

Access Agreement 2016-17



University of Sussex

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Our vision

The University of Sussex claims a unique place among British universities. As the first of the new wave of UK universities in the second half of the 20th century, we were founded with the distinct idea of what it should be to be a new university. Created in the 1960s from the vision of the socially responsive leaders of the day, who believed 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, was the way in which our country and wider society grow. This is a vision that holds true today and underpins our Access Agreement.

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, and to become an exemplar of widening access to higher education. 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 into the core business of the University.

Core elements of our Access Agreement

The University of Sussex offers a generous package of financial support coupled with an extensive programme of skills development through its First-Generation Scholars Scheme.

The University is proud of, and committed to this Scheme which is designed to provide both generous financial support and developmental opportunities to help students to gain the most out of University, and to remove some of the financial barriers that might act as a deterrent to considering coming to University.

The First-Generation Scholars Scheme Eligibility

- A home UK student with a household income of less than £42,620 per annum, as assessed by the Students Loan Company, will be eligible to receive:

In year one, a £2000 rent reduction if living in University managed accommodation and £1000 in cash for each year of study, and £3000 if studying a year abroad, as long as the eligibility criteria are met;

or:

A £2000 fee reduction for the first year of study if a student is not living in University accommodation and £1000 in cash for each year of study, and £3000 if studying a year abroad, as long as the eligibility criteria are met.

- A UK home student on a Foundation year will receive the rent or fee rebate for both the Foundation year and for the first year of the degree course, as well as the £1000 in cash for each year of study, and £3000 if studying a year abroad, as long as the eligibility criteria are met.
- A Care Leaver will receive £3500 in cash in the first year of study and £3000 per year for each subsequent year of the course.
- A student on an Initial teacher training course will receive £600 per year.
- If a student is required to repeat a year of study they will receive £1000 as long as the criteria are met.

Please note: Students eligible for an NHS bursary are not eligible for the First-Generation Scholars Scheme.

The skills development element of the Scheme is also available if a student is the first in their family to go to University, even if they do not qualify for the financial element of the scheme.

“For me the First-Generation Scholarship has made all the difference to my university experience. Thanks to the scheme I no longer have any financial worries and can concentrate more on my studies and university experience.”

Rhys Baker, 1st Year Journalism student and recipient of funding through the First-Generation Scholars Scheme

Our priorities for 2016-17

We continue to build on our commitments in our previous Access Agreements which are informed by evaluation of all our activities:

- **Investment in additional outreach activity to raise our recruitment of students from lower NS-SEC groups, with a particular focus on building on our long-term links through work with 11-16 schools**, to build aspirations and support qualification choices before GCSE-level commitments are made. This programme is informed by our evaluation of events and consultation with pupils and staff, and has led to the development of the Sussex Study Experience, a Year 12 attainment raising initiative, engaging academics from a variety of subject areas, as well as an increase in the levels of engagement with the partnership teams and an expansion in our Summer School programme.
- **Developing a programme with Primary Schools:** in recognition of our commitment to the student life cycle approach to widening participation, we have introduced additional primary school activities, including collaborative residential opportunities with IntoUniversity and buddy days. In addition we have contracted to work with IntoUniversity. We will expand our Explorers' Programme to Eastbourne, targeting primary schools in areas of coastal deprivation.
- **Continuing to maintain our current excellent performance at student retention**, in particular for target WP groups, which convinces us that our First-Generation Scholar Scheme should remain core to the package of support offered to WP students.

- **Outreach and aspiration-raising activity:**

We have increased our outreach work with both 11-16 and post-16 age groups through an expanded Schools & Colleges Partnership Programme, which provides advice and guidance around GCSE choices, mentoring support by Sussex students to raise achievement, and summer schools. During 2014-15 we engaged with 18,500 students across the programme.

- **Financial support for students:**

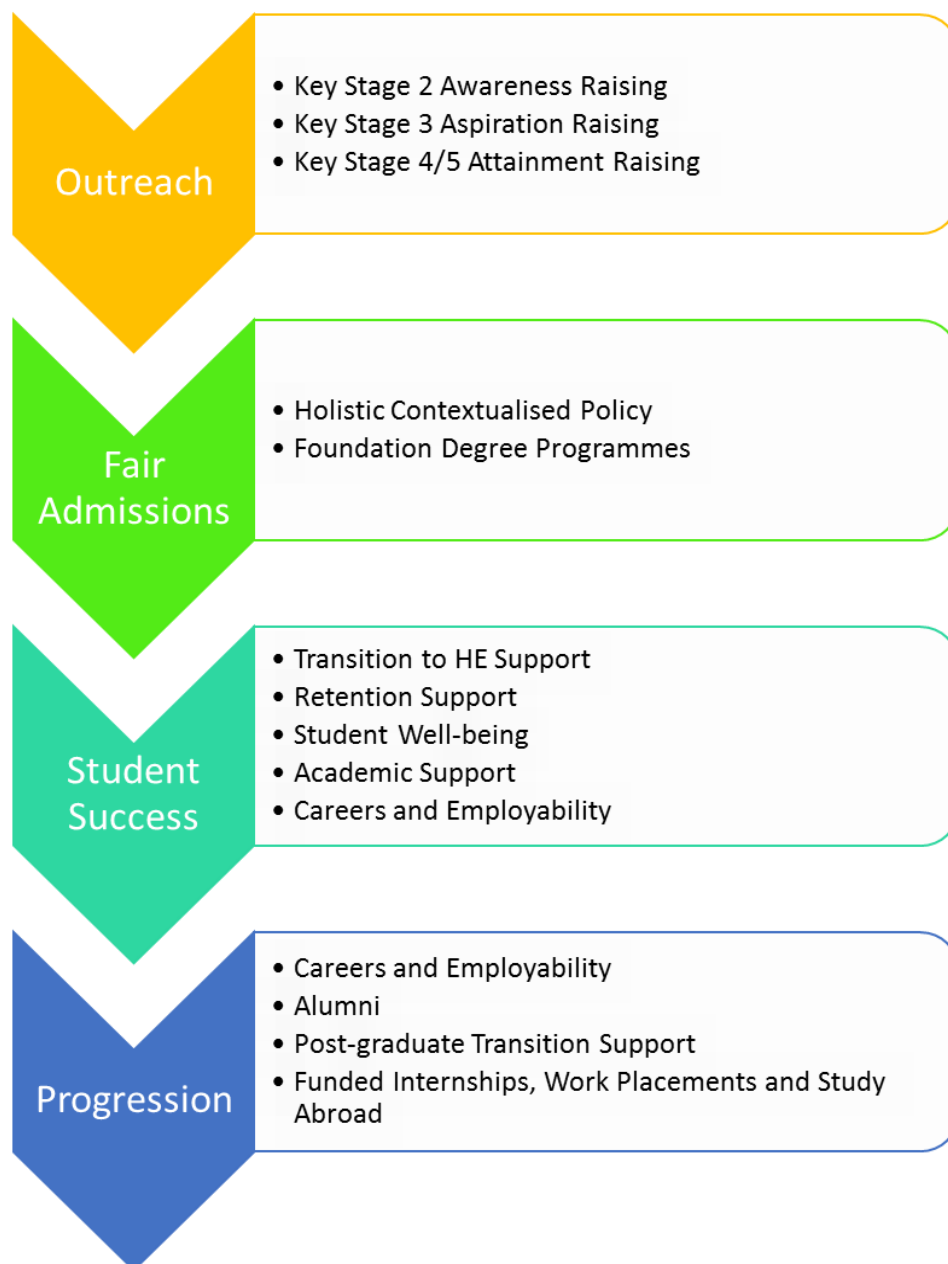
Based on current figures it is anticipated that **£2.5 million** of direct funding will be paid to students in their first and foundation year of study through our First-Generation Scholars Scheme, and a further **£1.6 million** to students in their second and third years as part of the retention element of the scheme.

The financial offer within our First-Generation Scholars Scheme is designed to be attractive to students from households with an income of less than £42,620 per annum and students from low participation neighbourhoods, to ensure that they are not deterred from entering HE 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.

- **Supporting employment outcomes for WP groups:**

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 study/academic skills, careers and employability activity commencing with work-shadowing in the first year, and paid internships between the second and third year of study. 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.

First-Generation Scholars Progression Framework



ACCESS

Outreach and aspiration raising

The University has developed and delivers an extensive programme of outreach activity, working with pupils from Primary School through to Year 13 to raise aspirations and encourage young people to consider continuing to degree level study, working with a network of partner primary schools, secondary schools and colleges. The University also has a longstanding relationship with schools in London and Croydon. This enables us to reach more pupils from BAME backgrounds to encourage them to consider applying to universities outside their local community. Our work with our partners includes outreach, curriculum development input and staff development.

We have developed a specific programme to work with pupils in Year 9 to link with GCSE option choices and it 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.

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 students as ambassadors, tutors and mentors.

We offer the Sussex Study Experience (SSE), an extended attainment raising programme for Year 12 students from our partner schools within Sussex and London. The programme gives AS-level students the opportunity to experience subject specific university style teaching and learning in a campus environment. Also uniquely, the SSE enables 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.

Starting with six subject strands – Physics, Media, English, History, Geography and Law – this programme is continuing to expand, it entails three or four academic days of teaching, culminating in a piece of work which will be exhibited at a graduation-style ceremony in July. The programme also includes e-mentoring support through our collaborative partnership with the Brightside Trust with student ambassadors from their subject strand, an information, advice and guidance session and a study skills and revision day, enabling students to prepare for forthcoming exams and the application process to university, as well as further exploration of their future careers.

Sussex Study Experience aims to:

- Deepen understanding, knowledge and skills in the student's chosen subject
- Enable students to work at a higher level and consequently achieve higher grades
- Improve confidence levels in their subject
- Encourage students to feel university is an achievable goal
- Enable students to explore their future choices/plans

The 2015/16 cohort of students participated in a dedicated research programme which will inform development of the programme for 2016-17.

Residential Summer Schools

The University has continued to build on its successful summer schools programme targeted at Year 10 and Year 12. The Year 10 summer schools focus on providing pupils with an insight into student life, whilst the Year 12 programme is subject-specific and supports students making applications to a broad range of institutions. This summer school programme has now developed to include collaborative Summer schools with the global law firm Allan and Overy, Salters Chemistry camp and Headstart.

A pilot transition summer school for autistic students entering Sussex is being piloted by the Widening Participation/Student Services Division and the School of Psychology in September 2015, with the intention to roll out from 2016-17.

Monitoring and evaluation

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 has invested in the Higher Education Access Tracker (HEAT) as part of the national roll-out of the project. We value the opportunity to contribute to the national evaluation of outreach work, and have produced an evaluation strategy which links in with the continuing development of HEAT. The Deputy Head of Widening Participation sits on the HEAT Governance Board.

Outreach participants in the First-Generation Scholars Scheme complete an entry, transitional and exit questionnaire which are stored against their record in HEAT. To allow us to build a longitudinal profile of each student, core questions have been identified. By asking these questions at differing points in the participants' involvement in the Scheme, we will build evidence of the success of our work.

The core questions will be used in evaluation of our project work, so that we can gain a fuller understanding of the impact of our overarching programme. In addition, each project has a number of specific aims and objectives which are included in the project evaluation.

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 |

Collaborative outreach

We continue to work collaboratively 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.

Aimhigher London South network (AHLS)

We have a longstanding collaborative partnership with Aimhigher London South, which works 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 11 universities, 28 schools and 3 further education colleges across London and the South East. The network is committed to collaboration and works together to:

- provide impartial information, advice and guidance to learners from Year 8 – Year 13 (and is developing ways of working with primary to secondary transition (Years 5 and 6))
- share good practice at a local and regional level in order to determine what works well, and that activities are effective
- develop and apply evaluation and monitoring methods to illustrate long term impact
- improve the involvement of current students

They are expanding the breadth of offer year on year in response to school/college/Local Authority need. The events have, and will continue to, 'mix' schools and college learners from varying areas of London and the South East and a variety of cultural groups. A particular focus from 2015-16 onwards will be working with parents.

To further enhance the package of impartial information, advice and guidance across London, Aimhigher London South 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.

Aim Higher London South 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.

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; this is an area for improvement for 2016-17.

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. Realising Opportunities has a robust evaluation framework which incorporates contextual data, student aspirations and the 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 academic assessment element. Successful completion of RO will result in additional consideration being given to applications through UCAS from all Partner universities, and the potential for an alternative offer worth up to 40 UCAS points or equivalent.

Each of the participating institutions has committed future funds to the central operating budget to ensure the ongoing delivery and development of RO to 31 July 2017. For 2016–2017 this will be a maximum of **£37,000** per partner.

RO's independent evaluators, the Institute for Effective Education, commented in December 2014:

“It is evident, for example, given the emphasis on collaboration and outreach activities in the HEFCE/OFFA National Strategy (2014 p94), that RO is ‘ahead of the game’ in terms of these activities. The programme has matured, with some of the collaborative relationships being in place for six years or more, and now has long-standing and sustained relationships across the university, college and school sectors.”

Targets are contingent on UCAS providing the RO Central Team with the required data to evidence progression of RO students to research-intensive universities. Additionally, targets beyond 2017 are notional.

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.

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 two 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, and summer residentials for Year 6 students.

The Explorers' Programme is a new University of Sussex, primary aged initiative, targeted at Eastbourne primary schools which will feed into target secondary schools, outside our IntoUniversity catchment. The Widening Participation team and School of Education have researched and designed the content in close liaison with the schools to develop an aspiration-raising programme which will support the transition to secondary education. This will be piloted with a robust programme ready for roll out in 2016-17.

National Collaborative Network

As part of the HEFCE-funded National Network for Collaborative Outreach, the University of Sussex has been instrumental in the development of the Sussex Learning Network Single Point of Contact (SPoC). In partnership with the University of Brighton, University of Chichester and Northbrook Further Education College, the network is planning to target coastal deprivation specifically in the south east coastal region. In addition, by further linking with Kent and Hampshire SPoCs we aim to extend our reach through developing sustainable online resources that will remain accessible when funding ceases, as well as ensuring maximum coverage of specific target groups.

Sussex is also supporting the National Network for the Education of Care Leavers (NNECL) SPoC, which aims to provide a national collaborative approach for resources and information, advice and guidance for this targeted group of students.

First-Generation Scholar Student Ambassador Development

Key to the success of our outreach programme is the role of our student ambassador. We employ 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 recruit First-Generation Scholars to this role.

We have just appointed a member of staff with full line management responsibility for student ambassadors. Having one person with strategic oversight for this area will allow us to professionalise our student ambassador scheme over the 2015/16 academic year with the aim of having a sector-leading, accredited, Ambassador Programme by 2016/17.

As an active member of the Access HE Student Ambassador Forum we intend to use their Ambassador Training Standards as a model for our scheme as it lays out a clear strategy to support student success. We already adhere to the majority of areas in the Access HE Training Standards but will be focusing on the following areas to improve our programme:

- Ongoing ambassador development – in addition to the core training we will be introducing additional training sessions throughout the year to help ambassadors develop skills useful for the role. Ambassadors have already been consulted on potential training topics and have identified behaviour management and public speaking as the key areas in which they would appreciate more training.
- Evaluation – we intend to introduce a 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.

Additionally, we are developing our recruitment processes with a view to recruiting more ambassadors from BAME groups and more male ambassadors. Initial contact has been made with the University of Sussex Islamic Society as well as the African and Caribbean Society to see whether we can work collaboratively on ambassador recruitment.

“Being part of the scheme was incredibly beneficial to me. It opened my eyes to the world of university, giving me information that I could not find out through my parents. This allowed me to think about my future in a whole new way and gave me a new-found belief that I could get in to university and that I would make it happen.”

Lauren Symons, 3rd Year Media Practice student and participant in Sussex Outreach programme prior to her studies.

Fair and contextualised admissions policy

This activity is further supported by our fair and contextualised admissions policy. Sussex aims to offer a diverse, multicultural undergraduate student community that is open and welcoming to those with the potential 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;
- attempting to recruit 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.

STUDENT SUCCESS

Transition to 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. In recognition of this, in 2014-15 the University created the post of Retention and Progression Manager to develop a programme of pre-arrival and on-course activities to support students.

Pre-arrival activity under development in 2014-15 includes incorporating the programme developed by Epigeum into our pre-arrival guidance, as well as using existing pre-arrival materials used by the University Housing Office using StarRez. This will be piloted in 2015-16 and fully embedded by 2016-17.

In addition to the financial support package provided through the First-Generation Scholars Scheme, students are also invited to participate in a range of transition, retention and employability activities and to take advantage of the range of support 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. These include:

- **Student success academic/study skills:** a range of one-to-one individual academic/study skills consultations and academic/study skills group workshops and exam preparation.
- **Career Hub:** an integration of online study skills and career development tools which provides a central online booking facility for all resources, workshops and tutorials offered to First-Generation Scholars.
- **Sussex Plus Employability Award** to include careers, skills and leadership development, with an employability event introducing First-Generation Scholar alumni-employer mentors and speakers across a range of access to career themes with individual consultations.

Retention scholarships for subsequent years of study

Students who meet the eligibility criteria for the First-Generation Scholars Scheme qualify for a cash award of £1000 per year and £3000 if they opt to take a 'study abroad' year.

Care leavers continue to receive £3000 in cash for each year of study.

Our review of our current retention performance provides evidence that our support for students from low-income households has been effective, particularly in relation to keeping our retention rates for low-income and low-NS SEC groups in line with other groups.

Progression

Our extensive programme of career development, placement and internship opportunities supports the progression of our target students. This programme includes:

- **Learning to Lead:** a collaboration between the University's Careers and Employability Centre and the international management consultancy Clemorton to offer Sussex students a place on a prestigious leadership training programme, involving an intensive two day course, designed to provide an insight into the key management skills and professional attitudes, confidence and experience that leaders need to develop. Candidates are then selected to enter the second stage of the programme, providing an additional training day and one-to-one coaching to gain one year's affiliate membership to the Institute of Leadership and Management.
- **The Mason Hayes Scholarships:** funded by Marcus Hayes, a former Sussex graduate, these scholarships not only provide financial support for law students from non-traditional backgrounds, but also offer personal mentoring and a two to three day work experience programme including opportunities in the legal division of a major corporate organisation, barristers' chambers or with a firm of solicitors.
- **Funded work-shadowing:** 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.
- **Funded internship opportunities** in the UK and internationally 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 a further proposal for an eight week programme, with four weeks of language tuition and a 4 week internship.
- **Success after graduating from Sussex:** access to the Careers and Employability Centre for three years after graduation.

"The First-Generation Scholars internship scheme has given me the opportunity to gain some practical experience within a field which was of interest to me. This also proved to be really beneficial in terms of providing me with transferable skills, whilst also confirming for me that this was a career path which I would be interested in pursuing in the future. It provided me with a great opportunity to network with my employers and learn about their first-hand experiences of the industry"

Laura Cross, 3rd Year Psychology BSc student and participant in the First-Generation Scholars internship scheme.

The Destinations of Leavers from Higher Education (DHLE)

DHLE tracks outcomes at six months and longitudinally at 18 months. In 2011, in anticipation of the additional funding delivered by the increase in the tuition fee, a number of strategies were developed to bring about change in positive destinations and included:

- **Periodic review:** across all 12 academic schools and 32 disciplines to embed employability skills and experience within the curriculum.
- **Co-location of the Careers and Employability Centre (CEC) within the Library:** to increase the visibility of, and accessibility to, CEC, resulting in a significant increase in use of the service by students.
- **Increase in CEC staffing:** the appointment of an additional seven staff to the team in anticipation of the increased student numbers, and to enable the development of a range of programmes and opportunities for students.
- **Study abroad options:** more active promotion of the existing opportunities coupled with offering 10 language options as part of Sussex Choice.

The first cohort of students to benefit from this graduated in 2013-14 and the DHLE results indicate a sustained improvement in students obtaining graduate level jobs, with 85% of the cohort entering at this level within six months of graduation.

The progress of the cohort of First-Generation Scholars graduating in 2014-15 will be monitored to ensure that they are accessing the same graduate opportunities as others in their cohort.

Targets and milestones

Our key institutional targets - proportions of entrants¹ from:

| Target | State schools | | | | | | NS-SEC groups 4-8 | | | | | | Low participation neighbourhoods | | | | | |
|--------------------------|---|-------|-------|-------|-------|-------|--|-------|-------|-------|-------|-------|---|-------|-------|-------|-------|-------|
| 5-year target | 90% | | | | | | 25% | | | | | | 7.5% | | | | | |
| Milestone targets | Base in 13/14 87% | | | | | | Base in 13/14 24.2% | | | | | | Base in 13/14 5.7% | | | | | |
| | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 |
| | 87.5% | 87.5% | 88.0% | 88.5% | 88.5% | 90% | 25% | 25% | 25% | 25% | 25% | 25% | 6.0% | 6.3% | 6.5% | 6.8% | 7.0% | 7.5% |
| Rationale | We continue to work towards achieving our target of 90%, although this has proved challenging. This target should consolidate our position at the top of national tables based on exceeding benchmark entry from state schools. Our scope for further rise on this indicator is limited, as independent schools educate 18% of the national A-level population. | | | | | | This is the most stretching of the targets we have adopted, because it is the area in which we need to make most improvement. At steady state it would mean an additional 400 students from NS-SEC groups 4-8 in our student body. This 25% increase would move us well above benchmark. | | | | | | This is a stretching target given the tight distribution of HEIs' performance on this indicator; it should place us 2.0% above the benchmark, which should equate to the top 20 nationally, and being at or close to top of our peer group. | | | | | |

¹ 'Entrants' is used here to denote future student entrants who are eligible for the UK student loan scheme.

Additional local targets

| Target group and current baseline | 5-year target: proportion of entrants | 5-year target: retention and outcomes |
|--|--|--|
| BAME students (current baseline 16%) | Target increase to 19% | Retention target to match other groups, i.e. < 5% young and <10% mature student 1st year non-completions. Employment outcomes for target groups to be in line with other groups. |
| Mature students (current baseline 11.9%) | To rise within peer group top quartile | |
| Disabled students (current baseline 8.4%) | To rise within the national top quartile | |

Activity-related and ‘trajectory’ targets

In addition to these specific activity-based and ‘trajectory’ targets, we will be looking at a range of other data indicators to monitor and evaluate our progress.

| Outreach activity | End-of-5-year target | Interim targets (+ milestone-point) |
|---|---|--|
| Numbers of partner schools and colleges | 80 Full Partner schools and 40 Associate Partner schools. | Targets have been revised from the original 40 Partner and 40 Associate Partner Schools as 75 Partner Schools had been established by 2013-14 but will not be increased at this stage, as we wish to focus on continuing to deliver high quality programmes responsive to the needs of our partners rather than high quantity. |
| Number of primary schools partners | 10 Full Partner schools | Interim milestone 5 Full Primary Partners 2013-2014. (Target exceeded with 7 partner schools in 2013-14). See comment above. |

| Volume of engagements with: | End-of-5-year target | Interim targets (+ milestone-point) |
|------------------------------------|---|---|
| Students | Raise individual enrolments in our First-Generation Scholars Scheme from 4000 to 7000, and increase engagements per year. | Increase consistent with growth in student numbers. |
| School staff | All Full Partner School staff to be invited to be part of an annual staff development opportunity. | Out of those invited, 120 attended the 2013-14 conference. |
| Parents | All parents of target students in 50% of full partner schools to be invited to at least one annual information event. | This target was exceeded in 2013-14 with 65% of parents involved in events. |
| Participants | Raise number of interventions across the WP programme | Increase from 21,000 in 13-14 by 500 per annum. |

| Retention and outcomes | End-of-5-year target | Interim targets (+ milestone-point) |
|--|--|---|
| Study skills, personal development, careers and leadership engagements | >90% of First-Generation Scholars involved in one or more of these opportunities by their final year. (First cohort due to enter their final year in 2014-15). | End 2013/14: 75% involvement End 2014/15 78% involvement End 2015/16 80% involvement End 2016/17 83% involvement End 2017/18 85% involvement End 2017/18 90% involvement |
| Funded internships and work placements for WP groups | >30% of First-Generation Scholars involved in one or more of these opportunities by their final year. | End 2016/17: 30% of First-Generation Scholars to be involved by their final year. |

The University remains committed to increasing the percentage of BAME students from 12% to 15% by 2016. This has shaped the design of our outreach programme which builds on a long tradition of working with schools and colleges in London, with the aim of engaging students from BAME backgrounds. One of the key factors used to identify partner schools and colleges in London is the number of pupils who do not have English as a first language. The residential summer schools are our most intensive outreach activity and we continue to develop these. We continue to extend our work with Primary Schools through our partnership with IntoUniversity.

Appendix 1

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 £9000. Erasmus students will be charged a fee of £1350. The fee for a full year spent on placement or studying abroad which attracts academic credit (sandwich year) is £1800.

The University is committed to reinvesting fee income, equating to £8.2 million a year, in an extensive programme to improve access to University and to support the success and progression of students who are under-represented in the student population, through our First-Generation Scholars Scheme.

Expenditure

| | |
|---|---------------|
| Access | £1.65 million |
| Financial support for students to support success and progression | £4.45 million |
| Student Success and Progression programmes and activities | £2.1 million |
| Total committed expenditure excluding student opportunity funding | £8.2 million |

Student success measures

The University has an OFFA Steering Group which reviews the widening participation indicators and benchmarks.

Benchmark Data

| | |
|---|--|
| <p>Entry from state schools and colleges</p> | <p>2013-14 87% (5.4% above location-adjusted-benchmark) 2012-13 86% (7.2% above location-adjusted-benchmark) 2011-12 85.2 % (7.4% above location-adjusted-benchmark)</p> <p>Allowing for location-adjusted-benchmark this results in a ranking of 3rd out of 33 amongst English Russell Group and former 1994 Group HEIs.</p> |
| <p>Entry from low participation neighbourhoods</p> | <p>2013-14 5.7% (0.1% above location-adjusted-benchmark) 2012-13 5.1% (In line with location-adjusted-benchmark) 2011-12 6.2% (1.2% above location-adjusted-benchmark)</p> <p>Allowing for location-adjusted-benchmark this results in a ranking of equal 7th out of 33 amongst English Russell Group and former 1994 Group HEIs.</p> |
| <p>Entry from lower socio-economic groups</p> | <p>2013-14 24.2% (0.8% below location-adjusted-benchmark) 2012-13 23% (In line with location-adjusted-benchmark) 2011-12 20.2% (1.3% below location-adjusted-benchmark)</p> <p>Allowing for location-adjusted-benchmark this results in a ranking of 14th out of 33 amongst English Russell Group and former 1994 Group HEIs.</p> |
| <p>Retention</p> | <p>2013-14 non-continuation levels for young entrants was 3.2% against a benchmark of 3.6%. 2012-13 non-continuation levels for young entrants was 2.8% against a benchmark of 3.4%.</p> <p>2014-15 non-continuation levels for mature entrants was 10.6% against a benchmark of 13.3%. 2012-13 non-continuation levels for mature entrants was 8.7% against a benchmark of 10.7%</p> <p>Sussex is ranked 7th out of the 33 English Russell Group and former 1994 Group members for these measures.</p> |

These figures may be subject to change but are correct at the date of publication: July 2015

Monitoring and evaluation of our Access Agreement

Our Performance Committee, which reports directly to University Council, has governance oversight of our performance against the commitments of this Access Agreement. Management oversight is led by our Pro-Vice-Chancellor (Teaching & Learning) and the Director of Student Services. 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.

(a) 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 Maths²);
- qualitative work on the effectiveness of interventions with 11-16 and post-16 groups.

(b) 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.

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 programme;
- A schedule of age-appropriate communications;
- A First-Generation Scholars Scheme passport;
- Wall planners for Schools and other partners.

² This is a strong indicator of subsequent progression rates to HE.

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 University will use the results of the National NSP Survey to inform its own consultation process with students which will, in turn, inform future developments of our First-Generation Scholars Scheme. 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.

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.

Table 7 - Targets and milestones

Institution name: University of Sussex
 Institution UKPRN: 10007806

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

| Reference number | Please select target type from the drop-down menu | Description (500 characters maximum) | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|---|--|---------------------------------|---------------|---------------|--|---------|---------|---------|---------|---|
| | | | | | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
| T16a_01 | HESA T1a - State School (Young, full-time, first degree entrants) | To increase the proportion of entrants from 87% to 90% | No | 2013-14 | 87% | 88% | 88.5% | 90% | 90% | 90% | This target should consolidate our position at the top of national tables based on exceeding benchmark entry from state schools. Our scope for further absolute rise on this indicator is limited, as independent schools educate 18% of the national A level population |
| T16a_02 | HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants) | To increase the proportion of entrants NS-SEC groups 4-8 from 24.2% to 25% | No | 2013-14 | 24.2% | 25% | 25% | 25% | 25% | 25% | This is the most stretching of the targets we have adopted, because it is the area in which we need to make most improvement. At steady state it would mean an additional 400 students from NS-SEC groups 4-8 in our student body. This 25% increase in numbers from NS-SEC groups 4-8 would move us well above benchmark |
| T16a_03 | HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants) | To increase the proportion of entrants from LPN from 5.7% to 7.5% | No | 2013-14 | 5.7% | 7.3% | 7.5% | 7.5% | 7.5% | 7.5% | This is a stretching target given the tight distribution of HEIs' performance on this indicator; it should place us 2% above the benchmark, which should equate to the top 20 nationally, and being at or close to the top of our peer group |
| T16a_04 | Other statistic - Ethnicity (please give details in the next column) | To increase the proportion of entrants from LPN from 16% to 19% | No | 2013-14 | 16% | 16.5% | 17% | 18% | 18.5% | 19% | We have revised our targets upwards to reflect our excellent performance in recruiting students from BAME groups |
| T16a_05 | HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants) | To reduce the proportion of non-continuation following 1st year of entry from 3.2% to 3% | No | 2013-14 | 3.2% | 3% | 3% | 3% | 3% | 3% | We would like to improve on our consistent non continuation rate. We would like to ensure that this is reflected across our First Generation Student cohorts. |
| T16a_06 | HESA T2a - (Mature, full-time, first degree entrants) | To raise within the national top quartile | No | 2013-14 | 11.9% | 12% | 12.1% | 12.1% | 12.2% | 12.2% | We are striving to improve our position on this target amongst our comparator group |

Notes

Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes-based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Table 7b - Other milestones and targets.

| Reference Number | Please select target type from the drop-down menu | Description (500 characters maximum) | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|---|---|---------------------------------|---------------|---------------|--|---------|---------|---------|---------|--|
| | | | | | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
| T16b_01 | 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 | 80 | 90 | 120 | 120 | 120 | |
| T16b_02 | 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 | 6500 | 7000 | 7000 | 7000 | 7000 | |
| T16b_03 | 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% | 75% | 80% | 85% | 90% | 95% | |
| T16b_04 | 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 | 4500 | 4700 | 4900 | 5100 | 5300 | |
| T16b_05 | 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% | 80% | 83% | 85% | 90% | 90% | |
| T16b_06 | 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% | 30% | |
| T16b_07 | Outreach / WP activity (collaborative - please give details in the next column) | Realising opportunities targets for the progression of RO participants to an RO partner university | Yes | 2015-16 | 25% | 25% | 25% | 25% | 25% | 25% | |

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.