Access agreement monitoring return academic year 2010-11: Milestones and targets Roehampton University

Milestones and targets

This document reflects the institution's own analysis of its performance against the targets and milestones that it set itself in its access agreement for 2010-11. OFFA considered it as part of our holistic consideration of the institution's progress against its access agreement; we also took into account the other information provided in the monitoring return, the institution's general performance on widening participation, and our knowledge of its access agreement and previous monitoring rounds.

For further information about monitoring performance against milestones and targets, please see part four of the report, Access agreement and widening participation strategic assessment moniotoring: Outcomes for 2010-11.

Table 1 contains a report from the institution on its progress against the milestones it set itself in its access agreement relating to 2010-11.

Table 1a): This shows statistical milestones/targets relating to the institution's applicants, entrants or student body – e.g. those based on HESA, Ucas or similar data that the institution uses to measure the outcomes of its widening participation work.

Table 1b): This shows other milestones and targets that the institution chose to include. These typically relate to outreach, lifelong learning, or institutional mission and targets.

Table 2 sets out the HESA performance indicators for young entrants covering state school, social class (National Statistics Socio-economic Classification – NS-SEC) and low participation neighbourhoods (LPN). These are reproduced to provide a context for the institution's overall performance. Please note that 2010-11 performance indicators are now also available; however, these had not been published at the time institutions were submitting their monitoring returns and are not presented here. For more information on HESA performance indicators, see www.hesa.ac.uk/pi.

Table 3 provides the institution's commentary on its progress. Specifically, we invited institutions to:

- comment on the level of progress made against their access agreement targets
- set the figures in some context, for example, if there were any external factors which may have influenced them
- provide explanations where they did not meet targets or where progress was less than anticipated.

1. Access agreement milestones and targets

a) Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Milestone / target type (from drop-down menu)	·	Baseline data (number or percentage)	Baseline year	Target (number or percentage)	Target year	2006-07	2007-08	2008-09	2009-10	2010-11	Performance summary (from drop-down menu)
State School (HESA Table T1b)	The percentage of entrants who attended a school or college in the state sector to be maintained at a level above the national average	0.951	2009	0.894	2009	0.965	0.963	0.974	0.951		Target met/exceeded
NS-SEC (HESA Table T1b)	The percentage of entrants who were returned NS Social Economic Classifications 4 to 7 to be maintained at a level above the national average	0.351	2009	0.307	2009	0.357	0.379	0.417	0.351		Target met/exceeded
LPN (location adjusted) (HESA Table T1b)	The percentage of entrants whose home area is known to be a low proportion of 18 and 19 year olds in higher education to be maintained at a level above the national average	0.068	2009	0.107	2009	0.049	0.059	0.066	0.068		Progress made – but less than anticipated
Non-continuation/Student success	Roehampton to outperform the London P92 average benchmark in non-continuation rates	0.081	2009	0.121	2009	0.131	0.161	0.115	0.081		Target met/exceeded

b) Other milestones and targets

								Progress to date				
Milestone / target type (from drop-down menu)	Description	Baseline data	Baseline year	Target	Target year	2006-07	2007-08	2008-09	2009-10	2010-11	Performance summary (please select from drop-down menu)	
Student support services	Post-entry support targeted at students who will be the first in their families to attend university. The University has academic learning advisers, peer mentors, programme mentors, personal tutors and student welfare officers offering post-entry support (both academic and pastoral) to students. The availability of this support is promoted via our website, in-class talks, posters around campus, and in any school/college outreach that is undertaken. These activities/programmes are kept under review.			First-generation students in HE.						Improved retention rates reflect the effectiveness of this support: Roehampton's non-continuation rates have gone from 11.5% in 2008-09 to 8.1% in 2009-10 (latest data available) and are now below the HESA bench-mark of 9.5%.	Target met/exceeded	
ifelong learning	Roehampton is committed to attracting well-qualified postgraduates from all sectors of society.			Under- represented groups at PG level in HE.							Progress made – but less than anticipated	
Outreach / WP activity (other - please give details in the next column)	We will continue to support outreach in order to raise aspirations of those in our local community.			All school-age children in the Roehampton ward.						done with local primary schools, local community groups, Wandsworth secondary schools, young people on local	Target met/exceeded	
										housing estate.		

2. HESA widening participation perforance indicators to 2009-10 (from HESA table T1b)

HESA PI category	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Two-year change (2007- 08 to 2009-10)	
State School (%)	92.7	94	96.5	96.3	97.4	95.1	-1.2	2.4
Distance from benchmark	2.6	2.8	3.9	4.1	4.3	1.6	-2.5	-1.0
NS-SEC 4-7 [socio-economic class] (%)	33.8	34.3	35.7	37.9	N/A	35.1	-2.8	1.3
Distance from benchmark	2.8	1.5	2.1	3.2	N/A	0.3	-2.9	-2.5
Low participation neighbourhoods (young) (%)	N/A	N/A	4.9	5.9	6.6	6.8	0.9	N/A
Distance from benchmark	N/A	N/A	-1.2	-1	-0.3	-0.9	0.1	N/A

3. Institution's commentary

For your statistical and other access agreement milestones (from Tables 9a and 9b), please provide a narrative (maximum 750 words) which:

- comments on the level of progress made against the targets
- sets the figures in some context, for example if there have been any external factors which may have influenced them
- provides explanations where you have not met targets or where progress has been less than anticipated.

Widening Participation (HESA Indicators): The University is committed to consistently outperforming the national average on the full range of HESA widening participation indicators:

- 1. percentage with previous state school attendance,
 - 2. percentage from socio-economic groups 4, 5, 6 and 7,
- 3. Percentage whose home area is known to be a low proportion of 18- and 19-year-olds in higher education.

We outperform our targets in relation to 1 and 2 above. Point 3 is a harder target for us to achieve due to locality of our students but we remain committed to improve in this target.

Local Areas: The University has developed a strong widening access programme. The University adopted the goal of reaching every student in the Roehampton ward, which has one of the lowest participation rates in the country. This goal has now been achieved, in a large measure through Aimhigher activities with partner institutions, and increasingly, since the end of Aimhigher funding, through University central funding.

Applications: Roehampton focuses its access work on a number of key areas through partnerships and outreach work with schools and FE colleges, particularly in south and west London – the University's home region:

- Roehampton Student Ambassador Scheme: trained students work in schools and on campus with groups of school children and young people on various activities.
- **Shadow a Student:** school and college students 'shadow' Roehampton students for a day and encounter different HE teaching methods in 'live' sessions, as well as study and social activities.
- Subject Masterclasses: these are designed to enhance understanding in GCSE subjects.
- **Sport, work and study:** effective time management sessions to enhance ability to cope successfully with competing pressures.
- Activities for Gifted & Talented Students: these include masterclasses in various areas such as modern languages, English, psychology, philosophy and creative writing.
- Taster & Progression Days: these are run in response to school requests and specifically for schools in our region that are identified as having low progression rates to HE.
- Academic Mentoring: in-school sessions in various subject areas; Roehampton undergraduates work with secondary schools in the region to offer academic support to pre-GCSE students.
- Year 12 and Year 13 Induction Days: on-campus whole-year group days to introduce students to and prepare them for university life.
- Primary School Students' Campus Visits: initial visits with generic information and activities.
- Activities for Primary School groups: age-appropriate activities designed by the University of Liverpool.
- Mock Interview sessions: confidence building sessions.
- Community Sport activities: working with local community and sports clubs.
- Partnerships with schools: the University of Roehampton is committed to working closely with schools and colleges to foster collaborations that engender good practice, opportunities for interinstitution staff development, and the provision of sound information, advice and guidance to potential university students. The University has established a Secondary Schools and University

Partnership group and has signed Memoranda of Understanding with participating schools. Roehampton staff increasingly attend parents' evenings at schools to offer IAG. Online IAG Question & Answer sessions are being offered to teachers via school networks.
Disabled students: The University of Roehampton has full Access Centre Status. The Centre undertakes assessments for DSA and ensures that students with disabilities are assisted to participate in and complete HE programmes successfully.
Non-continuation and student success: The University has made significant improvements in its student retention. The latest figures for the 2010/11 cohort show that the University's non-continuation is very close to the national average. This is a significant achievement, particularly considering the University's relatively high proportion of non-traditional students.