



Birkbeck University of London

Access Agreement

2015/16

with the Office for Fair Access

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1. Introduction and context

Since the foundation of the College in 1823, Birkbeck has sought to provide higher education opportunities to people who would not otherwise have access. The College's founder, George Birkbeck, had a vision of the power of education to transform and improve lives, and this founding commitment to social change and widening access is what still drives the College today. The means of achieving this goal adapts with the times but our continued commitment is unwavering. As the sector moves through particularly turbulent times, Birkbeck's determination to pursue its mission has never been stronger or more important.

Birkbeck is 'London's Evening University', where students appreciate the flexibility that studying in the evening gives to their work or family commitments. As London's only specialist provider of flexible evening higher education, Birkbeck has long encouraged applications from students without traditional qualifications.

In 2012, part-time and mature student recruitment at an undergraduate level decreased dramatically, at Birkbeck and nationally. This downturn was undoubtedly the most significant consequence of the 2012 changes. There are no early signs of recovery. In this challenging environment Birkbeck needed rapidly to develop an alternative proposition or face an uncertain future. To secure its future Birkbeck successfully expanded its intensive three-year evening degree provision offered via UCAS. It attracts mature students alongside growing numbers of younger non-traditional students, many with low incomes, some of whom may not have gone to university otherwise. Many of these students are attracted by the opportunity to achieve their degree in the same time as full-time students while working during the day. The three-year programmes are deemed 'full time' by UCAS and the Home Office.

In 2015/16 we predict that more students will enrol onto our three-year full-time courses than our traditional four-year part-time courses. As the higher education sector records a 46% downturn in part-time enrolments since 2010/11, our new and unique blend of four-year part-time and three-year full-time evening provision has proven extremely popular, and remains mission-driven as it continues to attract a very high proportion of students with low incomes. We are determined to ensure that our new range of flexible provision continues to open up the opportunity of higher education to students who may otherwise not be able to study.

Despite the success of the three-year evening provision that we now offer, it is a concern that the numbers of mature students – particularly those in the older age brackets – have declined to the extent that they have since 2012. We are committed to working with this group of students, but remain concerned about the greater impact that the financial changes seem to have had on this group. There has been little national policy change to rebuild this cohort of students. This access agreement for 2015/16 sets out some of the ways that we continue to work to enable the progression of mature students, while also increasing the level of work to engage younger students. Our activities include:

- **Intensive flexible provision:** The new three-year evening mode of study is supported by our intensive flexible provision project, which aims to revitalise, and rapidly reconfigure, opportunities for part-time and mature students by developing an innovative portfolio and support students to combine work with intensive evening study.
- **Outreach** activities that reflect the needs of our traditional and new student cohorts. Birkbeck leads the way in terms of understanding, innovation and impact with its

outreach and recruitment work with both the traditional market of mature learners and the rapidly growing proportion of younger students. We have long believed that an active and energetic commitment to a wide programme of outreach work is every bit as important as financial incentives.

- **Retention and Student Success** activities that have proven to be successful. The agreement sets out our aim of continuing to run our recruitment and student success activities for non-traditional learners in a fully integrated way, achieving further improvements while adapting and recalibrating our approach to ensure the work responds to the needs of a changing cohort of students.
- **Financial support** that will ensure that students with low incomes receive financial support, with an additional support scheme aimed at supporting part-time students as the group hardest hit by the increases in tuition fees.
- **Providing accessible entry routes** to HE (higher education) through our Certificate of Higher Education programmes, which are of most interest to those students with few previous qualifications and with the lowest confidence.
- **Collaboration** through opening a partnership building with joint information, advice and guidance (IAG) provision with the University of East London (UEL), and the development of an access and success group with other University of London institutions.

2. Fees, student numbers and fee income

We will maintain a tiered fee structure in 2015/16, continuing the principles already established in the College for differential pricing taking into account our academic, widening participation and lifelong learning missions. FTE fees will range from £4000 and £5000 for most Certificate of Higher Education modular programmes and £6000 and £9000 for other Certificates and degree programmes.

The lowest fee represents a price of £1000 for a 30-credit module from a Certificate of Higher Education. Certificates attract a diverse range of students. Some choose to take one or two Certificate modules every year, to build up credit for a Certificate of Higher Education leading to entry to the first or second year of a degree, to gain or update professional skills or to pursue lifelong learning. Other students choose to take more intensive Certificate programmes of up to 120 credits a year. Certificates of Higher Education are important pathways to undergraduate degrees for a number of our mature students, and we will continue to explore means to ensure that this route remains attractive to non-traditional learners.

Our degree portfolio relies on our strong research reputation. In 2015/16 we plan to have a standard FTE fee of £9000 for new entrants. We will retain a fee of £7000 for some provision linked to access and social participation. We are changing the financial support scheme offered in 2015/16 so that it remains open to all students with low household incomes, with an additional scheme open to part-time students with household incomes of below £40,000, demonstrating our commitment to offering opportunities to mature and part-time students.

Taking our student financial support into account, our average fee per FTE in 2015-16 will be £7866.

We are anticipating:

- 1200 part-time entrants and 1500 full-time entrants on degrees and foundation degrees.
- 500 entrants on Certificate of Higher Education programmes.
- 1500 students enrolled on modular Certificate of Higher Education courses.

We estimate our total student body in 2015/16 will be made up of approximately:

- 7000 (4000 part-time and 3000 full-time) students on degrees and foundation degrees.
- 950 students on Certificate of Higher Education programmes.
- 1500 students enrolled on modular Certificate of Higher Education courses.

We are also expecting approximately 750 students paying old system fees to return to complete the fourth year of their part time degrees.

We estimate that our income from higher fees will be £13M. We intend to invest approximately a third of this income in supporting our outreach, support and retention work and on an extended student financial support scheme.

3. Access and student success measures

3.1 Assessment of Birkbeck's access record

Our student body changed significantly in 2012/13 and 2013/14, and we anticipate that the trend will continue. 2013/14 was significant as equal numbers of students enrolled onto the three-year full-time degrees than onto the four-year part-time option. While our student body continues to be mainly mature, the average age is falling as the profile of students who enrol on the three-year evening programmes is somewhat younger than on the four-year degrees.

3.1.1 Performance regarding part-time and mature students

Birkbeck aims to make studying higher education as accessible as possible to mature students who may not have had the opportunity to study earlier in life. We believe that all mature students with no previous experience of HE, especially those who have low incomes, are a valid target group for outreach activities, regardless of whether or not they live in the lowest participation neighbourhoods. We argue that the social mobility impact on mature students who have missed out on higher education earlier in life is not dependent on the participation area that they currently live in. We will therefore continue to target outreach activities towards students with no previous qualifications regardless of location, rather than focus significantly on POLAR-3 areas with the lowest participation.

Although we did not meet the HESA benchmark regarding part-time students coming from low participation POLAR-3 neighbourhoods, our own analysis of the financial support for 2012/13 and 2013/14 shows that we have attracted a higher percentage of low income students than in

previous years. We expect that this positive figure for access will further increase in the coming years.

In the context of the downturn in part-time and mature students nationally, we remain committed to making HE as accessible as possible to mature students. We remain committed to facilitating the access of students who have few qualifications but who can demonstrate potential to be successful students. We are therefore pleased that 32% of our part-time undergraduate students' highest qualification on entry are at Level 2 or below, or have non-traditional Level 3 qualifications.

3.1.2 Performance regarding full-time and young students

2013/14 continued the significant growth in enrolments onto Birkbeck's three-year, full-time evening programmes, with the vast majority of our programmes now available as three-year and four-year options. Our access strategy thus far focussed on our traditional mature students, but there will be an increased focus on outreach work with younger students from 2014/15. The approach required to work with these different groups varies considerably. For example, our pre-entry events are open to all prospective students, but the vast majority of people who choose to attend are mature students. The increase in focus on the three-year evening courses will lead to greater work with 6th form students and this strand will further develop in 2014/15 and be more fully established by 2015/16. The College has embarked on a project jointly funded by the HEFCE Catalyst fund to support the development of the intensive flexible three-year evening mode of study and to ensure the success of the students on this mode of study.

Of the 2012/13 three-year full-time evening cohort, 55% have a household income of under below £25,000 and received a bursary of £1000 per year. These figures demonstrate that full-time programmes delivered in the evening have the potential to widen access significantly. We are very keen to ensure that the potential is fully realised over the coming years, and that we attract students who may particularly benefit from our unique mode of full-time evening study.

We will closely monitor relevant data to ensure that the programmes do indeed widen access in terms of the proportion of students from state schools, and income levels of the students. Due to the low numbers accounted for in the HESA data our performance against benchmark has varied significantly from year to year and we are now above our benchmark in terms of the percentage of students from NS-SEC classes 4, 5, 6 & 7, and slightly below benchmark in terms of percentage from state schools. We expect these data to become more stable from 2013/14 as our younger student body becomes more established.

3.1.3 Disability

The percentage of our students who receive Disabled Students' Allowance (DSA) fell in 2012/13 from a position of exceeding the benchmark to being below benchmark in 2012/13, and in 2012/13 5.2% of our part-time students and 4.9% of our full-time students received the DSA. Supporting part-time students is more resource intensive than supporting full-time students as they represent an FTE of less than one but require equal levels of support. We will investigate the trend in order to identify the reasons behind this change.

The percentage of students who declare a disability but who are not eligible for DSA is particularly high at Birkbeck. Our internal statistics show that 10.8% of our students (and 13.8% of our UG students) have declared a disability, a proportion that has more than doubled since 2006/07. The sharp increase demonstrates the Disabilities Office's sustained efforts to increase the rate of disability testing among students.

In direct response to monitoring our statistics and observing a large increase in the number of students with SpLDs (Specific Learning Difficulties) the College has recently appointed a Specific Learning Difficulties Co-ordinator. The new post provides an enhanced level of specialist advice to staff across the College. The Disability Office is also working with the Student Union to raise awareness of SpLDs specifically amongst BME students to encourage greater screening and to look to enhance the support provided to those who are diagnosed.

In order to ensure that we continue to attract and support students with disabilities, the Disability Committee of the College will continue to monitor:

Access:

- The total number and percentage of the undergraduate student body which is made up of students claiming DSA.
- The total number and percentage of students who declare a disability.
- Whether the new provision of three-year evening programmes particularly attract students with disabilities.
- The classification of disabilities reported by students to ensure that the relevant support is provided and to identify any emerging trends.

Retention:

- The number and percentage of students with disabilities enrolling onto the second year of study.
- The breakdown of retention statistics by full- and part time provision and by the classification of disabilities in order to identify and address any issues arising.

3.2 Assessment of Birkbeck's student success record

Below we consider our student success record through measures of award, retention and progression. The findings suggest that there are significant differences between the success of students who study our traditional four-year part-time evening mode and those students who are studying three-year full-time in the evening. Our results are however provisional as the full-time mode is so recent and that only one small cohort of students has graduated. The rapid change in the undergraduate student body means that the figures are subject to variation from year to year.

The intensive flexible project will boost our efforts to address the challenges posed by the new three-year evening mode of study. Between now and 2015 we will develop various strands to support student success, including: careers, employability, portfolio, student support and pedagogy.

Awards:

The initial data on the success of our three-year full-time students suggest that full-time students perform a little better than their part-time counterparts in terms of degree classification. 68% of part-time students achieved a first-class honours or 2:1, compared with 75% for full-time. However, it may be too early to draw a conclusion due to the small amount of

data yet available and that the first cohort of three-year full-time undergraduate degree students consisted of only three degree programmes. We will keep these trends under close review in order to identify and address significant disparities.

Withdrawal:

Our data shows us that students who withdraw are most likely to do so in the first year of their studies. Our attention is therefore focussed on this period and particularly on the transition from pre-entry to student and from first year to second year.

There is significant difference in the continuation rates of three-year full-time and four-year part-time students. We are pleased that we remain under our benchmark for our part-time students, with a non-continuation rate for the 2010/11 cohort of 32.4%, against a HESA benchmark of 37.3%. Our more recent internal data demonstrates that retention rates in year 1 and notably in year 2 has improved in recent years on our part-time courses: of the 2012/13 cohort 13% withdraw during year 1 and 3% in year 2, down from 22% and 16% respectively for the 2010/11 cohort.

The withdrawal rates of three-year full-time evening students is lower than for part-time students, but does not achieve the HESA benchmark. The non-continuation rate following year of entry is 13.3% in 2011/12, an increase on the previous year. However it is worth noting that the full-time cohort was only 145 students and so may not be an accurate predictor for future, significantly larger cohorts.

The difference in withdrawal rates between full-time and part-time students mirrors the national picture, and reflects the fact that part-time students are likely to have more external commitments that might disrupt their studies such as juggling their studies with work. At Birkbeck however it is also the case that the majority of our full-time students are mature students and many will encounter similar barriers to study as their part-time counterparts. Our strategic approach to improving retention rates on both the full-time and part-time programmes are described in Section 3.3.

Interruptions and repeating years of study

Students may interrupt their studies for a variety of reasons: personal, academic, or a combination of both. Information about students repeating years may also be a useful indicator of how well they are coping with the course.

Students who do interrupt their studies are more likely to withdraw (81%) than they are to re-enrol at a future time (15%) or on another course (4%). We will review how we can support students who are at risk of, or who have, interrupted their studies to analyse whether we can offer greater support to encourage their continuation on their course.

As part of the intensive flexible provision project the College is investing in a new Attendance Monitoring System which will enable academics to identify students who appear not to be attending classes. The system will be supported by a responsive and relevant series of interventions that will ensure that students are given the right support at the right time.

Twice the proportion of full-time three-year students repeat their first year compared to four-year part-time students. This is a recent observation but may be an interesting measure of student success that we will continue to monitor. Additionally, we are aware that a number of our full-time students do not complete all their modules in the expected time and may take advantage of the opportunity to reduce the intensity of their course.

The strategic approach to further improving our student success data, alongside the practical activities that we will undertake, is outlined in the next section.

3.3 Birkbeck's strategic approach to access and student success

Birkbeck has long had a strategic focus on improving the recruitment and retention of undergraduate, non-traditional adult learners. Over recent years, our work evolved to also look at what support can be put in place for our younger students. A sustained and integrated 'student experience' initiative is led by the Pro-Vice-Master (PVM) for Strategic Engagement and Recruitment, with strategic direction overseen through the Student Engagement and Widening Participation Committee.

Following on from the successful Retention Strategy for 2010-13, a new integrated Access and Retention strategy is due to be taken to the Autumn 2014 Student Engagement and Widening Participation Committee and will be overseen by the PVM for Strategic Engagement and Recruitment and the PVM for Learning and Teaching. The strategy will build on our previous work and will set out the priorities of our work over the coming years and will consider the whole student lifecycle from first point of engagement to progression post-graduation, and will more closely review access and success measures by student characteristics. The strategy will ensure that access and student success measures are considered jointly and holistically.

Access

Birkbeck's access strategy has traditionally been aimed at targeting mature students who have no previous HE experience. Mature students are less well serviced with the necessary information and advice for making an informed choice on returning to higher education, and as we have developed expertise in working with this age group over the years we will continue to focus our resource on this group.

We also increasingly work with Key Stage 5 students as the new three-year full-time evening courses are attracting 18-20 year olds to Birkbeck for the first time. We provide a different model of HE delivery to that provided by other HEIs, and being able to offer this to students expands their options and increases the scope for widening access in HE, as demonstrated by the fact that 55% of the students in 2012/13 on the full-time three-year programme were eligible for our financial support due to a household income below £25,000. Through the intensive flexible provision project we will be focussing more research on the access and success of students on the three-year full-time evening model and will be evaluating the success over the coming year.

The College's outreach work is regularly evaluated to ensure that the activities are successful and cost-effective. Details of a selection of our access projects are outlined in Section 3.5. An example of where the work has been evaluated and adjusted accordingly is with the 'Try It' workshops. The content of the series of events was changed and adapted in response to feedback from attendees, and we now know that 50% of attendees on this series of events go on to successfully enrol at Birkbeck.

In order to support the widening access aims of the College, there are several strategic committees including the Student Engagement and Widening Participation Committee, the Fees Bursaries and Scholarships Committee, the Equalities Committee, the Disability Committee, the Recruitment Monitoring Group and collaborative Birkbeck-UEL groups

overseeing the new joint teaching facility at Stratford. The Widening Access and Retention team, working with recruitment, student support and planning teams, are represented and active in these bodies.

Student Retention and Success

Our Strategy for Learning and Teaching Enhancement aims to develop and enhance our approaches to learning and teaching enhancement through awareness and understanding of student diversity and equality issues. Specifically, the strategy aims to develop and enhance learner support, retention and progression. Learning and teaching at Birkbeck is grounded in the College's unique mission and guiding principles, including its responsiveness to the needs of diverse students in changing environments.

We aim to attract and retain our students through their different learning journeys, ensuring that they have the best possible experience of flexible learning, enhancing learning, teaching and assessment through a distinctive Birkbeck curriculum, and through developing a sense of institutional 'belonging'.

The priorities for the Strategy for Learning and Teaching Enhancement strategy include:

- Embedding graduate skills / skills for employability in the curricula
- Developing a strategy for online provision and technology enhanced learning
- Transforming assessment and feedback
- Recognising prior learning
- Supporting learning through flexible provision
- Developing critical pedagogy.

Centre for Transformative Practice in Learning and Teaching

A new Centre for Transformative Practice in Learning and Teaching was launched in November 2013. The Centre will help ensure that Birkbeck students have the best possible experience of flexible learning, which will in turn support retention and student success.

Birkbeck's early vision of the power of education to transform and improve lives is at the heart of the College's new Centre for Transformative Practice in Teaching and Learning. The Centre works with all staff who teach, supporting their professional development and deepening their critical understandings of learning and teaching. The impact of the Centre will include the enhancement of pedagogic approaches for learners and the development of critical practices for practitioners and professionals. The Centre will support all staff at Birkbeck who teach and support learning in developing transformative practices to enhance their students' learning experiences.

3.4 Birkbeck's expenditure on access and student success measures

Birkbeck's expenditure on access and student success measures shows that we will spend 34% of our additional fee income on OFFA-countable financial support, outreach and student

success in 2015/16. We continue to spend a high proportion of our additional fee income on access and success measures as we remain committed to ensuring that higher education remains as accessible as possible to non-traditional students, and that they are able to succeed on their course.

We have increased the proportion of the higher fee income that we will spend on student success activities from 6% in 2014/15 to 10% in 2015/16 as we seek to ensure that the high proportion of non-traditional students who we recruit are supported to succeed on their course. This is a strategic focus and reflects the new Access and Retention strategy.

We will commit 79% of our access and success expenditure towards fees and bursaries. While we are keen to further develop our activities focussing on student success and progression, we remain committed to offering generous financial support. Our substantial outreach programme and approach, as set out in the Widening Participation Strategic Statement, continues and has been augmented by the financial support programme and the additional OFFA-countable access and success activities outlined in this agreement.

We remain committed to our approach regarding financial support as our data suggests that the cash bursaries have a positive impact on retention rates. Recipients of the cash bursary in 2013/14 have withdrawal rates of half of that of students who did not receive the bursary. We might have expected students with higher incomes to have better retention rates, so the fact that the retention of student in receipt of our bursaries is high suggests a significant impact. We will continue to evaluate the impact of the financial support to ensure that our expenditure remains effective.

A further reason for continuing to offer a generous financial scheme is that our research shows that the financial support offered to students has impacted on their decisions to apply and enrol. 90% of Birkbeck students interviewed as part of the BIS funded national NSP evaluation stated that the financial support enabled them to take up their course. We continue to attract high proportion of our students from the lowest income bands, and our own research with our students shows that 42% of students questioned stated that bursaries were very important in their decision to enrol at university. Feedback from our students and Students' Union suggests that cash bursary awards are valued highly. In particular, the decision-making of part-time students seem to have been particularly impacted by fee increases, hence the introduction of the new financial support directly targeted at those students.

Full details of our new financial support scheme are set out in Section 3.7. We will continue to evaluate the impact of the financial support to ensure that our expenditure remains effective.

We remain committed to running a significant outreach programme and the proportion of the higher fee income spent on these measures has remained constant with previous years. As a result of evidence that our prospective students lack access to high quality IAG, we focus our outreach on filling the gap. Our new pre-entry IAG service focussed on mature students in collaboration with UEL is now operational, offering high quality impartial advice to prospective students as set out in more detail in Section 3.6.1. Secondly, we are planning to focus more in our work with Sixth Forms and other groups with the goal of raising awareness of our new three-year evening teaching model.

3.5 Examples of Birkbeck's access and student success activities

Our outreach strategy is focussed on opening up the possibility of higher education to adults who would otherwise not be aware of the options available to them, or who would not be able to easily study on a programme delivered during the daytime. Many mature students lack an accessible source of information and guidance regarding their educational options, and so we try to fill this void for our prospective students. Our research with our applicants in 2012/13 showed that 80% of part-time students rely on Birkbeck for the majority of their information on higher education, whereas 80% of full-time students received their information through sector-wide sources such as UCAS. This demonstrates the importance of the accessible and high-quality advice that we provide.

Accurate pre-entry IAG also has a crucial role in improving retention rates as more students will be clearer about their educational and career goals, and be well prepared for the challenges that they will confront during their studies.

The fact that a major part of our outreach work involves reaching out to mature learners from under-represented groups means that the work of the team has to be innovative and creative. Long-term engagement with such disparate students is much more difficult than if they were sitting in a classroom environment. The team have worked hard to understand the needs of prospective students from widening participation backgrounds who may particularly benefit from evening study, and have developed key projects and partnerships to raise awareness of the option of full-time and part-time evening higher education among widening participation groups.

3.5.1 Examples of our access activities

Institutional Partnership Agreement

We have identified further education colleges (FECs) as important partners for Birkbeck due to the fact that many of the students have similar age and socio-economic characteristics as Birkbeck's UG population. We are also very open to accepting a wide variety of entry qualifications, and ensure that our requirements are clearly explained and well communicated for all of our degree programmes.

As part of our admissions policy we have included an Institutional Partnership Agreement (IPA) led by the PVM for Academic Partnerships. The agreement guarantees that any student on a L3 qualification at a partner institution will receive an offer from us. The IPA gives students the confidence to apply to Birkbeck. We have seen that our applications from our partner institutions have increased dramatically in recent years (from 250 in 2012/13 to 438 in 2013/14), and we have therefore doubled our milestone for future years within this access agreement.

Recruiting students is only the first part of the equation, and we will monitor these students' success as they progress through their degree programmes.

The role of Certificates of Higher Education in access

The College has established a range of introductory programmes that reach out to the most disadvantaged and non-traditional learners, wherever they are in London, and create bridges that enable them to aspire to a university degree. In particular, the College's Higher Education Introductory Studies (HEIS) programme acts as an access-type programme with significant support built into the curriculum. Success on these programmes often leads students directly

into the second year of an undergraduate degree programme. No previous qualification is required for entry onto HEIS certificates and they provide an accessible and supported way to enter higher education for those who may not be ready to start an undergraduate degree immediately.

Our Certificates of Higher Education are very successful examples of the types of entry years that Alan Milburn promotes in his 2012 *University Challenge* report as an effective means of promoting social mobility, providing new routes into higher education. We are offering the certificates on a lower fee than our UG degree provision in order to encourage those students who may be most debt-adverse and have the lowest confidence. Through the Certificates of Higher Education, adults who might otherwise be excluded from higher education participation are finding their way onto degree programmes. Birkbeck will continue and expand our provision of these programmes where possible.

Try It workshops

We devised the weekly 'Try It' workshops to ensure that all prospective students, within a week of initially making contact with Birkbeck, are given an opportunity to come onto campus to receive support and guidance on a particular topic related to returning to education. Appendix 1 provides a visual overview of the sessions.

A particular strength of the Try It workshops is that they are open to all prospective students. One purpose of the workshops is to provide an accurate reflection of what studying at Birkbeck will be like and so ideally each workshop will include attendees from a wide variety of backgrounds. Our evaluation shows that in 2012/13, approximately 40% of those who attended a workshop did not have a previous Level 3 qualification. 37% had no family members who have studied at university, and the average age of attendees was 35. 50% of attendees at the workshops went on to successfully enrol at Birkbeck.

Get Talking

The Get Talking project is an opportunity for prospective students to meet recent graduates to discuss their experiences of studying at Birkbeck. The sessions have been extremely successful in giving prospective students confidence and an opportunity to ask questions that they would otherwise not be able to get answers to. The impact of this project is shown by the fact that 75% of students who took part in the project went on to successfully enrol at Birkbeck in 2013/14. We will expand this project over the coming years to both increase numbers and also to incorporate postgraduate students.

Pop-up university

We have developed the concept of a 'pop-up university' as a means of taking the campus out into the community, to raise awareness of higher education to local communities. In 2014 we have taken over a disused shop in Willesden Green and delivered a host of taster and information sessions. The project will be evaluated and repeated if proven successful.

Learning Cafés

To support application to the HEIS certificates, the Widening Access and Retention team have worked with academic colleagues to develop the 'Learning Café' project, which offers informal and unaccredited sessions in community settings, including at Sure Start Children's Centres and primary schools. We work with the partner organisations to target people locally who have little confidence in their ability to succeed educationally. Attendees who wish to progress onto formal

learning will be able to enrol onto the accredited Higher Education Introductory Studies programmes.

Trade Union members

We have developed a strategic partnership with unionlearn with the aim of targeting low-paid workers with no previous experience of HE and to encourage them to progress to HE. Birkbeck offers a 10% fee discount to these entrants, with nearly 250 members taking advantage in 2013/14 on undergraduate programmes, a total cost of approximately £110,000 in undergraduate fee waivers. To support the *unionlearn* discount, a substantial programme of events is run throughout the year, working through unionlearn representatives to reach the greatest number of individuals working in particular sectors. The unions that have the greatest number of enrolments taking advantage of the unionlearn discount are UNISON, Unite and GMB.

3.5.2 Examples of student success activities

Learning support:

Learning Support Officers (LSOs) are placed within each School and centrally in order to assist students during their studies. The LSOs' current focus is on the first year undergraduate, where the greatest risk of withdrawal has been identified, but they also work throughout the student lifecycle. The work of the LSOs is critical to the College's retention activities and the improved retention statistics demonstrate their success. The study skills support offered by the learning support officers is now part of the new Centre for Transformative Practice in Learning and Teaching.

Integrating learning development:

We have a very successful Integrated Learning Development Working Group, which has resulted in improved collaboration and a coherent institution-wide approach to learning development. It reports to the Teaching and Quality Enhancement Committee, that aims to bring together the College's learning development work, making clearer to students what is available, including workshops, tutorials, online provision and resources offered by the learning support officers, library, ITS and the Widening Access and Retention team.

Enhance undergraduate to postgraduate transitions:

Our current data demonstrates that 'transitions' work should be concentrated at the beginning of their level 6 work, and on alumni during the first 3 years after graduation. Current work to support the transition from PG include a 'Step-Up' transitions programme and a 'Get Ahead' summer programme aimed at transitioning students. Further work on enhancing undergraduate to postgraduate transition will be developed during 2014/15.

'Get Ahead: Stay Ahead' activities

We offer a series of workshops under the heading of 'Get Ahead: Stay Ahead'. The 'Get Ahead' summer programme of workshops prepare applicants for study, alongside associated online tutorials. While on their course, a series of sessions are timetabled at key trigger points in the student lifecycle and focus on empowering learners by building confidence and self-esteem. Students are encouraged to attend orientation events in September, followed by 'Stay Ahead' events which are designed to provide pastoral support focusing on improving motivation, encouraging growth mindsets and fostering collaborative learning.

3.5.3 Progression activities

Linking the Worlds of Work and Study

Birkbeck's three-year full-time programmes offer the potential of integrating the worlds of work and study, with the acknowledgement that students' daytime activity (work or otherwise) can complement and support evening study. The project will further develop meaningful work skills and experience that wrap around evening study in innovative ways that meet the needs of diverse non-traditional adult students.

We will increase our work with employers and alumni to seek to develop initiatives including internship and placement programmes, and the development of a framework for the Accreditation of Prior Learning (APL) and its application to intensive evening study programmes. We will develop specific partnerships with employers and professional bodies that integrate students' work with their study, building to 100 partnerships in operation by 2016/17.

3.5.4 Student Union activities

The Student Union have developed a range of initiatives that will support the access and retention of students that are focused on the creation of engagement, personal development and provision of opportunities to participate. The activities include:

- Re-organising the model of student clubs and societies to make it fit for part-time and mature students. The changes blend together the engagement of students in both the student representation system and events and social community. The re-organisation is aimed at supporting access and retention for students and has been developed from the results of the Student Union Survey from summer 2013.
- An increased presence at Open Evening and creation of an online (website and social media) by the SU to support students' pre-entry journey, information about events, support and orientation, including hosting students on campus at pre-entry events.
- Developing innovative taster events aimed at engaging non-traditional students.
- Supporting the financial health of students through providing information and advice to students in collaboration with the National Union of Students, stemming from the NUS's "Pound in your Pocket" research findings. This is being built into a dedicated single point of engagement system in the wider Student Union communications and engagement strategy for 2014-16.
- Building stronger community and support network in the student body at Birkbeck through offering campus tours and 'chaperoning' service to new students.
- Entrepreneurship and enterprise work, collaborating with colleagues across the College to deliver workshops, opportunities for enterprise funding and delivery of soft skills to enhance the student experience. This support includes grants to support students trialling social enterprise concepts and business plans.

3.6 Collaborative activities

3.6.1 University Square Stratford – collaboration with UEL

University Square Stratford (USS) is a major widening access initiative for Birkbeck, which opened its doors in 2013. The College ensured that we worked in partnership with existing providers in the area in order to be able to widen the provision available in east London. The decision to open a new centre in Stratford was taken due to the low participation rates in east London and the knowledge that our particular provision of evening study would enable people to benefit from HE who would otherwise not be able to study.

At the heart of USS is a collaborative Birkbeck-UEL pre-entry IAG service that is open to prospective students of both institutions and indeed to members of the public in general. The IAG service is a truly innovative provision between the two universities that provides a visible, accessible and impartial service to the local population. We hope that the service will provide individual IAG interviews to 2000 prospective students in its first full year of operation in 2013/14, rising to 2200 by 2014/15, supporting applications to appropriate programmes at both institutions, as well as signposting to other local providers.

As well as the initial IAG service, the building also hosts a comprehensive series of pre- and post-entry support activities to ensure that students from both institutions receive the support they need to succeed in their studies. Birkbeck expects to commit substantial investment to the IAG service in 2015/16 so that our students receive the most comprehensive pre-entry support possible.

Measurements of the IAG service's success will include an analysis of those given an IAG interview in terms of their enrolment to application rates, retention rates and their profile. The service will be evaluated through the monitoring systems at both institutions, with regular ongoing management meetings between the two institutions to ensure that lessons are shared.

3.6.2 Linking London

Birkbeck hosts the Linking London network, a unique network of twenty eight partners made up of universities, colleges, sixth form colleges, schools, awarding and professional bodies, Jisc Regional Support Centre, the London Councils Young People's Education and Skills team and unionlearn.

The core aims of the partnership are to support recruitment, retention and progression into and through higher education. Through Linking London membership partners work both collaboratively and individually to maximise their contribution to targeted student engagement and achievement, social mobility and in pursuit of improvements in social justice through education.

One of our initiatives with Linking London is to work in collaboration with other HEIs to deliver advice and information sessions to FE colleges and Sixth-Form Colleges in order to encourage successful applications from students with a variety of qualifications. We also work with Linking London to ensure that advisors within colleges and schools are aware of the full range of HE options so that they can communicate it effectively to the students they advise within their institutions.

3.6.3 University of London institutions collaboration

A number of University of London institutions are currently exploring the potential of collaboration across five strategic themes: Key stage 3 and 4 outreach, evaluation and research; non-traditional qualifications; student success and progression; and postgraduate widening access. The remit of the network and the scale of collaboration will be finalised during 2014 and we hope to be able to demonstrate successful collaboration between a number of University of London institutions in future access agreements.

3.7 Student Financial Support

For students in 2015/16 we intend to offer a new student financial support package while students currently enrolled will continue on their existing scheme. The new scheme is comprehensive and generous package of support intended to support primarily low income students and those disadvantaged in other ways to encourage participation from those otherwise facing difficulties in accessing higher education. The packages of support are intended to support the large number of students who come to Birkbeck from these groups and closely aligned to student need. Our new financial support scheme includes a specifically targeted initiative for part-time students who are disadvantaged from higher education by not being able to access government supported maintenance grants and loans.

All our financial support schemes will be available to all students who are eligible as far as funds allow. Budgets have been planned so that we hope to be able to offer the support to every student who is eligible.

3.7.1 Student financial support schemes for new students

Birkbeck Undergraduate Student Support scheme (new for 2015/16)

In 2015/16 we are introducing a new flexible scheme of student support for undergraduate students that will provide a system of financial support intended to match the need of those students on low income backgrounds and to provide the ability for these students to access higher education.

The scheme is intended to provide a similar level of generous amount of financial support scheme that Birkbeck has provided in previous years but has been designed to be more flexible and made available to a larger number of students.

Under the Birkbeck Undergraduate Student Support (BUSS) scheme we are offering all students on household incomes of less than £25,000 the opportunity to receive financial support in every year of their study which students can elect to receive as either a fee waiver or a cash bursary. Our current data suggests that bursaries promote improved retention and we will continue to evaluate the scheme.

In 2015/16 the rate of support will be up to £1500 per year where household income is less than £20,000 and up to £1000 per year of study where household income is £20,000-£24,999. These awards are available per year of study, pro-rata to the intensity of study.

Students with household incomes of less than £20,000 will receive £1500 per year if on a 3 year degree, £1125 per year on four-year degrees and £750 per year on six year degrees. Students with household incomes of £20,000-£24,999 will receive £1000 per year if on a 3 year degree, £750 per year on four-year degrees and £500 per year on six year degrees.

In its first year of operation in 2015/16 we expect the scheme to support 1200 students at a cost of approximately £1.3M. After 4 years of operation we expect this to be supporting 3000 students at a cost of approximately £3.4M.

Birkbeck's financial support scheme new for 2015/16

- **£1500:** Students with household incomes of less than £20,000. Students on four-year degrees will receive £1125, and students on six year degrees will receive £750.
- **£1000:** Students with household incomes of between £20,000 and £24,999. Students on four-year degrees will receive £750 and students on six year degrees will receive £500.
- **Part-time students with household incomes of between £25,000 and £39,999 will be entitled to annual pro-rata bursary of £1000.**

Extended Part-Time Birkbeck Undergraduate Support Scheme

While part-time students on average may be in slightly higher paid employment, they are also likely to have higher costs of living, and cannot claim the government maintenance support that full-time students are entitled to. In light of this, and due to our commitment to part-time study, we are introducing an extension to our new scheme specifically to support part-time students who have household incomes of £25,000 and up to £39,999. Students in this category will receive a benefit of £1000 each year, pro-rata to their intensity of study. We believe that this is an innovative scheme that recognises the difficulties faced by many part-time students.

In 2015/16 we expect to be able to provide support to approximately 300 part-time students in this income bracket at a cost of approximately £200,000. After 4 years of operation we expect this to be supporting 900 students at a cost of approximately £500,000.

In 2015/16 we expect the whole BUSS package to support 1500 students at a cost of approximately £1.5M. After 4 years of operation we expect this to be supporting nearly 4000 students at a cost of approximately £4M.

3.7.2 Student Financial Support Schemes for Continuing Students

National Scholarship Programme

Although the National Scholarship Programme will no longer exist for new students in 2015/16, at Birkbeck we committed to ensuring eligible part-time students with incomes less than £20,000 were able to benefit from the full £3000 intended scholarship for each student. For part-time students this was awarded pro-rata to their intensity of study, therefore in 2015/16 we will be ensuring all eligible part-time students who received their first year scholarship in 2014/15 (£2250) will continue to receive the remainder of their £3000 scholarship in their 2nd year in 2015/16 (£750). This is funded from the College's committed matched funding.

Existing Cash Bursary Schemes

We will be continuing to offer continuing students the same cash bursary scheme as in the year they first enrolled, providing they are still eligible in terms of household income. We will therefore continue the cash bursary scheme offered to new entrants in 2012/13, 2013/14 and

2014/15 which consists of awards to students with household incomes of less than £25,000 of £1000 pro-rata to FTE (i.e. £1000 for 120 credits study, for those on 3 year degrees). We will also continue to offer the extended cash bursary of £800 pro-rata introduced for all new students in 2014/15 for those with incomes of £25,000 to £34,999.

- 2012/13, 2013/14 and 2014/15 cohorts

For students with incomes less than £25,000, awards in each year of study of £1000 for students on three-year degrees, £750 for students on four-year degrees and £500 for students on six year degrees.

- 2014/15 cohort only

For all degree students with incomes between £25,000 and £34,999, awards in each year of study of £800 for students on three-year degrees, £600 for students on four-year degrees and £400 for students on six year degrees.

Pre-2012 Part Time (Top-Up)

We will continue to operate generous bursary system for the remaining old system part-time students as students work their way through the system. Part-time students who started their studies prior to 2012/2013 are eligible for part-time grants of up to £1285 per annum for which they are means tested by Student Finance England. Our bursary scheme aims to 'top up' recipients of the part-time grant to the level of the College's part-time fee.

3.7.3 Hardship Support

Birkbeck Access to Learning Fund

With the removal of the government funded Access to Learning Fund in 2014/15, we have agreed to establish a dedicated discretionary fund based on the government Access to Learning Fund to provide assistance with course costs for those students who are in financial need due to low income and high necessary living costs, prioritising under-represented groups including single parents, disabled students, care leavers and students from low income families.

Hardship Fund

In addition to the Birkbeck Access to Learning Fund, we will continue to operate the discretionary hardship fund for students who experience a substantial unexpected change in circumstances during their studies to provide a limited amount of emergency financial support towards the costs of their course.

It is expected that these funds will be able to provide necessary additional support to approximately 500 students in need of assistance to be able to continue with their studies at a cost of approximately £400,000.

3.7.4 Other Funding Support

Unionlearn Discount

We plan to continue to operate a discount scheme intended to support students currently in work who want to enter higher education. Students who are a member of a trade union are able to obtain a 10% discount on any course at Birkbeck. Through this fund we are currently

supporting approximately 250 undergraduate students a year at a cost of approximately £110,000 a year.

4. Targets and milestones, monitoring and evaluation

The targets that we have set are challenging, measurable and show a determination to ensure that Birkbeck continues its historical mission to ensure that the benefits of higher education are opened as widely as possible.

As Birkbeck now offers a much more substantial number of full-time three-year evening programmes, last year we introduced new targets in order for us to analyse the differences between the study modes that we offer so that we can monitor and take appropriate action when issues arise. As our full-time student body has increased so dramatically in recent years, some targets and milestones are yet to reach a stable level. For example, the proportion of young full-time students who had studied at state school jumped significantly from 77% in 2011/12 to 89% in 2012/13. Similarly we expect the targets regarding our part-time students to change due to the changing student behaviour since the finance changes. A number of the targets submitted are likely to fluctuate significantly over the coming years and to be re-evaluated as our experience grows and new patterns of student behaviour become apparent.

Progress towards milestones will be monitored using College Management Information Systems, reviewed annually by the Student Engagement and Widening Participation Committee, which has representation from the Student Union, and reported through Academic Board to the governing body. The Strategic Planning Committee and the Governors also closely monitor student success targets.

5. Equality and Diversity

The College is proud of, and committed to maintaining, the ethnicity profile of the student body that reflects the population of London, and of maintaining the increased number of disabled students as a proportion of the student body. Equality and diversity is an integral part of Birkbeck's practices and is embedded in all that we do. We have strived to build an enabling environment free from prejudice, discrimination and harassment by supporting the diverse and cultural needs of all staff and students through a range of activities as outlined in the College's Single Equality Strategy. The strategy is a high-level action plan that focuses on the following themes: 'Birkbeck as an Employer', the 'Student Experience' and 'Corporate Affairs', and will capture the College's aspirations and commitment to deliver on our equality commitments, aims and objectives.

An Equality Impact Assessment of the access agreement was undertaken in 2013. The agreement has been assessed as having a potentially positive impact on the equalities in terms of race/ethnicity, disability and age-protected characteristics, and a neutral impact on all other protected characteristics.

The impact of the College's recruitment and retention activities are captured through the College's Equality Strategy and supporting implementation plan which is monitored and reported on a regular basis at the Equalities Committee. The Head of Widening Access and Retention is represented on the Equalities Committee and the Disabilities Committee in order

to ensure the sharing of information and particular areas of work through relevant College structures.

As part of the new Access and Retention strategy, we will more closely review access and success measures by student characteristics in order to identify trends within our student body. We know that the percentage of students in BME groups has increased dramatically from 30% to 45% from 2009/10 to 2013/14, but the work undertaken as part of the Access and Retention strategy will allow us to delve deeper into such trends to analyse any impact on student success due to student characteristics.

6. Provision of information to prospective students

Our research with our applicants in 2012/13 has shown that the majority of mature students rely on Birkbeck's own information channels for the majority of their information on higher education. This is true for course information, career advice and for financial information relevant to studying. It is therefore imperative that we provide accurate and thorough information to students.

We demonstrated our commitment to present accurate and consistent information to prospective students through honouring our commitment regarding NSP spend when government announced in 2013 that funds were withdrawn mid-cycle. We had publicised details of our financial support from August prior to the year of entry. We had the choice of either breaking our commitments to new students or of diverting resources from other initiatives at very short notice. Birkbeck chose to maintain its commitment to students.

We will continue to provide information to our prospective students for the 2015/16 programmes, together with the financial support that we have available, as clearly and as timely as possible. As well as the mainstream methods of communication through our website and prospectus, we will work with partners to ensure that they are aware of the financial support available as soon in the application cycle as possible so that messages are can be distributed throughout the wider community. Our substantial pre-entry IAG provision, outlined earlier in this document in Sections 3.5.1 and Section 3.6.1, will be a key way to ensure that students not only have access to the information, but also have the opportunity to discuss that information with a member of staff.

Despite our best efforts to communicate the financial information to students, there continues to be a lack of high-quality, accessible information targeted at the mature and part-time audiences. Benchmarking shows that our advertising and recruitment spending is higher than other HE institutions and this is because the majority of our students are recruited directly rather than via UCAS. In order to ensure that mature students are aware of the options available to them, the Government and the sector need to work together to ensure messages are well understood by adults with no previous higher education experience, and that the part-time and mature students are seen as equally deserving of attention in future.

7. Consulting with students

We have a range of ways in which we receive feedback from our students including from class representatives; student/staff exchange meetings; module evaluation forms; the National Student Survey and our new Birkbeck Student Survey; and the Students' Union education

officer. The College's engagement with students is likely to change with the changing characteristics of our student body as more students choose to study full-time as more students are younger and may have fewer intensive commitments away from their studies. The new Access and Retention strategy will include measures to increase student engagement

Along with other elements of student engagement, student satisfaction surveys are being used as a tool to understand higher education from students' point of view. Student survey work at Birkbeck is embedded in the processes and practices of enhancement, to make real improvements to learning and teaching, whilst recognising elements of a wider student experience.

Our financial support for students will be changed in 2015/16 in order to respond to student feedback received on the previous year's financial support. We are taking advantage of the removal of the NSP conditions that required fee waivers so that students will now be able to choose whether to receive their financial support in the form of a cash bursary or as a fee waiver.

In 2012/13 the College's Strategic Planning Committee commissioned market research in order to gather the feedback of students and prospective students. The research was an excellent opportunity to consult with our student body and gather their reaction to the changing fees, financial support and the information sources that they accessed.

The research suggests that the financial support offered was widely appreciated among those eligible, and that the proportion of students from the lowest income bands is significant. The research focussed on mature students where we had seen the greatest impact of the fees. The research suggests that the students with the lowest incomes are the ones who have the most to gain financially from achieving a higher education qualification whereas those currently with middle incomes may be more reluctant due to the repayment they would expect to pay on graduation. This finding suggests that our significant financial support has impacted on students' decision making for those eligible for the support.

45% of the three-year full-time degree students questioned stated that bursaries were very important to their decision-making process, compared to 37% among four-year part-time students. Feedback from the Students' Union has also confirmed that students would prefer financial bursaries.

Crucially, the research showed that 80% of Birkbeck's part-time students accessed information on all aspects of the pre-entry journey through Birkbeck's own information channels. The contrast with students who applied through UCAS is significant, as they mainly found their IAG information through other channels, with only 20% primarily depending on Birkbeck's resources. These findings demonstrate the importance of our own information channels for prospective students, in particular for the part-time cohort who are predominantly mature students.

The impact of the student voice in the College's decision-making is demonstrated by the introduction of a Hardship Fund in 2012/13 in direct response to the Students' Union's request, and our commitment to continue to operate a discretionary hardship fund in 2014/15 as outlined in Section 3.7.3.

The Students' Union is represented on the Student Engagement and Widening Participation Committee, the body that reviews the College's access agreements and Widening Participation

Strategic Statement. Students are also represented on Governors and Finance and General Purposes Committee meetings, where the new fees and bursaries and the related impact on the access agreement have been discussed.

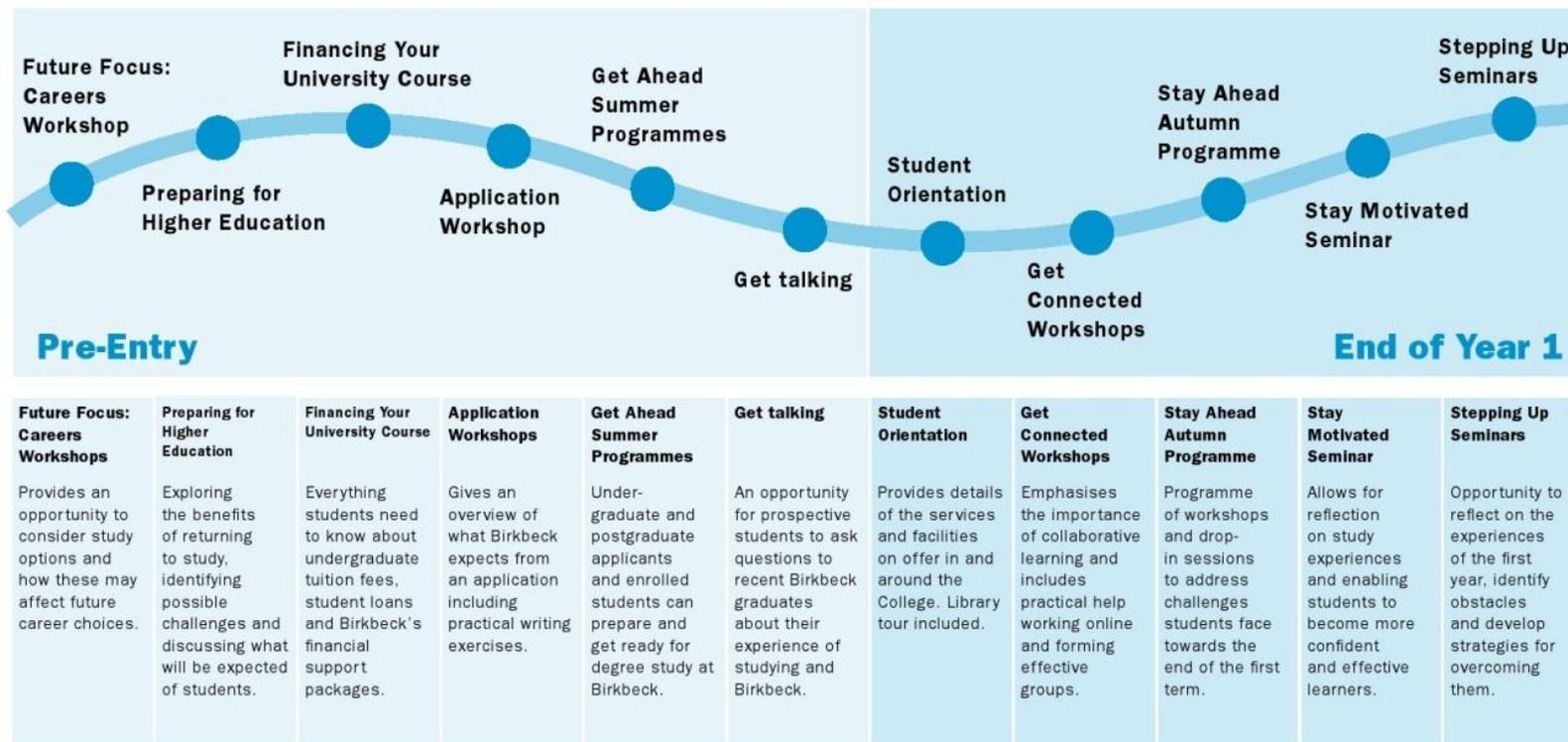
Our consultation with the Students' Union has emphasised the need for clear and transparent information regarding financial support offered to students. The structure of the financial support that we have implemented ensures that the criteria are as simple as possible, with just a single eligibility criterion of household income. We believe that we offer very generous financial support and are proud to be committing this level of financial support to those who most need the support, with evidence of its impact on student retention.

The College have worked with the Students' Union to review and adapt our offering of student support sessions, for example through working together to deliver additional career workshops for current students. Similarly, we actively seek and act upon student feedback for all our pre- and post-entry student support sessions.

Appendix 1: Overview of Birkbeck's access and retention activities



Widening Access and Retention Events



www.bbk.ac.uk/tryit

Institution name: Birkbeck College

Institution name: Birkbeck College

Institution UKPRN: 10007760

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

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)
						2014-15	2015-16	2016-17	2017-18	2018-19	
3	Other statistic - Location (please give details in the next column)	Continue with outreach work in low HE participation boroughs of East London and maintain current percentage of students from these areas	No	2009-10	14%	14%	14%	14%			% of entrants
4	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	Maintain or increase number of disabled students (Table 7)	No	2009-10	6%	6%	6%	6%			Baseline HESA data; % of student body
6	Other statistic - Ethnicity (please give details in the next column)	Maintain an ethnically diverse UG student body reflecting the population of London; measured by percentage of black and ethnic minority students	No	2009-10	25%	40%	40%	40%			Baseline HESA data; % of student body
8	HESA T3e - No longer in HE after 2 years (aged 30 and under, part-time, first degree entrants)	Non-continuation 2 years following year of entry - part-time first degree entrants (this target relates to All Entrants)	No	2011-12	28.8%	25.0%	23.0%	23.0%	23.0%		In order to better analyse full-time and part-time retention rates we have established separate targets
9	HESA T3d - No longer in HE after 1 year (All, full-time, other undergraduate entrants)	Non-continuation following year of entry - full-time first degree entrants (Table T3a All Entrants)	No	2011-12	9.2%	8.0%	7.4%	7.4%	7.4%		In order to better analyse full-time and part-time retention rates we have established separate targets. The number of full-time students in 2011/12 is very low therefore significant changes are possible until we reach a steady state of student numbers
10	Other statistic - Socio-economic (please give details in the next column)	To maintain the percentage of part-time students with household income under £25,000. Figures based on internal data of % of students claiming financial support due to hhold income below £25,000	No	2012-13	37%	37%	37%	37%	37%		The new financial system makes forecasting future student behaviour difficult. Eligibility criteria may rise alongside any future inflationary fee increase
11	Other statistic - Socio-economic (please give details in the next column)	To maintain the percentage of full-time students with household income under £25,000. Figures based on internal data of % of students claiming financial support due to hhold income below £25,000	No	2012-13	44%	44%	44%	44%	44%		The new financial system makes forecasting future student behaviour difficult. Eligibility criteria may rise alongside any future inflationary fee increase
12	HESA T1a - State School (Young, full-time, first degree entrants)	Increase the proportion of full-time students from state schools studying full-time to our location adjusted benchmark	No	2011-12	77.4%	85%	85%	85%	85%		Target may change alongside our location adjusted benchmark. The number of full-time studnets in 2011/12 is very low (55) therefore significant changes are possible until we reach a steady state of student numbers

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.

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)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	Contextual data	The percentage of part-time UG studnets who enrol with non-traditional qualifications	No	2010/11	2683 headcount, 38% of total UG population	30%	30%	30%			Most HEIs consider A Levels the primary route into HE. At Birkbeck we encourage those with non-traditional level 3 and below to take up study with us. This reflects our mission and is compatible with our outreach work and activities.
2	Outreach / WP activity (collaborative - please give details in the next column)	Increase the number and percentage of students who enrol onto a Birkbeck programme through our Learning Cafes outreach project	No	2011/12	13 (33%)	44 (40%)	44 (40%)	44 (40%)	44 (40%)		Delivered with local partners, a series of free, informal subject taster sessions aimed at raising adults' aspirations and understanding of HE study. At the end participants will be signposted and supported to accredited progression routes.
3	Strategic partnerships (eg formal relationships with schools/colleges/employers)	UnionLearn - 10% discount to unionlearn members as part of memorandum of understanding with unionlearn. Target relates to number of UG students the discount was granted to.	No	2011/12	37	150	150	150	150		Birkbeck signed a memorandum of understanding in 2010 with UnionLearn to offer a 10% discount across all levels of study to union members looking to develop their skills
4	Outreach / WP activity (other - please give details in the next column)	Number of students who attend a Try It workshop and percentage who successfully enrol	No	2011/12	356 (46%)	500 (50%)	500 (50%)	500 (50%)	500 (50%)		This programme supports prospective students step by step over a number of weeks to build up their confidence and awareness of returning to study and then life as a student. Aim to attract 600 attendees with 50% going on to successfully enrol
5	Student support services	Get Ahead: Stay Ahead interactive study skills and student support website. Grow and develop further online material to increase number of users. Target relates to page hits.	No	2011/12	75000	75000	75000	75000	75000		This is a brand new website that is one strand of the College's first retention strategy projects: Supporting the transition to study of year 1 undergraduate student. Interactive tools for prospective and first year UG students aiding transition into HE and supporting students on course familiarising students with HE, addressing concerns about study, encouraging reflections on overall goals and motivation and conveying a sense of the study skills necessary to succeed.
6	Student support services	Get Ahead programme - increase number of participants on this summer programme for UG applicants offering them a series of workshops and tours to prepare for entry in the autumn term.	No	2010/11	160	100	100	100	100		This programme is part of the College's retention strategy. Students are signposted to support services at Birkbeck, are introduced through workshops to the range of skills that they will need for successful study and get to explore the building and library.
7	Student support services	Number of students attending Academic Development workshops and Stay Ahead workshops that all aim to support student retention	No	2012/13	5700	6000	6000	6000	6000		These workshops are an update and significant expansion to the previous target related to Stay Ahead winter programme
8	Outreach / WP activity (collaborative - please give details in the next column)	Number of students who apply through an Institutional Progression Agreement from a partner institution to Birkbeck	No	2012/13	250	500	500	500	500		Instituional Partnership Agreements were devised in 2012/13 in order to promote progression opportunities from FE Colleges and other partner institutions.

9	Outreach / WP activity (collaborative - please give details in the next column)	Number of students who receive Matrix accredited IAG interview through joint Birkbeck-UEL IAG service	Yes	2013/14	Baseline to be established	2200	2300	2400	2500	A new collaborative IAG service between Birkbeck and UEL was created at our new partnership building in Stratford, east London.
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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.