1.0 Introduction

The University of York was established under principles of equality of access and social inclusion and has been since its inception one of the most socially diverse among its peers.

We have established ourselves as a successful research-intensive university that aims to admit the most able students from a wide diversity of backgrounds, provide excellent support and opportunities while they are with us, and prepare them well for their future careers. We are a popular choice for applicants and are a national and international recruiter, drawing students from all areas of the UK and globally from more than 160 countries.

As a leading higher education institution we recognise that we have a responsibility to contribute to the national widening participation agenda. This means raising aspiration and supporting increased attainment among young people and ensuring that these objectives are reflected in our own admissions outcomes. In our teaching, learning and non-academic activity and support structures, including our colleges, we aim to retain our students and ensure they are afforded every opportunity for success throughout the student lifecycle.

Our Widening Participation team is engaged in outreach activity locally, regionally and nationally with much of its work undertaken collaboratively with other HEIs.

In spite of a changing and challenging admissions environment we have maintained or increased our proportions of entrants with key widening participation characteristics and are close to our HESA benchmarks in most of the indicators. In terms of access, over the last three years we have continued to increase the proportion of our entrants from Low Participation Neighbourhoods and of BME entrants and our intake from State Schools remains at over 80%.

The University Plan for 2014-2020 and our Access Agreement for 2018/19 confirm our commitment to widening participation both in relation to the profile of our own students and their success and future opportunities, and to raising aspiration more widely through our collaborative and other work. Our updated targets continue to be stretching, are focused on areas which will support OFFA in its objectives as outlined in the OFFA Strategic Plan 2015-2020 and address identified local issues relating to different stages of the student lifecycle.

Key performance targets relate to the admission of students from Low Participation Neighbourhoods and students with BME backgrounds, as well as the retention of mature students and disclosure by students with disabilities. We are continuing to maintain ambitious activity targets relating to our outreach activity and have added an activity target relating to a new programme of student tutoring in schools which we see as a precursor to
an attainment target in a future Access Agreement which will be based on the robust evaluation of the pilot phase of this new programme.

In terms of student success, we seek to offer all our students an environment in which they can optimise their academic and personal potential. Our collegiate structure supports the creation of cohesive student communities and promotes students’ personal well-being and personal development. Our Learning and Teaching Strategy aims to develop students’ intellectual skills, resilience, self-awareness and self-assurance as well as the ability to form networks which will help close the social gap for all of our graduates. Our non-continuation rate following year of entry is low in relation to our comparators and below our HESA benchmark (HESA PI Table 3a).

In terms of progression, the University Strategy is clear that ‘we will give our students opportunities to gain experience that will prepare them better for employment or further study.’ This includes enhancing students’ employability throughout their time at York by engaging with development opportunities offered by departments, colleges and our Careers Team. We will also further develop opportunities for students to spend time studying abroad through our Centre for Global Programmes. This will include expansion of existing bursaries to support students who might otherwise not be able to participate in study abroad programmes. Our plans for the coming period include further detailed monitoring of progression outcomes for students from disadvantaged groups.

Analysis to date shows that students with widening participation characteristics have above average engagement with employability programmes and that employment outcomes for York students from Low Participation Neighbourhoods and students from BAME backgrounds are significantly above sector averages.

2.0 Responsibilities

Responsibility for development and approval of the Access Agreement involves senior staff from the University Executive Board and Directors/Heads of relevant services. This high level ownership of the Agreement is complemented by the involvement of academic staff from departments and students in its development:
### Body

<table>
<thead>
<tr>
<th>Body</th>
<th>Responsibility</th>
<th>Membership</th>
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<tbody>
<tr>
<td>University Executive Board</td>
<td>Sign-off of OFFA Agreement prior to submission</td>
<td>Vice-Chancellor (Chair) Members of the University’s Senior Management Team</td>
</tr>
<tr>
<td>OFFA Monitoring Group</td>
<td>Preparation and submission of the OFFA Agreement; monitoring of progress towards target and coordination of OFFA-related activity across the institution</td>
<td>Director of Corporate Planning (Chair); cross-University representation from Academic Departments, Students’ Union, Student Recruitment and Admissions, Student Support Services, Careers and Finance</td>
</tr>
<tr>
<td>Targeting, Tracking, Monitoring and Evaluation Group (sub-group of above)</td>
<td>Development of Evaluation Strategy and operation of mechanisms designed to enable effective targeting of outreach activity and measurement of impact in order to enable effective use of resources</td>
<td>Director of Student Recruitment and Admissions (Chair); cross-University representation from Academic Registry, Department of Education, Business Intelligence Unit</td>
</tr>
</tbody>
</table>

### 3.0 Fees and fee income

*Note: Fee arrangements for students from the European Union are based on regulations current at the time of writing, April 2017. As a result of the UK’s decision to leave the EU in the Referendum of 23 June 2016 these regulations may change. We will charge EU students the fees shown unless and until there is a change in the regulations.*

Fees for 2018-19 will be at least £9,250. Our planning assumption is that fees will rise by 2% per annum from their current level. The University will charge the maximum permitted undergraduate tuition fee as determined by UK Government. This fee will apply to all undergraduate programmes, including Nursing, Medicine and PGCE (ITT). Currently, UK/EU students on the year abroad element of both Erasmus Mundus and non-Erasmus programmes and students on sandwich work placement years are charged 15% (at least £1385) and 20% (at least £1850) of the applicable tuition fee respectively. These arrangements are subject to change in future years as permitted.

The University does not expect to have any part-time undergraduate students paying more than the basic fee defined by OFFA. However, in such circumstances we commit to spend an appropriate portion of any income above the basic limit on access measures in line with the expenditure commitments set out in this agreement. The University reserves the right to alter applicable fees in line with inflation and/or government policy.
4.0 Access, student success and progression measures

4.1 Access
Work with young people at school or college consists of a structured series of interventions at three critical stages. Programmes aimed broadly at Years 6 - 8 are designed to raise aspiration in disadvantaged populations. Programmes targeted broadly at Years 9 – 11 aim to demystify higher education, raise awareness of subjects and routes and the variety of provision, increase the self-confidence and self-esteem of students involved, and raise aspirations for lifelong learning. They also lay the groundwork for progression to higher education by encouraging appropriate subject choices. Programmes for students in Years 12 and 13 concentrate on the transition to higher education, with a particular emphasis on building confidence in applying to research-intensive, selective universities. Other areas of our work focus on mature learners and those returning to study. We continue to develop our support for care leavers and young carers. Our range of programmes will serve both national sector and University of York objectives in widening participation. The socio-economic profile of our geographical location allows us to focus locally on white males from less advantaged backgrounds while our work targeting BAME students is necessarily more regionally and nationally focused.

We intend during 2018-2019 to maintain the current range of the University’s outreach, access and retention activities, including work undertaken in collaboration with the University of Hull in relation to the Hull-York Medical School (HYMS), with further modifications to maximise effectiveness. These activities, which relate to the whole student lifecycle, include:

- Long-term local and regional outreach, starting with Year 6 pupils and parents, that grows the applicant pool both for York and HE generally
- Collaborative work designed to raise aspiration, motivation and self-esteem and to support attainment locally, regionally and nationally
- Programmes focused specifically on access to York
- Provision of high-quality IAG for prospective university students to ensure that students are making informed choices at all transition points
- Work with parents, teachers and advisers
- A University environment which promotes retention and successful completion
- Activities focused on building employability skills

We will also develop a new programme to support attainment of students in schools (see para 4.1.1.5 below).

The table below summarises the main foci of our major current initiatives:
<table>
<thead>
<tr>
<th>Main focus</th>
<th>Programmes</th>
<th>Common strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 6-8</td>
<td>Shine, Green Apples, Inspiring Minds, York Students in Schools (YSIS)</td>
<td>Mentoring</td>
</tr>
<tr>
<td>Years 9-11</td>
<td>Shine, Green Apples, Regional Excellence Hub, Mentoring, Big Deal, North Yorkshire Coast Higher Education Collaboration, Support for graduates in YSIS, Tutoring in schools</td>
<td>Information, Advice and Guidance, Residential experience</td>
</tr>
<tr>
<td>Years 12 &amp; 13</td>
<td>Next Step York, Realising Opportunities, Regional Excellence Hub, YSIS, Pathways to STEM, Pathways to Medicine</td>
<td>Independent Learning, Parent engagement</td>
</tr>
<tr>
<td>Adults</td>
<td>Extended degrees Centre for Lifelong Learning Graduate Interns</td>
<td>CPD for teachers and advisers, Supporting school/college achievement, Evaluation</td>
</tr>
</tbody>
</table>

All our activities share common characteristics:
- Clear aims
- Appropriate targeting
- Embedded evaluation measures to enable impact assessment
- Ongoing relationships
- Involvement of parents, teachers and advisors
- Involvement of current University of York students
- A residential element in many programmes
- Mentoring for some participants

HYMS has its own Widening Participation Officer who works in close collaboration with the Widening Participation (WP) team. HYMS runs a programme of outreach and other events including a Summer School and provision of opportunities for prospective students to gain work experience with a GP. HYMS is also a partner in the Sutton Trust Pathways to Medicine programme. HYMS activity aims to provide access to information and activities about studying medicine at university, and to support students who come from under-represented backgrounds in higher education to consider medicine as a career option.

The University has recently applied to join the Register of Apprenticeship Training Providers, recognising the potential for this to improve access to Higher Education.

**4.1.1 Collaboration with schools and other partners**

Collaboration is at the heart of our widening participation activity. This includes collaboration with schools, where we have multiple, longstanding and varied connections across a broad range of areas, and other HEIs and organisations with whom we partner in our outreach work. We are leaders or active participants in national, regional and local initiatives in which
consortia of institutions combine to maximise effectiveness and good use of resources. These include Realising Opportunities and our Schools and Colleges Network (national); the Excellence Hub and North Yorkshire Coast Higher Education Collaboration (regional); and Green Apples (local).

4.1.1.1 Partnerships for Access
Since 2015/16 York has been an active partner with the Sutton Trust and other universities in the development of two new Pathway programmes raising aspirations and preparing students for access to Medicine and to STEM subjects. The first cohorts will complete in 2017 (Medicine) and 2018 (STEM). The programmes are being externally evaluated.

We have been very involved in the successful Higher York led bid for the National Collaborative Outreach Programme (NCOP) in York and North Yorkshire. The Widening Participation Manager is on the Steering Group and programmes and activities are being planned to complement existing outreach work in the NCOP target areas. We have also been working with colleagues in the Scarborough Opportunity area and as this programme develops we will aim to ensure complementarity with existing widening participation activities.

The Excellence Hub is a partnership between the universities of Leeds, Sheffield and York which targets high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the 'most able, least likely' group of students to selective HEIs through subject specific taster events and IAG events, workshops and conferences. The collaboration continues to focus on raising aspirations and encouraging applications to research intensive universities.

The Excellence Hub partners are working under an evaluation and monitoring plan implemented from September 2016. This includes long term tracking of school level data for pre-16 students and individual level data of post-16 students through the HEAT database.

We are also an active member of the Russell Group WP Association which has provided a forum for collaborative work across these highly selective institutions for many years. As well as providing peer support for senior WP staff, the group plans and delivers collaborative activity including the biennial Teachers’ Conference and practitioner networks.

We are a partner in Advancing Access, a national collaboration of 24 selective universities working together with schools and colleges to develop and deliver CPD for teachers and advisers that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location.

Advancing Access complements the excellent work already carried out at York and other partner institutions by engaging those areas that have historically been hard to reach and which may be in geographic ‘cold spots’. Advancing Access also aims to complement the work of National Collaborative Outreach Programmes. It is a cost-effective approach to equipping teachers and advisers with the information they need to advise students with
confidence. Initially funded through HEFCE’s collaborative outreach network scheme, Advancing Access is now funded through financial contributions from each of its partner universities.

York is a member of the award-winning Realising Opportunities programme (RO), a unique collaborative partnership of research intensive universities developing and delivering a national fair access scheme which promotes social and geographic mobility for students from under-represented groups. RO has a robust evaluation framework which incorporates contextual data, student aspirations and the longitudinal tracking of students through the HEAT database and UCAS.

RO, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research intensive university. These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student e-mentor and an assessed academic element. Successful completion of RO will result in additional consideration being given to applications through UCAS from all Partner universities, and the potential for an alternative offer worth up to two A level grades.

We strongly believe that a collective approach by HE, working with schools, colleges and the FE sector, is crucial particularly in raising aspirations among young people and in defining the signals which groups of institutions and the HE sector as a whole give to prospective students about their future options. As our widening participation agenda expands and broadens, collaboration will remain a core feature of our activities.

4.1.1.2 Teacher training

As a high quality provider of initial teacher training\(^1\), we are strongly committed to maintaining and developing an inclusive approach to recruitment of our PGCE trainees. We wish to provide young people in schools with a range of role models so that the career and life chances of young learners are enhanced, and to develop attitudes in young people which celebrate diversity. We regard ‘non-traditional’ to include a variety of individuals and groups including those with disabilities, BAME individuals, career changers, those from low income families and areas of the country with below average HE participation rates, and groups that are currently underrepresented in specific subject areas (e.g. male trainees in modern foreign languages and women in physics).

The PGCE is developing strong partnerships with the Pathfinder Teaching School Alliance, Yorkshire Teaching School Alliance (YTSA) and Yorkshire Coast Teaching School Alliance (YCTSA). YTSA and YCTSA both have a particular remit to work in the more challenging rural and coastal regions of North Yorkshire. All Teaching Schools have a remit to focus on School Direct Teacher Training and providing school-to-school support in order to spread excellent practice, particularly to schools that need it most.

\(^1\) [https://www.york.ac.uk/education/pgce/](https://www.york.ac.uk/education/pgce/)
The goals for all Teaching Schools\(^2\) are:

- better results for pupils
- fewer poorly performing schools
- more good and outstanding schools
- a self-improving and sustainable system

PGCE trainees “make the education of their pupils their first concern.” In keeping with the ever-increasing focus on pupil progress for all in schools, our course places particular emphasis on trainees working effectively with underachieving groups and individuals. Trainees are required to evidence that they have consistently:

- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions TS1
- Have a secure understanding of how a range of factors can inhibit pupils ability to learn and how best to overcome these TS5
- Have a clear understanding of the needs of all pupils, including those with SEND; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. TS5\(^3\)

Trainees gain increasing expertise by working with a range of classes across a number of school placements: one primary school, two secondary schools and (a) Professional Enrichment placement/s.

4.1.1.3 Work of specific academic departments with schools
Many of our academic departments engage directly with schools in activities which are designed to contribute to improved student outcomes. Two examples illustrate the range of work our departments are engaged in:

**University of York Science Education Group (UYSEG):** UYSEG aims to make a sustained positive impact on the outcomes of both formal and informal science education through:

- high quality research that has an impact on policy and practice
- the development and evaluation of research-informed curricula that illustrate the importance of science
- the training and support of practitioners

UYSEG GCSE and A level courses are used in more than 500 schools and more than a million school students have taken courses developed by UYSEG. Staff are regularly in contact with schools using the Group’s resources through newsletters, web materials and training events.

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\(^2\) [https://www.gov.uk/guidance/teaching-schools-a-guide-for-potential-applicants](https://www.gov.uk/guidance/teaching-schools-a-guide-for-potential-applicants)

UYSEG regularly works with schools in its national and regional networks in the development of research informed teaching materials and other resources to use in secondary school science lessons.

The most recent development is Best Evidence Science Teaching (BEST), initially for pupils aged 11-14, and funded by the Salters' Institute. As the name suggests, BEST is drawing on the most up-to-date high quality research evidence to look at, for example, the teaching of difficult ideas in science, the role of practical work in science, and engaging students in science. UYSEG will be working with teachers in schools using the new BEST materials to gather research evidence of their impact in relation to student attainment in science and engagement with science.

**Teacher selection:** research in the Department of Education aims to improve educational outcomes by developing and disseminating evidence-informed teacher selection tools. The research draws on interdisciplinary educational and occupational psychology frameworks to develop an evidence-based teacher selection approach. A teacher’s personal attributes or non-cognitive competencies - their motives, traits, beliefs, and attitudes - have a causal relationship on teaching behaviours. Situational Judgment Tests (SJTs) can be used to identify a teacher’s personal attributes and can then inform teacher selection. SJTs have been shown to be effective in predicting job performance and can result in improved outcomes in teacher selection.

The next stages of research (2016-2020) will include the development and testing of context-sensitive SJTs for initial teacher education selection, the exploration of new scoring systems for SJTs and the development of online, video-based SJTs for selection of prospective teachers.

**Computing At School (CAS):** The Department of Computer Science currently runs the Computing At School Regional Centre (CRC) for Yorkshire and Humber. The CRC is funded by the Department for Education to provide training in the new Computing Curriculum throughout the area. This work includes the recruitment and coordination of 40 Master Teachers, subject experts, who provide professional development training throughout the region.

In 2015 the Department was providing training in 35 schools. Keen to expand this, the Department increased the support for the programme from 0.1fte to 1.0fte and in 2016 trained teachers in over 200 schools at primary and secondary level, delivering approximately 4000 hours of training and continues to develop. Current indicators are that those who are engaged with us and our partners have improved confidence in delivering the modern curriculum, leading to better opportunities for students.

**Work Experience programme, Department of Biology:** The Department offers summer-work experience opportunities for students in Years 10 and 12. Over a week in August, students gain experience in general lab skills, presentation skills as well as Information, Advice and Guidance relating to university applications. Due to increasing demand from schools, the department will be working with other departments in the Faculty of Science with a view to expanding the number of placements available.
4.1.4 Student volunteering
York’s long-standing and award-winning Students in Schools programme (YSIS) places student volunteers in local schools where they provide support for pupils and schools. In 2016/17 over 700 students took part in YSIS. Examples of strands within YSIS include 12 student mentors supporting young women identified as among the most able but least likely to apply to higher education institutions and a group of students facilitating philosophy in schools through the Big Ideas after-school club.

In the future this programme will be developed further to increase the range and reach of activities to support young people, targeted by subject interest, to engage in department-linked workshops. These will be hosted in schools and at the University, for example working with our Arts and Humanities faculty to deliver creative writing workshops targeted at pupils in transition from primary to secondary school and a workshop with the Department of Politics on Global Challenges culminating in a Question Time style debate for KS4 students.

4.1.5 Student Tutoring
In 2017/18 and 2018/19 we will pilot a tutoring programme developed by Widening Participation staff, in partnership with local schools and the University’s Department of Education and our Careers team. This programme will directly address attainment issues identified by local schools. Student tutors will provide additional support in English and Mathematics with the aim of increasing attainment of carefully targeted pupils, in most cases those who are identified as Pupil Premium, in Key Stage 4.

The programme is being developed in consultation with two York state comprehensive schools (one 11-16 and one 11-18 school) and there is a commitment by school leaders to help train the students to enable them to offer the best support needed by individual pupils. Tutoring may take place on a one-to-one or very small group basis and is planned to start in January 2018.

We have a clear timetable in place for the development, planning, recruitment, training, delivery and evaluation of the pilot programme. Evaluation, both qualitative and quantitative, will take place throughout the programme and the first formal report will be produced in late summer 2018. This evaluation will be carried out by York’s Department of Education. We plan to develop a statistical target based on this robust evaluation and baseline measures.

We will then review and develop the programme based on the evaluation from the pilot year. Two additional schools will be invited to join the programme for the 2018/19 academic year.

4.1.6 Future work with schools
As we deepen our engagement with schools we are committed to exploring the full range of options for partnerships with schools both at the University and at Departmental level. During the coming year we will fund an exploration of options, including school sponsorship, in order to evaluate different models and decide how best to support one or more specific schools, bearing in mind the objectives set out in the ‘Schools that work for everyone’ consultation. This will include an assessment of how the University can best continue and expand its work on raising attainment. The results of this scoping exercise will inform the content of our 2019/20 Access Agreement.
4.2 Student success and progression

Our work on student retention and success builds on our outreach and access work through the provision of support and skills training which maximises students’ potential to complete their degrees successfully. A summary is provided in the table below:

<table>
<thead>
<tr>
<th>Main focus</th>
<th>Programme or activity</th>
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<tbody>
<tr>
<td>Academic support and skills development</td>
<td>Maths Skills Centre</td>
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<td></td>
<td>The Writing Centre</td>
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<td>Languages for All programme</td>
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<td>Supervisory system</td>
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<td>The York Award</td>
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<td></td>
<td>York Futures</td>
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<tr>
<td>Pastoral support</td>
<td>Supervisory system</td>
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<td></td>
<td>College system</td>
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<td></td>
<td>Open Door and Disability Services</td>
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<td></td>
<td>Student Support Hub</td>
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<td>Financial support</td>
<td>Bursaries and access to hardship funds throughout programme</td>
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<tr>
<td>Employability</td>
<td>Employability strategy</td>
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<td></td>
<td>York Futures</td>
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<td></td>
<td>Alumni mentoring</td>
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<td>Study Abroad</td>
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<td>Internships</td>
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<td></td>
<td>Professional Connect</td>
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<td></td>
<td>Volunteering</td>
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<td></td>
<td>College system</td>
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</tbody>
</table>

4.2.1 The contribution of our colleges

Much of our work in this area is focused on our colleges, which provide multi-disciplinary and multi-generational communities. The college system at York facilitates all stages of the student lifecycle and as part of its work on retention, success and progression, the University has recently invested in modernising the system, so that the colleges meet the needs of today’s students, providing structured and coherent support from arrival through to graduation. Our college teams engage with students in an active and targeted way on enrolment and this is continued through our networks of Second and Third Year Contacts (STYCs) who buddy new students in their early weeks of study. Heads and Assistant Heads of college and resident college tutor teams provide advice and support on day-to-day issues and can signpost on to specialist central services for more challenging circumstances, although all of our support structures do enable our students to access support themselves without referral being needed.

Colleges offer workshops that provide academic support on specific topics including writing skills, study skills, drafting a revision schedule and writing for exams. Some colleges are piloting an academic mentoring programme, matching first year students with a second or third year student on their course who might be able to advise on, for example, resources and strategies they found particularly useful. One college is piloting a Critical Thinking programme that is considering ways for colleges to support the York Pedagogy through promoting critical thinking.
Colleges are also running Mental Health First Aid sessions to train participants to spot early signs of mental health conditions among their peers and signpost them to the correct support service. Another college is piloting an Intercultural Training course, requiring students to engage in discussion and debate, where there may not be a ‘right’ answer. This course is aimed at supporting student success and employability as our graduates will be working in a global economy. Colleges also aid employability by offering paid internships and interview skills workshops.

4.2.2 Central Support Services
Central support services aid student success in a number of ways: mental health and disability professionals work with colleges and academic departments to offer guidance and Student Advisers work directly with students to give high level support on housing and money matters.

We have a dedicated post working with vulnerable groups including care leavers and mature students which provides a specialist point of contact as well as a continued resource to some of the student-led initiatives such as the Mature Students Association. Support for Care Leavers includes organising opportunities for prospective students to visit the University, where we cover travel expenses.

To provide additional transition support for mature students we offer a programme of activities planned on the basis of recent feedback from mature students:

4.2.2.1 Mature Student Buddying Scheme
This initiative aims to help mature students settle into university life and support them through their first year here. It can be more difficult for mature students, particularly those who are living away from campus, to get involved in university life. The Buddying Scheme offers a peer support network to help these students feel less socially isolated and more aware of the different ways in which they can engage with the university community. We recruit mature students at the end of their first year to volunteer as buddies and undergo training for the role. Buddies share their university experiences and provide a friendly face for any queries or anxieties new students might have.

4.2.2.2 Mature Student Induction Day
We offer a pre-entry Induction Day specifically for mature students in order to help ease this group’s transition into University. The day consists of an engaging programme of activities designed to encourage social interaction; introduce students to key study skills and ensure the students are familiar with, and know how to access, the key facilities and services on campus.

4.2.2.3 Careers: York Futures
The University has recently invested in York Futures, a central Careers-led student professional development programme, which all first year students will be enrolled on as of Summer 2018. York Futures aims to develop in York students a clear understanding of their own personal strengths, skills and interests. It also equips them with nine key leadership skills from the Student Leadership Framework to enable them to take charge of their own professional career journey, whether that be leading a project, leading a cause or leading a
team or organisation in the future. There is emphasis on self-awareness and empowering students to confidently lead their own career journey.

The Careers team also offers two schemes that work directly with current students in receipt of a York Bursary to support their studies and to help them acquire work experience, as there is evidence that students from lower socio-economic groups do not access work experience at a graduate or professional level to the same proportion as their contemporaries from more middle class backgrounds⁴.

These schemes aim to:

- offer access to substantive, challenging work experience on a paid basis
- reduce practical barriers to undertaking short term work in graduate fields
- raise aspirations around what type of work a student can, and should, attempt to access

(i) The Work Experience Support Fund⁵
This offers an award of £800 to students in receipt of a York Bursary to support them in undertaking a substantive piece of work experience over the summer vacation. These awards enable students to undertake a placement, for example when they need to work away from either their family home or York, requiring short term accommodation or substantial travel expenses.

(ii) The Student Internship Bureau⁶
Careers works predominantly with organisations in the York area to identify projects for student interns over eight to twelve weeks, generally over the summer vacation period. Internships are paid and have predefined outputs that are judged to be challenging but achievable. It is this focus on project outputs that carry a business forward, rather than jobs within day-to-day operations that lift SIB organised internships to graduate level work experience. Typically, around 30% of participants in internships are in receipt of a bursary.

4.2.3 Progression to Postgraduate Study
The University, as part of a consortium led by the University of Leeds, has recently been awarded HEFCE funding for a project looking at Barriers to Student Success which builds on the work of the PSS consortium which was led by the University of Sheffield. The PSS project allowed us to gain a greater and deeper understanding of the issues surrounding widening participation relating to postgraduate study, including the information, advice and guidance needs of prospective postgraduates. We are continuing our work in this important area, aiming to aid the progression to PGT study specifically for students from WP backgrounds, by, for example, offering Masters’ Taster events online and on campus. The Barriers to Student Success project will be evaluated by Dr Paul Wakeling and colleagues in the Department of Education, University of York.

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⁴ Working class students and the career decision making process: a qualitative study (Greenbank & Hepworth 2008, HECSU)
⁵ https://www.york.ac.uk/students/work-volunteering-careers/skills/work-experience/support/
⁶ https://www.york.ac.uk/students/work-volunteering-careers/skills/work-experience/internship-bureau/
5.0 Expenditure
At steady state, the University proposes to spend 29.6% of its additional undergraduate fee income on activities which will raise aspirations and support access, student success, retention and progression.

Anticipated expenditure on OFFA related activity 2018/19 and 2021/22

<table>
<thead>
<tr>
<th>Category</th>
<th>2018/19</th>
<th>2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach and Access</td>
<td>£2,269,720</td>
<td>£3,416,159</td>
</tr>
<tr>
<td>Retention, Success and Progression</td>
<td>£1,200,437</td>
<td>£1,574,738</td>
</tr>
<tr>
<td>Financial support</td>
<td>£6,813,334</td>
<td>£5,655,013</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>£10,283,491</strong></td>
<td><strong>£10,645,910</strong></td>
</tr>
</tbody>
</table>

At least 10% of our additional fee income from PGCE students will be spent on access and retention measures (included in above table).

A consistent increase in annual expenditure over the period to 2021/22 will enable us to invest more in measures to improve access, retention, student success and progression, to expand our work with schools, to support widening participation students’ engagement with study abroad, work experience and other career-enhancing activities and to improve impact evaluation. Over this period we will also rebalance expenditure between the three categories above, with a transfer of some expenditure on financial support to other categories. We will continue to evaluate the impact of all our expenditure.

6.0 Financial Support
The University is committed to finding a robust mechanism for evaluating the impact of financial support given to students. We are doing this in two ways: through a ‘deep analysis’ of success and progression data which includes retention and degree classification; and once the data analysis training becomes available we will use the financial evaluation toolkit provided by OFFA. We anticipate being able to share these results with OFFA when we complete our 2016/17 Monitoring Return.

For the purposes of this agreement we are utilising the survey element of the toolkit to aid our decision making.

The most recent survey indicates that the proportion of respondents whose decision to go to university was influenced by the availability of a bursary has grown by 15 percentage points compared to the previous survey (from 44% to 59%) and the proportion who said that they would have been very likely to attend university even if they had not received a bursary fell by 20 percentage points (from 58% to 38%). We will therefore retain a bursary scheme as part of our widening participation landscape but have reviewed the structure of our bursary scheme for 2018/19 with the following objectives:

1. To continue to assist students from underrepresented groups with a residual household income of £35,000 or less;
2. To target financial support so that students from underrepresented groups can play as full a part as possible in campus life;
3. Over time, to redistribute widening participation spend away from financial support to other activity areas.

6.1 Financial Support Packages

Note: bursary arrangements for students from the European Union described below are based on regulations current at the time of writing, April 2017. As a result of the UK's decision to leave the EU in the Referendum of 23 June 2016 these regulations may change. We will provide access to bursaries and other financial support as described unless and until there is a change in the regulations.

In 2018/19 we will offer the following support packages for new entrants. In any one year a student will only be eligible for one of the bursary and fee waiver packages with the exception of the Progression Bursaries (see below) for students who successfully complete one of our structured access programmes, where the Progression Bursary provides a top-up for students eligible for some of our other bursaries.

Table 1 York Bursary

<table>
<thead>
<tr>
<th>Residual Household Income</th>
<th>£0 - £25,000</th>
<th>£25,001 - £35,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>£2,000</td>
<td>£2,000</td>
</tr>
<tr>
<td>Follow on years</td>
<td>£1,100</td>
<td>£1,000</td>
</tr>
<tr>
<td>Total support over 3 years</td>
<td>£4,200</td>
<td>£4,000</td>
</tr>
</tbody>
</table>

Students on years abroad or placement years pay a reduced fee and no bursary is payable during those years.

Hull York Medical School (HYMS) Bursary

HYMS students, including graduate entrants, registered either at the University of York or the University of Hull will be eligible for the same bursaries. Students with a residual household income of up to £25,000 will receive a bursary of £2,400 for each year of study. Students intercalating in HYMS and undertaking undergraduate study will have access to the same financial support. HYMS entrants will also be eligible for the Realising Opportunities and Next Step York Progression Bursaries (see below), regardless of whether they register with the University of Hull or York.

Table 2 Foundation Year Bursary

<table>
<thead>
<tr>
<th>Residual household income</th>
<th>Foundation Year only: paid as tuition fee waiver</th>
<th>Subsequent years: York Bursary applies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £25,000</td>
<td>£5,600</td>
<td></td>
</tr>
<tr>
<td>Above £25,001</td>
<td>£3,000</td>
<td></td>
</tr>
</tbody>
</table>
Table 3 Care Leaver Bursary

Students aged 25 or under, who come to York having been in the care of their UK local authority are eligible for this award. These students are identified as Care Leavers on the Student Loans Company Higher Education Scholarships System (HEBSS). They are met by the University Student Support Co-ordinator who explains the options for how the Bursary can be paid. The students are then asked to complete a short form stating their preferences: accommodation offset; fee waiver; cash or a mix. They have the option to review these choices each year.

Students who come to York directly from the Foyer Federation (Foyer.net) will also be eligible for the Care Leaver Bursary.

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>£3,000</td>
</tr>
<tr>
<td>Middle years</td>
<td>£2,500</td>
</tr>
<tr>
<td>Final year</td>
<td>£2,500 plus £1,000 to be paid in term three to assist with graduation and interview costs.</td>
</tr>
</tbody>
</table>

The bursary will reduce to £1,250 for any full year abroad or on placement.

Realising Opportunities and Next Step York Progression Bursaries

New entrants who are eligible for bursary support (York Bursary, HYMS Bursary, Foundation Year Bursary and Care Leaver Bursary) will get an additional £1,000 accommodation or cash bursary in the first year if they have successfully completed Realising Opportunities or Next Step York.

Support for continuing students

For financial support entitlements for continuing students please refer to the Access Agreement relevant to the student’s year of entry.

University Hardship Fund

A fund of £220,000 will be used to support students who encounter unexpected financial difficulty. The assessment will utilise the same high priority student category list as was identified in the Access to Learning Fund Guidance.

7.0 Assessment of performance; targets and milestones

We consider our WP targets to be ambitious in view of our location, size and subject mix and will continue to set stretching targets as outlined in Table 7. In identifying our targets we have concentrated on the areas where we feel we need to make the most progress, with a focus on access, retention and student success.

York’s strong commitment to and record in widening participation have resulted in us being one of the most inclusive institutions in our peer group. In the past few years we have made particular progress in relation to entrants from Low Participation Neighbourhoods where the trend has been upwards from 6.2% in the baseline year of 2011/12 to 8.7% in 2015/16 (HESA table T1a) and entrants from BAME backgrounds where our internal data shows an
increase in the proportion of BAME entrants from 8.7% in the baseline year of 2012/3 to 12.4% in 2015/6. We also continue to maintain a high proportion of entrants from state sector schools (81.2% in 2015/6).

We routinely monitor retention, success and progression across different groups of students, including those with widening participation characteristics, to identify any disparities both with other groups at York and with our comparator set of universities.

The inclusion of a target relating to mature students in our 2017/18 Access Agreement resulted from this in-depth analysis of retention which identified that our non-continuation rate at York for mature UK full-time first degree entrants is significantly higher than for the population of young UK full-time first degree entrants, averaging 9.3% over five years. Work described in paragraph 4.2 is designed to address this disparity but this remains a most challenging area.

As part of the University’s strategic plan for the period to 2020 we are introducing a University-wide pedagogy which will apply the best evidence on effective teaching and learning to define our institution’s learning culture and set expectations for our programmes. While the pedagogy is designed to support the learning of all our students, we expect several elements of it to be particularly beneficial for students from underrepresented groups. Students will receive the guidance, support and feedback they need to make progress, and they will understand what they can expect from the University in support of their learning. Several departments have set up peer-assisted learning schemes which will provide a safe space to explore any problem areas and threshold concepts.

In terms of progression, as noted above analysis to date shows that York students with widening participation characteristics have above average engagement with employability programmes offered by Careers and Employability and have above-sector employment outcomes. Positive destination scores are 8.4% above average for students from Low Participation Neighbourhoods and 12.3% above average for students from BAME backgrounds.

We will continue monitoring at all stages of the student lifecycle to identify disparities and address these in our work with different groups.

We have set the following for 2018/19:

7.1 Targets relating to applicants, entrants or student body (Table 7a)

1) Students from Low Participation Neighbourhoods
   We will retain our target to admit 8.5% of our full time first degree UK undergraduate students from Low Participation Neighbourhoods in 2020/21. Performance will be measured from HESA PI Table 1a.

2) Black and Minority Ethnic (BAME) students
   We will retain our target relating to the admission of full time first degree UK undergraduate BAME students. As noted above, we have made significant progress in the proportion of our BAME entrants since our baseline data, but our aim to increase this to 13.5% by 2020/2021 will nevertheless be challenging due to our
location away from a major urban centre. Performance will be measured using internal indicators based on HESA data. We aim for between a 0.25% and 0.40% annual increase from 2016-17 to 2020/21.

3) Mature Students
We will retain our target relating to the retention of mature students. We aim by 2021 to reduce the difference between the continuation rate at York for young and mature full time UK first degree students to within six percentage points. In order to reach this overall reduction for the 2019/20 entrant cohort, we will initially aim for an annual reduction of 0.3%, rising to 0.4%, using 2013/14 as the baseline figure. However, when monitoring these annual changes we acknowledge the difficulty in comparing a linear reduction against a small population size which will show volatility from year to year. Performance will be measured using data from HESA PI Table T3a.

4) Students with disabilities
The majority of students with disabilities at York have a Specific Learning Disability. We will retain our target of maintaining the disclosure rate of students with disabilities to the University at one percentage point above the national average rate as published in the Equality Challenge Unit’s annual 'Equality Challenge Statistical Report'.

7.2 Other milestones and targets (Table 7b)
Other milestones and targets in Table 7b relate to our own widening participation programmes and to programmes in which we are partners with other Higher Education Institutions.

Collaborative programmes, working with partners towards agreed targets, have been a significant feature of our Access Agreements. We lead on the local Green Apples programme and the regional Excellence Hub and we continue to develop these, working with local (Green Apples), regional (Excellence Hub) and national (Realising Opportunities) partners. As collaborative partners we recognise the importance of shared targets and evaluation processes. Since its inception, Realising Opportunities has had a detailed evaluation plan and involved external evaluators to monitor evaluate and help us develop the programme.

From research available we recognise the importance of long term, progressive work with young people and so we have continued to develop our outreach programmes such as Shine, where we engage with pupils from Year 6 upwards and have in place clear aims and objectives for each activity and for each Shine Year Group. By following the Shine programme students develop skills to help them make informed choices at transition times.

We carefully target schools and colleges, using multiple indicators of disadvantage depending on the programme and partner agreements. These indicators include Polar 3, quintiles one and two; Indices of Multiple Deprivation (IMD); Income Deprivation Affecting Children Index (IDACI), Free School Meals, school performing below the national average at GCSE or at Key Stage 5. We also work with schools to carefully select those students who would benefit most from our programmes and use individual eligibility criteria including: LPN; first in family to attend HE; children in care; free school meals; be in receipt of discretionary payments.
Our new target for 2017/18 relates to the new student tutoring in schools programme referred to in para 4.1.1.5 above. This programme will be piloted over a period of two years with two schools (30 pupils) in 2017/18 and four schools (60 pupils) in 2018/19. The programme will be monitored and evaluated by staff from the University’s Department of Education and evidence from the pilot will be used to determine the future direction and growth of the programme. Our objective is to work with colleagues in the target schools to develop a robust tutoring programme which will support the identification of an attainment target.

8.0 Monitoring and Evaluation

Our Targeting, Tracking, Monitoring and Evaluation Group, which reports to the OFFA Monitoring Group, oversees strategy in this area. The group looks at all stages of our student lifecycle and is managing a major project to develop the tools necessary for even more effective tracking of the students with whom we engage.

Our strategy is informed by our own experience but also draws on best practice and research from a range of sources. Staff regularly attend events to share WP practice and research, we are informed by the significant input to widening participation and postgraduate study research of Dr Paul Wakeling from our Education Department. We meet with other practitioners at training and other events, such as HELOA meetings and conferences, where we also learn from others’ best practice and research.

We have an overall evaluation strategy in place and each of the outreach programmes has its own evaluation plan with aims and objectives monitored. We provide reports for each of the schools involved in our major programmes and hold annual meetings with relevant school staff to monitor and review the programmes.

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

The University 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. Tracking reports received from HEAT will help the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We will track student progression to any HEI, including this institution, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole.

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7 References include research by the Sutton Trust; the HEFCE publication 2007/12 Higher Education Outreach: Targeting Disadvantaged Learners; the report by the Director of the Office for Fair Access What more can be done to widen access to highly selective universities?: Have bursaries influenced choices between universities? (Office for Fair Access, September 2010) and Unleashing Aspiration, (the Panel on Fair Access to the Professions, July 2009); HEFCE 2014 publications: Higher Education Outreach to Widen Participation Toolkits and feedback from our own student surveys.
Membership of the HEAT service also enables the University to engage with collective WP 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.

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.

9.0 Equality, Diversity and Inclusion

The University of York is developing a new Equality, Diversity and Inclusion (ED&I) Strategy and Framework launched in the summer of 2017. The aim of the ED&I Strategy will be to provide a cohesive vision for equality across campus. It will also provide an operational framework to support initiatives and activities to allow the vision to become part of the culture at York.

Our Equality, Diversity and Inclusion Vision

As an international research-led University we value equality in participation, progression and success for all. We will foster a working and learning, social and living environment that will enable all our students and staff to achieve and fulfil their potential.

Our commitment to Equality, Diversity & Inclusion

We commit to working together to create a University community where diversity is recognised, valued and celebrated. We will proactively advance equality and inclusive practice in our recruitment and admissions processes, in our research activity, in our teaching, within the campus environment and in the experiences we offer to our staff and student community.

This work to develop the Strategy and Framework is being overseen by the University Equality, Diversity and Inclusion Committee (EDIC), chaired by the Vice-Chancellor, which includes student representation. The Committee is supported by a number of staff and student networks and forums including, for example, a network of departmental Equality Champions and the Athena SWAN Steering Group as well as staff groups such as the Staff Race Equality forum. This strategic approach to promote equality, diversity and inclusion for our staff and student community signals our commitment to build on and establish our position as sector leader.

Current activities to provide an inclusive University environment include:

Policy and Guidance:

- The implementation of a student Pregnancy, Maternity, Paternity and Adoption Policy
- The development of a new Inclusive Teaching, Learning and Assessment Policy - exploring inclusive practice beyond disability
- The establishment of a working group to explore the learning experience of students, in particular students with disabilities
- The establishment of an e-accessibility forum, responsible for overseeing the online provision of resources and accessibility issues
- The establishment of the Student Misconduct Guidance Working group - to review and develop a transparent and fair approach to responding to student misconduct complaints.

Inclusive Student experience:
- The publication of sexual orientation and religion and belief categories as part of our student population monitoring data
- Training sessions for staff in teaching students with disabilities - led by the Open Door and Disability team.
- The ‘Mind your Head’ initiative to raise awareness about mental health and support available at the University, led by GSA
- The annual ‘Access your Future’ event, sponsored by the Careers Service and the Disabled Students Network, for students with disabilities

10.0 Provision of information to prospective students

We recognise the importance of high quality Information, Advice and Guidance at critical transition stages in the learning journey. We provide information to prospective students in our annual Undergraduate Prospectus and on our web pages, through information sessions in schools and colleges and during on-campus events such as Open Days, Taster Days and residential visits and at our annual Teachers’ Conference. This includes both factual information (programmes available, entry requirements, opportunities to visit the University, tuition and accommodation charges, financial support) as well as guidance on making university choices, completing the application (with a particular focus on the personal statement) and on issues relating to the transition from secondary to higher education, for example Academic Skills Conferences to encourage independent learning. There is also a link on the website to our Admissions Policy (http://www.york.ac.uk/study/undergraduate/applying/entry/policies/) and information for applicants with particular circumstances, for example mature applicants, applicants with disabilities or applicants who have faced challenging circumstances (http://www.york.ac.uk/study/undergraduate/applying/how-to-apply/).

For schools and colleges, we offer a range of support both for students and staff through a programme of talks, conferences and guidance sessions conducted by York staff and, where appropriate, trained student ambassadors. A special section of our website details these opportunities and carries information about our widening participation activities. We are a partner in Advancing Access, a national collaboration of 24 selective universities working together with schools and colleges to develop and deliver CPD for teachers and advisers that supports student progression to selective universities and courses.

We are committed to providing up-to-date information for prospective applicants as early as possible and at the latest by the opening of the undergraduate admissions cycle in UCAS. Information will also be provided to the SLC in a timely manner.

We publish the University’s Access Agreements on our website.
All information for prospective students has been reviewed with a view to compliance with Consumer Protection Law and the guidance from the Competition and Markets Authority and awareness of CPL issues has been raised among staff and student ambassadors.

Current students are informed of the financial support available and reminded of forthcoming bursary payments via the University’s web pages, welcome talks, information screens located around campus, social media and University and Student Union Welfare Advisers.

11.0 Consultation with students
York has a productive relationship with both of our student unions, York University Students Union (YUSU) and the Graduate Students Association (GSA). The President of YUSU is a member of the University’s OFFA Monitoring Group and the targets and aspirations within this agreement have been developed in discussion within this Group and with the YUSU President and other officers.

In addition to this formal representation, we are in regular dialogue with students at many different levels through course representatives, in public Q&A sessions or via Committees. Dialogue happens throughout the academic year both through informal meetings with various university colleagues, including student-facing teams from Student Support Services, the Equality, Diversity and Inclusion team, the Registrar and the College leadership teams. This is in addition to more formal college and departmental fora.

In particular our dialogue with mature students, disabled students, care leavers and other key groups of students including students from particular religious or BME backgrounds has developed greatly and we continue to engage regularly with students and staff to ensure our direction of travel is the right one.

University of York
July 2017
<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Main target type (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target? (drop-down menu)</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16a_01</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a - Low participation neighbourhoods (POLAR3) (young, full-time, first degree entrants)</td>
<td>To at least maintain and if possible increase the proportion of young, full-time first degree entrants from Low participation neighbourhoods (POLAR 3)</td>
<td>No</td>
<td>2011-12</td>
<td>6.2</td>
<td>7.5 7 6.5</td>
<td>The figure given as the 2011/12 baseline is our confirmed HESA Performance Indicator value. Column D amended to update from POLAR 2 to POLAR 3.</td>
</tr>
<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Ethnicity</td>
<td>Other statistic - Ethnicity (please give details in the next column)</td>
<td>To increase the proportion of BME entrants to full time first degree study</td>
<td>No</td>
<td>2012-13</td>
<td>8.7</td>
<td>10.75 10 9.5</td>
<td>These are internal indicators based on HESA data.</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Student success</td>
<td>Mature</td>
<td>HESA T1a - No longer in HE after 1 year (Mature, full-time, first degree entrants)</td>
<td>The difference between the continuation rate at York for young and mature full-time UK first degree students will be reduced to within six percentage points, measured using HESA PI Table T3a data.</td>
<td>No</td>
<td>2013-14</td>
<td>7.7</td>
<td>8.8 8</td>
<td></td>
</tr>
<tr>
<td>T16a_04</td>
<td>Student success</td>
<td>Disabled</td>
<td>Other statistic - Disabled (please give details in the next column)</td>
<td>To exceed the national average rate of disclosure for students with disabilities, as published by the DCLLI, by at least one percentage point.</td>
<td>No</td>
<td>2014-15</td>
<td>1.2</td>
<td>2% above national average</td>
<td>Previously listed in Table 7b as T16b_03. Amended to remove typographical error in previous Access Agreement.</td>
</tr>
<tr>
<td>Reference Number</td>
<td>Select stage of the Lifecycle</td>
<td>Main target type (drop-down menu)</td>
<td>Target type (drop-down menu)</td>
<td>Description (500 characters maximum)</td>
<td>Is this a collaborative target?</td>
<td>Baseline year</td>
<td>Baseline data</td>
<td>Yearly milestones (numeric only where possible, however you may use text)</td>
<td>Commentary on your milestones/target or textual description where numerical description is not appropriate (300 characters maximum)</td>
</tr>
<tr>
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<td>---------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>T16b_01</td>
<td>Other/Multiple stages</td>
<td>Multiple</td>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>Appropriately targeted schools and colleges for outreach and access activities, including those in the University of York Schools and Colleges Network.</td>
<td>No</td>
<td>2011-12</td>
<td>56</td>
<td>66</td>
<td>64</td>
</tr>
<tr>
<td>T16b_02</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>&quot;Shine&quot; Outreach work in a progressive programme with Years 6-11 from targeted schools across the region.</td>
<td>No</td>
<td>2012-13</td>
<td>350</td>
<td>2200</td>
<td>2200</td>
</tr>
<tr>
<td>T16b_03</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>Realising Opportunities (RO) target for progression of RO participants to a research intensive university.</td>
<td>Yes</td>
<td>Other (please give details in Description column)</td>
<td>27% (cohort 1)</td>
<td>26% (cohort 2)</td>
<td>Percentage of RO students entering a research intensive university. Amended to remove typographical error in previous Access Agreement.</td>
</tr>
<tr>
<td>T16b_04</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>Realising Opportunities (RO) target for progression of RO participants to an RO partner university.</td>
<td>Yes</td>
<td>Other (please give details in Description column)</td>
<td>25% (cohort 1)</td>
<td>26% (cohort 2)</td>
<td>Percentage of RO students entering an RO partner university. Amended to remove typographical error in previous Access Agreement.</td>
</tr>
<tr>
<td>T16b_05</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>Excellence Hub: a partnership between the Universities of Leeds, Sheffield and York which targets high achieving students from currently under-represented groups. It encourages and facilitates progression of the most able, least likely group of students to selective HEIs, through subject specific events and access events, workshops and conferences.</td>
<td>Yes</td>
<td>2011-12</td>
<td>800</td>
<td>1810</td>
<td>1810</td>
</tr>
<tr>
<td>T16b_06</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>Green Apples: a successful innovative partnership involving all local FE and HE partners as well as the Local Authority, the North Yorkshire Business and Education Partnership, Higher York and local primary and secondary schools. This is a progressive programme of interventions, mainly focused on Year 9-11 but also involving pupils from year 6 upwards.</td>
<td>Yes</td>
<td>2013-14</td>
<td>425</td>
<td>720</td>
<td>720</td>
</tr>
<tr>
<td>T16b_07</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Next Step York: this is a programme for talented Year 12 and 13 students from targeted schools and colleges where students participate in a series of activities, including mentoring and a residential event at the university of York, in particular to research intensive universities.</td>
<td>No</td>
<td>2012-13</td>
<td>31</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>T16b_08</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Other (please give details in Description column)</td>
<td>We will develop a tutoring programme in collaboration with school partners and with York's Department of Education. This will include a mentoring programme for selected Year 10 students who will then work on a 1:1 or a small group basis with targeted pupils from local schools in Year 1.</td>
<td>No</td>
<td>2016-17</td>
<td>3</td>
<td>30</td>
<td>69</td>
</tr>
</tbody>
</table>