

Our Access Agreement confirms and underpins the traditional mission of Westminster to promote educational, social, cultural and sporting opportunities for students from diverse academic, social and cultural backgrounds. Westminster is the foremost London institution for widening access, with over 96% of students progressing from state education. Westminster's commitment to these principles began, in earnest, with the opening of Quintin Hogg's Polytechnic in Regent Street in 1881, building on the earlier foundation of the pioneering Royal Polytechnic Institution in 1838, and leading to the development of the polytechnic movement across the country.

We share our commitment with our partner colleges, schools and other organizations, engaging in innovative practice at local, regional and national levels. Our collaborative initiatives include support for student progression through mentoring programmes; transition to HE courses; our established national role as the lead institution in the Achievability Network for students with specific learning differences; and our recently acquired role as the lead institution for the Student Associates Scheme, funded by the Teaching Development Agency and delivered through a consortium, including SOAS, the OU and King's College London. We advance diversity in learning through the development of inclusive learning and teaching practice within FE and HE.

The main changes to the agreement for 2010/11 are

The University intends to pay the statutory bursary at a new rate of £400. In the past we have paid only the legal minimum.

In order to fund this we will no longer pay the discretionary bursary.

The overall commitment to spend 26% of the additional fee income on bursaries, scholarships and new initiatives to improve and widen access remains unchanged

The revised Access Agreement highlights:

- The University's continued preparations – in partnership with 'feeder institutions' - for the reform of the 14-19 curriculum. The University emphasizes collaborative provision with the partner colleges, to support progression from FE to HE; and is involved in the Life Long Learning Network, stressing the provision of vocational routes to HE. The University is building on the 'Gear up to study' to support pre-entry students.
- Progress with key performance measures and our work to enhance the retention and progression of students.
- The University's ongoing initiatives to strengthen communication on fees and funding for students, prospective students and their advisers, and to help students develop their 'financial capability' skills, building on earlier work from 2006/8.
- Further developments in the provision for scholarships stressing diversity in the selection criteria, including the award of the Frank Buttle Trust Quality Mark for the 'Care Leavers at Westminster Scheme'. The UK/EU programme builds on our international scholarships programme - the largest in the country. The University is running a review of financial support for home/EU students in the

autumn 2008, and will, of course, make sure that any changes in the financial support scheme are reflected in further revisions to the Access Agreement.

- Initiatives by the Careers and Employment Service to provide additional support for students from groups under-represented in the professional labour market. These include our Careers awards scholarships. From 2008 to 9, CaSE is undertaking a Linking London LLN-funded project looking at the experiences of students progressing from FE to HE

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Pro-Vice-Chancellor

University of Westminster: ACCESS AGREEMENT

(Updated February 2009)

A TUITION FEE LEVELS

The tuition fee levels for full time home and EU undergraduate students and courses are set out below. The fees are approved annually by the University's Court of Governors.

Degree courses

Fees for new students will be set at the maximum level permitted by the UK government, which is **£3,290** per annum for the 2010/11 academic year for all courses subject to the exceptions noted below. Continuing students who enrolled prior to 2006-07, or who had a confirmed place in 2005-06 and deferred until 2006-07, will be charged at the lower UK government regulated level - **£1310** for 2010-/11. These levels are raised annually in line with the prevailing rate of inflation as notified by the UK government. The University provides bursaries for students based on their income and scholarships which take account of students' ability as well as income.

Foundation level courses (level 3 or year 0)

These courses are for one year and provide opportunities for students without the full entry qualifications to achieve the standards for entry to degree courses. The fees for these courses will be set at **£1,310** and fully refunded if the student progresses/enrols on a level 4 programme at the University of Westminster in the following year paying the full undergraduate fee.

Sandwich year and year abroad

Students who undertake a year-long sandwich placement or a year abroad as part of their programme of study will be charged a **nil** fee for that year. This applies also to continuing students who started prior to 2006-07 or who had a confirmed place in 2005-06 and deferred until 2006-07.

Foundation degree and sub-degree provision

These courses are delivered by the University's Associate Colleges who are responsible for setting and collecting the fees. The University validates the courses.

Institutional partnership programmes

The University will charge a fee of £2,232 for 2009/10 for EU (non UK) students attending on a full-time basis as part of an undergraduate degree programme at a partner institution. The level of fee is reviewed annually. As yet this has not been set for 2010/11 but will be a minor increase in line with inflation.

Fees for the full duration of a course

The University will ordinarily charge the maximum allowable rate for each year of a course. The University may consider lowering the fee for particular subjects or courses in future years.

B BURSARIES AND SCHOLARSHIPS

B1 Bursaries

The University is in the difficult position of having 5294 students who qualify for the statutory bursary (in 2008/9) with a family income of £25,000 p.a. or less. This is 55.4% of our full time HEFCE fundable Undergraduate students; this figure excludes foundation degree, foundation year and students away from the University on Sandwich years when no fee is payable.

All students receiving the full Maintenance Grant will receive a bursary of £400.00. The bursary will be paid in a single installment in February or March 2011. The Student Loans Company will administer the payment of the bursary to eligible students on behalf of the University'. The main change to our policy here is that we will no longer pay a discretionary bursary to students who receive any part of the maintenance grant. The new amount of £400 exceeds both the statutory level of £329 and OFFA's recommended minimum of £384.

B2 Scholarships

The University has considerable experience awarding scholarships and supporting scholarship students, offering probably the most substantial international scholarship scheme of any UK university - worth over £2m - and having won the Times Higher Award for outstanding support for overseas students in 2005, and was highly commended in the wider 'Outstanding student support' category in 2008. The University built on this experience to offer an extensive scholarship scheme for UK/EU students for 2006/7. Over the past two years, the University has refined the scheme to promote diversity in certain subject areas, as well as continuing to promote academic excellence. The scheme emphasizes the University's partnership with associate and partner colleges and the provision of awards for disabled students. The University is working increasingly with external organizations with similar aims and priorities and is engaged in initiatives to provide scholarships with the Helena Kennedy Foundation and the Frank Longford Trust, as well as the associate and partner colleges.

The University has received the Frank Buttle Trust Quality Mark for the 'Care Leavers at Westminster Scheme', which provides a minimum of ten scholarships for care-leavers, with a preference for students from London: the scheme is based on links with fourteen local authorities, including twelve in London. There is also a programme of support for students based on co-ordinated links between departments across the University including, e.g.:

- The availability of 365 day residential accommodation for care leavers
- Targeted support from the Senior Tutors' Group, including the availability of a 'link person' for each student:
- Help from the Careers and Employment Service to find part-time employment
- Tracking of the academic progress of care leavers by the Planning Office:
- Work to promote awareness of the scheme through the Educational Liaison and Development Department:
- Information about the scheme from the Central Admissions and Student Funding Office for care leavers who tick the care leavers' box on their UCAS form

The gold level scholarships are worth £12,000 over three years and the silver scholarships £6,000 over three years. The scholarship is guaranteed for the first year, but subject to satisfactory academic progress for subsequent years. The scholarships are offered in two types:

- Awards for associate and partner colleges and schools, for any undergraduate course in the University.
- Awards open to all applicants in identified subject areas where the University is particularly seeking to promote further recruitment of students from diverse backgrounds or to boost the entry qualifications of the cohort.
- In both cases there are no absolute criteria for excellence and this will vary depending on the standard entry qualifications for a particular course. The

students are normally expected to achieve a minimum of three A level grades (or equivalent) above the standard entry requirements for the course they are applying for.

The selection criteria continue to include academic excellence but now take financial need into account as well. Preference is given to students who are the first in their family to attend University.

The University offers approximately fifty progression scholarships to students who have achieved outstanding academic results at the end of their first year. They are worth £3000 p.a., paid as a fee waiver, with twenty of the scholarships linked to a programme of enhanced careers advice and assistance, addressing the University's aims for the development of students' higher level skills for employability. The scholarships are subject to continuing, satisfactory academic progress. [From 2010/11 the university intends to offer a larger number of £1000 progression scholarships to the top student\(s\) on each undergraduate course. This will replace the current programme. The careers awards scheme will continue with volunteers from the new progression scholarship awardees.](#)

The University will offer several gold level scholarships to academically excellent students with major disabilities. The intention is not to provide money which should come from other sources, but to assist students, who may find it difficult to gain well-paid employment on completion of their courses, to keep the level of their debts to a minimum.

The University will continue to run a campaign to publicise the scholarships scheme, with full details on the web site (also discussed in section D).

C OUTREACH ACTIVITIES

C1 Outreach/ recruitment and progression to HE

The University undertakes considerable work with partner organisations, seeking to improve the numbers and quality of HE home fees entrants. Through the work of Education Liaison and Development, there has been significant expansion in collaborative work with our feeder institutions in preparation for the 14-19 curriculum reforms in schools and colleges. One example is the 'Gear up to Study' initiative which provides an induction programme for entry to HE: The curriculum was designed in collaboration with FE partners to help students develop skills for study on entry to the University of Westminster. A blended learning facility is now being developed to reach the optimum number of pre entry students. Compact and collaboration agreements are being progressed with key institutions.

Successful access to HE is achieved through school/FE/HE collaboration and the University recognises that cross-sector staff development is vital, to support seamless progression. We have increased the scale of academic support provided to each associate college. Members of university staff are identified to work with the senior academic and administrative staff in the colleges on curriculum development, including Foundation Degrees, quality assurance and HE progression. We have developed foundation degrees with our Associate Colleges to strengthen vocational learning. This work will receive further funding from the additional tuition fee income arising from variable fees.

The University supports the Aim Higher initiative and is involved in the West London and the AimHigher Central London Partnership. The Central London Partnership will now merge with West and North London AimHigher regions, creating integrated provision for pre entry learners within the London environment, with Westminster having a leading role in the transition. The partnership work has also led to the recent agreement by HEFCE for the jointly run summer school 2010, delivered in partnership with TVU. We undertake

innovative work with our Associate Colleges and partnership institutions, increasing collaboration in learning and teaching between FE and Westminster departments.

All the associate colleges are represented within the AimHigher partnerships and the Life Long Learning networks. The University of Westminster is a major partner in the West and Central London Life Long Learning Networks, formed to develop progression agreements for increased vocational routes from FE to HE. These agreements will enable greater progression from level 3 to level 4 for students who have not hitherto progressed past level two, with more engagement from employers to ensure the relevance of the curriculum and skills to the world of employment. The university was one of three London Universities to receive a HEFCE research grant to investigate a model of engagement with schools and colleges.

Our work builds on long established partnerships – including employers - seeking to help students acquire appropriate skills for educational attainment, personal development and employability. Westminster annually organizes some three thousand activities and events (see Annex A).

The University has been engaged in an extensive programme of outreach/ recruitment work with UK/EU schools and colleges for over twenty years and continues to seek to raise the aspirations of those from social and educational groups that do not have a tradition of entering. The University is a member of the Access Elite and aims to promote the recruitment to higher education of talented students from diverse backgrounds. The Educational Liaison and Development team trains admissions and marketing staff to respond to a broad range of enquiries and co-ordinates outreach work for specific subject areas.

The University is the lead institution for the National AchieveAbility Network for students with specific learning differences. The University is the lead institution for the Teaching Development Agency funded Student Associates Scheme delivered through a consortium (SOAS, OU, and Kings College). The University has created an Inclusive Curriculum Forum to help staff make reasonable adjustments in teaching and learning approaches for disabled students. The University intends to invest further to extend this work in order to increase the provision of support to students and, in particular, aspirant students with dyslexia who are the highest percentage of registered disabled students at the University of Westminster.

C2 Retention and progression within HE

The University's former widening participation strategy recognised that Westminster's historic commitment to widening access, had contributed to uneven performance on the retention and progression of students. The strategy placed emphasis on the achievement of improvements in retention, where necessary, whilst offering curricula that led readily to employment and helping students improve their skills and confidence to assist the transition from study to work. The schools' plans build on that strategy.

The University's aim of improving access to HE is directly associated with the delivery of high quality academic and pastoral support and the promotion of retention and progression, both within higher education and into employment. Some measures are linked more directly to HE access than others, and the University intends to spend additional income on these areas.

The University aims to improve progression and retention in several ways, continuing to concentrate on level 4 and pre entry work (level 3) with UK/EU feeder institutions. The University's activities include, for example, better pre-entry guidance and joint delivery of FE/HE learning and teaching; more focused support through the induction period;

bridging courses for transition to HE; FE/HE workshops; concentration on skills development alongside the specialist curriculum in the early months; and greater pastoral and study skills support, such as intensive summer programmes in certain subjects, for those who are not successful at their first assessment attempt. Additionally, practical financial advice is provided for all students through 'hand outs', the internet and one-to-one interviews.

The schools and central services have been engaged in a series of activities to widen participation and strengthen the retention of students, many of which have become embedded more widely across the institution:

- Outreach work with feeder institutions
- Outreach activities with pre-entry learners and to stimulate applications to HE
- Bridging courses for entry to HE – the 'Gear up to study' programme
- Pre- entry advice on financial matters, supported by Educational Liaison, the Counselling and Advice Service and the University Fees and Funding Communication Group
- Development of web-based pre and post entry information for students
- FE/HE staff development in T&L practice, including training on multi-sensory learning
- Validation of foundation degrees in partnership with associate colleges
- Development of innovative and flexible on-line learning tools
- The introduction and development of revised arrangements for personal tutoring and induction
- Dedicated summer progression schools, with evidence indicating that attendance improves the likelihood of students passing referred/deferred assessments
- Widening use of the e-mentoring scheme
- Embed tutorial and study support at level 4
- Emphasis on PDP and HE skills at levels 4/5
- HEA-funded project investigating inclusion in the Psychology curriculum
- Support within schools and units for the Inclusive Curriculum project (a TQEF project led by Disability Services)
- Baseline data collected for a longitudinal survey of the reasons why students withdraw from their studies.
- Work between schools and the Centre for Excellence in Professional Learning in the Work Place for the development of work placement modules and opportunities for work based learning and skills development
- Preparation for employment in the development of the curriculum and support for students from CaSE
- Staff development on issues of 'student diversity'
- The engagement of schools and units in responding to the outcomes of the National Students' Survey

C3 Employability

The University's strategy for recruitment, retention and progression stresses the development of the skills that graduates need to gain employment and successful long-term career development. The main elements of the University's approach are:

- a clear **Employability Strategy** which is being implemented in all Schools
- building relationships with alumni in order to encourage their engagement in employability initiatives
- work placements for students (including course credits)
- work experience opportunities for students, including community volunteering
- employers' inputs to course design and delivery
- recognition of programmes by Professional and Statutory Bodies
- employment vacancies service for students
- targeted initiatives for those groups of students who may be disadvantaged when seeking to enter the professions
- a commitment to the development of Career Management Skills and Personal Development Planning in all courses
- development of entrepreneurial and intrapreneurial skills and behaviours
- a HEFCE Centre for Excellence in Teaching and Learning entitled "Centre for Professional Learning from the Workplace"

The provision of work-related learning opportunities for all students is an important target of the University's Employability Strategy and its aim is two-fold:

1. to provide a means of income generation for students who need additional financial support during their studies (the majority of Westminster students work during their courses)
2. to provide additional opportunities for students to acquire employability skills and generally improve their self-confidence and readiness for work.

Careers and Student Employment (CaSE) is the University's major provider of work opportunities, with the specific remit of developing the University's links with employers and generating employment opportunities for students before and after graduation. CaSE has a database of approximately 7,000 employers (an increase of 26% on 2006 – 07), ranging from blue chip organisations to local SMEs, advertising a variety of positions including part time work, placements and graduate opportunities, enabling students to develop their employability for the graduate labour market. The online vacancy-handling service is upgraded every year to increase its "user-friendliness", and CaSE has a target of increasing advertised vacancies by 5% per year.

Another major target of the Employability Strategy is the incorporation of Career Management Skills (CMS) and Personal Development Planning in all courses. This will strengthen the link between skills development activities undertaken at FE level and subsequently within the HE curriculum. The University seeks to aid retention and progression by making explicit the relevance of curricula to longer-term career goals, and emphasising the importance of preparing for the transition from study to work throughout courses.

The University has consistently developed networks and outreach with employers and the wider community. CaSE organises on-campus employer-engagement events bringing employers into the University and thus providing an unrivalled opportunity for 'non-traditional' entrants to network with professionals from a variety of sectors.

CaSE has increased its outreach activities to include cross-campus work and to build on the practice developed by the Community Volunteering team which has brokered over 1,000 placements within the community and voluntary sector since its inception in 2002. There is a particular focus on skills development, employability and the promotion of diversity within this area of activity and in 2008 – 09, CaSE is developing accreditation for voluntary work activities.

In 2007 – 08, CaSE extended the provision of careers information, advice and guidance to part-time students through a new E-guidance service; 365 consultations were delivered by email or telephone the longer-term aim is to roll out this improved service access to all students.

The University recognizes that some students and graduates face potential barriers in their attempt to develop their careers. These barriers take many forms including low confidence and lack of opportunities, but often derive from discrimination by employers on the basis of several factors, such as age, race, disability, criminal record, sexual orientation, gender identity and overseas status. CaSE has undertaken a number of initiatives to provide additional support to students from groups under-represented in the professional labour market. These include:

- targeted career management workshops for mature students involving employers as co-facilitators. The sessions focus on confidence raising and job search skills.
- participation in the National Mentoring Consortium scheme for Black and Asian students. Each student is paired with a manager in a large organisation who, over the course of eight months, provides regular mentoring sessions for his or her mentee with the objective of identifying the mentee's development needs, improving their job hunting skills and facilitating their understanding of professional life.
- supporting the ADAB Leadership by Example programme for BAME students. This is a developmental programme designed to enhance the chances of students from this cohort making successful applications to graduate training schemes.
- the development of a highly comprehensive diversity website, FUSION, which includes sections on job-seeking issues for all major groups who may be disadvantaged in entering the workplace, plus up-to-date information on relevant legislation. It also promotes national, positive action schemes targeted at these disadvantaged groups.
- A survey to establish the volunteering needs of students (students seeking volunteering work are very often those who are disadvantaged in the job market) with the aim of refining the provision of this service.

From 2008 to 9, CaSE will undertake a Linking London LLN-funded project looking at the experiences of students progressing from FE to HE.

D PROVIDING INFORMATION TO STUDENTS

The University will provide all prospective students with clear and unambiguous written information on student finance, scholarships, bursaries and additional financial support.

The University offers individual advice and guidance to prospective students on the financial implications of full-time or part-time study. There is particular emphasis on support for students from vulnerable groups, such as lone parents, carers, students with disabilities and students with mental health problems. The support includes advice on state benefits and their implications for student finance.

The University provides information and support through a framework of specialist services, campus offices and the recently established university-wide enquiry service. The University previously invested additional resources in the enquiry service, including a new managerial post and several other administrative posts, to enhance the timely and effective provision of information for applicants. One of the aims of this investment is to help attract and secure talented students from under-represented groups. The Educational Liaison team engages in an extensive range of outreach activities, helping prospective students and their advisers to understand the financial implications of entering HE (see section C). There is a programme of staff development for those involved in the provision of information, advice and support.

The University previously used part of the additional fee income to create an additional post in the Counselling and Advice Service to support students with the development of their 'financial capability' skills. The post holder is working on an increasing number of initiatives with new and current students, the Students' Union and with staff across the institution.

The University is running a co-ordinated campaign to inform students, potential students, and their advisers about the availability of financial support, based on an evaluation of last year's initiatives, including feedback from students. The previous campaign for 2007/8 contributed to several positive developments. There was an approximately 100% increase in the numbers of applications for UK/EU scholarships, with all scholarships allocated to candidates in accordance with the University's plans and building on a significant increase in the previous year. The 'take-up rate' for bursaries was at least 89.5% (compared to a 'take-up' rate of 86% for 2007, and with a substantial increase in the numbers of bursaries paid, since year two students qualified as well as those from year one).

The current communication plan includes:

- Leaflets on support for full-time and part-time students, sent to all applicants at specific stages of the application process, with further information for new students sent with enrolment information Brochures, leaflets and other forms of promotion for Westminster's scholarships' scheme;
- An extensive programme of presentations and workshops for open days, schools, colleges and careers advisers. The University is continuing to run an extended bridging programme for students entering HE from FE, building on earlier work co-ordinated by Educational Liaison and Development (*the 'Gear up to Study programme'*).
- A programme of activities run by the Counselling and Advice Service to strengthen the 'financial capability' skills of students; the University is part of a pilot project overseen by the Financial Services Authority on the development of the 'financial capability skills of students.'
- A joint campaign with the Students' Union to strengthen further the awareness of eligible new students of the availability of bursaries, although we note that the changes in arrangements for students to apply for bursaries through the SLC (i.e. removing the requirement to tick boxes on the forms) has already had a pronounced, positive effect on the numbers of students coming forward for bursaries.
- Email messages to current students about their entitlement to financial benefits and support;
- Web-based information;
- Presentations for staff across the University
- The University's fees and funding web site has links to external sources of information, including Aim Higher and the UCAS web site.

We have also had more targeted messages to students about bursaries and scholarships. The work is co-ordinated and monitored by the Fees and Funding

Communication Group – a collaborative, university-wide working group, which maintains a close link with the University's Access Agreement Task Force.

E EXPENDITURE ON ACCESS MEASURES

The University is ensuring that the additional fee income associated with the introduction of variable fees is fully applied to support:

- Bursary and scholarship schemes as defined herein
- Additional activities to protect and widen access
- Measures that enhance the student experience and improve progression
- Other activities in pursuit of the University's objectives

The additional fee income associated with the introduction of variable fees for new home/EU full-time undergraduate students is estimated at approximately £16.4m pa in 2008-09.

The University's bursaries will account for approximately £2.4m per annum or 15% of this total and a further £0.9m or 5% is expected to be spent on new scholarships. Additional administrative costs are estimated at £0.1m and the total cost of the provision of bursaries and scholarships, together with associated administrative costs, will therefore account for around 21% of the 2008-09 gross additional tuition fee income.

The annual expenditure on new initiatives to improve and widen access is £0.78m (5%). This incorporates a wide range of activities encompassing outreach, partnerships and initiatives supporting retention and progression. It should be stressed that these are the new initiatives undertaken since 2006 and are in addition to a very substantial commitment University-wide to measures to encourage participation in higher education from non-traditional participant groups. Altogether measures described within this Access Agreement will cost around £4.2m, representing 26% of the additional fee income. The University intends to commit at least this proportion of the additional income on these activities for the full duration of the Agreement.

The rest of the additional tuition fee income is being committed to activities to enhance the students' experience, improve the employability of Westminster graduates and ensure the content and delivery of the courses remains relevant and of the highest quality. This will benefit all students irrespective of background. Investment in the following activities has taken place and a rolling programme of investment in these and other activities will continue for the duration of the Access Agreement period.

- An extended personal tutoring scheme for students in every School
- Extended library opening hours on all sites
- Additional out-of-hours IT support for students
- A new post of student financial adviser in the Counselling and Advice team
- A new and significantly enhanced service for handling enquiries from applicants
- Extension of the students' mentoring scheme
- Improved pre-entry advice and guidance
- More and better quality information provision
- Additional staff for 1st year student support
- Upgrading computing and audio-visual facilities in teaching rooms

F MILESTONES, OBJECTIVES AND BASELINE DATA

The University has a student population of circa 22,500 with some 12,000 home/EU students studying at undergraduate first degree level (83%) full-time.

The HEFCE performance indicator data shows that 96% of the young full-time first degree student population of the University comes from state schools or colleges and 44% are from social classes NS-SEC 4, 5, 6 & 7, determined as lower socio-economic groups. These figures are above the locally adjusted institutional benchmarks of 94% and 37% respectively.

Ethnicity analysis of University of Westminster full-time first degree students shows that 33% are white, 34% Asian/Asian British, 14% Black/Black British and 12% Mixed/Other ethnic groups (the balance is not known). Comparison with the UK full-time first degree student population indicates that the University has less than half the proportion of white students, four times the proportion of Asian/Asian British students and three times the proportion of Black/Black British students and mixed/other ethnic groups.

The University has determined several key measures that should be used in determining the rate of achievement in respect of the access, retention, progression and employment plans summarised herein. These are:

- participation of under-represented groups - percentage from state schools
- participation of under-represented groups - percentage from social classes NS-SEC 4,5,6 & 7.
- decreased level of dependence on clearing for recruiting full time undergraduates
- progression: annual improvement in the proportion progressing from year 1 to 2 to reach a target of 85% by 2012.
- employment: meeting or exceeding the HEFCE Employment Performance Indicator benchmark for graduate employment
- employment: annual improvement in the percentage of graduates entering full-time "graduate level" occupations (as measured in the Destination of Leavers from Higher Education survey).

The University's recent performance in relation to the key measures and the targets up to 2011-12 are summarised below.

Measure	Achievement				Target				
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Participation of under-represented groups in HE (Young FT first degree entrants) from state school/college	96%	96%	95%	96%	96%	96%	96%	96%	96%
(HEFCE benchmark)	91%	92%	92%	94%					
Participation of under-represented groups in HE (Young FT first degree entrants) from social class NS-SEC 4,5,6 & 7	43%	44%	42%	44%	44%	44%	44%	44%	44%
(HEFCE benchmark)	36%	35%	36%	37%					
Dependence on clearing for recruiting full-time undergraduates	34%	34%	18%	20%	18%	16%	16%	16%	15%
Retention 1% annual improvement in the proportion progressing from year 1 to 2 without having to retake (full-time first degree students)	69%	75%	72%	74%	76%	78%	81%	83%	85%
Meet or exceed HEFCE benchmark for graduate employment (difference between actual and benchmark)	-1%	+0.5%	-1.4%	-2.0%	0.0%	+0.5%	+1.0%	+1.5%	+2.0%
Graduate Level Employment: annual improvement in the proportion of full time employed graduates in "graduate level" occupations (EPI group)		52%	57%	59%	60%	60%	61%	61%	62%

G MONITORING COMPLIANCE AND PROGRESS

The University will monitor compliance with the terms of the Access Agreement and progress towards the identified milestones and objectives. The University's Diversity Audit Group will oversee the work of the Access Agreement Task Force, reporting ultimately to the Executive Board. The reports will be scheduled to fit with the University's annual planning cycle, allowing the timely approval of any amendments to milestones or targets. The University will comply with all reasonable reporting and monitoring requirements determined by the Director of OFFA. Any proposed amendments to the Access Agreement will – once approved within the University – be sent to the Director of OFFA for approval.

Annex A:

Digest of outreach activities

Collaborative work with key London borough 14-19 forums to promote common strategic aims across the sector
UK/EU HE Adviser events/conferences and briefing sessions
Aimhigher partnerships and Life Long Learning Networks
Bringing FE and HE staff together to share teaching strategies and methodology through staff development/INSET days
Shared teaching on attainment and enrichment programmes with Associate Colleges and partnership institutions
Talks and visits to Schools and Colleges
Including key partners in University staff development workshops such as 'student centred learning'
Developing study skills support (e.g. in maths) and personal development modules
AchieveAbility Network: teaching and learning collaboration across sector and outreach work for students with Dyslexia.
Working with FE partners to increase academic dialogue for the development of a study skills package that will support progression from FE to HE
Work in partnership with FE to provide accreditation of enrichment programmes such as the Bridging Course, adding value to a student's portfolio for entry to HE
Identifying common skills for learning and employment to be embedded (e.g. via progress files) in FE progression routes to HE
UK/EU Ambassador scheme – talks on student life and finance
Recruitment events such as open days, HE fairs, School/College Open Day events
Master classes and subject workshops
Partners include Central London and West London Aimhigher Partnerships, Health Professions Partnership, Arts Thematic Partnership, National Arts Learning Network, Central London and West London Life Long Learning Networks
The following sectors are represented within the partnerships: Schools, Colleges, HE Institutions, Training Agencies, Connexions, LSC, Employers, Adult Learning providers, AimHigher.

