

# Access Agreement 2017-18



University of Sussex

# Contents

	Page
1. Our strategic approach	3
2. Funding our access agreement: fees, student numbers and fee income	4
3. Our priorities for 2017-18: access, success (including financial support) and progression	5
3.1 Access	7
Outreach and aspiration raising	
Collaborative outreach	
Fair and contextualised admissions policy	
3.2 Student success	14
Transition to University and achieving success	
Financial support	
3.3 Progression	17
Preparing students for the future	
First-Generation Scholars development in widening participation	
The Destinations of Leavers from Higher Education (DHLE)	
4. Targets and milestones	22
5. Monitoring and evaluation arrangements	23
6. Equality and diversity	26
7. Provision of information to prospective students	26
8. Consulting with students	26

## 1. Our strategic approach

At the heart of our Access Agreement is our First-Generation Scholars' Scheme. This has been designed to span the student lifecycle, allowing us to prepare learners for higher education before they start, provide support to enable those who choose to come to Sussex to succeed during their studies and help them to progress to a graduate job or further study. We provide a responsive and inclusive programme, which has demonstrable outcomes for learners from widening participation backgrounds. We are committed to working collaboratively with a number of partners to ensure our offer is comprehensive.

Our first cohort of First-Generation Scholars graduated in 2015. There is clear evidence that our approach of combining a generous financial package with an extensive programme of targeted support and funded placement and internship opportunities, including a programme in China, have led to the success and progression of these students.

85% of our First-Generation Scholars who graduated in 2015 achieved a good degree (1<sup>st</sup> or 2:1) compared to 85% for all 2015 UK graduates. 79% of UK BAME students also achieved a good degree (attainment gap reduced to 6% for both Black and BAME cohorts) rising to 86% for BAME first generation scholars within this group. This resulted in improved employment and further study outcomes, contributing to the social mobility of students from families from low income households or with no prior family history of higher education. DLHE data collected 6 months after graduation confirms 36% in further study, 4% unemployed and of the 60% in work 87% are in graduate level jobs which can be described as a positive destination score of 88%. Equivalent figures for our 800 first generation scholar graduates confirm 40% further study, 4% unemployed and of those in work 89% are in graduate level jobs which can be described as 90% with a positive destination. We are proud of our graduates' achievement and believe that this provides powerful evidence of the success of our First-Generation Scholars' Scheme. We will therefore continue to offer students a package of financial support; study skills support and opportunities to gain summer work experience at stage 2 in the UK and overseas.

We remain committed to our founding principles of inclusivity and will continue to attract and support talented students, irrespective of their personal or financial background. This is demonstrated throughout our strategic plan, 'Making the Future', which recognises that our widening participation work plays a key part in that strategy. There is a specific KPI in the "external engagement" section of the strategy and our commitment to widening access is referenced in a number of other areas: most notably "economic and social engagement" and "teaching, learning and the student experience". This further demonstrates the value we place on widening participation and how it is embedded in the core business of the University.

The University's widening participation work is overseen by the OFFA Steering Group, which is chaired by the Deputy Vice-Chancellor (Pro-Vice-Chancellor Teaching and Learning) and attended by a number of Heads of School, representatives from the Student Union and senior staff from Professional Services. The contribution of colleagues from across the University ensures a whole institution investment and belief in the access, success and progression of our widening participation students.

## 2. Funding our Access Agreement

### Fees, student numbers and fee income

The University will set the Home and EU undergraduate fee at the maximum allowed by the Government each year, currently £9,250. Erasmus students and those studying abroad will be charged a fee of £1,385. The fee for a full year spent on placement which attracts academic credit (sandwich year) is £1,850.

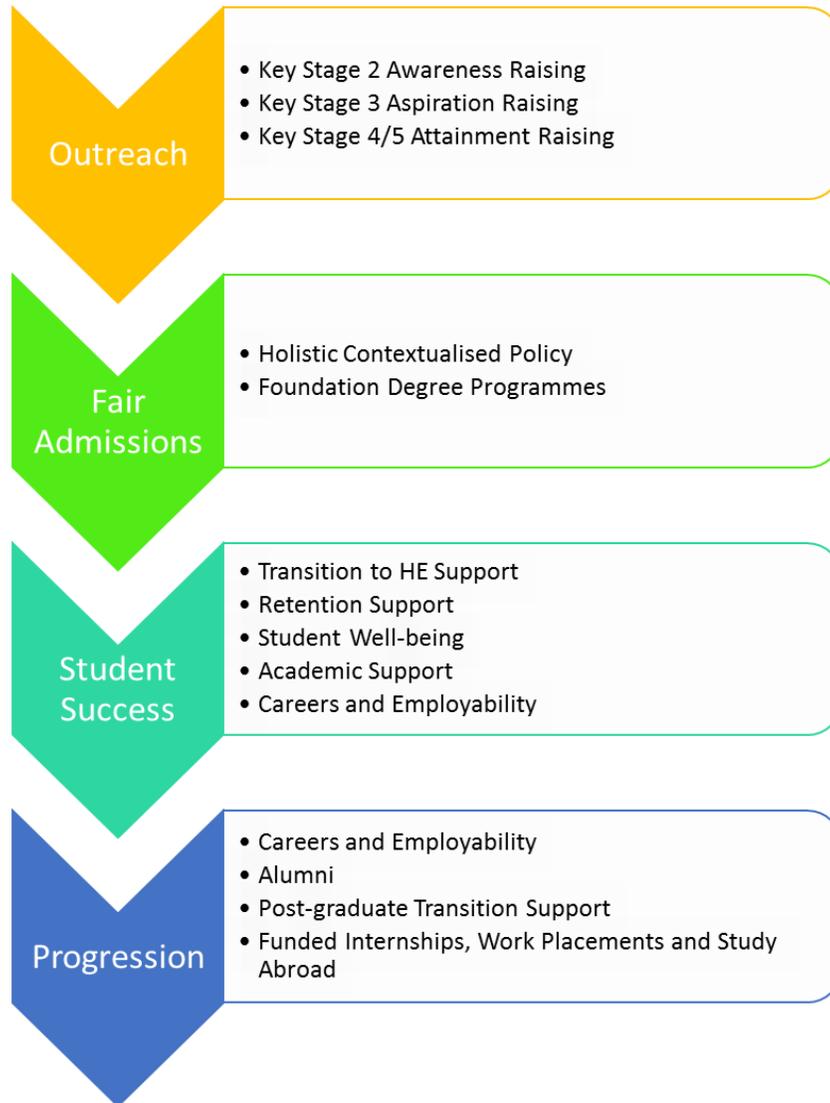
In 2017-18, the University forecasts approximately 11,500 HEU students across our OFFA countable courses, and will reinvest 40% of its higher fee income into supporting the access, success and progression of students from widening participation backgrounds. This equates to the University committing in excess of £13 million a year to its extensive programme of support to improve the outcomes of students who are under-represented in the student population, through our First-Generation Scholars' Scheme.

### Expenditure

Access	£2.23 million
Financial support for students to support success and progression	£8 .00million
Student Success activities	£1.20 million
Progression activities	£1.70 million
Total committed expenditure excluding student opportunity funding	£13.13 million

### 3. Our priorities for 2017-18

Central to our strategic approach is our lifecycle progression framework. This will continue to inform our priorities.



Following the successful outcomes achieved by the first cohort of First-Generation Scholars who graduated in 2015 we are committed to building on the success of our comprehensive programme in line with our previous Access Agreements.

The First-Generation Scholars' Scheme has a number of threads running through each stage of the student lifecycle. We propose to deliver an outcomes orientated programme, which is responsive to the needs of its participants and is inclusive of students from underrepresented groups. We will continue to work in partnership, with other universities and employers, to ensure the students we work with have access to the fullest range of opportunities.

- **ACCESS**

**Longitudinal programme**

Intervention and aspiration raising needs to start at the earliest stages of a child's development. In order to achieve this we have developed partnerships with primary schools in areas where pupils traditionally have not progressed into higher education. We have designed our programme around educational key stages, working with pupils from primary age through to Year 13 pre-entry.

This work is further supported by our partnership with IntoUniversity. In 2017-18 we will be in the fourth year of an initial five year programme with IntoUniversity, working with primary schools and in the community, to improve academic standards and to raise aspirations.

**Most able, least likely**

We have extended this early intervention work by entering into a new collaboration with Villiers Park and have brought together the work we do through this project and our partnerships with IntoUniversity, the Brilliant Club and Realising Opportunities to form a 'most able, least likely' outreach strand. This encourages and enables students to fulfill their potential, preparing them to succeed at a research intensive university.

**Smarter collaboration**

Working with our collaborative partners, we are developing a nuanced approach to outreach delivery, avoiding saturation and allowing us to focus on colder spots across the county and South London. By focusing on a collaborative approach to delivery, we hope to open up new strands of work in rural, harder to reach areas in Sussex as well as Crawley, Croydon and South London more widely and the coastal towns where there are significant issues around progression to higher education.

- **SUCCESS**

We continue to maintain our excellent student retention record, in particular for target widening participation groups. This further confirms our commitment to our First-Generation Scholars' Scheme and convinces us that our strategy is delivering the desired outcomes for our widening participation students.

**Financial support for students**

We remain committed to providing financial support to all students who meet the criteria for our First-Generation Scholars' Scheme. Based on current figures and projections for 2017-18 we anticipate that **£5.3 million** of direct funding will be paid to students in their first and foundation

year of study and a further **£2.7 million** to students in their second and third years as part of the retention element of the scheme.

The financial offer within the First-Generation Scholars' Scheme is designed to provide direct support to students from households with an income of less than £42,875 per annum and students from low participation neighborhoods, to ensure that they are not deterred from entering higher education for financial reasons and to assist them to remain on course. Eligible students in the Brighton and Sussex Medical School are also included in the scheme.

Analysis of the first cohort of First-Generation Scholars provides evidence of the success of this approach. Many students opt to use the rent element of the funding package to 'upgrade' their choice of accommodation creating a more integrated social mix within the residences, benefitting all students, continuing when students move into the private rented sector. Financial support provided in these subsequent years ensure that students from low income families are in a financial position to flat share with more affluent students. The cash support provided also reduces the pressure on students to work excessive hours in part time paid employment and enables them to better balance work/study commitments.

- **PROGRESSION**

#### **Supporting employment outcomes**

The First-Generation Scholars Scheme explicitly addresses the issue of improving the employment and/or further study opportunities for students from the OFFA countable groups through our First-Generation Scholars' Study-Work Programme. This includes study/academic skills, careers and employability activity commencing with work-shadowing in the first year, and paid internships in the summer in UK and in China between the second and third year of study, funded undergraduate research placements in the UK and internationally and funded places on the International Summer School on campus or overseas at a partner institution. In 2017-2018 additional priorities will include funded opportunities for professional placements for psychology students in the NHS and funding to foster the opportunity to develop new digital skills on a Year in Computing course. Our First-Generation Scholars, and those students who have self-identified as being the first in their family to go to University, receive targeted information and support to encourage them to engage with these opportunities.

## **3.1 Access**

### **Outreach: aspiration, awareness and attainment raising**

The University is committed to raising the aspirations of all young people and improving access of underrepresented groups to higher education. The University is clear that this is not part of its own recruitment activity but a commitment to improving social mobility and enabling young people to fulfill their potential. The Widening Participation team is therefore part of the Student Services Division where the team can also inform the activity to help students transition from school to university and underpins our commitment to our lifecycle progression framework. We have an extensive and established programme for delivering on this strategic aim.

We will continue to build on our longitudinal programme of outreach; working with pupils from Primary School through to Year 13. In the earlier years, our focus is on raising awareness and

aspiration, encouraging learners to consider degree level study. This work continues in later years, with the addition of attainment enhancing work beginning in Key Stage 3 through our Making Choices project. This intensifies in Key Stage 5, culminating in one of our flagship programmes, Sussex Study Experience.

We have built a network of primary schools, secondary schools, and colleges in order to facilitate a responsive partnership for stakeholders in our scheme. We also work with the Students' Union who help to provide a voice for the learners on our programmes, so that we can better understand the needs and opinions of our participants.

Through our long standing relationships with schools and colleges along the south coast, we have an understanding of some of the conditions which adversely affect white working class communities in those areas from progressing to higher education. We are using this experience to develop partnerships with schools in rural areas of the county.

We have further identified the area in the north of the county, which, along with Croydon and South London comprises the 'Gatwick Diamond', as an area in need of support. As a result we are reprioritising our work to help schools who are in 'colder spots'. We believe that our mix of partners will ensure that we work with a diverse spread of learners from both BAME and white working class backgrounds. Through our National Network for Collaborative Outreach we will commission research which will give us a greater understanding of the ambitions and challenges of these communities.

Our programme is increasingly enhanced in collaboration with our world leading academic staff, who willingly provide expertise to design and deliver activities across all key stages. This responsive, curriculum enhancing approach is one of the main benefits to our partner schools. In 2015-16 more than 1,400 hours of academic contact time were put into subject specific activity. We have initiated the Learning Review Process to refine projects, share best practice and promote outreach work throughout the University. We aim to support the raising of attainment through this portfolio of work.

Our outreach work is framed by the pre-entry First-Generation Scholars' Scheme Learners are selected by their schools and colleges to participate in this programme based on a range of indicators; students being drawn from households with no prior family history of higher education and/or, a history of qualifying for free school meals. This typically gives us a cohort of around 2,000 learners per year from across our partnership schools. These learners have access to a range of outreach initiatives including campus visits, cohort welcome workshops and information, advice and guidance sessions. Additionally, our partner schools and colleges seek our input at parents' evenings, in curriculum development and staff development events. Our portfolio has been designed around educational key stages to build a cumulative outreach offer which complements and enhances learning:

## **Key Stage 2**

In partnership with IntoUniversity, we have set up a community hub on the Moulsecoomb estate, a POLAR3 Quintile 1 area of Brighton. IntoUniversity have developed partnerships with local primary schools and with the local community by offering homework clubs and curriculum enhancement. We work closely with IntoUniversity on transitioning pupils into the First-Generation Scholars' Programme.

Through our Explorers Programme we work with primary schools in Eastbourne. Explorers brings Year 5 and 6 pupils on to the University campus and encourages them to explore student life, culminating in a graduation ceremony. These schools are also in POLAR3 Quintile 1

neighbourhoods, reflecting our commitment to working with learners from the most disadvantaged backgrounds over a sustained period. The Explorers programme has also been designed to segue into the pre-entry First-Generation Scholars' Scheme.

### **Key Stage 3**

Our long established student tutoring scheme in Maths and English, which begins in Year 7 and is available for partner schools in Brighton up until Year 11, remains popular with partner schools. Students studying Maths and English are selected and placed in schools, to support teachers and use their subject knowledge to support pupils. Annually students provide over 2,000 hours of tutoring a year across Years 7-11. This not only improves the confidence and skills of the pupils, raising their aspirations, but enables students from a widening participation background to realise that higher education is an option for them. Those students engaged in delivering the programme who are not themselves from a widening participation background improve their understanding of the challenges faced by young people from less advantaged backgrounds.

We offer Years 7 and 8 a range of multi-taster days that give young students the opportunity to learn more about subjects that may not be taught through the standard school curricula.

We have developed Making Choices, a specific programme to work with pupils in Year 9 to link with GCSE option choices which continues through to Year 13. The programme aims:

- To enable pupils and parents to make informed and critical choices about courses, institutions and careers;
- To develop skills and raise attainment by focusing on activities that develop the skills necessary for pupils/students to succeed in school, college and university, including direct interventions to support attainment at key transitions and in key subjects;
- To promote personal development and motivation – participants will be given the opportunity to develop transferable skills to help in education and employment. In addition we support pupils to understand what motivates them and how to remain motivated.

The programme incorporates a range of activities including campus tours, taster sessions and information, advice and guidance, delivered in the school or college.

### **Key Stage 4**

The Widening Participation team works closely with all Academic Schools within the University to develop a range of subject-specific, age appropriate resources and activities. All involve current academic staff and students as ambassadors, tutors and mentors. Activities are designed to engage learners in subjects they could study in higher education and typically involve a taster session, department tour and question and answer sessions with student ambassadors. We carefully ensure that each event enriches learning by supporting national curricula in GCSE subjects.

Drawing on the experience of our student tutors, we provide a range of Revision Days for Year 11 pupils in our partner schools. These events provide additional support for learners and schools, utilising the University's facilities and knowledge.

Our Year 10 residential Summer School aims to give young people a taste of University life and includes both academic content and leisure activities all supported by a team of our academic

staff and experienced student mentors. We are proud of the significant changes we see every year in the confidence, knowledge and skills of participants.

### **Key Stage 5**

We offer individual academic enrichment days in a range of subjects and more intensive subject specific programmes for Year 12 students on both our residential summer schools and non-residential Sussex Study Experience (SSE). These programmes give students the opportunity to experience university style teaching and learning over four teaching days in one single subject culminating in a piece of work. They include information and guidance about careers, application processes and other academic skills such as revision strategies.

The programmes also enable students to develop relationships with both our academic staff and our student ambassadors, helping them develop confidence in their abilities and address any anxieties they may have about higher education. Students participating in these programmes are also offered a suite of activities to help develop self-confidence and cultural capacity.

The 2015/16 cohort of SSE students participated in a dedicated Psychology research study to explore the psychological barriers and value sets for first generation scholars. The key questions being:

- Are belonging and compatibility related to motivations and well-being?
- Do SSE activities alter students' motivations for going to university and expectations of belonging at a university?

All these activities and initiatives are complimented by the work that we undertake in collaboration with other partners/providers.

## **Collaboration**

We recognise the cumulative value in collaboration and are continuing to work with our local partner HEIs and through the Southern Region Widening Participation Practitioners' Network.

The University shares a collaborative outreach project with the University of Brighton, based in the Brighton and Sussex Medical School (BSMS), BrightMed. Each year 50 Year 8 pupils who have no family background in higher education are recruited from local state schools. Work continues with these students into Year 13 with the aim to contribute towards increased diversity in the medical profession.

The University also offers degrees in conjunction with the University of Brighton in medicine and automotive engineering. Collaborative partnerships have continued to be a priority and form an integral part of our range of targeted activity across the learner progression framework.

We have carefully selected seven third party organisations to collaborate with, which enhance and extend the range of our in-house offer.

### **1. Realising Opportunities**

The University of Sussex is a member of Realising Opportunities (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.

The award-winning Realising Opportunities programme, 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 given to applications through UCAS from all partner universities, and the potential for an alternative offer worth up to 40 UCAS points.

Each participating institution has committed future funds to ensure the on-going delivery of RO to 31 July 2019. For 2017 – 2018 this will be a maximum of £37,000 per partner.

In October 2015, UCAS undertook analysis of applicant data for RO students. The results demonstrated that RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds; provided evidence of elevated application, offer and entry rates for RO students applying to HE against a UCAS-identified control group; highlighted that RO seems to 'neutralise' background differences across the different measures of disadvantage, and suggests that RO participants are more successful at getting offers from research intensive universities.

Our work with Realising Opportunities is a major component in our work with the most able but least likely students to attend a research intensive university.

## **2. The Brilliant Club**

The University of Sussex is a founder partner university of The Brilliant Club, a charity which exists to increase fair access to selective universities by recruiting, training and placing PhD students in low HE participation schools to deliver programmes of university-style learning to small groups of high-performing pupils aged 9-18 years.

The University of Sussex has a specific responsibility for helping develop The Brilliant Club's Widening Participation Programme, including trips that give pupils a real sense of the intellectual and physical environment of a university. Through these trips the pupils engage in a range of learning activities, including study skills sessions and tutorials, as well as outreach activities including campus tours, engaging with undergraduate students and information, advice and guidance sessions.

This is an innovative and ambitious programme reaching thousands of pupils, with the aim that 80% of Year 13 pupils will apply to a highly selective university, 70% will achieve grades of ABB or higher in their A-Levels, and 55% will secure a place and go on to study at a highly selective institution.

The programme has been further expanded to include large-scale Brilliant Club Launch events and Graduation events for students from Years 5 to 13, with 2246 participants visiting the Sussex campus in 2014-15. Nine Sussex PhD students were also recruited to support the in-school activities organised by the Brilliant Club and this work will continue to be developed.

Our work with the Brilliant Club also contributes to our most able, least likely strand of outreach work.

### **3. Villiers Park**

The University has entered into a partnership with Villiers Park Education Trust, which will begin in 2016-17. Villiers Park Educational Trust helps able young people to develop a passion for learning and the study and life skills to ensure they reach their full academic potential. Through the Scholars Programme, the Trust provides a comprehensive pathway to help able students from less advantaged backgrounds reach their full academic potential and gain access to leading universities and thrive once there. The collaboration will allow the University to both solidify its most able, least likely work and open up new partnerships with schools and colleges in Crawley, an area with POLAR3 Quintile 1 neighbourhoods.

### **4. IntoUniversity**

The University has formed a collaborative partnership with IntoUniversity, investing £100,000 per annum for five years into the opening of an educational centre based in Moulsecoomb. The centre works with local primary and secondary schools, as well as offering academic support and mentoring for children and young people from the local community. The centre opened in October 2014, and has since developed strong links with five primary schools and four secondary schools. They have so far hosted three FOCUS weeks for primary schools, which culminate in an on-campus day which includes a campus trail and a graduation ceremony. They have also run a number of events on campus for secondary students, including buddy days and a student-led debate day.

Their academic support (after school club) is proving popular with local children and is engaging parents and carers too. We are also continuing to support IntoUniversity centres in London by hosting visits such as buddy days for Year 8 students.

This partnership has contributed to the University's presence in the local community, and led to more engagement with local parents. Additionally, the outreach work IntoUniversity undertake complements the work of our own widening participation team, deepening the level of engagement of pupils from this POLAR3 quintile 1 neighbourhood.

### **5. National Network for Collaborative Outreach (NNCO)**

The University of Sussex is part of a local NNCO network hosted by the Sussex Learning Network (SLN).

In 2017-18 the SLN will be providing opportunities for professional development and collaboration in the government key priority areas as well as ensuring improvements in the evaluation of access to higher education work.

It will also undertake to contribute to the delivery of three collaborative conferences aimed at raising the aspirations of Year 9 students; to collaborate on the delivery of a Summer School; to deliver a range of CPD workshops to improve the knowledge of teaching staff about access; and it will consolidate existing activities to maximise the impact upon learners and prevent the duplication of activities in schools.

In addition, the SLN will also conduct research to provide a more localised understanding of the factors that feed into working class students' participation in higher education. These understandings will be useful in informing the approaches adopted within widening participation work locally, however it is anticipated that they will also feed into a wider national debate around the under-representation of white working class students in higher education. A further impact evaluation study will also take place to measure the success of WP activities across the region and provide guidance on the efficiencies of delivering outreach collaboratively.

The SLN is a regional community of practice for widening participation, which allows us to be smarter in our outreach provision – sharing intelligence, targeting cold spots, practice and resources with colleagues in the network.

## **6. AccessHE**

We continue to develop a collaborative partnership with AccessHE, whose aim is to deliver services that support progression to HE for learners from under-represented groups in London, including a strand working specifically with students with a disability or from a care background.

AccessHE facilitates communication between schools, colleges and HEIs and delivers continuing professional development and networking opportunities for the London access community. AccessHE supports the co-ordination of access work in schools and colleges and works with pan-London cohorts of specific learner groups as well as piloting new ways of contacting and supporting teachers.

Membership of AccessHE has given us access to a wider range of schools in London, and networking opportunities to share best practice.

## **7. Aimhigher London South**

We work with Aimhigher London South (AHLS) to ensure fair access to higher education for young people from non-traditional backgrounds. This is achieved by linking schools, colleges, universities and education providers together to work effectively. AHLS works in partnership with 10 universities, 22 schools, 2 further education colleges and 10 Local Authorities across London and the South East to provide impartial information, advice and guidance to learners from Year 8 – Year 13; share good practice at a local and regional level in order to determine what works well; develop and apply evaluation and monitoring methods to illustrate long term impact and improve the involvement of current students.

To further enhance the package of impartial information, advice and guidance across London, AHLS is working together with Linking London and AccessHE to maximise inclusion. Partnership with Aim Higher London South provides the opportunity for staff development for our widening participation staff, enabling them to share best practice across the sector.

AHLS collects student data for tracking and evaluation purposes and matches data against postcode datasets for identifying learners and schools from areas indicating social deprivation and low participation in Higher Education.

Our partnership with AHLS has helped us to have a greater presence in schools in South London.

### **From access to success**

We are committed to delivering this extensive range of activity to raise aspiration and improve access to University. We are using the tracking tool HEAT to try to determine the success of our interventions and activity.

Whilst we are clear that this activity is not delivered as a recruitment tool for the University of Sussex, each year in excess of 300 students from our partner schools apply for, and are accepted on, a course at Sussex. These students often work as Ambassadors for us or assist in developing and delivering some of the programmes which inspired them.

To ensure that applicants from a widening participation background can transition smoothly to University we have a programme of support in place underpinned by our fair and contextualised admissions policy.

## Fair and contextualised admissions policy

Our aim is to ensure that we maintain a diverse, multicultural undergraduate student community that is open and welcoming and which will continue to attract and support talented students to pursue our courses successfully. Sussex has a long tradition of welcoming applicants with varied qualifications and backgrounds. We work towards this by:

- providing educational opportunities for all types of student satisfying criteria of the policy, irrespective of their previous educational attainment, and reviewing each application individually on its merits;
- recruiting a diverse community of undergraduates with regard to gender, age, nationality, ethnicity, socioeconomic background and disability;
- providing specific progression routes for identified groups, including mature students and those from disadvantaged backgrounds in the locality and region.

## 3.2 Student Success

### Transition to the University and achieving success

Having raised aspirations, the University is acutely aware that supporting student transition into University and supporting students through their studies is key to student success and progression.

One of the reasons frequently cited by students for intermitting or withdrawing from University is as a result of financial difficulty including the negative impact that having to work long hours in paid employment, to meet the costs of being a student, has had on their ability to study. This informed the University's original decision to provide a financial package that would have a meaningful impact on a student's ability to engage fully with their studies. The high retention levels, excellent degree outcomes and successful progression into graduate employment, as demonstrated by the first cohort of First-Generation Scholars, coupled with our extensive programme of skills development and placement and internship opportunities, demonstrates the success of our approach.

### Financial support

The University is proud of, and committed to, the First-Generation Scholars' Scheme which has been designed to provide both generous financial support and developmental opportunities to help students to gain the most out of higher education. We seek to remove some of the financial barriers that might act as a deterrent to considering coming to university or which lead to high dropout rates.

A home UK student with a household income of less than £42,875 per annum, as assessed by the Students Loan Company will be eligible to receive:

- £2,000 rent reduction in year one, if living in University managed accommodation and £1,000 in cash for each year of study, and £3,000 if studying a year abroad, as long as the eligibility criteria continue to be met;  
or:
  - £3,000 in cash if not living in University accommodation and £1,000 in cash for each year subsequent of study, as long as the eligibility criteria continue to be met
- £3,000 in cash if studying a year abroad, as long as the eligibility criteria continue to be met
- A UK home student on a Foundation year will receive the rent or full cash payment of £3,000 for both the Foundation year and for the first year of the degree course, as well as the £1,000 in cash for each subsequent year of study, and £3,000 if studying a year abroad, as long as the eligibility criteria continue to be met
- Students leaving the care of a local authority will receive £3,500 in cash in the first year of study and £3,000 per year for each subsequent year of the course. Additionally, eligible students will receive a £1,000 pre-graduation award to help them transition to post-graduate life
- A student on an Initial teacher training course will receive £600 per year
- If a student is required to repeat any year of study they will receive £1,000 cash as long as the criteria are met
- Following a pilot in 201/16 students with family income of less than £25k will receive an annual £400 travel award at stage 2 and beyond.

Students with a household income above £42,875 will not be eligible for financial support from the Scheme but if they are the first in family to go to University they are eligible for the skills development element of the First-Generation Scholars' Scheme.

*“Coming to university always seemed way too expensive for me but the First-Generation Scholars' Scheme has helped me in not having to worry about money and enjoy my university experience.”*

*Marco Alidoro, 1<sup>st</sup> Year student and recipient of funding through the First-Generation Scholars Scheme*

## Transition, retention and employability

In addition to the financial support package provided through the Scheme, students are also invited to participate in a range of transition, retention and employability activities – the First-Generation Scholars' Study-Work programme - and to take advantage of the range of opportunities available. This programme is also offered to students who self-declare as the first in their family to go to University. The various elements of the scheme are designed to provide a range of additional support options that students can choose to access in order to benefit their own academic and skills development.

### **Welcome and induction**

The Progression and Retention Manager is responsible for welcome and induction activity. The Widening Participation team work closely with them to ensure First-Generation Scholars are aware of opportunities available to them and encourage them to attend orientation events.

### **Transition, retention and employability**

In addition to the welcome events offered during Induction Week, First-Generation Scholars are also invited to a specific event to both welcome them to the University and to introduce them to the full range of opportunities, transition support and employability accelerator programme activities on offer to them. They have the opportunity to hear from and talk to other First-Generation Scholars in their second or third year of study and to find out more about their experiences.

Employers are invited in to talk about the skills and personal attributes they are looking for in order to help students to understand the relationship between their course and employment and to raise awareness of opportunities that might be open to them, as part of our continuing drive to raise aspirations.

Library, careers and Student Services staff talk about the range of services available to support students and the opportunities to engage with skills development and personal development workshops.

### **Study skills**

The University has developed the on-line resource Skills Hub which enables students to direct their own learning, identify areas for improvement and find support/help to access the resources available across the University including the Library's learning resources. Skills Hub also engages students with how they learn and introduces them to Study Success at Sussex (S3); a bespoke academic/study skills resource to develop academic/study skills and make the links and connections between academic study and the transferable skills employers look for.

First-Generation Scholars also have access to a wide range of academic/study skills group workshops covering topics from reading critically to exam preparation. During academic year 2015-2016 a project between the Library and the Careers and Employability Centre will integrate all these on-line resources under the one-stop-shop virtual Skills Hub resource.

Our Career Hub resource provides a central online booking facility for all employability and careers workshops, individual careers consultations, careers information advice and guidance communication about opportunities and resources offered to First-Generation Scholars.

### **Skills development**

We recognise that a range of cultural experiences are beneficial for both personal and professional development. We offer a number of scholarships at South-East Asian Universities for First-Generation Scholars to attend Summer Schools. These are fully funded opportunities to attend summer schools on campus at universities in South-East Asia, and give students an insight into studying in a different culture. Forty-eight First-Generation Scholars will be going to universities in Singapore and Malaysia in the summer vacation of 2016 – the first year this scheme is running and the number of places will be increased annually.

The University also runs a Summer School for international students on campus, and has funded a number of places for First-Generation Scholars to study a module of their choice

alongside students from across the world. Students gain 15 credits toward their degree but most importantly have the opportunity to meet, socialise and work with students from a wide range of countries and to live on the Sussex campus for a month in the summer vacation.

### **The Sussex Plus Challenge**

To further aid transition, First-Generation Scholars are encouraged to participate in the Sussex Plus Challenge, a seven stage programme designed to help students understand their own marketability. Successful completion leads to the Sussex Plus Employability Award. By undertaking the challenge, students are helped to make sense of the university experience, prepare for making career choices, understand how to market skills and interact with potential recruiters.

### **The relationship between success and progression**

There is a direct link between activities that support student success and those which support progression. Students who take advantage of the internship and placement opportunities have found that this has frequently helped them understand aspects of their courses and has led to improved grades. At the same time taking advantage of placement and internship opportunities improves confidence and presentation skills, enhances their employability and improves their employment opportunities.

## 3.3 Progression

### Preparing students for the future

Our extensive First-Generation Scholars' Work-Study programme of career development, placement and internship opportunities supports the progression of our target students.

#### **Career development opportunities**

The University delivers a number of Leadership Training Days, which are a collaboration between the University's Careers and Employability Centre and an international management consultancy to offer Sussex students a place on a prestigious leadership training programme, designed to provide an insight into the key management skills and professional attitudes, confidence and experience that leaders need to develop.

The Mason Hayes Scholarships – which are funded by Marcus Hayes, a Sussex alumnus who was the first in his family to go to the University of Sussex in the 1970's – not only provides financial support for law students from non-traditional backgrounds, but also offer personal mentoring and a two to three day work shadowing experience including opportunities in the legal division of a major corporate organization, barristers' chambers or with a firm of solicitors or with members of parliament. Successful students are provided with funding for travel and over-night accommodation through the First-Generation Scholars' Work-Study programme.

#### **Work shadowing**

The University offers funded work-shadowing for all First-Generation Scholars. These are an opportunity for students in their first year to engage with a range of employers for one to three days to explore progression career options and individual careers consultations.

This gives First-Generation Scholars the opportunity to boost their CVs, and get some work experience in an area of interest to them, at an early stage in their degree studies.

A range of short work-shadowing opportunities exclusively for 1st Year First-Generation Scholars with leading local employers are available, in a variety of sectors.

### **Internships**

Additionally we offer funded internship opportunities in the UK and internationally in China to access professional career routes between the second and third year of study. A four week internship with international companies based in China was piloted in 2014-15, with fully funded places for both four and eight week internships available in 2015-2016. We plan to provide 80 places by the end of academic year 2017. Both internship options include induction into the global world of work, cultural transition and language tuition.

*“It has made me fall in love with China and Asia: the people are amazing and the culture gives you so much that is different to explore. I feel ready to apply for graduate level jobs now.”*

Student on the Sussex China Internship scheme

Firms participating in the programme have also seen a benefit and have noted the positive contribution students have made:

*“Employing a Sussex First-Generation Scholar has made a massive difference to our small charity. The energy and enthusiasm of an intelligent and motivated young person who is flexible and keen to learn provided us with a real boost over the summer months. We believe the experience was equally beneficial to our intern who gained real-life work skills and insights.”*

Luna Children’s Charity

### **Work-Study programme**

For 2017-2018 the University will be including the following additional funded opportunities as part of the First-Generation Scholars’ Work-Study programme:

- Offering up to three days funded work-shadowing for 50% of the 1,500 First-Generation Scholars on the University’s Foundation degree to support degree and career-choice transitions
- Offering 60 First-Generation Scholars scholarship bursaries of £3,500 each for the Year in Computing in the School of Engineering and Informatics. This one year course, (which requires no prior computing skills or qualifications), will enable Sussex students studying a non-computing discipline to develop valuable digital skills. Additionally, these students will be prioritized for a funded 10 week funded summer internship (in the UK or in China, or other international opportunities) for the summer vacation after they have completed the Year in Computing
- For 60 First-Generation Scholars in the School of Psychology who are successful in being offered a professional placement with the Sussex Partnership NHS Trust (or other related social enterprise/charitable organization working with the Sussex Partnership NHS Trust) a funded £3,000 placement award

- Equalities Insight Training Days will be offered to First-Generation Scholars with visiting employer and Sussex alumni speakers to address a range of themed equalities issues (identified by the HE Equality Challenge Unit) in a fun and experiential way to explore and challenge thinking about student attainment gaps and BAME students; disability, ethnicity, gender and successful transitions from higher education.

### **Further study**

To encourage widening participation in post graduate study amongst students from widening participation backgrounds the University has initiated Sussex Undergraduate Research Awards (SURA) for First-Generation Scholars. The SURA scheme is part of the Junior Research Associate Programme, which works alongside academic research projects on campus during the summer vacation. Additionally we offer Overseas Undergraduate Research Placements at USA Universities (part of the Study Abroad Office academic networks) with travel, accommodation, living expenses funding provided for First-Generation Scholars.

The SURA scheme aims to encourage First-Generation Scholars to explore and realise the possibility of further study and a research career, and widen access into postgraduate level courses.

### **Continuing support**

After graduating, First-Generation Scholars have access to the facilities, support and staff expertise of the Careers and Employability Centre for three years.

## **First-Generation Scholar development in widening participation**

Key to the success of our outreach programme is the role of our students. The University employs approximately 80 undergraduate student ambassadors across the outreach programme, 40 tutors supporting English, Maths and Science in our partner schools and an additional 40 Summer school assistants. We recognise the importance of both professional development and financial income for students from a widening participation background, and these posts are targeted at First-Generation Scholars. We find, by employing students from these backgrounds, that learners on our programmes are able to relate to their experiences.

A dedicated member of staff has full line management responsibility for student ambassadors. This strategic oversight allows us to professionalise our student ambassador scheme, introducing reflective practice, an appraisal system and links with our Careers and Employability Centre.

As an active member of the Access HE Student Ambassador Forum we use their Ambassador Training Standards as a model for our scheme as it lays out a clear strategy to support student success. Our priorities are:

- Ongoing ambassador development – in addition to the core training we have introduced training sessions throughout the year to help ambassadors to further develop their skills, including behaviour management and public speaking
- Evaluation – we have continue to have rigorous feedback system that allows ambassadors to reflect on their best practice, receive critical feedback and contribute their ideas for development of activities they work on.

Work is ongoing to recruit more ambassadors from BAME groups and more male ambassadors. Contact has been made with the University of Sussex Islamic Society as well as the African and Caribbean Society in order to work collaboratively on ambassador recruitment.

Our long standing and highly popular student tutoring scheme gives participating students the opportunity to convey their subject knowledge to learners in our partner schools. Not only do pupils gain additional support but it also provides our students with invaluable experience of passing on knowledge in an educational setting. Many tutors go on to teacher training after participating in the scheme. In this way, we not only contribute to the professional aspirations of our students, but also embed an understanding of widening participation issues in a future generation of teachers.

We also employ a team of summer school assistants from our student population. Under the supervision of our Events Team, the summer school assistants gain experience of working with young people in a residential setting. Students have the opportunity to gain confidence in their abilities and to develop professional skills such as team work and reliability.

Each year the widening participation team employs a Graduate Intern. The Intern typically comes from this pool of students who have often been through an outreach programme before starting university. This has provided useful insights for other staff in widening participation who have a representative voice in the team. Equally as important, the position has proved an effective way of building experience and skills for students with an interest in a widening participation career. To date all of the Interns have found employment in a WP role before the end of their internship. We are pleased to be contributing to the development of future professionals in the sector.

*"I have benefitted greatly from being the Graduate Intern for Widening Participation at the University of Sussex. I have been able to work with the different teams within the department working with Outreach, Events and Summer Schools. These experiences have helped me learn more about the Higher Education system and Widening Participation.*

*Through leading events, attending conferences and doing general administrative work, I have improved my communication, organisation, presentation and clerical skills.*

*I have been given many opportunities including shadow work at the University of Sheffield, shadow work at IntoUniversity Hackney South and Lambeth sites, spoke at the NEON conference and planned and managed an event for over 300 people.*

*Being the Graduate Intern gave me the transferable and personal skills I needed to move on to a permanent position which I am very thankful for".*

*Lauren Symons, Widening Participation Graduate Intern and former First-Generation Scholar*

## The Destinations of Leavers from Higher Education (DHLE)

DHLE tracks outcomes at six months and longitudinally at 18 months. A number of strategies have been implemented to bring about change in positive destinations and include:

- **Periodic review:** across all 12 academic schools and 32 disciplines to embed employability skills and experience within the curriculum;

- **Increase in CEC staffing** in response to the increase in student numbers and to continue to develop the range of programmes and opportunities for students;
- **Study and work abroad options:** including opportunities to undertake a fully funded internship in China and study-research summer schools abroad.

The DHLE results reported on pages 7-8 indicate a sustained improvement for the University of Sussex for those obtaining graduate level jobs (out of all those in employment).

**Impact Measurement for the Student Success and Transition student life-cycle themes:**

- 79% of scholars engaged with the First-Generation Scholars' Study-Work programme as part of the Student Success and Transition themes in 2014/2015 academic year (against the ambitious benchmark of 78% First-Generation Scholars' involvement).
- 72% of scholars engaged with the First-Generation Scholars' Study-Work programme in 2013/2014 (against the ambitious benchmark of 75% of First-Generation Scholars' involvement).
- 89% of the first graduating class of 2015 cohort of First Generation Scholars were in graduate level work; 40% entered further study and only 4% were unemployed; destination outcomes which demonstrate the impact of the Student success and Transition enhancement.
- 81% of students with a declared disability were in graduate work and 35% went into further study.
- Over 500 internships and work shadowing/work experiences, research and international study placements have been delivered to First-Generation Scholars since the First-Generation Scholars' Work-Study started.

*Whilst it is not possible to currently track all engagement outcomes the introduction of the CareerHub customer relationship management system in 2015 has provided more consistency for monitoring impact measurement but more work is required to capture the evidence for reporting in the future.*

## 4. Targets and milestones

Our recruitment, access, success and progression targets are set out in this access agreement's accompanying resource plan.

### Recruitment and retention

The University has performed very well on recruiting students from BAME backgrounds, and are on course to meet our ambitious target of 19% by 2020/21. We would want to recruit consistently to this target going forward. Our initial analysis of data indicates that BAME students supported within the first cohort of First Generation Scholars' Scheme outperformed the wider undergraduate population in terms of degree outcome (86%), and success in obtaining graduate employment (89%).

We have maintained our excellent performance on recruiting students from the least likely areas to attend university. Our student population from POLAR3 Quintile 1 has been steadily increasing, and we would like to continue with this trajectory.

Our success in these areas means that we are in a strong position to contribute to the delivery of Government targets. We have refocused outreach resources to coastal and rural Sussex, North Sussex and London to better understand and respond to the needs of students from these communities.

Reviewing our targets it is clear that our performance in recruiting state school students is consistently above our location adjusted benchmark. Historically we have set ourselves a particularly ambitious access agreement target in this area, and whilst we will strive to achieve this, we will, as a minimum, aim to be 2% above our benchmark each year.

We have maintained our financial commitment to long standing outreach and access initiatives, and these will be further enhanced in 2016/17 by £170,000 per annum to fund a collaborative partnership with Villiers Park. This partnership will support our initiative to broaden access for the most able students who are the least likely to attend a research intensive university. This project will enable us to work closely with individual students over time, promoting social mobility and raising attainment. This will also expand the number of state schools we work with in a low participation area.

The University is investing in the Student Academic Administration Transition (SAAT) programme, which, once implemented, will enable us to analyse, interrogate and interpret data which will lead to a greater understanding of the effectiveness of our interventions and inform our programme development. We will then use this to inform our targets going forward, particularly in relation to social class.

With colleagues in our NNCO, which is hosted by the Sussex Learning Network, we shall commission research which seeks to understand the characteristics of social class in the county. This research will inform our understanding of the motivations of students from working class backgrounds when deciding whether or not to continue to higher education.

## Access, success and progression

We have developed our access, success and progression targets to better reflect the lifecycle ambitions of the First-Generation Scholars' programme. To this end, we have added targets for success and progression, and refocused our access targets to take account of key threads which run through each stage of the student lifecycle.

We wish to make our programme as inclusive as possible, so that students are able to participate regardless of their circumstances. We also believe students and other stakeholders should actively shape the programme, and we aim to respond to their requirements. We recognise the value of good partnership, and understand the very positive role of collaboration for the cumulative benefit of our students. Finally, we will demonstrate our achievements, and the outcomes of our work.

Our targets reflect these themes, and we have identified at least one target for each stage of the student lifecycle under the following strands:

- Inclusivity
- Responsiveness
- Partnership and collaboration
- Outcomes

We believe that understanding the thematic commonality of our work across the University will bring our community of staff and students closer to achieving our overarching ambition – a diverse population of informed students who are able to thrive in an environment which prepares them successfully for the next stage of their professional or educational lives.

## 5. Monitoring and evaluation of our Access Agreement

Our OFFA Steering Group which reports to the Performance Committee, which in turn reports directly to University Council, has governance oversight of our performance against the commitments in this Access Agreement. Management oversight is led by our Pro-Vice-Chancellor (Teaching & Learning) who Chairs the OFFA group and the Director of Student Services who leads on aspects of delivery and monitoring. There is parallel reporting to relevant internal bodies with remits for Equalities and Teaching and Learning.

The University recognises the importance of a framework to evaluate activity and has developed an evaluation strategy involving key personnel in the Widening Participation team and also academics involved in delivering activities. This informs the development of our activity and our financial commitments detailed in this Access Agreement.

### **Monitoring progression and outcomes**

We regularly and consistently monitor the progress/performance of disadvantaged (and equalities) groups in relation to: retention data, annual grade performance of cohorts, degree outcomes and employability DLHE figures. We also receive qualitative work on the effectiveness of First-Generation Scholars offerings and interventions.

As noted on pages 7-8, the first cohort of First-Generation Scholars graduated in 2015, and we have analysed the outcomes for this group. We are exceptionally proud of the achievements of

all of our students, but have been particularly pleased to note that participants in the programme have performed very well against the overall student population. Similarly, DHLE results show that First-Generation Scholars have done very well in securing graduate level employment or further study compared to the overall population.

### **Monitoring progress against recruitment/student mix targets**

Indicators we use include:

- admissions data (applications from target schools, and selection patterns, ‘decliners’ surveys);
- measures of activity in schools/colleges and surrogate ‘trajectory’ measures, including school results (especially ratios of students achieving GCSE A\*-C including English and Maths<sup>1</sup>);
- qualitative work on the effectiveness of interventions with 11-16 and post-16 groups.

### **Monitoring activity**

All activities are monitored and the results used to inform the further development of activities. A report is produced containing key findings, a review of contextual data relating to participating institutions and the effectiveness of targeting with recommendations for improvement or development. These aim to maximise the activity’s contribution to the achievement of wider programme goals. This process has led to the development of a more collaborative approach towards the delivery of activity, and improved understanding of what the different stakeholders can bring in terms of resource and expertise. Academic staff are involved in the design of evaluation tools and in discussion of the findings and securing formal evaluative feedback from School and College staff.

Evaluation activity has resulted in securing an evidence base for our ten distinct strands of activity (summer schools, subject tutoring, revision days, subject enrichment activities, campus visits, information, advice and guidance events, higher education tasters, extended programmes and staff Continuing Professional Development activity).

The University of Sussex is a new member of the collaborative Higher Education Access Tracker Service (HEAT) which assists members in the targeting, monitoring and evaluation of both their individual and their collaborative Fair Access activities. It allows member universities to demonstrate outreach participation in relation to success at key transition point, collectively explore best practice in combining qualitative and quantitative research on outreach and in the future, perhaps, facilitate the development of collaborative targets.

Membership of the HEAT service will assist the University of Sussex in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach, something which is made possible by the collaborative nature of the service. Individual members use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in HE.

It can take some time for data about young participants in outreach to mature to the point of understanding their patterns of enrolment in higher education as well as their retention and success rates. In the meantime the HEAT service has developed a model of matching a number of different administrative datasets to the HEAT database which will afford the University of Sussex a better understanding of the relationship between outreach and key

educational outcomes at both pre and post 16, before any enrolment takes place. The collective size and diversity of the database will mean this relationship can be explored against multiple participant characteristics, contributing to the University of Sussex and the sector's understanding of outcomes for different underrepresented groups and recognising that widening participation students are not a homogenous group.

Where HEAT data has matured it allows the University of Sussex to understand the relationship between outreach participation and HE enrolment, retention and success. The University of Sussex will be able to see if and when its outreach participants enroll in higher education. Crucially this data will show enrolment not only to the University of Sussex but to all other HEIs. This will allow the University of Sussex to demonstrate its contribution to the sector as a whole. Furthermore, as data further matures, the University of Sussex will be able to build a picture of the retention and degree classification of its outreach participants, as well as seeing destination and postgraduate enrolment data.

To ensure an appropriate level of evaluation for the intensity of each of our projects, we have categorised our work in the following manner:

Level	Intensity	Example activity	Evaluation
4	High <i>sustained or intensive intervention, high cost, 1 staff to 6 or fewer students</i>	Summer schools, Sussex Study Experience	Register monitoring, pre and post evaluation
3	Significant <i>possible single day event, may include academic input, significant cost, 1 staff to 12 students</i>	Curriculum enhancement days	Register monitoring, post evaluation
2	Medium <i>information, advice and guidance, one off event, 1 staff to many students, lower cost</i>	Parents' evenings, personal statement workshops	Register monitoring, evaluation for content development as necessary
1	Low <i>low staff numbers, high public numbers, prospectus distribution, brief interaction, low cost</i>	HE Fair	Staff attendee feedback as necessary

We also periodically commission research on more long term projects, and use these findings to both improve the quality of our programmes and increase our understanding of students from widening participation backgrounds.

## 6. Equality and diversity

The University is committed to embedding its responsibilities under the Single Equalities duty into all we do. We value the diversity of our student and staff community, and our vision at our inception, which holds true today, is that “expanding opportunity in higher education, creating and sharing knowledge at the cutting edge of disciplines, breaking down social and academic barriers and applying knowledge to the real world issues, is the way in which our country and wider society grow.”

We believe that our First-Generation Scholars Scheme reflects this vision and demonstrates our commitment to providing equality of opportunity, and that our Widening Participation activities ensure that we will continue to attract and support talented students, irrespective of their personal or financial background.

We continue to review our internal distribution of full-time undergraduates by protected equalities group, in a way that enables us to identify notable equalities groupings, either by subject area or by preference for shorter or longer degree courses.

## 7. Provision of information to prospective students

We are committed to providing prospective students with clear, accessible and timely information relating to our fees and support schemes, including the cost of tuition. This information will be communicated through:

- Website and web-prospectus
- Direct communications with both current applicants, entrants and enquirers
- Information available at our Open Days
- Other direct/tailored communications to widening participation groups via our First-Generation Scholars Scheme
- A schedule of age-appropriate communications
- A First-Generation Scholars Scheme passport
- Wall planners for Schools and other partners.

## 8. Consulting with students

Consultation has primarily been through the student representation on the OFFA Steering Group which has two Students' Union representatives. The OFFA Steering Group, which meets at least three times per academic year, monitors progress against targets and is involved in the development of the Access Agreement. The OFFA Steering group also uses feedback from our Widening Participation team, Open Days and decliners surveys to inform further developments.

A School and Colleges stakeholder group with headteachers and students across the age groups has been formed to help develop our programmes, and to ensure we are meeting the needs of both partner schools and pupils. Age-appropriate focus groups have also been initiated to further inform programme development.



**Table 7b - Other milestones and targets.**

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (other - please give details in the next column)	To create a network of 40 full, 40 associate and 40 collaborative partner schools and colleges.	No	2013-14	75	90	n/a	n/a	n/a	n/a	This target will be replaced by T16b_08 from 2017-18 onwards, as agreed with OFFA
T16b_02	Access	Outreach / WP activity (other - please give details in the next column)	To raise individual enrolments in our First-Generation Scholars pre-entry scheme from 4000 to 7000 across the scheme	No	2013-14	4000	7000	7000	7000	7000	n/a	This target will be replaced by T16b_11 from 2019-20 onwards, when data from HEAT becomes available
T16b_03	Access	Outreach / WP activity (other - please give details in the next column)	School staff engagement of full partner school staff to attend an annual staff development opportunity	No	2013-14	70%	80%	n/a	n/a	n/a	n/a	This target will be replaced by T16b_15 from 2017-18 onwards
T16b_04	Access	Outreach / WP activity (other - please give details in the next column)	Parents / guardians in full partner schools to attend at least one event	No	2013-14	4364	4700	n/a	n/a	n/a	n/a	This target will be replaced by T16b_18 from 2017-18 onwards
T16b_05	Student success	Student support services	Study skills, personal development, careers and leadership engagements of First-Generation Scholars involved in one or more of these activities	No	2013-14	75%	83%	85%	90%	90%	n/a	This target will be replaced by T16b_16 and T16b_19 from 2017-18 onwards
T16b_06	Progression	Student support services	Funded internships and work placements for First-Generation Scholars involved in one or more opportunities by their final year	No	2014-15	20%	30%	30%	30%	30%	n/a	This target will be replaced by T16b_09 from 2017-18 onwards
T16b_07	Access	Outreach / WP activity (collaborative - please give details in the next column)	COLLABORATION: Realising opportunities targets for the progression of RO participants to an RO partner university	Yes	2015-16	25%	25%	25%	25%	25%	n/a	Funding is agreed for Realising Opportunities until 2019-20, and RO are not in a position to set a target for 2020-21 pending discussions around the future of the programme.
T16b_08	Access	Outreach / WP activity (other - please give details in the next column)	PARTNERSHIP: To develop and maintain a network of 120 schools	Yes	2015-16	90	n/a	120	120	120	120	We are reviewing our partner schools and intend to target new schools in Croydon, North Sussex and South London. This will allow us to grow our presence in areas with high populations from BAME backgrounds. Simultaneously, we will seek new partner schools in coastal, rural and Q1 neighbourhoods, through which we will develop our work with local working class communities. The proposed target will allow us flexibility to define these new partnerships in a consultative fashion, leading to a bespoke offer for these schools. This target will replace T16b_01 from 2017-18 onwards

T16b_09	Student success	Student support services	PARTNERSHIP: To develop and maintain a network of 3000 employers for FGS student and graduate engagement.	Yes	2015-16	500	1000	1500	2000	2500	3000	whilst the Careers and Employability Centre advertises over 6K vacancies annually and engages with a wide range of employers, building partnerships with employers who showcase social mobility will be important. This target will replace T16b_06
T16b_10	Progression	Student support services	PARTNERSHIP: To provide work shadowing opportunities with Sussex alumni and partners for 3 days to Foundation and Y1 FGS students	Yes	2015-16	50	140	230	310	400	500	
T16b_11	Access	Outreach / WP activity (other - please give details in the next column)	OUTCOMES: 50% of students from FGS cohort engaging intensively* to progress to higher education within 3 years of completing a level 3 qualification	Yes	2014-15	42%	n/a	n/a	n/a	50%	50%	This target replaces T16b_02, the basic number of students we work with, and will allow us to focus on monitoring the intensity of our work, and whether it affects the progression of young people on our programme. We will use HEAT to track students, and being relatively new we will need to use a national average as a baseline (as we don't have one ourselves). Once I receive this information from HEAT, the 'X's will be replaced by our target percentages. 'Engaging intensively' equates to Summer school / Taster / Mentoring / 2+ Masterclasses / 2+ Visits / 1 Masterclass + 1 Visit / 3 HE Information Talks + 1 Masterclass / 3 HE Information Talks +1 Visit.
T16b_12	Student success	Student support services	OUTCOMES: To develop cultural capital by providing Internships in China for FGS students	No	2015-16	45	80	100	n/a	n/a	n/a	Programme is funded until 2017-18
T16b_14	Progression	Outreach / WP activity (other - please give details in the next column)	OUTCOMES: continue to provide level of training and experience which has allowed previous WP interns to move into continuous employment	No	2014-15	1	1	1	1	1	1	
T16b_15	Access	Outreach / WP activity (collaborative - please give details in the next column)	RESPONSIVENESS: To develop customised mechanisms which allow teaching staff in partner schools to have a guiding input into the programme. All full partners to receive a bespoke package of partnership meetings, stakeholder forum to meet twice yearly or CPD opportunities to be offered to School staff, based on their requirements	No	2014-15	4700	n/a	85%	90%	95%	100%	As part of our commitment to responsiveness, and taking into account feedback from school partners, this target builds upon the previous target of offering a single school event, and ensures that we have multiple channels and appropriate mechanisms for understanding the challenges, concerns and ideas of our partner schools. This target will replace T16b_03 from 2017-18 onwards
T16b_16	Student success	Student support services	RESPONSIVENESS: To develop an Academic Partnership Agreement to enable the Careers and Employability Centre to establish curricular embedded version of the Sussex Plus Employability Award in all Schools	No	2015-16	100 students	200	300	400	500	600	Tracking First-Generation student completion of the Sussex Plus Employability Award through a model delivered in the curriculum/timetable and using impact measures to track impact for success and progression. In conjunction with target T16b_13, this target replaces T16b_05
T16b_17	Progression	Student support services	RESPONSIVENESS: To develop stronger channels of communication for academic colleagues to better equip them with information and themed advice sessions about progression opportunities for first-generation scholars	No	2015-16	limited communications	termly newsletter and 3 advice sessions	termly newsletter and 5 advice sessions	termly newsletter and 5 advice sessions	termly newsletter and 6 advice sessions	termly newsletter and 6 advice sessions	Impact measurement required of improved communications and themed advice sessions so that academic advisers and other academic staff undertake effective referral to student services

