on postcode areas (POLAR) which by the very nature of true outreach work is the absolute measure of impact.

Student success related support
42. We are committed to supporting student success. We are aware that some students from under- represented backgrounds find additional challenges in effectively engaging with their higher education and achieving a successful outcome.

43. We already offer an extensive range of support services but will continue to provide support and initiatives that recognise the differing needs and circumstances of our students; helping them to stay on course, take advantage of the opportunities university offers, succeed with their studies and go on to a graduate job or further study.

44. We have periodically reviewed the specialist provision established under previous Access Agreements to determine how effective this has been. Our Study Skills Plus initiative has been very successful and we are likely to invest further in this provision. We have added specialist debt advice to our Student Money Advice Service given that 65% of students applying for hardship funds had significant commercial debt. Our specialist employability provision to encourage students into the professions has been effective based on student feedback, and we continue this work. We will need to see the outcomes of cohorts at the point of the DLHE survey to make a formal assessment.

45. We have reviewed our provision for monitoring retention and progression and in collaboration with our Strategic Planning and Policy Unit have appointed a post to create and manage improved data models based on changes to university systems. We have also

increased resourcing into our equality and diversity work, restructuring a part time post into a full time manager focusing only on students. We have pulled both of these areas into the same management line, working closely with our Faculty Student Advice Service to offer the best interventions to students.

46. We intend to continue funding for this work under this Access Agreement. In addition, in recognition of reductions in in Disabled Students Allowances, we will be allocating further funding under this agreement for our disability related services and other support infrastructure as required.

47. In September 2012 we introduced our new scheme for all HEFCE countable students in partnership with our on-campus bookseller. "Books Plus" gave all eligible students £100 (pro-rata for part-time) to spend on books and stationery. The scheme was designed to offer maximum value, with a books buy-back scheme to allow students to spread the value of their funds and the ability for families and friends to top-up the funds as a way of ensuring support on study resources. Whilst the scheme is intended to help our least well off students, we are mindful that a more inclusive scheme offers benefits for a wider group, helps the on-campus experience and reduces the potential for any stigma attached to students in receipt of higher levels of support.

48. The scheme has been very successful and extremely popular. We increased funding to £400 for students starting 2014/15 (pro rata for part time students) and added the 'engagement' element where students can spend capped amounts of their funds on Students' Union run clubs and societies and on university run sports and activities. This is to encourage students to engage, build networks, develop additional skills and to ensure that they are linked in to university life and feel a sense of belonging. Feedback from students is overwhelmingly positive with 88% saying that they would have struggled to buy text books without it and 82% saying that they believe that being able to buy more books had a positive effect on their academic performance. We are carrying out further evaluation as preliminary analysis indicates a correlation between a scheme such as Books Plus and improved degree outcomes. We intend to continue this scheme for 2016/17 starters.

Assessment of progress

49. In 2013-14, young full-time undergraduate entrants account for 63.8% of our student profile with mature students being 36.2%.

50. Of our young full-time undergraduate entrants:
   ▪ 14% are from a lower participation neighbourhood, which is 0.4% above benchmark and 2.9% above the rate for England, slightly up from 13.6% in 2012-13.
   ▪ 96.5% are from state schools or colleges, which is relatively unchanged from the previous year and above benchmark (95.2%) and England performance (89.6%).
   ▪ 39% are from NSEC Classes 4, 5, 6 &7. This is below our benchmark by 1.3 and above the proportion in England (33.5%).

51. The proportion of mature full time undergraduate students (all entrants) from lower participation neighbourhoods with no previous HE experience is 13.6%, down 0.5% from 2012-13. Performance remains above benchmark (12.7%) and the rate for England (11.8%).

52. In 2012-13, our part-time undergraduate profile comprised 6.3% young students and 93.7% mature students.

53. 5.6% of our students (all entrants) studying part-time have no previous HE experience and are from low participation neighbourhoods. This is up from 0.4% in the previous year, and just above benchmark (5.5%).

54. The proportion of our young full-time first degree entrants from low participation neighbourhoods who are no longer in HE is 12.1% in 2012-13. Performance is below benchmark (9.5%) and down on the previous year (11.2%).

55. The proportion of our mature full-time first degree entrants without a previous HE qualification who are no longer in HE is 15.5%. Performance is below benchmark (12.6%) and down on the previous year (9.8%).

56. 6.5% of our full-time undergraduate entrants are in receipt of DSA, below benchmark (7.3%) and England rates (7.1%).

57. Overall our performance in attracting students from under-represented groups is good. We have very good participation rates for students from these groups and have set ourselves some challenging targets to improve further.

58. Our non- continuation rates for both young and mature full time first degree entrants have increased. We plan to address these issues by developing better student engagement tracking models, allowing improved monitoring and early intervention.

59. The number of students on full state support from Student Finance England has significantly increased.

Targets and milestones

60. Our goals are to ensure that we encourage all who have the potential to benefit to apply to university and that every student joining Anglia Ruskin has the opportunity and support to be successful. We are mindful that students from under-represented groups often face additional barriers and we are working to identify and address obstacles to achievement.

61. Over the last year we have continued to develop a whole institution approach to our work on access and student success and this has enabled greater awareness and discussion and a more integrated approach. We continue to develop better student retention, progression and success data, improving student monitoring and enabling early intervention and support.

62. In order to identify priority areas for focus we have used the national HESA Performance Indicators, internal performance analysis and other national benchmarking information to identify those groups which are underrepresented in our student community and those groups where retention, learning and teaching outcomes or employment prospects are below benchmark.

63. We have currently identified several key areas for further work. These include:

   - Continue to meet or exceed our HESA benchmarks;
   - Promote part time and flexible learning by increasing the number of students studying off-campus and the number of work-based learners;

- Develop data around disability disclosures. Future changes around DSA may mean students are less likely to disclose disability;
- Work to address the percentage of students achieving good honours degrees from some black and minority ethnic backgrounds, mature students and some disabled students;
- Work to address the slightly lower numbers of black and minority ethnic graduates in work/further study (81.7%) compared to white graduates (89.8% at ARU, 82.9% nationally);
- Encouraging greater numbers of students to go on to postgraduate study.

64. We have also been considering what we can do to address the decline in the numbers of part-time students. Our outreach work will look to raise aspirations and provide IAG and we have been planning significant changes to our curriculum and patterns of delivery and support to encourage and enable part time study.

65. Where our current performance is below national benchmark, we have set targets to ensure that we raise our performance to be above benchmark. Where our performance is at or above benchmark we have set targets to equal or exceed current improvement trends.

66. Our targets and milestones are set out in the published annexes to this document.

Monitoring and Evaluation Arrangements

67. In order to ensure that we achieve the aims set out in this Access Agreement we will monitor our progress and revise our targets and activities accordingly.

68. We use a range of means to monitor our Books Plus scheme. We obtain data reports on the use of the Books Plus cards. The reports can tell us what categories of items are being purchased (e.g. text books, digital texts, IT equipment etc.), how fully the cards are being used and whether schemes such as 'buy-back' are being utilised by students etc. We can correlate this with data from our student record system by individual or group as required. Our current scheme has a very high take up with over 95% of funds spent for this year. The system can see which individuals who are not taking advantage of the scheme and this allows another avenue of intervention for us to check that a student is not in difficulty. For the 2015/16 academic year we plan to link Books Plus useage into a new student tracking model as part of several 'touchpoints' to improve our understanding of engagement.

69. Following the increase of funding from £100 to £400 we worked very closely with our Students' Union to engage with students regarding scheme changes. The scheme is very popular with students and despite the 2012/13 and 2013/14 students paying a lower tuition fee than those in receipt of £400, many of them felt that they also, or alternately, wanted the higher amount on the Books Plus cards. This has left us in no doubt about how much they value the scheme. We are hopeful that we have resolved student concerns and have benefited from much greater insight into our students as a consequence. Feedback from this also suggests that £400 is an appropriate amount of funding and consequently we plan to continue the scheme, and at this level, for the foreseeable future.

70. We have made further progress in joining up our work in developing and implementing Access Agreements with our Equality and Diversity Group, our Equality and Diversity Student Working Group, our Study Skills Working Group and our Welcome Strategy Group.

We have also increased reporting under the committee structure and to our Corporate Management Team, in order to promote awareness and a whole institution approach to access and student success. We continue to develop and improve our monitoring and evaluation processes and we plan to fund doctoral research to provide an in depth analysis of elements of our work under this and previous Access Agreements.

71. Delivery of our Access Agreement is the responsibility of the Director of Student Services, the Director of Finance, several senior staff and our Students' Union. The Group is overseen by the Corporate Management Team, which is led by the Vice-Chancellor. We have been developing reporting and monitoring of our Access Agreement work and this is now included in the work of the Equality and Diversity Student Working Group, the Student Satisfaction Improvement Group and to relevant university committees, including our Senate and our Equality and Diversity Group, all of which include Students' Union representatives.

72. This agreement has been drawn up by our Access Agreement Steering Group, Chaired by the Director of Student Services. It includes representatives from key areas including the Director of Finance, the Pro-Vice Chancellor Corporate and International Development and our Students' Union. We have also discussed the Access Agreement at other internal meetings, including those tasked with implementing current Access Agreements, which also includes our Students' Union. The Corporate Management Team has agreed our approach.

Equality and Diversity
73. Due regard has been given to our responsibilities under the Equality Act 2010 to our approach for this and previous Access Agreements. We are linking our access and student success activity with our equality and diversity activity, in particular in regard to data collection, evaluation and action. In accordance with legislative and regulatory requirements we monitor our access activities from an equalities perspective.

Information provided to prospective and existing students
Information for prospective students
74. From a potential applicant's first contact with Anglia Ruskin University we aim to provide accurate, informative and timely help and advice throughout the enquiry and application process.

75. We provide:
- A full suite of information and advice materials and events for prospective students and their parents/carers via our Outreach and Recruitment Team. The focus is on considering HE, how to apply and the student finance system;
- An Applicant Enquiries Team to respond to a wide range of incoming enquiries from applicants;
- Online enquiry services via a dedicated email address or online form;
- A comprehensive, mobile friendly, website which includes information and advice on applying to university and the student finance system;
- Prospectuses online and in hard copy;
- A range of information about being a student, including funding and advice about course choice via our website;
- Presentations and literature regarding our finance offer at open days/evenings
- Information directly from specialist staff in Student Services – in person, online, by phone or email. We provide online services via webcam/online messaging to enable enquirers in remote locations to contact us;

- Information sessions for regional teachers, careers advisers and other IAG staff working with prospective students;
- specialist information and advice and a DSA-QAG accredited access centre for applicants with disabilities.

76. We ensure clarity of messages by regularly reviewing content for accuracy and relevancy. We will continue to test developments where relevant through discussion and focus groups with target audiences and have recently undertaken a very significant exercise as part of our rebranding and website development.

77. In addition, information about our university is available via Unistats.

Information to current students

78. Our web based suite of information is available to both prospective and current students. We also provide a range of hard copy materials on campus.

79. We have a comprehensive Matrix Accredited Student Services that provides a range of information, advice and guidance to students on areas such as finance, employability, study support, counselling, academic regulations and general information about sources of help, opportunity and engagement for our students. We work closely with our Students' Union to ensure that students are also provided with a wide range of information including help and advocacy should they need to appeal or formally complain.

80. We provide further information for students during our pre-entry and Welcome programme activities. We are also mindful that there is a great deal of information for new students to take on board and we have a Welcome Plus programme of events and awareness raising which takes place over the first semester to help remind students of support available and sources of information at key points.

81. We have a comprehensive mobile App for our students which at the time of writing has over 20,000 users.

Student Voice

82. Our Students' Union has been closely involved in all meetings relating to the discussion and formulation of this Access Agreement. In addition they are members of the range of groups and committees at which work under our Access Agreements is discussed (e.g. the Equality and Diversity Group, Student Satisfaction Improvement Group, Study Skills Working Group, Access Agreement Implementation Group and Committees). Our Students' Union has provided the statement below:

"The Students' Union President and Chief Executive have been members of the 2016/17 Access Agreement Steering Group, which met regularly to produce the Access Agreement for submission on 23rd April 2015. The Students' Union has been fully involved in the consultation process."

Footnote;
Anglia Ruskin University Partners for the academic year 2016/17

	Fee 2016/17*
Harlow College (University Centre Harlow)	£7,500
College of West Anglia (University Centre West Anglia)	£8,000
Peterborough Regional College (University Centre Peterborough)	£7,500
Cambridge Regional College	£7,500
Chelmsford College of Further Education	£7,500
London School of Osteopathy	£8,500
London College of Accountancy	£8,000
NB Part time fees are pro-rata to full time rates determined by intensity of study subject to the upper limit, currently £6,750.	

Access Agreement Offering 2016-17 - Anglia Ruskin University

Year 1	Year 2	Year 3

Direct and indirect financial support

Household Income < £25,000

Year 1	Year 2	Year 3
Cash Bursary £200 Books Plus £400 **Total £600** plus Targeted Contribution	Cash Bursary £200 Books Plus £400 **Total £600** plus Targeted Contribution	Cash Bursary £200 Books Plus £400 **Total £600** plus Targeted Contribution

Household Income > £25,000

Year 1	Year 2	Year 3
Books Plus £400 **Total £400**	Books Plus £400 **Total £400**	Books Plus £400 **Total £400**
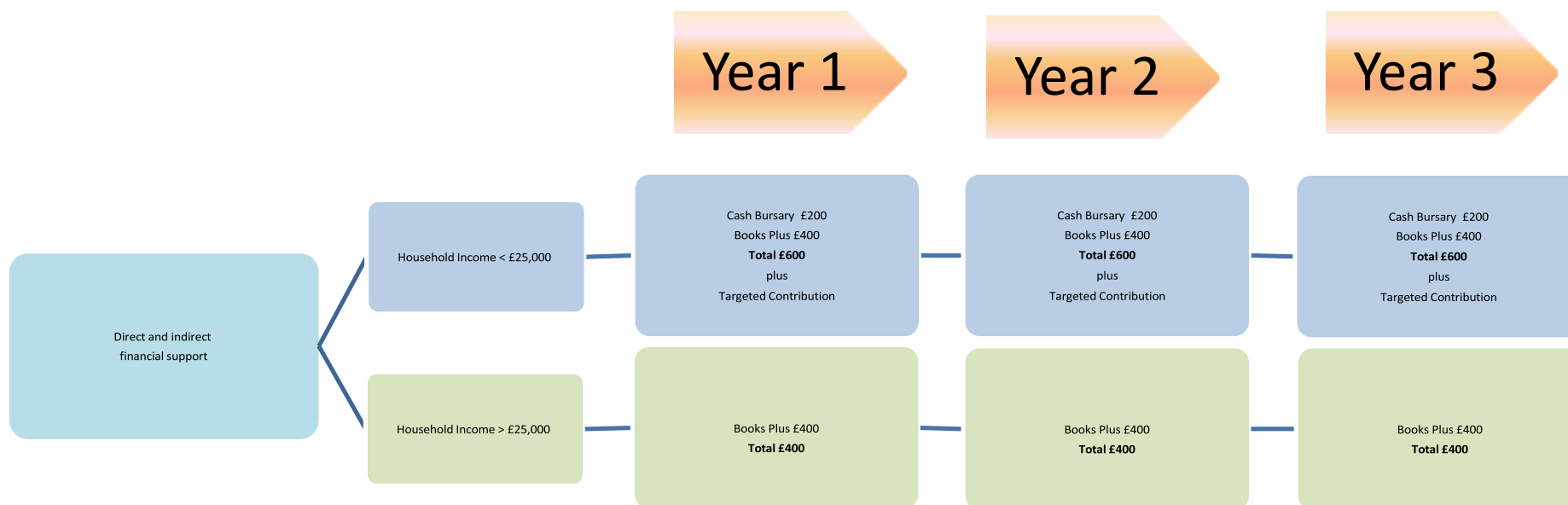
Example shown is for full-time undergraduate courses with fees of £9,000 p.a. and foundation degree courses with fees of £7,500 p.a.
Part-time fees and access agreement direct support pro rata to full-time.
The 'Targeted Contribution' represents a contribution Anglia Ruskin will make to a general Learning Support Fund to provide targeted direct financial support, or indirect support via equipment and services.

Access Agreement Offering 2016-17 - London College of Accountancy
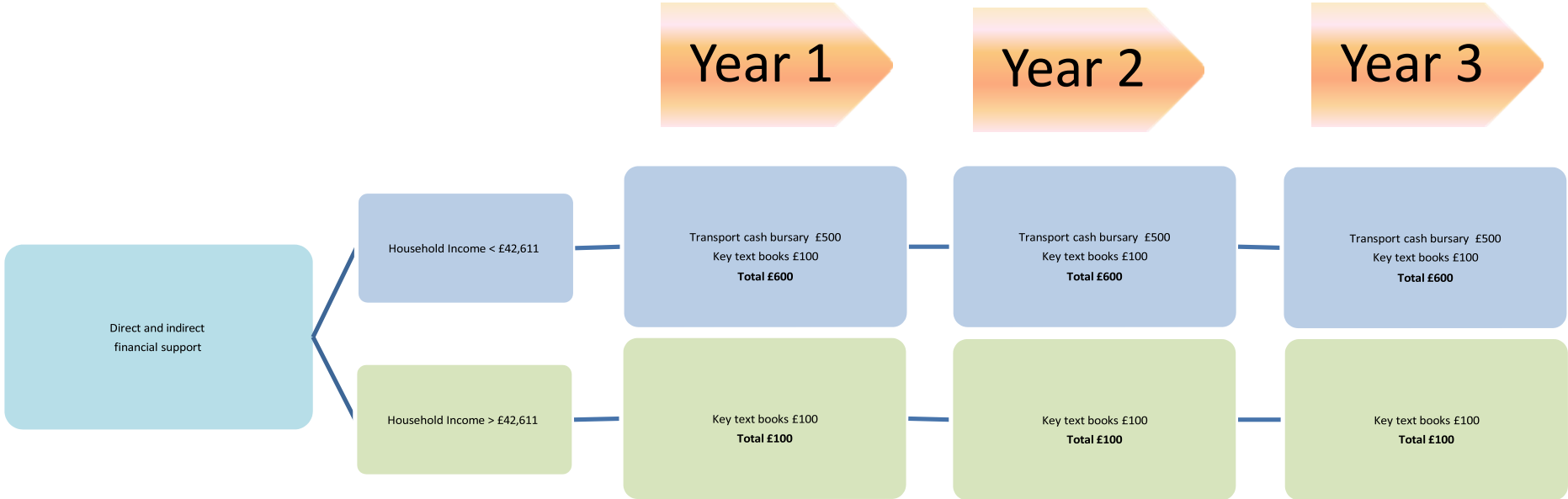
Year 1

Year 2

Year 3

Direct and indirect financial support

Household Income < £42,611

Transport cash bursary £500
Key text books £100
Total £600

Transport cash bursary £500
Key text books £100
Total £600

Transport cash bursary £500
Key text books £100
Total £600

Household Income > £42,611

Key text books £100
Total £100

Key text books £100
Total £100

Key text books £100
Total £100

Example shown is for full-time undergraduate courses with fees of £8,000 p.a.
Part-time fees and access agreement direct support pro rata to full-time.

Access Agreement Offering 2016-17 - London School of Osteopathy

		Year 1	Year 2	Year 3
Direct and indirect financial support	Household Income < £25,000	Low Income bursary £350 / Global Scheme £300 / **Total £650**	Low Income bursary £350 / Global Scheme £300 / **Total £650**	Low Income bursary £350 / Global Scheme £300 / **Total £650**
	Household Income > £25,000	Global Scheme £300 / **Total £300**	Global Scheme £300 / **Total £300**	Global Scheme £300 / **Total £300**

Example shown is for full-time undergraduate courses with fees of £8,500 p.a.
Part-time fees and access agreement direct support pro rata to full-time.

Access Agreement Offering 2016-17 - University Centre Peterborough

	Year 1	Year 2	Year 3
Household Income < £25,000	Low Income £500 Global Scheme £500 **Total £1,000**	Low Income £500 Global Scheme £500 **Total £1,000**	Low Income £500 Global Scheme £500 **Total £1,000**
Household Income > £25,000	Global Scheme £500 **Total £500**	Global Scheme £500 **Total £500**	Global Scheme £500 **Total £500**

Direct and indirect financial support

Example shown is for full-time undergraduate courses with fees of £7,500 p.a. and foundation degree courses with fees of £7,500 p.a.
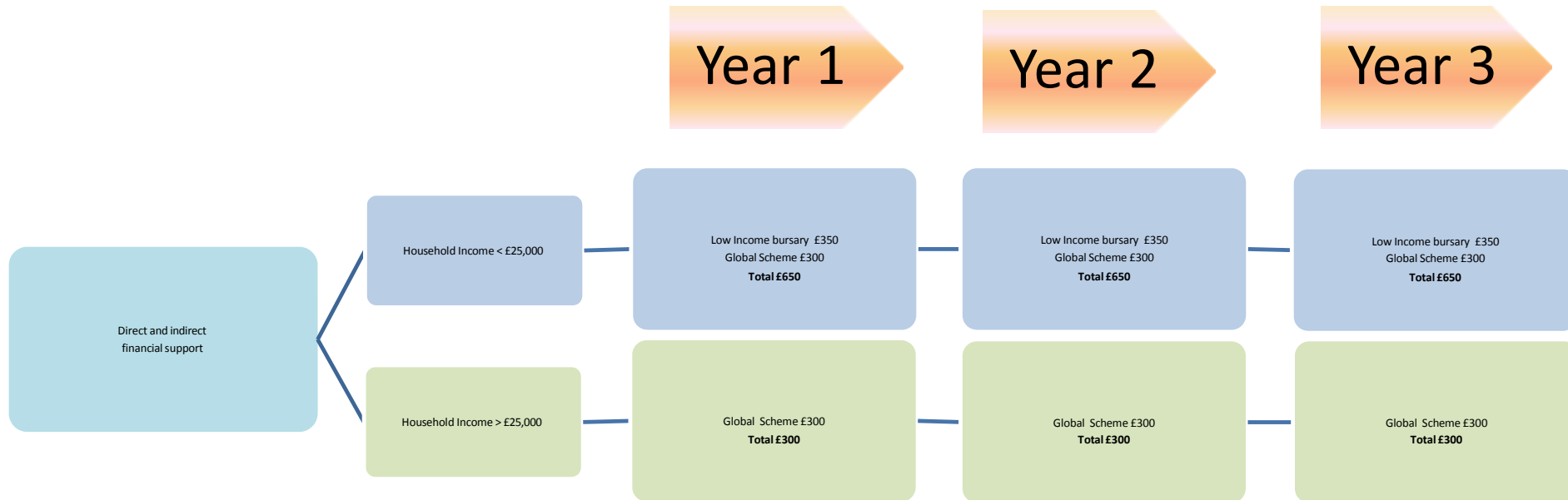Part-time fees and access agreement direct support pro rata to full-time.

Access Agreement Offering 2016-17 - University Centre Harlow

		Year 1	**Year 2**	**Year 3**
	Household income < £25,000	Disability £900 Low income £650 **Total £1,550**	Disability £900 Low income £650 **Total £1,550**	Disability £900 Low income £650 **Total £1,550**
Student with disability	Household income > £25,000 < £42,611	Disability £900 Low income £300 **Total £1,200**	Disability £900 Low income £300 **Total £1,200**	Disability £900 Low income £300 **Total £1,200**
	Household Income > £42,611	Disability £900 **Total £900**	Disability £900 **Total £900**	Disability £900 **Total £900**
	Household income < £25,000	Low income £650 **Total £650**	Low income £650 **Total £650**	Low income £650 **Total £650**
Student without disability	Household income > £25,000 < £42,611	Low income £300 **Total £300**	Low income £300 **Total £300**	Low income £300 **Total £300**
	Household Income > £42,611	**Total £nil**	**Total £nil**	**Total £nil**

Direct and indict financial support
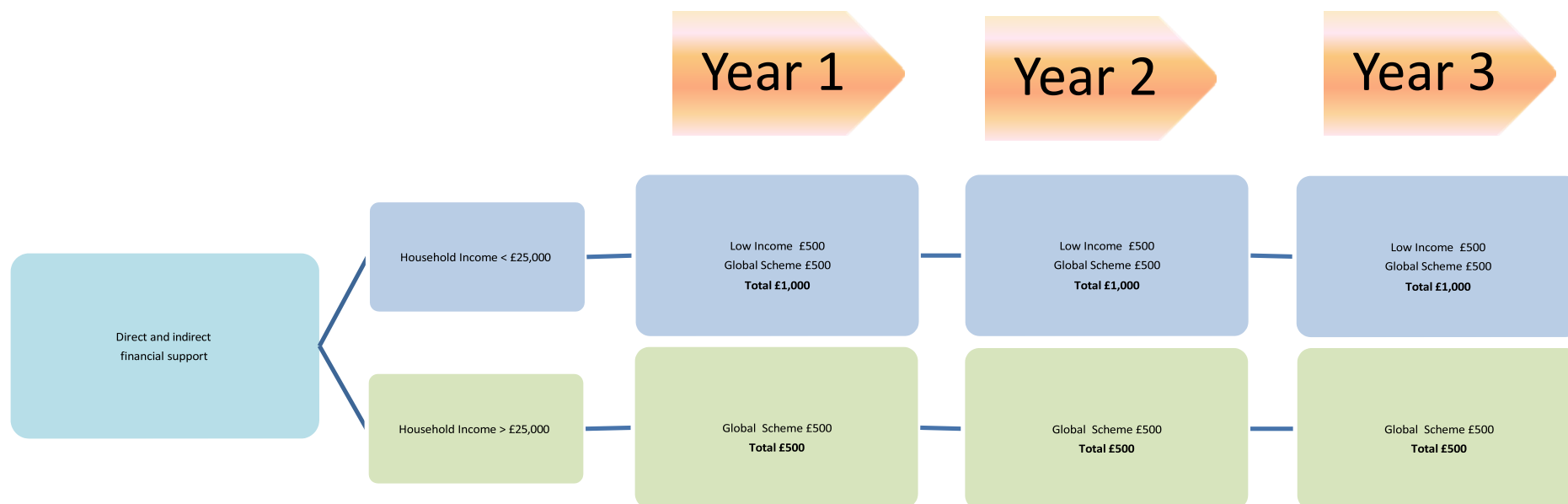
Example shown is for full-time undergraduate courses with fees of £7,500 p.a. and foundation degree courses with fees of £7,500 p.a. Part-time fees and access agreement direct support pro rata to full-time.

Access Agreement Offering 2016-17 - University Centre West Anglia
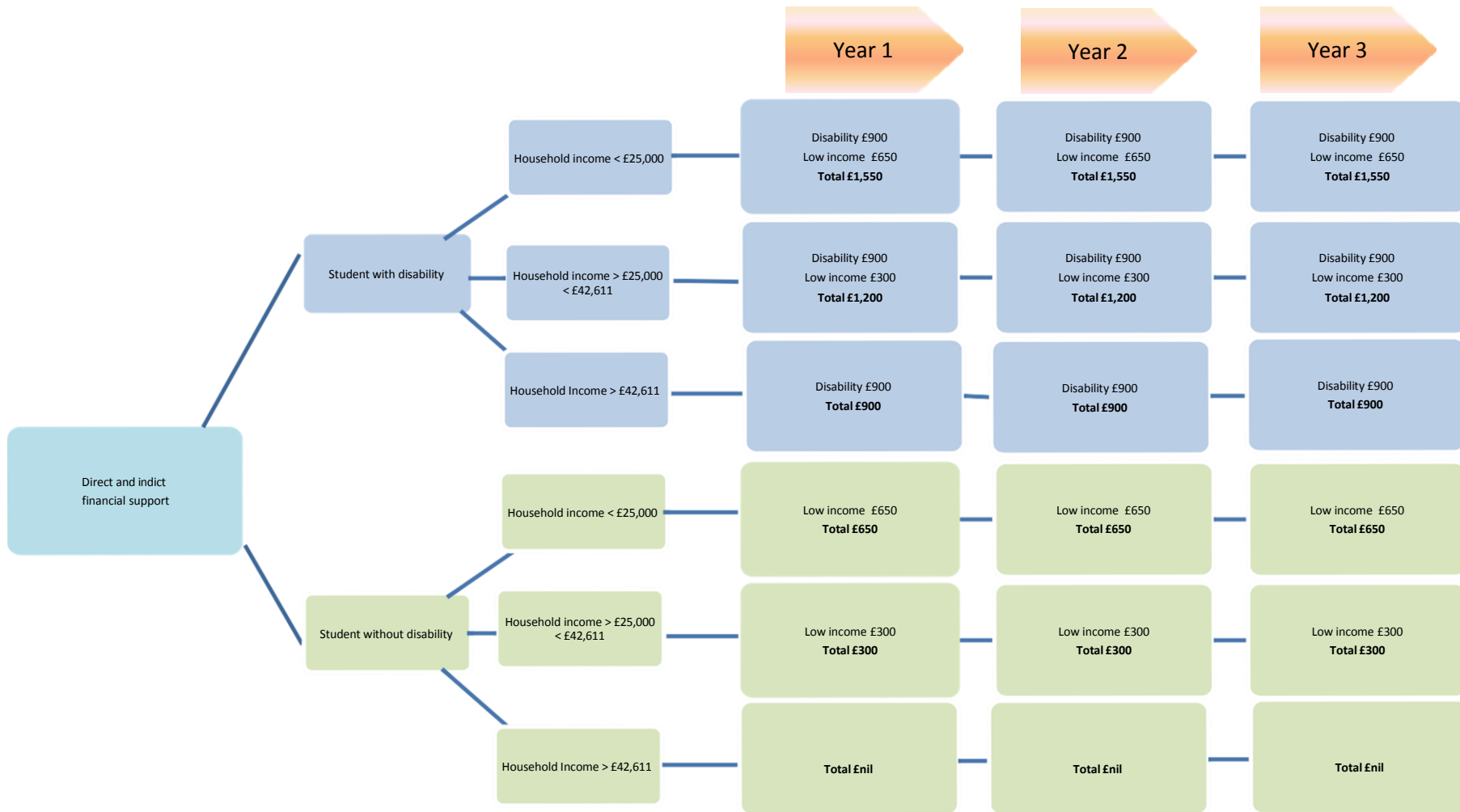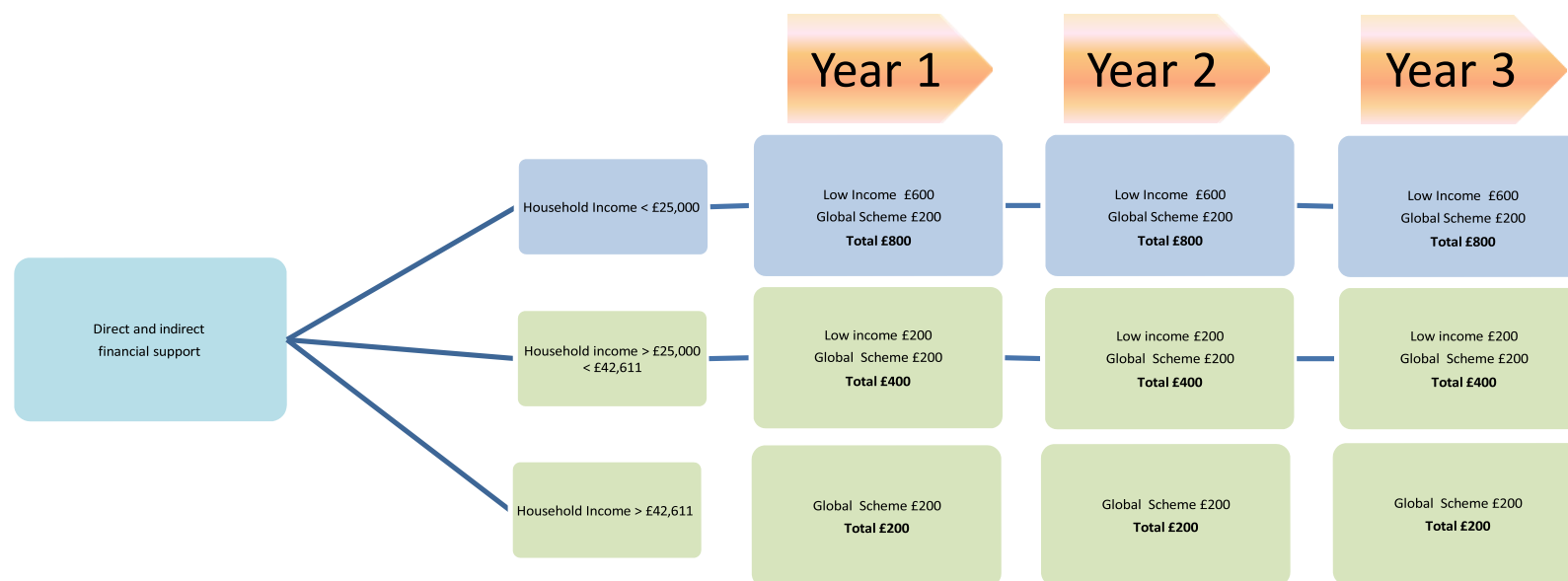
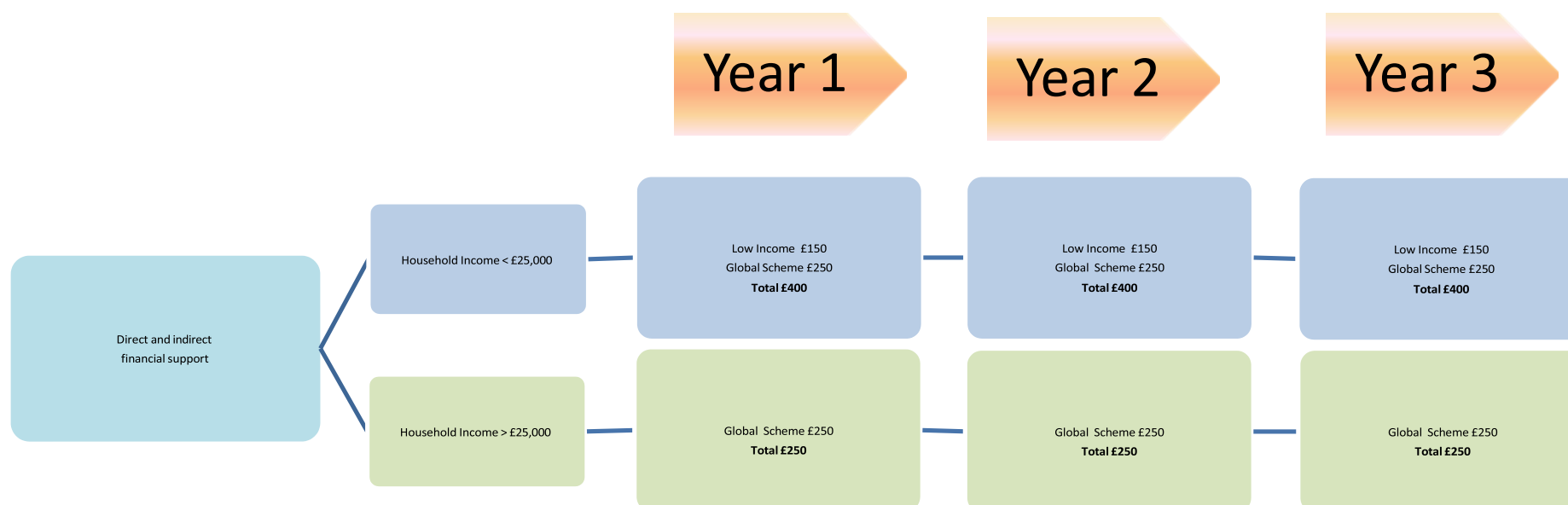|	Year 1	Year 2	Year 3
Direct and indirect financial support			
Household Income < £25,000	Low Income £600 Global Scheme £200 **Total £800**	Low Income £600 Global Scheme £200 **Total £800**	Low Income £600 Global Scheme £200 **Total £800**
Household income > £25,000 < £42,611	Low income £200 Global Scheme £200 **Total £400**	Low income £200 Global Scheme £200 **Total £400**	Low income £200 Global Scheme £200 **Total £400**
Household Income > £42,611	Global Scheme £200 **Total £200**	Global Scheme £200 **Total £200**	Global Scheme £200 **Total £200**

Example shown is for full-time undergraduate courses with fees of £8,000 p.a. and foundation degree courses with fees of £8,000 p.a. Part-time fees and access agreement direct support pro rata to full-time.

Access Agreement Offering 2016-17 - Chelmsford College of FE, Cambridge Regional College

	Year 1	**Year 2**	**Year 3**
Household Income < £25,000	Low Income £150 Global Scheme £250 **Total £400**	Low Income £150 Global Scheme £250 **Total £400**	Low Income £150 Global Scheme £250 **Total £400**
Household Income > £25,000	Global Scheme £250 **Total £250**	Global Scheme £250 **Total £250**	Global Scheme £250 **Total £250**

Direct and indirect financial support

Example shown is for full-time undergraduate courses with fees of £7,500 p.a. and foundation degree courses with fees of £7,500 p.a.
Part-time fees and access agreement direct support pro rata to full-time.

Table 7 - Targets and milestones

Institution name: Anglia Ruskin University

Institution UKPRN: 10000291

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

Reference number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Non-continuation rate for young full-time first degree entrants from low participation neighbourhoods	No	2012-13	12.1%	12.1%	11%	10%	9%	8%	Target of 8.3% set for 2016-17 in previous agreement. Benchmark 9.5%. Over 3 years a 3% decrease. So milestones set to reflect this pattern.
T16a_02	HESA T3c - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	Non-continuation rate for mature full-time first degree entrants with no previous HE qualification	No	2012-13	15.5%	15.5%	14	12.5	11	9.5	Target of 9.65% set for 2016-17 in previous agreement. Benchmark 12.6%. Over 3 years a 2% increase. So milestones set to aim for target of 9.5%.
T16a_03	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Participation of young students from lower participation neighbourhoods (all entrants)	No	2013-14	14%	14%	15.5%	17%	18.5%	20%	Target of 17.65% set for 2016-17 in previous agreement. Benchmark 13.6%. Over 3 years just less then a 1% increase, with a slight decline last year. So milestones set to reflect this pattern.
T16a_04	HESA T1b - State School (Young, full-time, undergraduate entrants)	Participation of young students from state schools and colleges (all entrants)	No	2013-14	96.5%	96.5%	97%	97.5%	98%	98.5%	Target of 98.3% set for 2016-17 in previous agreement. Benchmark 95.2%. Static performance over the past 3 years. So milestones set to reflect this pattern.
T16a_05	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	Participation of young students from NS-SEC Classes 4, 5, 6 & 7 (all entrants)	No	2013-14	39%	39%	39.5%	40%	40.5%	41%	Target of 39.95% set for 2016-17 in previous agreement. Benchmark 40.3%. No movement in 3 years. So milestones set to reflect this pattern.
T16a_06	HESA T2a - (Mature, full-time, all undergraduate entrants)	Participation of mature students with no previous HE experience from low participation neighbourhoods (all entrants)	No	2013-14	13.6%	13.6%	14%	14.5%	15.5%	16%	Target of 15.2% set for 2016-17 in previous agreement. Benchmark 12.7%. So little movement in 3 years. So milestones set to reflect this pattern.
T16a_07	HESA T2b - Low participation neighbourhoods (POLAR3) (All, part-time, entrants)	Participation of PT students with no previous HE experience from low participation neighbourhoods	No	2013-14	5.6%	5.6%	6.0%	6.6%	7.2%	7.8%	Target of 6.6% set for 2016-17 in previous agreement. Benchmark 5.5%. So 2% increase in 3 years. So milestones set to reflect this pattern.

Notes

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

Table 7b - Other milestones and targets.

Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	Outreach / WP activity (other - please give details in the next column)	Host campus visits for students in state secondary schools/colleges focussing on introduction to HE, and the provision of age appropriate IAG. Priority given to targeted schools in POLAR 1&2 areas.	No	2012-13	1709	1800	1850	1900	1950	2000	
T16b_02	Outreach / WP activity (other - please give details in the next column)	Proactively engage with targeted state secondary schools using relevant outreach criteria including POLAR data, offering a portfolio of activity	No	2012-13	We engaged with 96 schools during baseline year	Engage with all schools in designated geographical area	Engage with all schools in designated geographical area	Engage with all schools in designated geographical area	Engage with all schools in designated geographical area	Engage with all schools in designated geographical area	The target here is related to relevant datasets available in any given year. We aim to promote a free portfolio of activity to target schools each year. The actual number of schools involved may vary year to year depending on targeting criteria used. We will provide information about engagement in the annual reporting.
T16b_03	Outreach / WP activity (other - please give details in the next column)	Provide targeted activity/events for Access/Mature learners	No	2014-15	150	160	160	170	170	180	
T16b_04	Outreach / WP activity (other - please give details in the next column)	Provide activity/events for primary learners	No	2012-13	500	500	500	500	500	500	Our primary activity was expanded greatly in 12/13 and 13/14, we aim to maintain this level of activity
T16b_05	Outreach / WP activity (collaborative - please give details in the next column)	Engage with students from state secondary schools through collaborative activity with other relevant organisations/bodies/networks	Yes	2013-14	929	1000	1100	1200	1300	1400	
T16b_06	Outreach / WP activity (other - please give details in the next column)	Deliver campus based activity targeting families	No	2012-13	396	600	650	700	750	800	

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

We have reviewed and revised our targets for outreach work from 2015/16 onwards and would hope that the new targets can be used alongside the 2015/16 Access Agreement already submitted. The changes made support the ongoing development of our work, therefore provide broad targets for a variety of areas including those specifically highlighted by OFFA. Through our annual reporting we will be able to provide specific detail about projects , events and activities used to deliver targets during the Access Agreement period.