

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

HESA PI category	Progress to date						Two-year change (2007-08 to 2009-10)	Five-year change (2004-05 to 2009-10)
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
State School (%)	92.7	94	96.5	96.3	97.4	95.1	-1.2	2.4
<i>Distance from benchmark</i>	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
<i>Distance from benchmark</i>	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
<i>Distance from benchmark</i>	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 inter-institution 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.