ACCESS AGREEMENT – 2018/19
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Contents:

Introduction ........................................ page 3
Context .............................................. page 3
Tuition fees and financial support ........... page 4
Expenditure on outreach and access ........... page 5
Assessment of Northumbria’s performance in widening access page 5
Northumbria University priorities .......... page 11
Additional access measures .................. page 15
Targets and milestones ......................... page 17
Monitoring and evaluation .................... page 18
Information for students ....................... page 19
Student consultation ............................ page 19
Equality and diversity ............................ page 20
Closing Statement ................................. page 20
1.1 This Access Agreement document is valid for ‘Home/EU’ students in the groups noted below who are required to pay regulated tuition fees and who enter the University in the academic year 2018/19:

- Full time undergraduate students;
- Full time postgraduate initial teacher training (ITT) students;
- Part time undergraduate students.

The commitments included in this Access Agreement will be valid for students for the duration of their course.

1.2 This Access Agreement includes:

- The context within which it has been developed
- Northumbria’s tuition fees for regulated programmes
- An overview of Northumbria’s expenditure on additional access and retention
- The financial support which we provide for our students
- The targets and milestones we have set
- Our approach to the monitoring and evaluation of our activity
- Our commitments to: providing information for all potential students and key stakeholders; the way in which we consult with students; ensuring adherence to equality and diversity.

PART 2: CONTEXT

2.1 Widening participation and fair access is a high priority at Northumbria and is an integral part of our approach to student recruitment and instrumental in driving our journey to attract high quality students regardless of background. This approach ensures: significant, wide-ranging and highly-valued outreach activities; consistency of delivery of recruitment and admissions services; a seamless pre-entry journey for all potential students; targeted and effective retention activities and appropriate progression support to ensure all students meet their future potential.

2.2 Within this framework, we aim to attract the best and brightest students to Northumbria, regardless of background, and to facilitate university access to those students who are ‘most able yet least likely’ to progress to Higher Education.

2.3 The trends in young participation report published by HEFCE in January 2015, states that the North East is the region where young people are least likely to access higher education. The latest Higher Education Statistics Agency’s (HESA) data published February 2017, confirms that the North East Region also has the highest proportion of entrants from low participation neighbourhoods with a percentage of 23.2% compared to a national average of 11.3%, an 11.9% difference.

2.4 The University exceeds or is on course to meet national widening participation benchmarks (State school pupils, Low Participation Neighbourhoods). The University has worked closely with schools from primary to sixth form/college for several years in the North East, where the majority of the University’s widening participation work is focused.
2.5 The University’s objective is to attract the best students from low participation backgrounds to consider and enrol at university, and Northumbria specifically. The University itself continues to evolve and in recent years has raised its academic profile, particularly the entry standards which applicants must achieve in order to gain admission. It is recognised that in some instances this has added to the ongoing challenge to widen access to the University for students from a wide range of backgrounds. The University is committed to encouraging all students to succeed to the best of their ability, and to provide tailored support for low participation students to achieve this vision.

2.6 In line with national research into the impact of institutional financial support on access to Higher Education and the experience of students on course, Northumbria has changed its approach from a focus on financial incentives such as bursaries and scholarships to more emphasis on longer term outreach and support activities, where there is potentially an opportunity for more demonstrable impact. Additionally, we will utilise the OFFA developed statistical model and recently provided HESA datasets to further evaluate the impact of financial support provided in prior years.

2.7 Northumbria University is fully committed to fair access and outreach which is an integral part of the “one university” approach to awareness raising, recruitment and admissions. Due to the geographical location of the university, the diversity of our programmes and the social demographics of our region we have historically been a highly successful widening participation university.

2.8 Our objectives are to:

- Attract the best students from low participation backgrounds to consider and enrol at university – and Northumbria specifically
- Support low participation students on course with appropriate retention and progression activities
- Further support the whole student lifecycle, particularly in to further study or employment
- Encourage all students to succeed to the best of their ability, and to provide tailored support for non-traditional students to achieve this vision
- Ensure investment is allocated to the most effective interventions to maximise the numbers reached
- Develop and work on projects and partnerships to raise school attainment
- Continue to collaborate with the North East Raising Aspiration Partnership and the North East Collaborative Outreach Programme (NE COP) as part of the National Collaborative Outreach Programme (NCOP)
- Support the Government’s Social Mobility goals in terms of reviewing the impact of bursary support and ensuring that investments in widening participation have the maximum impact.

2.9 In this Access Agreement we have maintained our focus on the whole student lifecycle, from access through success and retention to progression. We have focussed on smarter, more evidence based spend and on long term outreach and collaboration. We have integrated our strategies and activities across the whole institution. We feel that this results in a more effective Access Agreement, which reflects the need for the University to be agile and respond to the needs of our widening participation students, and is mindful of the differences in outcomes for different groups of students at Northumbria.

## PART 3: TUITION FEES & FINANCIAL SUPPORT

**Tuition Fees**

*(Information relates to new students in the academic year commencing in September 2018). NB these may be subject to revision based upon any permitted fee increases as advised by the Government.*

3.1 **Full time undergraduate:** The University will charge a tuition fee of £9,250 per year to new entrants in 2018/19. The estimated number of new students in 2018/19 who will be charged the above fee is 5396.
Students who join in September 2018 and who take a sandwich or placement year as part of their programme will be charged £1850. The estimated number of students per year who will be charged a placement fee in 2018/19 is 482.

Students who join in September 2018 and who take an Erasmus/Study year abroad as part of their programme will be charged £1385. The estimated number of students per year who will be charged an Erasmus/study abroad fee in 2018/19 is 111

3.2 **Full time postgraduate ITT entrants:** The University will charge students £9250 for the full year of their course. The estimated number of students per year who will be charged the above fee is 240.

3.3 **Part time undergraduate entrants:** The University will charge a part time fee, which is pro rata of the fee charged to full time undergraduate students. No student on a standard part time programme with regulated fees will pay more than the current fee cap (£6935 per year).

3.4 The fees described in para 3-3.3 apply to NEW entrants only.

3.5 Students who fall under the above arrangements will pay the relevant fee for the first year of their course. The University reserves the right to amend fees for subsequent years in line with any permitted increase as advised by the Government. The tuition fee for entry in future years will be set each year by the University’s Board of Governors who reserve the right to increase/decrease the fee as necessary.

**Financial Support**

3.6 Further information about the amount of financial support available, full eligibility criteria and terms and conditions will be provided in September 2017.

**Additional support**

3.7 The University has committed to provide an estimated £1.4m hardship support for target groups. Further information about financial support for target groups will be provided in September 2017.

**Expenditure on Access Agreement activity**

3.8 The University estimates that in 2018/19 its annual expenditure on Access Agreement activity will be at least £11.8m, which equates to 26.1% of fee income above the basic fee.

<table>
<thead>
<tr>
<th>OFFA Countable expenditure</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>5,723,000</td>
</tr>
<tr>
<td>Student Success</td>
<td>912,000</td>
</tr>
<tr>
<td>Progression</td>
<td>422,000</td>
</tr>
<tr>
<td>Financial Support</td>
<td>4,775,000</td>
</tr>
<tr>
<td>Total</td>
<td>11,832,000</td>
</tr>
</tbody>
</table>

**PART 4: ASSESSMENT OF NORTHUMBRIA’S PERFORMANCE IN WIDENING ACCESS**

4.1 For many years, Northumbria’s approach to widening participation and retention has delivered success. Recruitment is strong and has grown from both inside and outside the North East of England; our activities receive positive evaluation from beneficiaries (including parents and teachers) and we perform well against sector-wide performance and the majority of key HESA performance indicators.

**Access**

4.2 Our performance overall for 2015/16 entry (Table 1) shows progress towards the HESA benchmarks in all areas and in particular, the percentage of students from State Schools and Low Participation Neighbourhoods has exceeded our milestones as set out in previous Access Agreements, alongside out-performing the sector average in both of these areas. This positive performance indicates that our
targeting, long-term outreach is having a positive impact on access. Our successful performance in these areas has resulted in the University re-profiling future targets to ensure that they remain ambitious and stretching. We aspire to reach the location-adjusted benchmarks in all areas.

Table 1 (Young, full time, undergraduates)

<table>
<thead>
<tr>
<th>Year</th>
<th>State schools and colleges</th>
<th>NS-SEC 4 - 7</th>
<th>Low Participation Neighbourhoods (LPN)</th>
<th>Students from minority ethnic groups</th>
<th>Students in receipt of DSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESA benchmark 2015-16 (Location adjusted)</td>
<td>95.2%</td>
<td>N/A</td>
<td>21%</td>
<td>N/A</td>
<td>7% N.B. (not location adjusted)</td>
</tr>
<tr>
<td>2013/14</td>
<td>93.4%</td>
<td>33.8%</td>
<td>14.5%</td>
<td>6.5%</td>
<td>5.3%</td>
</tr>
<tr>
<td>2014/15</td>
<td>94.2%</td>
<td>37.2%</td>
<td>16.2%</td>
<td>6.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>2015/16</td>
<td>94.4%</td>
<td>N/A</td>
<td>19%</td>
<td>7.9%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

4.3 At Northumbria, almost 20% of the undergraduate first-degree entrants are mature students. Table 2 below demonstrates our progress in recruiting mature students; an increase of over 3% since 14/15, which is extremely positive given the decline nationally in mature student progression to Higher Education. We have exceeded the 2015/16 milestone for this indicator as set out in previous Access Agreements. Given the University’s positive performance in this area, our target has been re-profiled to ensure that our targets remain ambitious and stretching.

Table 2 (Mature students, full time, undergraduate)

<table>
<thead>
<tr>
<th>Year</th>
<th>Mature, FT, first degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESA location adjusted benchmark (target) 2015-16</td>
<td>17.4%</td>
</tr>
<tr>
<td>2013/14</td>
<td>13.6%</td>
</tr>
<tr>
<td>2014/15</td>
<td>12.3%</td>
</tr>
<tr>
<td>2015/16</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

Outreach and Pre-entry activity

4.4 The University has continued to deliver its extensive outreach programme, which includes work across different ages and groups under-represented in Higher Education. The University’s focus is on raising awareness and aspiration and on increasing entry into Higher Education from under-represented groups.

4.5 Our overall aim is to meet the benchmarks as outlined in the Access Agreement and increase the number of able students benefitting from Higher Education. Outreach begins in Year 6 (Key Stage 2, ages 10-11), and is built upon year on year in order to strengthen relationships with schools and colleges and to ensure pupils have a sustained interaction with the University so as to gain maximum impact of interventions. In 15/16, our pre-16 programme reached 10,256 beneficiaries, across a range of on and off campus activities from Year 6 – Year 11.

4.6 The pre-16 programme involves a series of Higher Education awareness raising sessions, interaction with current students and activities to support them at key points in their educational journey. For example, our Year 9 activity provides pupils with an opportunity to consider their GCSE options, identifying their goals and progression routes and similarly, our Year 11 activity, delivered towards the end of the school year, aims to support them in their transition to sixth form or college.

4.7 Our Post 16 programme involves working with schools to create a bespoke programme for their pupils that support the development of ‘soft’ skills but also prepares them for the application and progression
to Higher Education. In 2015/16, evaluations of our activity in schools and colleges showed that 67% of respondents felt more confident about applying to university after participating in the activity, and 81% stated they felt the activity had been useful in informing them about HE. In 2016, these interventions were experienced by 50% of our enrolled students – an increase from 2013 (30%) through 2014 (32%) and 2015 (35%).

4.8 Measuring the impact of widening participation activities and interventions is a difficult task mainly due to the timescales involved between interventions and progression to Higher Education and the fact that we have a multi layered approach to our activity so establishing the impact of one activity in isolation is difficult. Further information about our approach to monitoring and evaluation can be found in Part 8.

4.9 During 2015/16, 103 schools/colleges engaged with our NU Entry supported entry scheme, with 1060 applications received. This is an increase in applications by 52% from the previous year, due to the expansion and integration of the scheme into our extensive post-16 activity. NU Entry selects eligible students to participate based on widening participation criteria including, low participation neighbourhood and Care Leaver. Successful students earn NU Entry points through participation in activity and assessment and Northumbria University accept these as equivalent to UCAS tariff points.

4.10 The scheme encourages students to consider higher education as an option, motivates students to focus on their studies and prepares them for university life. Students take part in various higher education preparation activities and undertake an online assessment linked to a subject area of interest. A review is currently being carried out into the scheme, with schools, colleges and NU Entry students to ensure it still meets the needs of the pupils and supports them in their progression to Higher Education.

**Student Retention and Success**

4.11 Northumbria has exceeded its benchmarks and is performing well, particularly when analysed in its context as a university with a significant proportion of its intake originating from under-represented and lower socio-economic groups. In the most recent HESA data (2015/16) Northumbria was shown to retain:

- 93% of full time (FT) young entrants (benchmark 92.6%);
- 93.4% of FT young entrants from LPNs (benchmark 90.6%);
- 91.9% of FT mature entrants (benchmark 89.3%);
- 92% of FT mature entrants with no previous experience of Higher Education (benchmark 88.6%);

4.12 When analysing the progression of students by ethnicity, there are no significant disparities between ethnic groups in progression rates. However, black students’ progression rates reduced by over 10% in 2014/15 but this increased again by almost 3% in 2015/16.

**Student Support**

4.13 Northumbria’s continuing commitment to widening participation is embodied in our award winning Student Support and Wellbeing service. SSW supports around 16,000 students per annum across our key services, which includes; Welfare, Immigration and Funding Support, Counselling and Mental Health Support, Disability and Dyslexia Support, support for students whose circumstances change and the University’s Multi-Faith Chaplaincy.

4.14 The service operates in a range of ways including significant amounts of face-to-face support and advice, a range of on-line and printed guidance materials, as well as a range of projects and activities coordinated through the delivery teams. Increasingly students are able to access elements of SSW services 24/7 through such developments as our website, our unified front-line service, Ask4Help, and our close working with the University’s Security service. Our most recent satisfaction survey showed that over 93% of students described the support they received from our advisers, counsellors and

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1 Times Higher Leadership and Management Award (THELMA) 2015 Outstanding Student Services Team
practitioners as either “good” or “very good”. Across this range of activities key highlights around widening participation include:

4.15 Our multi-disciplinary Counselling and Mental Health Support Team offers a range of support modalities for students with mental health or emotional difficulties. Students are able to register with the team at any time 24/7 using our online registration form and receive an offer of support within two working days. Through this support, which ranges from self-help, guided self-help and workshops through to 1:1 sessions with an accredited counsellor or mental health practitioner, the team ensures that over 1600 students receive the support they need every year.

4.16 A dedicated Disability and Dyslexia support team ensures that disabled students receive the adjustments they require to have the best possible student experience whilst studying at Northumbria. The team supports over 2,000 students per annum, of which around 60% have a Specific Learning Difficulty such as Dyslexia. The team liaises with colleagues internally as well as funding providers to broker support for students. We also directly deliver support services for disabled students such as our team of dedicated dyslexia support tutors who provide intensive 1:1 tuition, with over 2,000 sessions a year.

4.17 Northumbria has been responding to the recent modernisation of the Disabled Students Allowance and has considered both new ways of working and allocated monies to provide dedicated support to disabled students and help with diagnostic testing costs. For 2018/19, this amounts to a budgetary commitment of £220,000.

4.19 Northumbria has been developing its approach to supporting students from non-traditional backgrounds and invested in increasing activities to target support and recruitment at students from these groups. In addition to this, we have continued with our commitment to alleviating hardship amongst our existing student body and have identified a continuing budget to provide a UK/Home Student Hardship support fund. This fund, which will be disbursed and managed in accordance with the NASMA Higher Education Hardship Funding Guidance, will ensure that students in extreme hardship can continue to receive the sort of financial support that can often be the difference between staying at or leaving University. In addition, we have also identified funds to help support the reasonable adjustments required to support our disabled students. Brought together and known as our Access to Learning Fund, these funds are expected to total £1.4million in 2018/19 and demonstrate both our financial and operational commitment to supporting access.

4.20 Our sector leading central team to manage students at risk of leaving their programmes early continues to deliver excellent results. Following a re-engineering of our processes for managing student interruptions, transfers and withdrawals, making them more student centric, supportive and consistent, we introduced a new online portal and dedicated support team to thread each student into support tailored to their individual requirements. In 2014/15, the team supported 2,040 students, increasing to 2,406 in 2015/16 with data suggesting this year on year increase is likely to continue. In 2015/16 following the support they received 678 students, many of whom will be from key target groups for widening participation activities, cancelled their required to transfer, interrupt or withdraw, deciding to remain on their programme.

4.21 We have developed a range of new approaches to support our most vulnerable students and those furthest removed from the traditional student backgrounds:

- We have a range of activities aimed at supporting the most vulnerable students from non-traditional groups. For example we have a dedicated support package in place for care leavers which includes a £2,000 bursary, a fast track arrangement for ALF applications and the provision of University

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2 As evidenced by Social Worker letter confirming experience of care and time spent in care.
accommodation on a 52 week basis at the same cost as for the normal letting period for that residence, therefore ensuring care leavers have a secure and safe place to stay during vacations.

- We have introduced a new approach to support students with caring responsibilities and have a strong approach to supporting estranged students. All student carers are offered the opportunity to meet with a welfare adviser who helps them to balance their caring responsibilities with their studies whilst also ensuring they still enjoy an excellent student experience. We have built a strong partnership with a local carers charity offering in turn a wider range of support services and activities for student carers. We are considering targeted financial support for carers.

- A new policy and approach to supporting Transgender students is ensuring that our campus continues to be a welcoming and supportive environment for all students regardless of their individual characteristics.

- A comprehensive new approach to supporting pregnant students and student parents of young children offers a range of flexible support options, ensuring that students in these groups are able to access, stay and succeed on their programmes.

4.22 The University is ensuring that students enrolling with us on degree apprenticeships are able to access a range of student support services appropriate to their courses and status.

Employability

4.23 The figures in Table 4 show the Graduate Prospects score, which is the proportion of full-time, first degree, UK graduates who are in professional level employment or graduate level further study approximately six months after graduation, based on the Destination of Leavers from Higher Education (DLHE) survey data. The tables focus on students from Quintiles 1 and 2 as one of the indicators of widening participation.

4.24 As can be seen from Table 4, the progression of students from Quintiles 1 and 2 has increased by over 7% points since 2013/14. In comparison to the wider student body, the gap has reduced by nearly 2% points. Once the 2015/16 DLHE figures are released these will be analysed alongside the 2014/15 data to identify if this appears to be a consistent positive trend in the University’s performance in this area.

Table 4 (Young, full time, undergraduates)

<table>
<thead>
<tr>
<th>Year</th>
<th>Q1 &amp; Q2</th>
<th>Northumbria Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>60.9%</td>
<td>66.3%</td>
</tr>
<tr>
<td>2014/15</td>
<td>68.1%</td>
<td>71.9%</td>
</tr>
</tbody>
</table>

4.25 The mature student progression figures (Table 5) relate to a smaller number of students but the progression percentages are still positive, and these students achieve better outcomes than the overall University averages. Again, once 2015/16 figures are confirmed, these figures will be analysed alongside.

Table 5 (Mature students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Q1 &amp; Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>76.8%</td>
</tr>
<tr>
<td>2014/15</td>
<td>78.7%</td>
</tr>
</tbody>
</table>

Postgraduate Study

4.26 Tables 6 and 7 below provide information on the progression of students into postgraduate study. The outcomes are positive for all groups but of most significance is the progression of students from Quintiles 1 and 2 for both young and mature students. In 2014/15 this figure increased by nearly 4% points for those young students from Quintile 1 and nearly 5% points for mature students from Quintile 1. There could be many contributory factors to this increase, which are detailed below, but notably, the
jump in mature students could potentially be linked to economic conditions and up-skilling to secure employment. It will be interesting to review this again in 2017/18 following the introduction of the postgraduate loans in 2016/17.

Table 6 (young students into PGT study (UK, full time, first-degree))

<table>
<thead>
<tr>
<th>Young FT Participation</th>
<th>% into PGT study</th>
<th>Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012/3</td>
<td>2013/4</td>
</tr>
<tr>
<td>1 - Lowest Participation</td>
<td>7.7%</td>
<td>8.1%</td>
</tr>
<tr>
<td>2 - Low-mid Participation</td>
<td>4.7%</td>
<td>7.1%</td>
</tr>
<tr>
<td>3 - Mid Participation</td>
<td>6.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td>4 - Mid-high Participation</td>
<td>7.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>5 - Highest Participation</td>
<td>6.7%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>6.5%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Table 7 (young students into PGT study (UK, full time, first-degree))

<table>
<thead>
<tr>
<th>Adult FT HE Qualification</th>
<th>% into PGT study</th>
<th>Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012/3</td>
<td>2013/4</td>
</tr>
<tr>
<td>1 - Lowest proportion</td>
<td>3.8%</td>
<td>4.7%</td>
</tr>
<tr>
<td>2 - Low-mid proportion</td>
<td>4.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>3 - Mid proportion</td>
<td>0.0%</td>
<td>7.7%</td>
</tr>
<tr>
<td>4 - Mid-high proportion</td>
<td>5.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>5 - Highest proportion</td>
<td>5.4%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3.7%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

4.27 When analysing success and progression to employment or further study in relation to ethnicity some disparities arise. Since 2012/13, the percentage of black students progressing into employment from Northumbria has reduced by 8% points. There has been an increase in progression into employment for mixed-race students by 8% points since 2013/14 but this figure is 5% points lower than in 2012/13 however, the positive increase since 2013/14 is a sign of improvements in this area. Progression into further study for mixed-race students has increased by almost 8% points since 2012/13. These figures should be considered with care due to the small number of students these relate to. We intend to focus on addressing these disparities moving forward through looking further into the retention and progression data, alongside our intake for these groups in the corresponding year of entry. Further analysis at subject level will be carried out to establish if any patterns emerge. Following this more in depth analysis and discussions with current undergraduate students, we hope to identify if there are any specific issues the University needs to address.

4.28 The high percentage in the progression of young and mature student groups highlights the benefits of the investment the University has made in the Careers and Employment Service, specifically the ‘early engagement’ and the ‘leaving cohort’ support initiatives where it is expected that a higher number of students from under-represented groups would access these services, although it is difficult to quantify this.

4.29 Targeted work over the past two years aimed at improving the knowledge and confidence of disabled students to apply for graduate opportunities has been undertaken. The sessions have been attended by students from all levels and feedback has been very positive. In terms of impact the students who attended these sessions averaged scores of 2/10 for knowledge and 3/10 for confidence prior to the session, and after the event this rose to 9/10 knowledge and 8/10 confidence.

4.30 Students across all four Faculties and a wide range of employers – regional, national and multinational – have benefited from this increased activity. Examples of new initiatives have included activities to have early engagement with students where we have had an even more active role in Welcome week events, and Induction sessions in the Faculties, have promoted and developed a First
Year Career Guide, which gives practical tips and suggestions, including a First Year Action Plan, all designed to encourage earlier engagement with the support and opportunities to develop employability.

4.31 Over the last three years, we have also developed and refined our offer to the leaving cohorts of students, delivering workshops and offering 1-1 coaching support to recent graduates to support their progression into employment or further study. The Get Graduate Job Ready events have seen increased numbers of finalists attending and taking advantage of the support offered, designed to help students make successful progression into professional level employment or graduate level further study.

4.32 Since January 2017, students have been using Student Central to access most of their support needs. Students can now hand-in and collect their assessments, get careers help or funding advice, initiate international enquiries, discuss applications for personal extenuating circumstances, use the University Library and more – all from a single professional point of contact on each campus. New Advice and Support Zones at each Student Central location provide a range of custom-designed one to one spaces where students can meet professional advisors for all Student and Library Services support, and in addition, these high quality spaces are available for independent learning activity outside core hours. As well as having face to face access to these services, students can choose to find support and guidance 24/7 via the new student portal, which introduces self-service for more routine transactions. From the end of April 2017, even more help and guidance will be available through the new student portal and students will be able to raise their own enquiries across a range of topics. Students using the portal will be able to rate and provide feedback on knowledge base articles, and this feedback will be used to continuously improve the quality and coverage of our online help.

4.33 A University Employability, Enterprise and Entrepreneurship Plan has been agreed and is being implemented. This highlights an ambition to ensure all students are provided with the opportunity to complete work-related learning activity, and all are provided with career development learning support. The Employability Framework has been embedded within the new Programme Framework for Northumbria Awards (PFNA). PFNA is a new design framework for all programmes which are run by Northumbria University. The framework sets out clear and consistent criteria for all programmes, which will ensure that all Northumbria graduates are fully prepared for employment or future study at their point of graduation. Through this review of our programme curricula, we are seeking to ensure that employability is a central message for all of our students.

PART 5: NORTHUMBRIA UNIVERSITY PRIORITIES 2018/19

5.1 Historically the University has achieved a great deal in widening access. In recent years, it has achieved particular success in recruiting students from under-represented groups but we recognise that there are ongoing challenges in the area of access, particularly in the North East region: the introduction of Degree Apprenticeships and supporting pathways to HE, changes to the national curriculum and potential impact on attainment and the potential increase of fees. Therefore, it remains a key focus of the University to continue to invest in activity to support aspirations and progression to HE.

5.2 An assessment of the University’s performance in student success and progression has highlighted that there are challenges in this area for particular groups of students. The University has allocated its spend accordingly in these areas and will focus its efforts on activity and intervention across access, success/retention and progression, to maintain and continue to improve our performance in these areas. Further information is provided below in paragraphs 5.3 – 5.27.

Outreach activity

5.3 The University’s outreach activity will remain wide-ranging and comprehensive, working with pupils as young as 10 through to mature / adult learners focusing on awareness raising and aspirations. The content of sessions will be reviewed and refined following an analysis of activity evaluations and feedback from schools.
• Primary: awareness and aspiration raising activities targeted at pupils in Year 6. Activities and workshops delivered on and off campus with specific learner outcomes

• Secondary: Activities range from awareness raising in Year 7 and introducing pupils to aspects of university life to transition activity in Year 11 for pupils moving into sixth form or college

• Post 16: Our Evolve programme continues to offer schools the opportunity to choose from a range of workshops to develop a bespoke programme for their pupils. Pupils learn to identify their strengths, weaknesses, preferences and ambitions. This enables them to relate their findings to potential Higher Education options. They also learn about the Higher Education application process and the selection requirements of chosen courses to help them make well-informed decisions. The content of the workshops and types of workshops offered are reviewed regularly.

5.4 The University will continue to grow its current extensive outreach programme, which includes work across different ages and groups under-represented in higher education, and is committed to the following:

**Attainment raising in schools**
5.5 The University will focus on supporting our local schools in their drive to raise both attainment and aspiration in schools. We intend to develop a range of activity over the 17/18 academic year to deliver in 18/19 working with key local feeder schools to improve attainment of disadvantaged and under-represented groups.

5.6 In previous Access Agreements, the University has not focused specifically on supporting attainment in schools as supporting schools in raising aspirations has been a key priority. Although this activity may not have directly affected attainment, it can improve motivation and awareness and therefore impact on attainment.

**School partnerships**
5.7 The University does not intend to formally sponsor a school, as defined by OFFA. As identified in paragraph 2.3, the North East region has the lowest progression to Higher Education, for this reason the University believes that, we could have more impact in supporting attainment-raising in the North East region at KS4, and subsequent progression to Higher Education, if we work with several schools rather than just focusing our resource on one. The University believes this approach would result in better value for money, reduce the impact on the University and the potential for focus and resource to shift from other key priorities and would be welcomed by the schools in the region.

5.8 It is intended that the University will develop partnerships with a minimum of four schools in 18/19 to offer intensive support, which will include a range of opportunities for the staff and students at the sponsor schools.

5.9 The focus will be on supporting KS4 attainment in the identified schools. Baseline data will be gathered in conjunction with the schools on the current performance of pupils at KS4 and progression to Higher Education. Following the development of the partnership between the University and the schools, this data will be gathered again at the end of Year 11 to assess their performance at KS4. Longer term, the Higher Education Access Tracker (HEAT) will be used to monitor subsequent progression to Higher Education.

5.10 A more detailed statistical outcomes focused target will be developed in relation to raising attainment in our 2019-20 Access Agreement.

5.11 It is intended that initially in 18/19 the University will work with 4 partner secondary schools, increasing to 8 schools in 2019/20. Following the monitoring and evaluation of the impact of the partnerships, the University will consider how to increase this support in subsequent years.
As prior educational attainment is a key predictor of participation in Higher Education, and given our regional context, the outcomes of our findings and support with schools will be shared and discussed in our regional networks to identify and share best practise in this area.

In addition, as a partner in the North East Collaborative Outreach Programme (NECOP), a key aspect of the NECOP Delivery Model is a flexible in-school aspiration-raising mentoring and online academic tutoring programme for years 9 and 10, which will also support attainment raising in local schools. The outcomes of this programme will also guide the University’s approach to supporting attainment raising in future years.

**Literacy attainment**

The University also plan to expand an existing project, Boosting Reading at Primary, delivered by the Faculty of Health and Life Sciences, into secondary schools. High-level reading skills and reading for pleasure are one of the key barriers to wider educational engagement and attainment.

The project would target areas of greatest ‘literacy need’. According to data produced by the National Literacy Trust, 11% of parliamentary constituencies of the greatest literacy need in the UK are in the North East of England, with Middlesbrough being the most deprived constituency in the country in terms of literacy need.

Delivered by current undergraduate students, the project aims to:

- Raise the literacy attainment of targeted pupils across the primary and secondary age range in north east schools
- Raise aspirations of further and higher education amongst targeted primary and secondary aged pupils
- Contribute to raising attainment of white working class boys in the region.

**Supporting aspirations and progression to Higher Education**

Reviewing Northumbria’s supported entry scheme NU Entry. The scheme promotes awareness of Higher Education opportunities; raises the aspirations of potential Higher Education learners; and supports pupils from under-represented groups to progress to Higher Education by recognising and giving value to work provided. The target groups for the scheme are continually reviewed and revised for example; Young Carers has recently been added to our list of eligibility criteria.

Continue to deliver the Graduate Ambassador Scheme. Graduate Ambassadors deliver presentations, events and activities and act as role models in schools and colleges in target areas across the UK, to support progression into Higher Education. Part of this is about continuing to expand our geographical reach, impact and targets to facilitate the potential addition of more activities/presentations in schools and colleges and engagement with further school/college students.

Develop a range of initiatives with the Faculty Directors of Recruitment, Widening Participation and Outreach, which support the development of subject specific activity, particularly those from under-represented groups.

Northumbria Sport has historically had a strong relationship with the local community, broader region and wider international community. This has largely been through:

- The development of strategic external partnerships to support all aspects of the department’s work
• The development and delivery of community focused projects and the awarding of community grants, through Northumbria University Sport’s partner charity, the Northumbria Sport Foundation

• The Northumbria University Sport Academy, which is Northumbria’s sporting offer for young people aged under 18.

5.21 Northumbria Sport Foundation
The Northumbria Sport Foundation is Northumbria University’s partner charity that engages students, staff, alumni and the community in fundraising and invests the funds into community projects and grants. The projects are delivered by students in order to enhance their employability and leadership skills. The Northumbria Sport Foundation aims to make a lasting contribution to people’s lives by raising the aspirations and achievement of members of the community. It enables the community and students to enhance their potential through sport in line with Northumbria Sport’s themes of ‘Engage, Inspire and Achieve’. The Northumbria Sport Foundation supports a number of projects that involve engaging with hard to reach groups across the region and will continue with these projects, alongside others, in 2018-19. Such projects involve:

• A netball and football coaching programme in partnership with the West End Schools’ Trust. This involves the delivery of after-school sports sessions to primary school children in the highly deprived West End of Newcastle

• A women’s and girls’ boxing programme with BME women at the Nunsmoor Centre, in partnership with Emtep (Ethnic Minorities Training, Education and Projects).

5.22 In addition to delivering these projects in 2018-19, the Foundation will develop new projects that benefit hard-to-reach groups. Such groups include young and older people, people with long-term ill health, disabled people, homeless and people from low-socio economic groups, current and ex-offenders, LGBT community, NEET and unemployed adults and the BME community. Another key priority for the Foundation will be to develop its relationship with the University’s Alumni Office in order to encourage an increased number of former students to donate to and support the Foundation’s work.

5.23 Northumbria Sport Academy
The Northumbria Sport Academy is Northumbria’s sporting offer for young people aged under 18. The Academy has three strands:

• Engaging Young People – This involves the delivery of holiday sports camps, children’s parties, bespoke sport experience and training days, youth sport competitions/festivals and sport sessions. These activities are open to all individuals and groups, with a fee charged for each activity

• Supporting University Student Recruitment – This involves working with the University’s Marketing and Recruitment Department to organise bespoke sport experience events and sport sessions for specific schools and groups across the North East. These events are aimed at supporting the University’s overall student recruitment activities and targets

• Recruiting Student Athletes – This involves working with targeted schools, colleges, clubs and National Governing Bodies to attract talented young athletes to the University. Activities include talent development sessions/squads, high performance training camps, youth sport festivals/competitions and bespoke sport experience and training days.

5.24 A new Northumbria Sport Outreach Programme will be developed which aims to engage with primary and secondary pupils to support the raising of attainment of pupils from disadvantaged and under-represented groups. By using sport as a tool of engagement, this project will reach out to specific target groups, including working class white boys, BME, and disabled students using Northumbria students’ Paralympic success as a key driver for engagement and inspiration.
**Success/Retention and progression**

5.25 In order to support transition to university, our Student Support and Library Services will develop a programme in 18/19 to work with pupils in targeted schools, to build confidence and resilience, delivered by experienced practitioners in these areas. A range of workshops will be offered including:

- Preparing for higher education
- Mental health support
- Disability Support
- Careers advice and guidance
- Study skills and how to study in a higher education environment

**On course support**

5.26 In order to support the retention and progression of students on course and into graduate employment, the Careers and Employment Service will seek to develop an employability achievement strategy and programme for students from under-represented and disadvantaged groups with sustainable outcomes. Research taken from High Fliers, the Graduate Labour Market 2016, outlines the disadvantage students these groups face in the graduate recruitment process if they do not engage with work experience during the first year of their studies.

The programme will aim to:

- Improve student retention rates of students from low participation groups, with employability progression at each level of study tracked against their peers from non-low participation groups and increase the number of students applying for UG and PG study
- Ensure that low participation pre-entry and level 4 students have equal access to labour market information and are provided with interventions which address barriers to them successfully competing for professional work experience during their studies
- Create tailored Northumbria Graduate Attribute activities for at pre-entry and level 4 stages to ensure that they become enterprising and employable to compete for professional work experience in the first academic term

5.27 Participation in internal and external networks and professional groups will be undertaken in order to enhance networks and share good practice in this area.

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**PART 6: ADDITIONAL ACCESS MEASURES**

6.1 The University remains committed to raising the aspirations of potential students from all backgrounds and to the need to continue to develop the breadth and depth of its outreach activity. Our widening participation targeting process has been refined to ensure that our widening participation activity is targeted and accessed by those individuals and groups who are the most able but least likely to progress to Higher Education. The main focus of the University’s outreach and widening participation activity is in the North East given the region’s young progression rate to Higher Education. However, the University will seek to support and work with colleagues in other areas on specific widening participation projects.

6.2 The University’s outreach activity in 2018/19 will seek to:

- Build upon current activities that have proven impact, can be expanded and have clear routes for evaluation, as well as developing new approaches
• Support fair access to the professions, through the provision of information and awareness-raising activities in relevant disciplines;

• Deliver activities that can be presented in a persuasive, coherent way to schools and colleges;

• Complement activity undertaken by the North East Collaborative Outreach Programme (NE COP) and ensure that our schools targeting approach includes schools otherwise excluded by the NCOP scheme.

6.3 In addition, some outreach events and targeted support have been planned with a specific focus on key target groups. For example:

• The ‘Choices Together’ programme is provided for Looked After Young People (LAYP), for which the University holds the Buttle UK Quality Mark, and is a delivered in collaboration with Newcastle University, the University of Sunderland, Durham University and Teesside University, as part of the North East Raising Aspirations Partnership (NERAP) (see Collaborative Initiatives). It gives LAYP the opportunity to experience several aspects of ‘real’ university life

• We will work closely with local community groups and schools to develop a programme of activities targeted at white working class boys which aims to engage with them in less formal settings to raise awareness and encourage them to consider Higher Education as an option

• In conjunction with Team Northumbria, the University will continue to seek to work with BME communities in the North East, using established relationships in sport. The aim will be to raise awareness of the opportunities available in Higher Education, deliver skills workshops and offer support on progression to Higher Education. At the same time, the University hopes to understand more about the issues and concerns facing BME students in relation to Higher Education, and therefore enable the development of appropriate support and workshops

• The University will continue to work to understand the support required pre-entry and on course for particular groups such as Estranged students and Young Carers. We have close links with local Carer Support Networks and attend regular meetings to understand the key issues facing this particular group of students. Training has been delivered to staff involved in on course support for students and we will continue to invest in keeping our staff informed. Estranged students remain a focus and we continue to work to try to identify and support this group of students such as, building links with a local homeless centre to offer opportunities to participate in our outreach activity

• Continue to work with local colleges offering Access courses to offer a comprehensive pre-entry programme of support for mature students. A review of the information available on the University’s website will be undertaken to ensure it is accessible and relevant for mature students. During the review of NU Entry, consideration will be given to how it can be adapted to meet the needs of mature students to support their progression to Northumbria.

Outreach and Fair Access

6.4 All of the University’s work is organised and delivered in a fully inclusive manner with a focus on ensuring that all potential beneficiaries, from any under-represented group, have the opportunity to participate.

Collaborative Initiatives

6.5 The North East Raising Aspiration Partnership (NERAP) was formed by Newcastle, Northumbria and Sunderland Universities in 2011 to develop and deliver a collaborative programme of outreach activity. The Partnership was extended in 2014/15 to include both Durham and Teesside Universities. In 2015, we became part of the National Network for Collaborative Outreach (NNCO) providing a single point of contact (SPoC) for widening participation work in the North-East region.
6.6 Our aim as a collaborative Partnership is to deliver activity where we can add the most value to existing provision. Since 2015/2016 the North East Raising Aspiration Partnership has been able to deliver some significant increases in both the scale and scope of collaborative activity.

- To support Young Carers by capitalising on the collaboration to foster strategic links with local authority teams. The work of the Partnership in supporting Young Carers through a residential programme of activities was highlighted in local media during Young Carers Week as an area of emerging good practice.

- To support children in care though our Choices programme, with early indications showing that those participating in the programme are more likely to progress to university. Our Care Leavers programme has recently been highlighted in the Caring University guide.

- To provide information and advice for students with special education needs/disabilities who are considering applying to university so they and their parent/carer fully understand the support available.

- To support teachers and advisers in the region through the provision of a Higher Education Adviser’s and Teacher’s Conferences by providing a range of speakers on current educational topics and gain key admissions advice from a range of academics across all five universities.

- To encourage progression to Higher Education through our NERAP Ambassadors attendance and participation at key school events.

- To promote Access to the Professions in key regional skills sectors to promote employment and higher education progression pathways.

6.7 The North East Raising Aspiration Partnership has committed funding, until July 2019, to sustain the delivery of core collaborative activity developed by the five universities in the region and the Single Point of Contact website for teachers and advisers developed as part of the NNCO.

6.8 In 2016, the Partnership led the successful bid for funding to be part of the National Collaborative Outreach Programme (NCOP) in order to support the ambition to double the participation of students from disadvantaged backgrounds entering higher education by 2020, with initial regional funding (£7.7 million) to December 2018.

6.9 The North East Collaborative Outreach Programme will be delivered by a new consortia of the 5 universities and 19 colleges in the region working together to support the progression to higher education for young people from specific target wards, and the under-representation of white British men and ethnic minority groups.

6.10 The Programme will run from January 2017 to December 2018 in the initial instance and will involve the development of a Regional Progression Framework for targeted students in years 9 – 13 to clearly demonstrate the additionality of this new, intensive outreach activity.

PART 7: TARGETS AND MILESTONES

7.1 We will aim to achieve outreach volumes that deliver the depth and reach of activity necessary to support the achievement of our wider objectives.

7.2 Our targeting approach for younger age groups has been refined in 2016/17 and is reviewed annually but currently focuses largely on North East schools and colleges with three or four indicators of deprivation.
7.3 As detailed in our Resources Table, from 2018/19 we will target a group of 98,565 beneficiaries from key stakeholders in the following target groups. This is a slight decrease on the 2016/17 Access Agreement, which reflects our more targeted approach to delivering activity to those most vulnerable groups.

### PART 8: MONITORING AND EVALUATION

8.1 A key aspect of Northumbria’s outreach activity is the monitoring and evaluation of its activity. Our approach comprises four main sections.

- Detailed evaluation, by beneficiaries and stakeholders, of all outreach and student recruitment activity
- Analysis of enquiry, application and enrolment data, including HESA performance indicators and the use of socio-demographic and geographic mapping
- The adoption of a strategic, analytical model which draws together analysis and outcomes and which is used to inform subsequent operational planning and delivery
- Formal reporting of objectives and progress being made to senior groups across the University.

**Outcomes of outreach activity**

8.2 We will continue to monitor outcomes of all activity to ensure that outcomes from evaluation informs the development of our future activity. This is already embedded within our approach to evaluation.

**Beneficiary evaluation**

8.3 The University has always sought beneficiary evaluation of its outreach activity via a combination of ‘on-the-day’ and online questionnaires. Feedback indicated that for many events the questionnaire approach was successful; ‘Mood cards’ based on the Likert Scale are used for the majority of younger age group events and have proven successful.

8.4 We aim to engage with academics at the University with expertise in evaluation to strengthen our approach, particularly in relation to our long-term programmes such as NU Entry, to ensure that we are using the most current methods to try to demonstrate the impact of our outreach activity.

**Data analysis**

8.5 The University monitors enquiries, applications and enrolments against the following characteristics: age; gender; school-type; location; disability. Our analysis clearly indicates that the University attracts and admits students fairly with no bias either in favour or against any socio-economic group - each applicant is assessed on their: academic ability and potential; and, where necessary, the specific skills and aptitudes required by the course.

8.6 Data analysis is further supported by the use of socio-demographic mapping to enable the identification of enquiry/application/enrolment trends and in particular to pinpoint geographic areas of strength or weakness. The outcomes of this analysis will be used to determine successful interventions and the sharing of effective practice across the breadth of our activity.

**Higher Education Access Tracker**

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

8.8 Northumbria records data about its outreach and participants on the HEAT database. This is entered into the HEAT longitudinal tracking system, which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment.
8.9 When HEAT data has matured it will allow the University to understand the relationship between outreach participation and Higher Education enrolment, retention and success. The University will be able to see if and when its outreach participants enrol in Higher Education. Crucially this data shows enrolment not only to the Northumbria but to all other HEIs. This allows the University to demonstrate its contribution to the sector as a whole. Furthermore, as data matures, the University will be able to build a picture of the retention and degree classification of its outreach participants, as well as seeing destination data, including postgraduate enrolment data.

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

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

PART 9: INFORMATION FOR STUDENTS

9.1 Northumbria is committed to the provision of accurate, timely and relevant information for all potential and existing students and will continue to provide this service. The University recognises this as vital to the recruitment of well-motivated students who have made informed, considered and appropriate decisions and who subsequently achieve good degree outcomes. We will therefore continue to deliver a wide range of information-giving services via:

- Published materials such as our prospectus
- Our website
- Personalised communications by email, telecentre and by SMS to enquirers, applicants and students
- At events on-and off-campus, in schools, colleges, community venues and employers
- Our Student Support & Wellbeing Service which provides support and advice for current and potential students.

We will also use the services of UCAS and the Student Loans Company to ensure they too are able to provide all necessary information to students when it is requested.

9.2 Information provided will include: tuition fees; the financial support available and the relevant eligibility criteria; course entry requirements; methods of assessment for admission; course content - including placement and work experience opportunities and assessment methods; all other types of academic and pastoral support.

PART 10: STUDENT CONSULTATION

10.1 The Students’ Union (SU) plays a full role across the University and close working relationships exist between the SU and the Board of Governors, the Executive, academic schools and service departments. It also participates fully in university committees and working groups. As a result, it has numerous opportunities to contribute to the debate surrounding the University’s approach to widening access.

10.2 Tuition fees were set by the Board of Governors (which includes SU representation) following recommendations made by the Vice Chancellor’s Executive Group. The outcome of subsequent consultation with the SU will inform future decisions regarding the tuition fees, additional academic costs and financial support.
PART 11: EQUALITY & DIVERSITY

11.1 The University’s Equality & Diversity Policy states that it:

“is committed to providing an environment in which diversity is valued and encouraged, where there is equal access to opportunities and services and in which all prospective and existing staff and students are treated fairly, with equity, dignity and mutual respect.

We acknowledge the unique contribution that all individuals can make and it is the responsibility of the University to ensure that no one individual or group is treated less favourably in terms of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, or any other inappropriate or irrelevant criteria or distinction.”

It further adds that it will:

- “Ensure equality of access for all potential staff and students, including the employment of staff, consultants and contractors, the admission of students, the provision of educational and training opportunities, and the provision of services to individuals and organisations;
- Promote the spirit of equal opportunity and to ensure that members of the University community act respectfully towards each individual and group;
- Comply with the terms of all equality legislation;
- Ensure that effective systems for the monitoring and evaluation of equality diversity are in place.”

11.2 Northumbria’s access plans have been developed within the above policy commitment.

- Outreach activity specifically targets under-represented groups via schools with a high proportion of its intake from low participation neighbourhoods

- All outreach activity is accessible to all potential students. Some is provided for specific under-represented groups, for example, Looked After Young People, and Carers

- Northumbria’s Admissions Policy has been developed in line with the accepted principles of fair access. Admissions judgements are based on clear, objective criteria and are underpinned by the following values: respect for individual potential, dignity and the value Higher Education diversity brings to the UK population; an absolute commitment to the fair and equitable treatment of all individuals; accessibility and approachability; the commitment to ensuring our staff and services are open, accessible and welcoming to all

- We will undertake regular monitoring of all outreach, admissions and student support activity, to ensure we continue to meet our responsibilities.

PART 12: CLOSING STATEMENT

12.1 The senior person responsible for the delivery of this agreement will be the Marketing Director. Operational responsibility will lie with the Strategic Planning and Performance team, Assistant Director (Undergraduate) and the Widening Participation Manager.

The University intends to undertake an annual review of the impact of our package of financial support to ensure it is sustainable, appropriately targeted and supports the recruitment and retention of students from under-represented groups.

To support this evaluation, we intend to use the OFFA set of data measures and guidance.
12.2 We are pleased to submit this Access Agreement to the Office of Fair Access and we look forward to receiving feedback as appropriate.

Once our access agreement is agreed we will publish this document on our website, www.northumbria.ac.uk
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<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Mature Students</td>
<td>No</td>
<td>2014-15</td>
<td>2000</td>
<td>2600</td>
<td>2900</td>
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<tr>
<td>T16b_04</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Development of Compact scheme - number of participating schools</td>
<td>No</td>
<td>2014-15</td>
<td>52</td>
<td>200</td>
<td>210</td>
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<tr>
<td>T16b_05</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Development of Compact scheme - number of pupil beneficiaries</td>
<td>No</td>
<td>2014-15</td>
<td>3226</td>
<td>15000</td>
<td>16000</td>
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<td>T16b_06</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity collaborative - please give details in the next column)</td>
<td>Collaborative target for NE Rising Aspirations Partnership (NRAP)</td>
<td>Yes</td>
<td>2015-16</td>
<td>8623</td>
<td>75665</td>
<td>53100</td>
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<tr>
<td>T16b_07</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Strategic partnerships (agreement relationships with schools/colleges/employers)</td>
<td>School Partnership - number of participating schools. The focus will be on supporting less able students in the identified schools. Baseline data will be gathered in conjunction with the schools on the current performance of pupils at S4 and progression to Higher Education. Following the development of the partnership between the University and the schools, this data will be gathered again at the end of Year 11 to assess their performance at S4. Longer term, the Higher Education Access Tracker (HEAT) will be used to monitor subsequent progression to Higher Education. A more detailed statistical outcomes focused target will be developed in order to tracking attainment in our 2019-20 Access Agreement.</td>
<td>No</td>
<td>2015-16</td>
<td>3</td>
<td>5</td>
<td>8</td>
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