

OFFA
June 2013/02

HEFCE
June 2013/12

Outcomes

This document gives the outcomes of OFFA and HEFCE's annual monitoring of access agreements and widening participation strategic assessments for 2011-12 and National Scholarship Programme in-year monitoring for 2012-13.

Access agreement and widening participation strategic assessment 2011-12 and National Scholarship Programme 2012-13 (in-year) monitoring outcomes

Alternative formats

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OFFA foreword

In the OFFA sections of this report we look at how higher education institutions responded to the challenge of promoting fair access to their courses through access agreements in 2011-12. Our third joint report with the Higher Education Funding Council for England (HEFCE), it is the first monitoring report to be published since I became Director of Fair Access in September 2012.



Setting the report in context

The access agreements which are monitored in this report were, of course, approved by my predecessor Sir Martin Harris. Martin was the first Director of Fair Access, and did tremendous work with colleagues across the sector to significantly increase participation in higher education among people who might otherwise have thought that university was not for them. As this is a joint report, it is important to note that this will be the final monitoring report presided over by Sir Alan Langlands. As HEFCE's chief executive, Alan has made an outstanding contribution to higher education in England and will, I am sure, continue to do so in his new role as Vice-Chancellor at the University of Leeds.

At first glance, the retrospective nature of the report might confuse some lay readers, and it is important to recognise what this report is and, perhaps more importantly, what it is not. The report shows how individual institutions, and the sector as a whole, performed against the access agreements that we agreed for 2011-12, the last year before the current fee and support arrangements. It shows spend on access measures in 2011-12 at both a sector and institutional level and also the number of bursary holders at individual institutions. What the report does not do is offer data on how institutions have responded through their access agreements to the new system of fees and student support – that will come next year. Nor does it provide access agreement performance 'league tables' for 2011-12 as the diversity of the sector and the variety of targets that institutions set themselves mean it would be impossible to create any such tables in a meaningful way.

The importance of outreach

It is important to note the continued efforts of universities and colleges to reach out to potential students in schools and communities where few currently progress to higher education. Spending on additional outreach activity monitored under access agreements is up by 26 per cent from £45.7 million in 2012-11 to £57.6 million. Evidence has shown the value of targeted, sustained outreach work

and we have therefore encouraged institutions to rebalance their expenditure so that they are investing in more outreach in their future access agreements with us. For example, under the access agreements approved for the 2013-14 academic year, institutions will be spending £110 million on outreach. I've asked institutions to increase their focus on outreach still further in the access agreements for 2014-15 that my staff are now busy assessing.

In my extensive institutional visits to date I've seen for myself the outstanding work that many universities are doing to raise aspirations and attainment levels. Our report gives you the high level data on outreach spend but behind the figures are the people whose lives have been changed as a result of outreach work – young and mature learners, for example, who simply would not have thought that a university education was for them if it hadn't been for outreach activities delivered in their communities.

Progress against access targets

Turning to the progress made by institutions against the access targets they set themselves for 2011-12, we found that the majority of institutions are meeting or exceeding their targets, while others are making significant progress in difficult circumstances. This is in line with national level data – including the Higher Education Initial Participation Rate and data from UCAS and HESA – that shows continued and sustained improvements in participation, including for students from the most disadvantaged backgrounds. But it's not a wholly positive picture. We know that, despite their considerable efforts, the most selective institutions have made little or no headline progress in increasing access in recent years. This is why, under the new fee arrangements, we have secured significant additional investment in their access agreements. We will be working with highly selective institutions to ensure a greater focus on the approaches, partnerships and activities that are most effective at widening access, both to their particular institution and to the sector as a whole. Where institutions have not made as much progress as they wished, we will be working with them to understand the reasons for their performance. At the same time we will be identifying good practice around what works best, so that we can advise

institutions on the best way forward to achieve maximum long and short-term impact. Our work with HEFCE to develop a national strategy for access and student success should add considerable momentum to all these areas.

As in our 2010-11 monitoring, we asked institutions to assess their progress against each of the targets they had set themselves for 2011-12 and to provide an explanatory commentary on their progress. We will be using these self-assessments and commentaries to inform our discussions with institutions over the coming months, including discussions around their next access agreements for 2014-15. And, in the interests of transparency and accountability, we have also published institutions' monitoring self-assessments on OFFA's website.

Spend

On spend, I am satisfied that the investment in access is well within our expectations. Spend on access agreements rose in cash terms although as a proportion of higher fee income, it fell slightly, from 24.4 per cent in 2010-11 to 23.5 per cent in 2011-12. The fact that the proportion of higher fee income spent on access measures in 2011-12 did not increase is not a surprise; in fact, given that many institutions have invested more in access than our guidance required, spend has held up more than one might have expected.

There are a number of factors that help to explain the small proportional reduction. Universities and colleges have not been immune from the economic situation. Also, 2011-12 was a year of uncertainty for institutions, with concerns about funding streams and preparation for the new system of fees and student support.

Looking ahead

While I am concerned to see that institutions continue to invest adequately in access – and effective access measures will always require significant investment – I am much more concerned to see that an intervention is working. Institutions need to be asking themselves what is changing as a result of their access activities. Are they helping to grow the applicant pool by improving aspiration and attainment levels among prospective students, both

young and mature? Is their student body becoming more representative? Are more of their students staying on to complete their degree? Spend is a useful proxy for commitment but it is critical that this spend is focused as effectively as possible in order to achieve maximum impact.

I've asked for greater use of evidence and evaluation of access and student success activities in future access agreements and will be using part of my increased resources to help institutions develop meaningful and practicable ways of measuring the impact of their activities. OFFA and HEFCE anticipate our forthcoming report on a national strategy will develop further our recommendations in this area. The challenge of effective evaluation in a fast-changing environment should not be underestimated but universities and colleges must get smarter in their investment if we are to maintain the improved participation from disadvantaged groups to the sector as a whole and start to close the unacceptably large participation gap between advantaged and disadvantaged people that remains at our most selective universities. Where you come from is still much too closely related to where you will end up, and universities and colleges have a vital role in helping change this.



Professor Les Ebdon
Director of fair access to higher education

HEFCE foreword



This is the third time that HEFCE has reported on the expenditure, range and nature of widening participation activity undertaken by the institutions which we fund. This report analyses institutions' returns under their Widening Participation Strategic Assessments (WPSAs) for the academic year 2011-12 and so aligns with the monitoring of access agreements shared in this joint report.

For the first time we are also reporting on monitoring data for the National Scholarship Programme (NSP) which HEFCE administers on behalf the Department for Business, Innovation and Skills (BIS). This monitoring covers the current year, 2012-13.

Demonstrating institutions' commitment to widening participation

The information provided by institutions for this report continues to demonstrate the commitment made to widening participation across the higher education system. In 2011-12 the sector again committed financial resources well in excess of the funding provided by HEFCE for widening participation, retention and disability. In terms of the NSP, the returns show that institutions have responded well to the programme in its first year, are delivering the appropriate number of awards to eligible students and are meeting their obligations by offering matched-funding.

We are pleased that institutions continue to take an evidence-based approach towards their widening participation commitments. I am at one with Professor Ebdon when he stresses the importance of making sure that investment in widening participation leads to effective intervention. The WPSA returns show that many institutions have developed their approach to evaluating widening participation activity and this report offers some examples of evaluation methods in use. These help to show what a difference well planned activity can make and I would urge all institutions to ensure that they collect the robust evidence they need to establish the long-term impact and effectiveness of their approaches. This will help them to be sure that they are taking the most effective actions to widen participation.

Continuing to make progress

Recent research into the use and impact of the HEFCE funding for widening participation¹ found significant evidence that, since the introduction of funding to support widening participation in 1999-2000, there has been a

¹ *The uses and impact of HEFCE funding for widening participation* – report to HEFCE by CFE and Edge Hill University March 2013 – further information on this is available on the HEFCE website at <http://www.hefce.ac.uk/pubs/rereports/year/2013/wpusesimpact/>

shift in organisational culture and attitudes towards widening participation across the sector. The research also found that HEFCE funding has helped widening participation to become formalised and embedded into institutional strategies.

The higher education system has been undergoing significant change since institutions submitted their widening participation strategic assessments in 2009 and we are now in the first year of implementation of the fees and funding reforms. We must ensure that the progress that institutions have made over the last decade in building widening participation into the fabric of their policies and strategies is both secured and built upon.

HEFCE's most recent grant letter from the Secretary of State confirmed that widening access to higher education is a strategic priority for the Government and an important contribution to social mobility. From 2013-14, HEFCE is providing a new Student Opportunity allocation, which will bring together the funding streams for widening access, students with disabilities, and improving retention into one targeted allocation. This funding will help institutions to continue to support students from under-represented or disadvantaged backgrounds.

It remains essential that institutions deliver outreach activity which not only raises attainment and aspiration of learners in schools and encourages mature learners to participate but also offers the ongoing support throughout a student's 'life-cycle' to ensure that, whatever their background, they are able to reach their full potential. We know from research² that the academic sphere is crucial in fostering the sense of belonging which promotes retention and further evidence points to the need for investment in inclusive learning, teaching and student support practices and environments. The commitment to widening participation must therefore be to a student's journey through higher education, from outreach to access and then through early years to successful completion and progression into employment or postgraduate study.

The HEFCE allocation shows our support for this work and the importance which we place on it. We will continue to monitor the impact of student

demand for higher education, in particular from students from disadvantaged backgrounds, but in turn institutions need to demonstrate their commitment by contributing further funding and taking robust and evidence based approaches to what works to ensure we have a nationally improving picture of ameliorating disadvantage and enabling those with potential to succeed.

Taking an integrated approach

In recognition of the fact that 2012-13 is a transitional year, HEFCE has requested an update to the interim widening participation strategic statements to cover 2013-14. As for the longer-term, we plan to integrate HEFCE's widening participation strategic statements (WPSSs) with OFFA access agreements. The integrated document will reduce duplication and burden on institutions and deliver the information that both we and OFFA need. Most importantly we hope it will provide a helpful framework within which institutions can clearly articulate and pursue their widening participation priorities.

The integrated document will initially cover OFFA requirements for 2015-16 and HEFCE requirements for 2014-17. For institutions without an access agreement we will ensure that their strategy documents can fully articulate their aims, objectives and strategy for widening participation over the same time frame.

A national strategy for access and student success

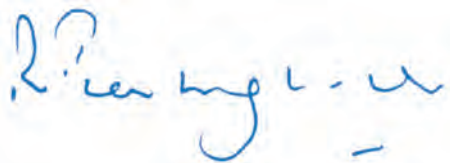
The development of the integrated approach is part of our broader joint activity to develop a national strategy for access and student success. In January 2013, HEFCE and OFFA delivered an interim report on the national strategy to Ministers, which brought together the current evidence of what works to widen participation in higher education and provided some tentative conclusions regarding future priorities. We will deliver the final report to Ministers in autumn 2013 and this will build on the evidence and emerging priorities identified in the interim report with fresh evidence provided through commissioned research, our call for evidence and our engagement with stakeholders. The opportunity to develop the joint national strategy has allowed us to

² *What Works? Student retention and success* - http://www.heacademy.ac.uk/resources/detail/what-works-student-retention/What_works_final_report

revisit our approaches to widening participation and social mobility and consider future approaches which will ensure that the investment made in this critical area continues to be best targeted to support institutions in delivering the desired outcomes for students, the economy and society.

The work that institutions do through their widening participation activity across the student life-cycle is an essential part of achieving such outcomes for students. Being able to demonstrate the progress made through this activity, as articulated and reported in WPSAs, NSP and access agreements, allows us and the Government to see the contribution institutions, often working with others, continue to make to this important agenda.

HEFCE and OFFA work closely and effectively together, and we will build on this to ensure that investment in widening participation and fair access is maximised in the interests of students and the wider public.



Sir Alan Langlands
Chief Executive, HEFCE

Access agreement and widening participation strategic assessment 2011-12 and National Scholarship Programme 2012-13 (in-year) monitoring outcomes

Executive summary

Introduction

1. Each year the Office for Fair Access (OFFA) and the Higher Education Funding Council for England (HEFCE) require universities and colleges to report on their progress against their access agreements and widening participation strategic assessments (WPSAs)³. For the first time we have also asked institutions to provide details on their National Scholarship Programme (NSP) work. This report gives the results of our monitoring for 2011-12 access agreements and WPSAs, as well as in-year monitoring on the NSP for 2012-13.
2. When reading this joint report it is important to understand which sources of funding are measured and reported by OFFA and which by HEFCE. OFFA asks institutions to report how they are using funding from higher fee income to improve access to higher education. HEFCE requires institutions to report how they are spending income from all other sources, including the HEFCE widening participation allocation which supports widening access, retention and disabled students.
3. Topics covered include:
 - how much universities and colleges spent under their access agreements with OFFA on measures to improve access to higher education for lower income groups and others that are currently under-represented in higher education

³ For more information on the terms used in this report, see the glossary (Annex D).

- details of how many students received bursaries
- universities' and colleges' performance against the targets and milestones they set themselves for students from under-represented groups
- institutions' broader widening participation (WP) commitments, including many without access agreements
- an in-year report of how institutions have delivered their allocation of NSP awards to eligible students.

Key findings from OFFA's monitoring of access agreements for 2011-12

Higher fee income

4. In 2011-12 the total fee income generated by universities and colleges above the basic tuition fee of £1,345 per student ('higher fee income') was £1.89 billion, up from £1.74 billion in 2010-11. Factors contributing to this rise include:

- an increase in the total number of students covered by access agreements – from 923,000 in 2010-11 to 976,500 in 2011-12
- an increase in the maximum fee that institutions were allowed to charge – from £3,290 in 2010-11 to £3,375 in 2011-12.

Expenditure on access agreements

5. In 2011-12 universities and colleges spent a total of £444.1 million (23.4 per cent of their higher fee income) through their access agreements on measures to improve and sustain access to higher education for people from lower income and other under-represented groups ('OFFA-countable' expenditure⁴), compared to £424.2 million (24.4 per

cent of their higher fee income) in 2010-11. This consisted of:

- £386.5 million (20.4 per cent of their higher fee income) on OFFA-countable bursaries and scholarships, an increase from £378.1 million (21.7 per cent of their higher fee income) in 2010-11
- £57.6 million (3.0 per cent of their higher fee income) on outreach activities, an increase from £45.7 million (2.6 per cent of their higher fee income) in 2010-11⁵.

6. So, although OFFA-countable spend overall has increased in cash terms, the figures represent a small reduction as a proportion of higher fee income. The increase in cash spend demonstrates the higher education sector's continuing commitment to widening participation and improving fair access, and we welcome this.

7. We are particularly pleased by the significant increase in outreach spend through access agreements. Evidence suggests that expenditure on outreach is more effective in increasing representation of target groups than the amount of financial support provided to students while studying. One of the most important ways in which universities and colleges can improve access is through outreach work with students in low participation neighbourhoods and schools where very few people progress to higher education, targeting students at an early age and working with them over a number of years – a point highlighted in Alan Milburn's October 2012 report. We have therefore encouraged institutions to strengthen and grow their outreach activities still further in future access agreements.

8. We are not concerned by the small proportional reduction in overall spend, which had been predicted in last year's monitoring report. Indeed, universities and colleges are spending more than they had

⁴ Access agreements cover students from lower income and other under-represented groups. Many universities and colleges also provide financial support for other students. OFFA only counts expenditure on outreach that is additional to what universities and colleges already invested before 2006, when access agreements were introduced. Universities and colleges also invest in other outreach activity that is not OFFA-countable. Therefore their total expenditure on outreach will be higher than the data reported here.

⁵ In previous monitoring returns, we also invited institutions to record funds reallocated in-year or from previous years, where they had spent significantly less than they predicted. This may occur, for example, when eligible students have failed to claim bursaries in earlier years, or where institutions had made an explicit commitment to spend a minimum amount in their access agreements but are behind schedule on delivering activities. Because of the small amount of spend involved (around £400,000 in 2010-11) we have not requested this information separately in 2011-12. Instead, this spend is recorded under bursary and scholarship expenditure, or outreach expenditure, as appropriate within institutions' submissions.

originally predicted on access measures. A range of factors help to explain the proportional reduction that has been seen: universities have not been immune to the global economic situation; there were some uncertainties about funding streams in 2011-12; and universities were preparing for the new system of fees and student support.

Future expenditure

9. Following the introduction of the new system of fees and student support, institutions predict that their expenditure on access measures will increase substantially in 2012-13 and beyond, with total spend increasing to £610.7 million (26.5 per cent of higher fee income) in 2013-14, and £671.8 million (26.7 per cent) in 2016-17⁶.

10. Of this £671.8m, institutions predict that £459.6m will be in financial support, £110.6m will be for outreach activity and £101.6m will be for retention activity, meaning that there will be a much greater emphasis proportionally on increased outreach and retention activity. This is in line with OFFA's guidance to universities and colleges, reflecting evidence from across the sector that sustained, targeted outreach is one of the most effective ways to widen access. Institutions plan to spend around 8.4 per cent of higher fee income on outreach and student success activity in 2016-17, compared with 3.0 per cent in 2011-12 on outreach activity.

Institutions' progress against their access agreement targets and milestones

11. Universities and colleges set their own targets and milestones based on where they need to improve and what the particular institution is trying to achieve. These targets and milestones must be agreed by OFFA, which considers whether they are sufficiently ambitious, represent a balanced view of the institution's performance, and address areas where the institution has furthest to go to improve access. We have asked institutions to assess their progress against each target they set themselves, and to provide data showing their progress against targets and milestones for each academic year, so illustrating the trend in the progress rather than just the change in an individual

year. We also asked institutions to provide a commentary which sets their access work in context. We have published these institutional reports and commentaries on our website.

12. Overall, we are satisfied that institutions made progress against the targets they had set themselves in their 2011-12 access agreements.

13. Information provided by universities and colleges enables us to monitor their progress more effectively and gain greater understanding of any specific challenges they may face. As a result, we can work closely with universities and colleges, providing them with challenge and support in line with Government guidance. It also feeds into our assessment of their 2014-15 access agreements, which were submitted to OFFA in April 2013. We will continue to discuss progress over the coming months, as part of our overall assessment of institutions.

Key findings from HEFCE's monitoring of WPSAs for 2011-12

14. Institutions were asked to report on expenditure on WP commitments in 2011-12, and to report on institutional evaluative activity and plans.

15. The total amount reported as expenditure on WP by the sector was £681.6 million in 2011-12, compared to £690.7 million in 2010-11. The sum of £681.6 million includes additional outreach spend under access agreements of £57.6 million. The total reported spending by all institutions on WP commitments, outside of expenditure from higher fee income, was £624.0 million.

16. HEFCE funding to support WP amounted to £368 million in 2011-12. The sector is investing a further £256 million from other funding sources, over and above funding delivered by HEFCE for this purpose and that obtained through higher fee income.

17. Institutions report expenditure on WP activity from pre-entry outreach to support for student success and for progression from higher education – but vary widely in where they choose to focus their expenditure. Across the sector as a whole, almost two-thirds of expenditure is reported as being spent

⁶ The figures in this section are based on OFFA publication 2012/07, *2013-14 Access agreement institutional expenditure and fee levels*.

on current students. This is explored in more detail in paragraphs 118-120. The reduction in expenditure on outreach reported in 2011-12 WPSA monitoring when compared to 2010-11 is not wholly unexpected given the removal of Aimhigher infrastructure and the consequent need for institutions to reconfigure their outreach provision.

18. Universities and colleges were asked to report on their evaluation activity and plans. For 2011-12, institutions were asked to provide a brief commentary including: the most important findings from evaluation of their WP activities, how the outcomes of their evaluation helped in meeting their objectives for WP, and planned actions to improve evaluation in the future.

19. The monitoring returns show that institutions use a range of methods to evaluate the impact of their WP activities, including feedback from participants, use of nationally collected and verified data, their own data collection and student or learner tracking processes, and independently commissioned research.

20. From the information submitted by institutions, while almost all institutions (97 per cent) carried out evaluation of their WP commitments, just over half of institutions have formal evaluation plans in place. We encourage all institutions to put in place processes to ensure that all WP activities are evaluated against their aims and objectives, and to report evidence of longer-term outcomes and impact.

Key findings from HEFCE's in-year monitoring of the NSP for 2012-13

21. A total of 184 institutions received an NSP allocation for 2012-13⁷, and all participating institutions submitted an in-year monitoring return which contained information on:

- their NSP allocations including the additional matched funding committed
- how many 2012-13 entrants had received or were due to receive an award

- the delivery of awards
- total NSP expenditure
- institutional criteria used in addition to the national criterion.

22. Because monitoring was done in-year, the data returned contained a mixture of actual expenditure as well as funding committed for delivery throughout the remainder of the academic year. The final figures for the numbers and type of students who received an NSP award in 2012-13 will be known in January 2014 once individualised data returns have been analysed.

23. The NSP is subject to a formative evaluation which commenced in October 2011 and will continue until July 2015. Data collected through both in-year and end of year monitoring by HEFCE will be used to complement evidence gathered through the evaluation.

24. The expected minimum total NSP spending⁸ for academic year 2012-13 for the 184 institutions that participated in the programme was £97.3 million; the in-year monitoring shows that £130.5 million has been spent or committed to the NSP. This additional £33.2 million reflects additional matched funding from 59 institutions totalling £35.7 million. Seven institutions are forecasting an underspend against their original allocations and planned matched funding which totals £2.5 million, although this position may change as institutions continue to make NSP awards through the academic year.

25. The total number of students who have received or who are forecast to receive an NSP award in academic year 2012-13 is 34,859, which equates to 34,045 full-time equivalent (FTE) since a small number of part-time students are receiving the NSP pro rata. The majority of the students, 27,331 (27,144 FTE), received some or all of their NSP award before the 1 January 2013. The remainder are recorded as due to receive their whole first-year allocation between 1 January 2013 and the end of this academic year.

⁷ Forty-five institutions 'opted out' of the programme for 2012-13. This was because they were not charging fees above £6,000 and therefore not obliged to participate.

⁸ Including the Government allocation and the compulsory matched funding element.

26. Of the 184 institutions participating in the NSP, 121 (66 per cent) are delivering NSP awards to students in the first year only. The majority of institutions used their matched funding to increase the number of individual NSP awards of £3,000 rather than increase the value of the award.

27. Institutions were expected to apply their own set of criteria to sit beneath the national criterion⁹, to ensure that awards were made to those students who would most benefit. A total of 154 institutions have added their own criteria to the national criterion in order to best direct the NSP and of these 98 have prioritised their criteria to ensure that they can select a set number of students to receive NSP awards. The most popular additional criteria related to the student being a care leaver (66 institutions) and students with a household income of £25,000 or less (where institutions adopted a lower level of household income than £25,000, such as £16,000 for example) (58 institutions).

28. The vast majority of institutions allocated fee waivers, worth a total of £69.3 million. Discounted accommodation or other similar institutional services were the second most popular option. One hundred and twenty one institutions delivered their NSP awards in a combination format (for example, a £3,000 award might comprise a fee waiver, a cash bursary and some discounted accommodation or other institutional services). In 27 institutions, recipients were given a choice in the way the award was given.

29. On the whole institutions are delivering the number of NSP awards that we expected.

30. Our monitoring showed that a number of institutions have used Participation of Local Areas (POLAR) data¹⁰ as part of their additional criteria in order to allocate NSP awards. Although POLAR can sit usefully among other additional criteria which potential beneficiaries can be assessed against, it is not an appropriate determining criterion of eligibility

in its own right, given that it is an area-based measure of participation rates.

31. We are aware, through discussions with a small number of institutions, that some students chose institutional bursaries in preference to NSP. Institutions should note that it is permissible for a student to receive the NSP alongside an institution's own scholarship or bursary.

⁹ The Government has set a national eligibility criterion for the programme based on household income. Students are eligible to apply for a scholarship if their declared household residual income is £25,000 or less, whether they are full-time or part-time students.

¹⁰ POLAR data are a published set of maps and datasets showing the participation of young people in higher education for geographical areas. See www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/.

Introduction

About access agreements

32. Access agreements set out how a university or college intends to protect and promote fair access to higher education as a condition of charging higher fees. All publicly funded universities and colleges charging higher undergraduate fees (fees above the basic level, which was £1,345 in 2011-12) are required to have an access agreement approved by OFFA.

33. Access agreements set out:

- the fees the institution intends to charge for undergraduate courses and postgraduate teacher training courses (in 2011-12, only full-time courses were included)
- the additional access measures, such as bursaries and outreach activities, that the institution commits to put in place to sustain or improve access
- the estimated cost of these measures
- targets and milestones chosen by the institution, setting out desired outcomes.

34. Access agreement expenditure covers only the access measures targeted at under-represented students or potential students covered by OFFA's remit ('OFFA-countable groups'). This group includes (but is not limited to):

- people from lower socio-economic groups or from neighbourhoods where higher education participation is low
- people from low-income backgrounds (this includes household income up to £50,020 – the upper threshold for state maintenance grants in 2011-12)
- disabled people
- people who have been in care.

35. Access agreements only include bursary and scholarship expenditure for those in OFFA-countable groups, although many institutions also provide, in addition, bursaries and scholarships that are not means-based¹¹ or not targeted at these groups.

36. Access agreements do not include the full extent of institutions' expenditure on outreach, only that which is additional to the established investment in outreach before 2006, when access agreements were introduced. The total outreach spend is often much larger. Institutions will also run activities that are not targeted at OFFA-countable groups (such as general recruitment activities), which do not count towards their access agreements.

37. The amount spent on access measures and the balance of spend between outreach and financial support in an access agreement is determined by the individual institution according to its circumstances, priorities and the current profile of students attending and varies significantly between institutions.

Note on state support thresholds

38. In 2008-09 and 2009-10, the Government changed the household income thresholds for students on full and partial state support. The changes are set out in Table 1. The change to the threshold for full state support impacts on bursaries and scholarships because for student entry cohorts up to 2011-12, institutions charging higher tuition fees were required to give a minimum bursary to students entitled to receive the full state maintenance grant or special support grant.

39. For the purposes of access agreement monitoring, we asked institutions to report on: students on full state support (those with residual household income below £18,360 for 2006-07 and 2007-08 entrants, and up to £25,000 for people who entered in subsequent years); students on partial state support (up to £50,020, ignoring the increase in state support threshold for 2008-09 entrants); and students from other under-represented groups.

¹¹ Callender, C (2010) *Bursaries and institutional aid in higher education: do they safeguard and promote fair access?* Oxford Review of Education, 36:1, 45-62.

Table 1: State support thresholds for 2011-12 by academic year of entry

Year of entry	Full support threshold (£)	Partial support threshold (£)
2006-07 and 2007-08 starters	18,360	39,333
2008-09 starters	25,000	60,032 (up to 50,020 considered OFFA-countable)
2009-10, 2010-11 and 2011-12 starters	25,000	50,020

About widening participation strategic assessments (WPSAs)

40. WPSAs, submitted to HEFCE in 2009 and updated in interim reports in June 2012, set out institutions' overall WP aims and objectives alongside a strategic assessment of what they hope to achieve over the subsequent three years. All higher education institutions (HEIs) and further education colleges (FECs) that were directly funded by HEFCE and had 100 HEFCE-funded higher education students (full time equivalent) or more were required to submit a WPSA.

41. The submission of a WPSA was a condition of the continued receipt of the HEFCE WP allocation.

42. WPSAs set out:

- the position of WP in institutions' missions
- institutions' overall aims and objectives along with more detailed targets and milestones for the next three years
- the full range of an institution's WP activity and the level of resource committed to WP
- the organisational and managerial responsibilities for WP.

43. In the WPSA section of the 2011-12 joint monitoring return, institutions were asked to report on: all of their WP expenditure in 2011-12 across the student lifecycle, including additional outreach expenditure under their access agreement, but not expenditure on OFFA-countable bursaries; and institutional evaluative activity and plans.

About the National Scholarship Programme (NSP)

44. The NSP is designed to benefit individual students from disadvantaged backgrounds as they enter higher education. HEFCE administers the programme on behalf of the Department for Business, Innovation and Skills. The Government's contribution to the programme was £50 million in 2012-13 rising to £100 million in 2013-14 and £150 million in 2014-15. Each eligible full-time student receives a benefit of not less than £3,000, with a pro rata amount delivered to part-time students. Institutions with an access agreement receive an allocation of funds which they are expected to match on a pound for pound basis. This match funding contribution forms part of their access agreement commitment agreed with OFFA. Institutions not charging above higher level fees and who therefore do not have an access agreement can participate on a voluntary basis. If they do so, they are required to provide match funding to the value of 50 per cent of their allocation. The current academic year, 2012-13, is the first year of the programme's operation.

Scope of this monitoring report

45. As indicated in the sections above, access agreements, WPSAs and the NSP cover different funding sources and different pools of institutions. For example, HEFCE monitors all HE providers which it funds (209 institutions) whereas OFFA monitors those providers that charge above the basic fee level and submit access agreements (185 institutions). HEFCE and OFFA use a joint monitoring system to reduce administrative burden for institutions and from 2014 will further align their processes and reporting.

Table 2: Total funding delivered by HEFCE available to institutions for widening participation and improving retention and disability for 2011-12

Funding element	Full-time (£m)	Part-time (£m)	Total (£m)
HEFCE WP allocation			142
Of which:			
Funding for widening access	61	68	129
Funding for students with disabilities			13
Improving retention element of HEFCE's teaching enhancement and student success allocation	173	53	226
Total HEFCE targeted allocations for WP and improving retention			368

46. OFFA reports an increase of £11.9 million in the amount of outreach activity that institutions are delivering through their access agreements, while WPSAs show a decrease in funding from all sources. This difference is a result of OFFA and HEFCE monitoring separate sources of funding and different pools of institutions. For the sector as a whole, when taking all sources of funding together there has been an overall reduction of £16.8 million delivered to outreach activity in 2011-12 when compared to 2010-11.

47. HEFCE provides funding for WP which recognises the extra costs for institutions associated with recruiting and retaining students currently under-represented in higher education who are at a greater risk of not completing their course or programme. This funding is a specific allocation within HEFCE's overall funding for learning and teaching and recognises the additional costs that institutions incur when recruiting students from disadvantaged backgrounds. Funding is calculated based on the numbers of undergraduate entrants at an institution who come from areas with low higher education participation rates. Funds for improving retention are designed to help institutions support and retain students who are more at risk of not completing their course of study, and are delivered as part of HEFCE funding for teaching enhancement and student success. This funding is calculated based on the age and prior educational attainment of new entrants to an institution. Funding for improving

provision for disabled students takes into account the number of students at each institution in receipt of the Disabled Students' Allowance. Table 2 shows the total WP funding delivered by HEFCE in 2011-12.

48. Institutions must report annually against access agreements, WPSAs, and the NSP. HEFCE and OFFA use a joint system to reduce administrative burden for institutions.

49. HEFCE provides funding for WP which recognises the extra costs for institutions associated with recruiting students currently under-represented in higher education and with retaining students who are at a greater risk of not completing their course or programme. This funding takes the form of specific allocations within HEFCE's overall funding for learning and teaching.

50. HEFCE funding for widening access recognises the additional costs that institutions incur in recruiting students from disadvantaged backgrounds. It is calculated based on the numbers of undergraduate entrants at an institution who come from areas with low higher education participation rates. Funding for improving provision for disabled students takes into account the number of students at each institution in receipt of the Disabled Students' Allowance. Funds for improving retention are designed to help institutions support and retain students who are more at risk of not completing their course of study, and are delivered as part of HEFCE funding for teaching enhancement and

student success. This funding is calculated based on the age and prior educational attainment of new entrants to an institution. Table 2 shows the total WP funding delivered by HEFCE in 2011-12.

51. The above paragraph reflects how funding was allocated in 2011-12. HEFCE funding for WP in 2011-12 was delivered as part of a block grant, so institutions made their own decisions on how to use it and there was no requirement for them to mirror HEFCE funding in their internal allocation processes. From 2013-14, HEFCE is providing a new Student Opportunity Allocation, which will bring together the above streams of funding into one targeted allocation. This will contribute to sustaining national progress in WP and help providers offer additional support to their students where needed to achieve successful outcomes.

The future of joint access agreement, WPSA and NSP monitoring

52. Following a request from Ministers, HEFCE and OFFA are working together to produce a national strategy for access and student success¹². While recognising the distinct roles set for us by Ministers, we will look to further align our processes where appropriate, including through the development of joint processes for access agreements and widening participation strategic statements (WPSSs) and widening participation measures. This should reduce administrative burden on universities and colleges. The national strategy will be submitted to Ministers in autumn 2013, and our work will inform future spending review discussions.

53. In January 2013¹³, HEFCE announced that, instead of asking for WPSSs to cover the period 2013-14 to 2016-17, institutions would be asked to review and update the interim WPSSs they submitted for 2012-13. It was further announced that for the longer term, HEFCE and OFFA will integrate WPSSs

and access agreements into one document to reduce duplication and burden on institutions. The integrated document will initially cover OFFA requirements for 2015-16 and HEFCE requirements for 2014-17. HEFCE and OFFA will be requesting institutions to submit an integrated WPSS and access agreement document in January 2014 once we have delivered the national strategy and aligned our systems and as the impacts of the reformed fees and funding regime becomes clearer. The monitoring returns will concentrate on demonstrating the impact of WP expenditure and activity in a particular year. Monitoring returns from 2015-16 will reflect these changes.

54. HEFCE will continue to conduct in-year monitoring of the NSP. End of year financial information will be reconciled using individualised data and we will do this for the 2012-13 academic year in January 2014 alongside the in-year exercise for 2013-14.

55. We will continue to conduct an in-year monitoring exercise for the NSP in both 2013-14 and 2014-15, as well as institutions' final monitoring positions using individualised data for the previous academic year.

¹² Further information on this national strategy is available on the OFFA website at www.offa.org.uk/national-strategy-for-access-and-student-success.

¹³ HEFCE Circular letter 01/2013, *Widening participation strategic statements: changes for 2013-14 and longer-term plans for integration with OFFA access agreements*.

Part one: outcomes of OFFA's monitoring of access agreements for 2011-12

OFFA's monitoring requirements

56. There is a legal requirement for institutions with an approved OFFA access agreement to inform us about the extent to which they have met their obligations, and to report on their progress against their objectives and milestones¹⁴.

57. In OFFA's monitoring of access agreements for 2011-12, we asked institutions to report on:

- higher fee income and number of students in 2011-12, by fee amount and year of entry
- expenditure on bursaries and scholarships to students from lower income and other under-represented groups, by household income band and year of entry
- the number of students from lower income and other under-represented groups in receipt of a bursary or scholarship, by household income band and year of entry
- expenditure on additional outreach activities covered in access agreements
- information on equality and diversity activity in 2011-12
- progress against the targets and milestones they had set themselves.

Outcomes of OFFA's monitoring of 2011-12 access agreements

Higher fee income

58. A total of 122 higher education institutions (HEIs) and 67 further education colleges (FECs) had access agreements in place in 2011-12. Of these, four FECs did not charge above the basic fee of £1,345 and so were not required to submit monitoring returns to OFFA.

59. In 2011-12 the income generated from fees charged above the basic tuition fee of £1,345 was £1.89 billion, up from £1.74 billion in 2010-11. This income is referred to as higher fee income.

60. The vast majority of higher fee income (97.7 per cent) was generated through charging the maximum permitted fee of £3,375, with the remainder generated by charging a fee above the basic fee of £1,345 but below the maximum. In total, 121 of the 122 HEIs and 23 of the 67 FECs with access agreements charged the maximum fee for all or some of their courses.

61. As expected, higher fee income increased significantly in 2011-12 compared to 2010-11 because of:

- an increase in the number of students studying under the variable fee system and covered by access agreements, from 923,000 in 2010-11 to 976,500 in 2011-12
- an inflationary increase to the maximum fee (£3,375 in 2011-12, up from £3,290 in 2010-11)
- some increases in fees where these were charged at lower amounts (for example, for sub-degrees).

Overall expenditure

62. Overall expenditure on access agreements increased to £444.1 million (from £424.2 million in 2010-11), representing 23.4 per cent of their higher fee income compared to 24.4 per cent in 2010-11 (see Table 3).

63. The proportion of higher fee income spent on access measures therefore fell by 1.0 percentage point although in cash terms it increased by £19.8 million. This small decline in proportional terms is not a cause for concern because institutions have more than met our expectations for spend in cash terms. The proportional reduction can be explained in part by the economic situation; by uncertainty ahead of the introduction of the new system of fees and student support in 2012-13; and by uncertainty surrounding some funding streams. Some institutions may also have reduced their bursaries as a result of OFFA's research which showed that bursary level does

¹⁴ For full details of our monitoring requirements, see the joint HEFCE/OFFA guidance published in November 2012, OFFA publication 2012/12, HEFCE publication 2012/29, *How to complete your monitoring return: access agreements and WPSAs 2011-12, and NSP 2012-13 (in-year)* available at www.offa.org.uk/publications.

Table 3: Overall expenditure on additional access measures as a proportion of higher fee income: all institutions

	2008-09	2009-10	2010-11	2011-12
Expenditure (£m)	353.0	403.7	424.2	444.1
% higher fee income	26.0	25.3	24.4	23.4

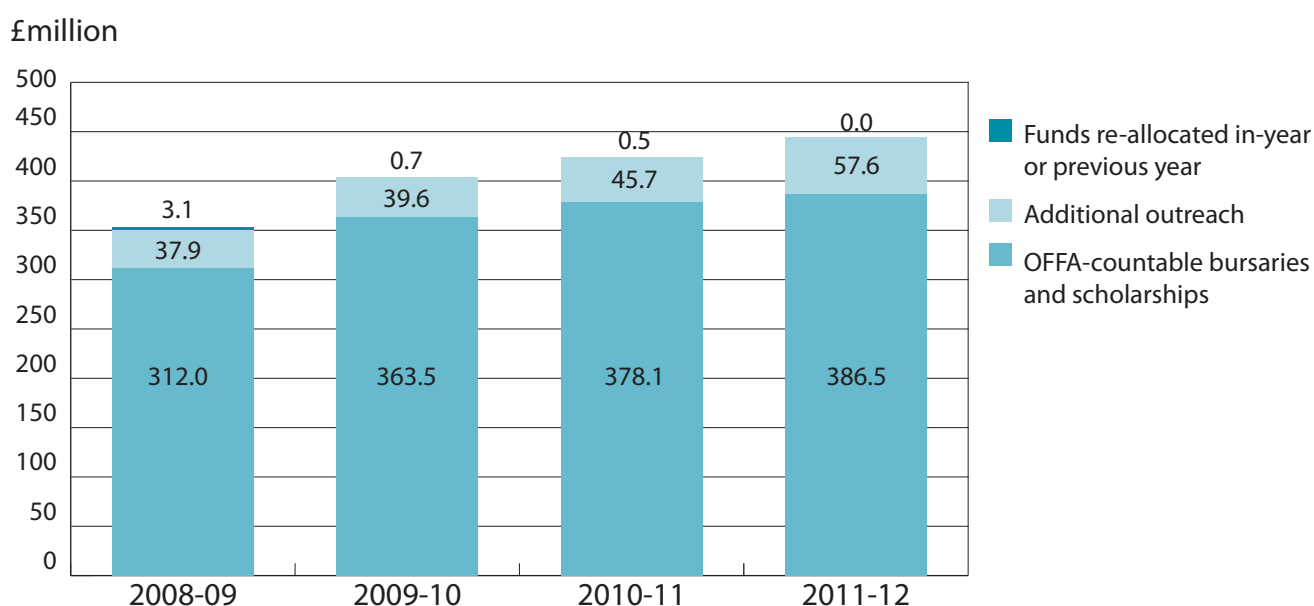
not affect choice of institution¹⁵. We know from subsequent access agreements that expenditure is set to rise significantly under the new system¹⁶.

64. Overall expenditure can be disaggregated into two main elements: bursaries and scholarships, and additional outreach (as shown in Figure 1)¹⁷. Spend on bursaries and scholarships was £386.5 million (20.4 per cent as a proportion of higher fee income), compared to £378.1 million (21.7 per cent) in 2010-11. Bursaries expenditure includes the minimum bursary for students in receipt of full state support (those with a residual household income of up to £25,000 for entrants from 2008-09 onwards), which in 2011-12 was £338 per year. Spend on additional outreach was £57.6 million (3 per cent as a proportion of higher fee income), compared to £45.7 million (2.6 per cent) in 2010-11. This is a

welcome and significant increase of £11.9 million (26.0 per cent) between years, which builds on the £6.1 million (15.4 per cent) increase in outreach expenditure between 2009-10 and 2010-11.

65. We are more than satisfied with overall expenditure. Precise levels of spend were not set out in legislation, and we did not specify levels in our guidance for 2011-12 access agreements. This was to ensure that institutions had the freedom to decide – within the broad guidance – what level of investment would be appropriate for their access needs. When approving 2011-12 access agreements, we considered an overall expenditure level (for both bursaries and additional outreach) of around 20 per cent to be acceptable for those institutions with furthest to go in securing a representative student body.

Figure 1: Overall expenditure on additional access measures: all institutions



¹⁵ OFFA publication 2010/06, *Have bursaries influenced choices between universities?*

¹⁶ OFFA publication 2012/07, *2013-14 access agreement institutional expenditure and fee levels*, published in July 2012, is available at www.offa.org.uk/publications.

¹⁷ See footnote 5 for explanation on reallocation of funds.

Expenditure on bursaries and scholarships

66. The design of institutions' bursary schemes, beyond the minimum bursary, is for individual universities and colleges to determine. It was expected that it would cost institutions, even those where a significant proportion of students received the full grant, less than 10 per cent of their higher fee income to deliver the minimum bursary. In order to encourage progress on widening participation (WP) and fair access across the sector, OFFA expected institutions with further to go in securing a representative student body to do more than offer the minimum bursary.

67. We are satisfied that institutions have delivered the bursary and scholarship packages agreed with us in their access agreements, and we do not know of any eligible student who applied through the appropriate channels and failed to receive a bursary.

68. Institutions spent £386.5 million (20.4 per cent of their higher fee income) on OFFA-countable bursaries and scholarships. As Table 4 demonstrates, this represents an increase in cash terms of £8.4 million between 2010-11 and 2011-12, but a decline

as a proportion of higher fee income from 21.7 per cent in 2010-11.

69. In 2011-12:

- entrants in receipt of full state support received a bursary of £915 on average, compared with £958 in 2010-11
- those from other under-represented groups received a bursary of £633 on average, compared with £652 in 2010-11.

70. Looking at students in all years of entry in 2011-12, 82.3 per cent of the £386.5 million that institutions spent on bursaries and scholarships went to students in the lowest income group who were in receipt of full state support, up from 80.8 per cent in 2010-11 (see Table 5).

71. Figure 2 shows the average OFFA-countable financial support received by students (all years) on full state support by the proportion of institutions offering that support. Approximately six in 10 institutions (59.7 per cent) gave financial support averaging between £500 and £1,250, while 15.1 per cent of institutions gave financial support averaging £1,250 or more.

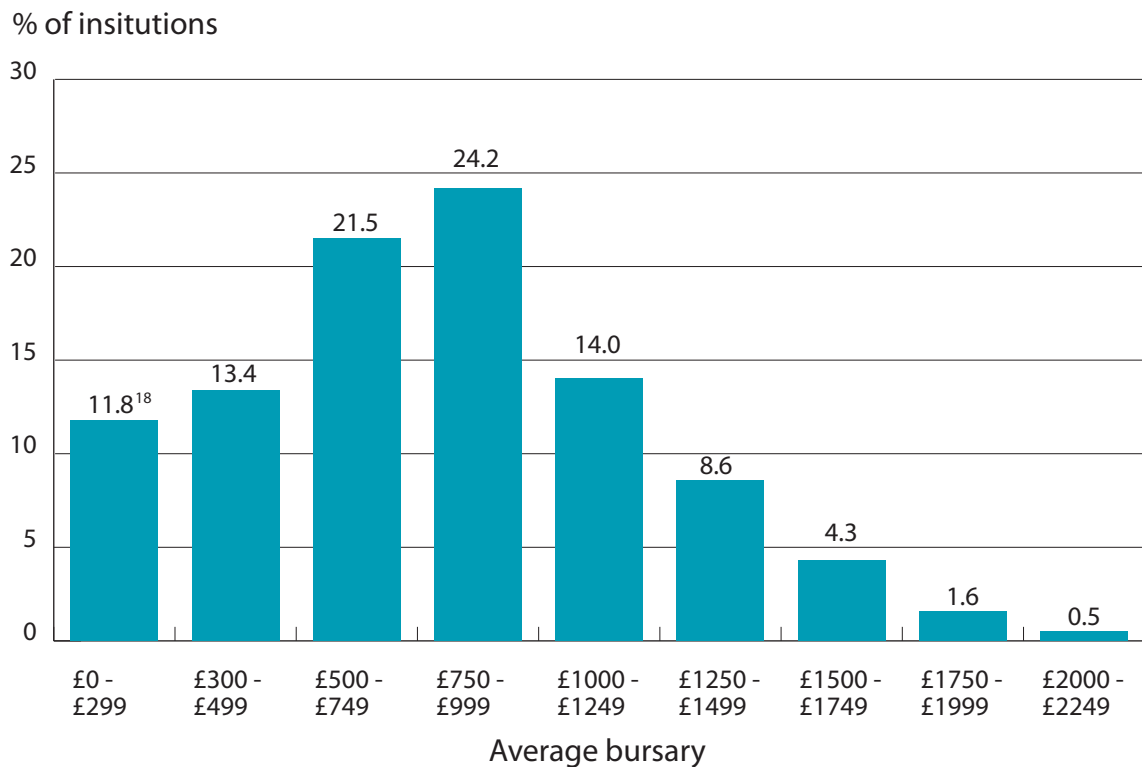
Table 4: Expenditure on bursaries and scholarships for lower income students and other under-represented groups: all institutions

	2008-09	2009-10	2010-11	2011-12
Expenditure (£million)	312.0	363.5	378.1	386.5
% higher fee income	23.0	22.8	21.7	20.4

Table 5: Expenditure on bursaries and scholarships by student income group: 2011-12, all institutions

Student income group	£million	%
Students on full state support	318.0	82.3
Students on partial state support up to £50,020	58.4	15.1
Students from other under-represented groups	10.2	2.6
Total	386.5	100.0

Figure 2: Average financial support (bursaries and scholarships) awarded to students on full state support by the proportion of institutions: all institutions



Box 1: Why institutions spend different proportions of their fee income on bursaries

The difference in the proportion of higher fee income that individual institutions spend on OFFA-countable bursaries is the result of several factors, including the number of low income students, the size of bursary offered and each institution’s individual priorities on WP and recruitment (largely determined by the current make-up of their student body).

For example, an institution that has further to go might give larger bursaries to students than one that already has a representative student body. However, universities with smaller bursaries may end up spending similar or higher proportions of their fee income on bursaries and scholarships if

a much larger proportion of their students qualify for the schemes.

Setting their own bursary levels enables institutions to take into account their own individual circumstances and progress in widening participation when designing their provision. Under the post-2006 system, all institutions charging the maximum fee had to meet the minimum bursary requirement (£338 in 2011-12) for students on full state support. There is no minimum bursary requirement from 2012-13 onwards. Beyond this, we have greater expectations of institutions with the furthest to go in securing a representative student body than those that are already more representative. However, some already diverse institutions have chosen to invest significantly more in their access agreements than we expect.

¹⁸ Some institutions did not charge the maximum fee in 2011-12 and were therefore not required to offer the minimum bursary of £338.

Table 6: Number and proportion of bursary holders from lowest income group*: HEIs only

	2008-09	2009-10	2010-11	2011-12
Number of bursary holders	346,000	402,000	421,000	442,000
Number of bursary holders from lowest income group	230,000	271,000	312,000	337,000
% of bursary holders	66.5	67.3	74.1	76.2

* The threshold for full state support was £25,000 from 2008-09 onwards.

Numbers of bursary holders

72. In 2011-12, HEIs and FECs reported 976,500 students on full-time undergraduate and Professional Graduate/Postgraduate Certificate of Education courses paying higher fees. Of these:

- 347,500 students received a bursary because they were in receipt of full state support (35.6 per cent of all students)
- 94,500 because they were in receipt of partial state support (9.7 per cent of all students)
- 13,500 because they were from one of the other under-represented groups covered by OFFA's remit (1.4 per cent of students). This represents a slight increase in bursaries for students in receipt of full state support, in line with OFFA's guidance at the time to focus support on these students.

73. Around 455,500 students from lower income and under-represented groups (46.6 per cent of all students) received a bursary or scholarship in 2011-12.

74. The main reasons for the increase in the number of bursary holders are:

- the increase in intakes of additional cohorts of students under the post-2006 arrangements
- the increase in the income threshold for full state support for entrants from 2008-09 onwards,

making a larger proportion of students eligible for a bursary (see 'Note on state support thresholds' from paragraph 38)

- resolution of previous issues with bursary take-up¹⁹.

Expenditure on additional outreach activities

75. Institutions have continued to increase their investment in additional outreach activities, both funded from higher fee income and from other sources. We are satisfied that institutions have achieved, or have made good progress towards, their outreach objectives and have met the commitments set out in their access agreements.

76. The total expenditure on OFFA-countable outreach has increased by £11.9 million (see Figure 3) to £57.6 million in 2011-12, up from £45.7 million in 2010-11 (see Table 7). This was a significant increase in outreach spend, and is projected to be followed by significant further increases from 2012-13, in line with our increasing focus on outreach.

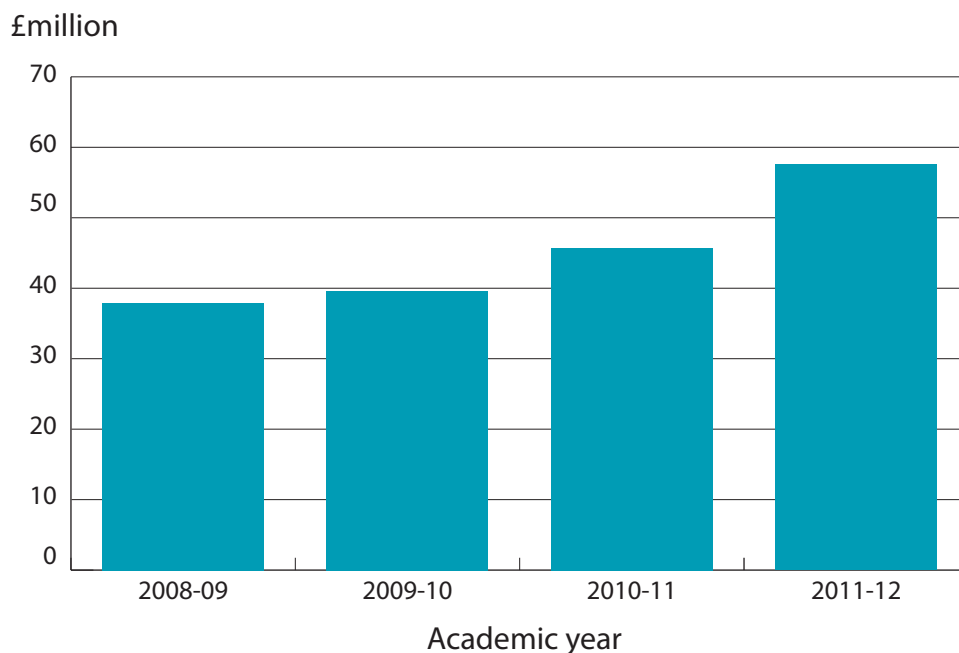
77. The continued commitment to outreach by universities and colleges is especially welcome. Research has shown that well-targeted outreach is key to sustained improvement in fair access to higher education²⁰.

Table 7: Institutional expenditure on additional outreach, as a proportion of higher fee income: all institutions

	2008-09	2009-10	2010-11	2011-12
Expenditure on outreach (£million)	37.9	39.6	45.7	57.6
% higher fee income	2.8	2.5	2.6	3.0

¹⁹ OFFA 2012/05 *Access agreements and widening participation strategic assessment monitoring: Outcomes for 2010-11*, paragraph 61 'Box 1', available at www.offa.org.uk/publications.

Figure 3: Additional outreach expenditure: all institutions



Equality and diversity activity in 2011-12

78. This year, for the first time, we asked institutions to report on the equality and diversity activity that formed part of their 2011-12 access agreements. We wanted to further understand institutional focus and commitment to these issues, while recognising that equality and diversity wasn't a specific requirement in our guidance to institutions when they were drawing up 2011-12 access agreements.

79. Over half of the responses referenced at least one of the nine protected characteristics set out in the Equality Act 2010. Many returns included activity or an institutional focus on multiple protected characteristics. The significant majority of the activity recorded was around disability and race.

80. The commentary we received included useful examples of the type of activity undertaken – ranging from projects to address specific gender imbalances on certain courses (such as women into engineering and men in to primary school teaching), awareness raising of particular events within the institution (including the marking of Black History Month), tailored open days targeted at specific groups (for

example to support deaf students) and retention activity focused on particular groups deemed to be at higher risk of not completing their studies (especially mature students and certain minority ethnic groups).

81. In 2013-14 access agreements, institutions must demonstrate that they have: paid due regard to equality and diversity in designing access plans; considered the impact of activities on protected equalities groups; and detailed how they intend to monitor and evaluate the impact of their access and student success plans on equality and diversity. The information institutions provided in their monitoring returns will provide a useful reference point for the future development of access agreements and monitoring returns and for sharing good practice and examples with the sector.

Targets and milestones for 2011-12

Background

82. Each year, universities and colleges report on their progress against the targets they set for themselves in their access agreements.

²⁰ OFFA publication 2010/03, *What more can be done to widen access to highly selective universities?*, and OFFA publication 2010/06, *Have bursaries influenced choices between universities?*

83. Our monitoring reports are retrospective. We collect data from institutions after the end of each academic year to capture all that they have delivered that year. It is important to note that the outcomes reported in this document and in institutions' individual returns are for the academic year 2011-12.

84. Institutions take account of their current access and retention performance when drafting their access agreements and this has a bearing on the ambition of the agreement, including the level and balance of expenditure committed. We expect considerably higher expenditure commitments and stronger access targets for those universities and colleges that have furthest to go to on access.

85. Institutions have already submitted plans setting out their significant extra investment and efforts in WP and fair access from 2012-13 onwards, following the introduction of the new system of fees and student support. This includes significant increases in financial support, and activity and infrastructure around WP, retention and student success.

86. Measuring institutions' progress in WP and fair access, particularly individually, is complex because:

- a. There are a large number of factors influencing institutions' performance and no single measure of progress can reflect all of these. There are some stable indicators against which we can measure performance, such as the WP performance indicators produced by the Higher Education Statistics Agency (HESA)²¹. However, it is important to set these, and the targets universities and colleges have set themselves, in the context of the variable influencing factors. These include: changing demographics; trends within the education system (in higher education or in schools and colleges); the wider social and economic environment; and the particular circumstances and characteristics of individual institutions.
- b. The range and number of targets and milestones that each university or college sets

for itself varies as a result of the variety of different institutions and strategies across the English HE sector (see Box 2), so performance is not directly comparable between institutions.

Box 2: Setting and reporting on targets and milestones

Universities and colleges set their own targets in their access agreements, based on where they need to improve and what the particular institution is trying to achieve under its access agreement. They may also set targets that reflect their collaborative work and their contribution to widening participation as a whole²². These targets must be agreed by OFFA, but OFFA does not itself set the targets.

When judging whether targets are sufficiently ambitious, we consider whether they represent a balanced view of the institution's performance, and whether they address areas where indicators suggest that the institution has furthest to go to improve access. We normally expect universities and colleges to have a range of targets, to enable them to measure their progress effectively – for example, looking at performance around their institutional and collaborative outreach at various stages in the education pipeline, as well as performance around growing the proportion of applicants and entrants from under-represented groups.

In the 2011-12 monitoring process, institutions reported to OFFA on two sets of targets from their access agreements.

First, we ask universities and colleges to report on statistical targets, for example those relating to the numbers of applicants/entrants from lower income backgrounds or under-represented groups. All institutions are required to have a statistical target relating to either the diversity of their pool of applicants or their student body.

²¹ For more information see www.hesa.ac.uk/pi

²² Some outreach activity is designed to encourage raised aspiration and attainment that will lead to increased participation in higher education more generally, rather than necessarily improving applications and entry to that individual institution.

The second set records other targets, such as the number of schools an institution is aiming to work with, or the number of students involved in outreach activities, as well as the measurable success of those activities, for example in raising aspiration and attainment or in influencing choices around GCSE subject, or about whether and where to go to HE.

In 2011-12, 97 of the 122 higher education institutions used some or all of the HESA WP performance indicators to inform at least some of their statistical milestones. The main published HESA performance indicators do not currently cover further education colleges. Targets that did not use HESA data often used data such as application statistics, the number of students entitled to a maintenance grant or bursary, the number of students from other under-represented target groups, or the numbers of students applying and entering through outreach initiatives.

- c. We are interested in monitoring trends over time, rather than simplistic year-on-year changes.
- d. It is difficult to disaggregate the impact of individual initiatives and access measures from the combined efforts of higher education institutions more generally, or from the other variable factors influencing participation.

87. We asked institutions to submit, in a standardised format, a self-assessment of their progress on each of the milestones and targets they had set themselves across five academic years up to 2011-12, and to provide a commentary on overall progress and the wider context in which the outcomes were achieved. We have published these in full on OFFA's website.

88. The issues institutions have highlighted in their commentaries include, for example: particular challenges (both internally and externally) that affected their work; changes to the institution, such as entry requirements that might affect their performance benchmarks; and details of how they have strengthened, or intend to strengthen, their

activity in 2012-13 under the new fee arrangements.

89. The commentary and assessments of individual targets reflect institutions' own analysis of their performance. These targets are varied so, to provide some consistency across institutions, we also asked them to consider their performance in the context of their HESA WP performance indicators. It is important to note that HESA WP performance indicator benchmarks are not targets (though some institutions have chosen to set targets around them), but a way of comparing the performance of institutions with entrants with similar entry qualifications.

90. This approach provides increased transparency and accountability and encourages institutions to give a greater sense of the context of their activities and performance. Requiring a standardised format with room for commentary over a five-year timeframe enables us to monitor and understand progress more effectively across the sector, and better informs our continuing dialogue with universities and colleges on understanding what works best.

Progress in 2011-12

91. At a sector level, we are generally encouraged by the level of progress reported by institutions against their targets. And we are pleased to see good progress against targets around expanded outreach activities and their impact, because this fits well with our research findings about the importance of sustained, targeted outreach programmes.

92. This progress is also reflected in sustained improvements in national level data in recent years, including data from UCAS, HESA and the Higher Education Initial Participation Rate. For example, UCAS data shows that 18 year olds from the most disadvantaged areas are 80 per cent more likely to apply to higher education in 2013 than they were in 2004. And HEFCE analysis has shown significant increases in the participation rate of students from the lowest participation areas, with the chances of such students entering HE increasing by around 30 per cent since the mid-2000s.

93. It is not possible to summarise sector-wide progress in any meaningful way because of the diversity and complexity of institutions' access agreement targets: they vary greatly in number,

range, importance and ambition and a summary could not reflect this. Likewise, it is not meaningful to look at an individual institution's self-assessment of its progress without understanding all its targets and its contextual commentary.

94. However, despite the positive overall picture, progress is less than anticipated against some targets and, more generally, we know from our research analysis that on average, the net performance on widening access to the most selective institutions has been flat in recent years²³, despite their considerable efforts and investment. This is why, under the new fee arrangements from 2012-13, we have secured significant additional investment in their access agreements.

95. As well as additional investment, a key aspect of our new approach to access agreements from 2012-13 is a greater focus on outcomes and targets. As part of this, we will be working with highly selective institutions to ensure a greater focus on the approaches, partnerships and activities that are most effective at widening access, both to their particular institution and to the sector as a whole. Where institutions have not made as much progress as they wished in 2011-12, we have looked for an explanation of this in the commentaries and will be working with them to understand the reasons for their performance. Going forward, we will look to identify good practice around what works best, both for full-time and part-time learners, so that we can advise institutions on the best way forward to achieve maximum long and short-term impact. Our work with HEFCE to develop a national strategy for access and student success is adding considerable momentum to all these areas.

How we use institutions' progress reports

96. Institutions' progress reports form part of our continuing dialogue with institutions, and the sector, about performance and what works best to widen access and improve retention and student success.

97. We have been asked by Ministers to develop with HEFCE a national strategy for access and student success. The information from institutions' monitoring returns will enrich our understanding of

where institutions have made progress or not. In particular, institutions' self-assessments against targets, and their commentaries on their progress, will help us to identify areas where we need to support the sector and institutions in improving performance.

98. From 2012-13, institutions must submit access agreements for approval annually. In writing annual access agreements, institutions are expected to reflect and where necessary seek to address their current access performance in their future strategy and spend. The monitoring reports therefore form additional context to the access agreements.

99. Under the new system of fees and student support, we are placing a greater emphasis on outcomes by providing both greater support and challenge to institutions on their performance. The increased transparency and commentary required in our monitoring process provides greater public accountability and recognition for institutions for their efforts and performance (including their contribution to WP as a whole) and helps inform the dialogue and strategy around improving performance through an improved understanding of what works.

²³ OFFA publication 2010/03, *What more can be done to widen access to highly selective universities?*

Part two: Outcomes of HEFCE's monitoring of widening participation strategic assessments (WPSAs) for 2011-12

HEFCE's monitoring requirements

100. For 2011-12 monitoring, we asked institutions to report on:

- their expenditure on widening participation commitments in 2011-12, including additional outreach that is funded from higher fee income under their access agreement, but not expenditure on OFFA-countable bursaries
- their evaluative activity and plans.

101. For full details of our monitoring requirements, see the joint HEFCE/OFFA guidance published in November 2012, *'How to complete your monitoring return: Access agreements and WPSAs 2011-12, and NSP 2012-13 (in-year)'* (OFFA publication 2012/10, HEFCE publication 2012/29).

Institutional expenditure on widening participation commitments 2011-12

102. In the WPSA section of the joint monitoring return, HEFCE asked institutions to report on all of their WP expenditure in 2011-12 across the student life-cycle, including, if applicable, additional outreach expenditure that was included in their access agreement, but not expenditure on OFFA-countable bursaries.

103. The monitoring process provides an opportunity for universities and colleges to showcase the range of activities in which they invest across the student lifecycle. Not all of this broader investment is included in reporting on access agreements, which relate only to expenditure from higher fee income. It should also be noted that 2011-12 access agreements and their associated funding covered only full-time undergraduate provision and some postgraduate teacher training courses.

104. HEFCE asked institutions to report on their WP expenditure in 2011-12 by selecting a predetermined category to describe each activity. This was to enable us to collect consistent information across the sector, to assess the overall investment in WP and to understand the areas in which investment is made.

The monitoring returns also provide us with baseline information that will enable us to see how investment was being made prior to the changes in the funding and fees regime, and understand the impact of any overall reduction in funding.

105. In 2011-12, the total expenditure reported through WPSAs (that is from all sources of funding except higher fees and excluding bursary support) was £624 million. In order to give a breakdown of the full investment delivered in WP, Table 8 includes the additional outreach expenditure of £57.6 million reported through access agreements, bringing the total to £681.6 million.

106. The above figures should be seen in the context of the total WP funding of £368 million delivered by HEFCE in 2011-12 (see Table 2 for a detailed breakdown of HEFCE WP funding).

107. The sector as a whole is making a significant investment in WP over and above the funding provided through HEFCE. The overall level of investment in WP signals a welcome continuing commitment to this area from the sector. It is also pleasing to see that, in general, institutions are spending money on WP activity throughout the student life-cycle, from pre-entry outreach to support for student success and for progression from higher education. The small reduction in expenditure on outreach compared to 2010-11 is not wholly unexpected given the removal of the Aimhigher infrastructure the previous year and the consequent need for institutions to reconfigure their outreach provision. Some caution should be taken over the total spend reported by all institutions on WP activities however, for the following reasons:

- a. there is a risk of overestimation of the £681.6 million total sector spend on WP activities because the information provided by institutions includes some expenditure on activities for all students and not just those from disadvantaged backgrounds due to the difficulty institutions face in disaggregating WP expenditure from investment in general student support

Table 8: Total sector WP expenditure for 2011-12

WP expenditure category	HEIs (£m)	FECs (£m)	Total (£m)	Expenditure as a percentage of overall spend
Outreach work with schools and/or young people	64.5	2.7	67.2	9.9%
Outreach work with communities/adults	27.7	2.2	29.9	4.4%
Support for current students (academic and pastoral)	434.0	10.2	444.2	65.2%
Support for progression from HE (into employment or postgraduate study)	17.9	1.1	19.0	2.8%
Support for disabled students	48.1	1.8	49.9	7.3%
WP staffing and administration	66.4	4.1	70.5	10.3%
Other	0.9	0	0.9	0.1%
Total (£m)	659.5	22.0	681.6	100.0%

b. it is up to institutions how they spend their HEFCE WP funding and therefore some institutions may be spending more to achieve their objectives on WP than other institutions.

108. Figures for WP expenditure provided to HEFCE by universities and colleges are not comparable between individual institutions because:

a. HEFCE funding for WP in 2011-12 was delivered as part of a block grant, so institutions made their own decisions on how to use it; there was no requirement for them to mirror HEFCE funding calculations in their internal allocation processes.

b. institutions were able to calculate WP expenditure in different ways, which may have included interpreting the categories differently.

109. Sixty-six per cent of institutions reported spending more on WP than they received through the HEFCE widening access, improving retention and disability allocations, while others reported spending less.

110. One reason for this variation is that institutions may spend their WP allocations in ways which benefit all students, for example on student support services and on strategies to improve retention and success. We encourage this inclusive approach, and the embedding of WP into the core strategic aims of

institutions, but understand that it can make financial reporting of WP expenditure more difficult. A few institutions have embedded WP so thoroughly into their operations that they had difficulty in disaggregating their WP expenditure for the purposes of this monitoring return, and may therefore have under-reported their WP spend. Other institutions make WP so much a part of their core mission that they consider a large proportion of their overall expenditure to be directly related to WP, which can result in very high reported WP expenditure.

111. As HEFCE funding for teaching reduces, and what remains is directed to activity that protects the student and public interest, there will be increasing pressure to ensure that WP funding is being used effectively, and for institutions to be accountable for this targeted funding. We need to understand how expenditure both from HEFCE funding and from higher fee income under access agreements contributes to successful widening participation outcomes.

112. Information from joint monitoring returns, access agreements for 2012-13 and 2013-14, and the interim widening participation strategic statements submitted to HEFCE in June 2012, will all inform the development of the national strategy for access and student success that OFFA and HEFCE are developing, and help to develop our understanding of how funding is being used. This information will

be an important contribution to any future government spending review discussions.

113. For this reason, it is essential that institutions have procedures in place to help them clearly report on WP expenditure and demonstrate the value for money delivered through the WP allocation, despite the challenges of disaggregating expenditure.

114. As discussed previously, the HEFCE sections of the monitoring return asked institutions to report against predetermined categories in order to get a sense of how money was being spent on different areas. The categories were:

- outreach work with schools and/or young people
- outreach work with communities/adults
- support for current students (academic and pastoral)
- support for progression from higher education (into employment or postgraduate study)
- support for disabled students
- WP staffing and administration
- other.

115. Table 8 shows the percentage of overall sector spending on WP reported in each category. Note that these are proportions of expenditure at a sector level, and that individual institutions spent differing proportions on each category. Institutions vary in size, mission, and amount of targeted allocation received from HEFCE for WP and improving retention, all of which affect their expenditure against the different categories. Please also note the cautions in paragraphs 107-110.

116. These figures are based on self-reporting by institutions who may have varied slightly in how they categorised their activities, particularly their staffing expenditure. For 2011-12 we gave more detailed guidance on how to allocate expenditure against categories, but it is likely that some staffing costs of outreach work continue to be categorised under 'WP staffing and administration' rather than under the outreach categories.

117. Nonetheless, when compared with the 2010-11 monitoring returns, the data quality of institutions' submissions was more robust following improved monitoring guidance for 2011-12, and we are content that the above figures broadly reflect how institutions across the system are allocating money to WP.

118. Table 8 shows that almost two-thirds of overall sector WP expenditure was spent on current students. This percentage has increased slightly in comparison with 2010-11 figures, although expenditure on this category varies between institutions.

119. Table 9 provides detail of WP expenditure by type of institution and it shows that for all types of institutions, the expenditure on WP activities is focused mainly on support for current students. In particular, post-1992 institutions reported 74 per cent of their total WP expenditure in this category, whereas other types of institutions such as pre-1992 institutions, general colleges and specialist higher education institutions (HEIs), and further education colleges (FECs), each spent around 35-46 per cent of their total WP expenditure on support for current students. This finding is in line with our expectations that institutions which are most successful in widening access will focus their efforts on supporting students from diverse backgrounds to achieve successful outcomes.

120. The high proportion of WP expenditure on support for current students may be affected by a number of factors:

- a. Some institutions reported both very high WP expenditure in comparison with the rest of the sector, and a very high proportion of that expenditure (well above 65 per cent) on current students (as noted in paragraph 107, a number of institutions reported a proportion of their total expenditure as WP where it was determined to be core to their mission).
- b. A larger amount of HEFCE funding in 2011-12 was delivered to institutions under the improving retention stream than under the widening access stream.

Table 9: Total sector WP expenditure for 2011-12 by type of institution

WP expenditure category	Type of institution							
	Pre-1992 institutions		Post-1992 institutions		General colleges and specialist HEIs		FECs	
	(£m)	%	(£m)	%	(£m)	%	(£m)	%
Outreach work with schools and/or young people	21.6	17%	34.1	7%	8.8	23%	2.7	12%
Outreach work with communities/adults	6.0	5%	20.3	4%	1.4	4%	2.2	10%
Support for current students (academic and pastoral)	54.5	43%	366.4	74%	13.1	35%	10.2	46%
Support for progression from HE (into employment or postgraduate study)	4.2	3%	10.1	2%	3.6	10%	1.1	5%
Support for disabled students	15.1	12%	27.7	6%	5.3	14%	1.8	8%
WP staffing and administration	25.6	20%	36.3	7%	4.5	12%	4.1	19%
Other	0.0	0%	0.0	0%	0.9	2%	0.0	0%
Total expenditure	127.0	100%	494.9	100%	37.6	100%	22.0	100%

c. Some institutions have difficulty in disaggregating WP expenditure because they take an inclusive approach to the support of all students (see paragraph 107); this difficulty may be more pronounced when reporting on support for current students than when reporting on outreach work.

d. Institutions with more students from disadvantaged backgrounds receive more funding for widening access from HEFCE. Consequently, universities and colleges with a representative student body may be spending greater proportions of their WP funding on those students from underrepresented groups.

121. When compared to last year, there has been a reduction in the proportion of overall WP spend on outreach activity with schools and young people and with communities and adults. In 2010-11, the percentage of total sector WP expenditure on outreach work with schools and young people was 12 per cent, and for 2011-12 this has declined to 10 per cent. Similarly, the percentage of total sector WP expenditure on outreach work with communities and adults was 5 per cent, and for 2011-12 this has fallen to 4 per cent. This drop in the proportion of

overall WP spend on outreach activity may be due to the following:

- the end of the Aimhigher programme withdrew the infrastructure supporting outreach meaning that institutions no longer have a co-ordinated framework within which to provide outreach. 2011-12 was the first year without the Aimhigher programme and institutions may have been rebuilding their offer under new collaborative arrangements, new solo arrangements or diverting these funds to other areas of WP
- As noted in paragraph 115, HEIs have rebalanced their expenditure between 2010-11 and 2011-12 so that a greater proportion of spend goes on retention
- The sector WP expenditure figures are based on self-reporting by institutions that may have varied slightly in how they categorised their activities particularly their staffing expenditure and therefore it is likely that some staffing costs of outreach work continue to be categorised under WP staffing and administration rather than under the outreach categories.

122. Table 9 shows that post-1992 institutions are spending a total of 11 per cent of their total WP expenditure on outreach activity with schools and young people and with communities and adults. However, pre-1992 institutions, general colleges and specialist HEIs and FECs are spending a higher percentage on outreach work with schools and young people and with communities and adults, a total of around 22-27 per cent of their WP expenditure on both these categories.

123. Overall, we note that institutions varied widely in the proportion of their expenditure devoted to outreach. For example, although the sector-wide proportion for outreach work with schools and young people was 10 per cent, most individual institutions actually spent more than this: just under half of them (48 per cent of institutions) allotted more than 15 per cent of their expenditure to this category, and nearly one-fifth (18 per cent of institutions) spent more than 30 per cent. As with expenditure related to current students, the 10 per cent figure is affected by the institutions which reported both very high WP expenditure in comparison with the rest of the sector, and a very high proportion of that expenditure under the 'Support for current students' category. Such institutions reported low proportions (although in some cases relatively high amounts) of their expenditure under outreach.

124. In 2011-12, £13 million was delivered by HEFCE as specific funding for students with disabilities. This accounted for 3.5 per cent of the total 2011-12 HEFCE targeted allocations for WP and improving retention, which was £368 million (see Table 2). We are therefore pleased to note that the reported sector spending on support for disabled students was 7 per cent of the total spending on WP, showing that overall, institutions are putting more money into this important area than is specifically delivered for the purpose. This percentage is slightly higher than last year's figure of 6 per cent, and supports our decision to increase the amount of HEFCE funding for disabled students from 2013-14 onwards.

125. We will consider how we can improve the HEFCE guidance on reporting of WP expenditure for 2012-13 monitoring further in order to gain even more improved data. However, we do not envisage

major changes to expenditure reporting for 2012-13 monitoring. We wish to continue to collect information in a consistent way so that we get useful baseline data on WP spending. We will be particularly interested, when receiving monitoring data for 2012-13, to assess the effect of the change in fees and funding regime on WP expenditure. We may look to review our requirements on financial reporting from 2012-13 onwards, and particularly from 2013-14, as funding for WP becomes a greater proportion of remaining HEFCE teaching funding.

Findings from monitoring of institutional evaluation

126. The monitoring returns submitted for 2009-10 demonstrated that most institutions had developed their WP evaluation strategies. To build upon the progress being made in the evaluation of WP activity, for 2011-12 we asked institutions to report findings from their evaluative activity and plans. This was to include the most important findings from evaluation of institutions' WP activities, how the outcomes from institutions' evaluation helped in meeting objectives for WP, and institutions' planned actions to improve evaluation in the future.

127. In addition to the following analysis of the monitoring returns, we have included examples throughout this section, to show how different institutions are approaching the use of evaluation and to highlight good practice in demonstrating the impact of WP activity. These examples are taken directly from institutions' monitoring returns.

128. Of the 209 WPSA monitoring returns received, 97 per cent of institutions reported that they carried out evaluation of their WP commitments during 2011-12, and 56 per cent of institutions said they have formal evaluation plans in place for their WP strategy. However, 44 per cent of institutions are still developing formal evaluation plans, with the aim of having these in place for 2012-13. Over 90 per cent of institutions reported that the evaluation they carried out showed that their activities were meeting their aims and objectives and the evaluation helped them in meeting their aims and objectives, for example by focusing resource. We strongly encourage all institutions to evaluate their activity.

129. Institutions described a range of ways in which they are measuring and evaluating the impact of their WP activity. Most evaluative activities focused on institutions' general outreach with school pupils and other young people to raise aspirations and deliver information, advice and guidance. Institutions also evaluated: activities related to summer schools; pastoral and study support to help current students engage with and complete their course; activities linked to specific cohorts of students, such as outreach or support aimed at disabled students; and activities relating to student tracking.

130. Similarly to last year, the submissions showed that institutions use a range of methods and approaches to evaluate the impact of their activities. These can be grouped into:

- feedback from participants on activities, for example through questionnaires
- analysis of institutions' own data collection
- use of learner/student tracking processes
- use of nationally collected and verified data (for instance from HESA, POLAR, the National Student Survey and UCAS) and qualification attainment rates (such as at GCSE) in schools that institutions have worked with, both for targeting purposes and to measure changes in these indicators
- independent research commissioned by the institution.

131. The most common methods used to evaluate WP activities were collating feedback from participants and institutions' own data collection.

132. We assessed how institutions targeted learners from disadvantaged areas and found that 35 per cent of institutions reported that their approach to targeting was to work with partner schools and colleges to deliver their outreach activities. Others used POLAR and HESA data (14 per cent of institutions), and benchmarks and performance indicators (6 per cent of institutions), as an approach to targeting. The most common target group that institutions focused their outreach activities on was learners from lower socio-economic and disadvantaged backgrounds, with 38 per cent of institutions focusing on these groups. Some

institutions also targeted specific cohorts of students including disabled students (16 per cent of institutions), care leavers (7 per cent of institutions), mature students (12 per cent of institutions) and black and minority ethnic students (12 per cent of institutions). We are keen to learn the impact of working with these specific target groups in future monitoring returns, and 2012-13 WPSA monitoring will include equality and diversity questions to collect information about this.

133. Institutions reported that the most important finding from the evaluation of WP activities in 2011-12 was the raising of aspirations and increased confidence of learners. This was reported by 42 per cent of institutions. This has been demonstrated through the feedback collected by institutions on their outreach activities. However, while feedback and proof of demand for events are essential tools for institutions in assessing the immediate success or popularity of activities, they have limitations in demonstrating impact, particularly when used for one-off events. Questionnaires completed by participants after events are likely to show their satisfaction with an event, and perhaps an immediate impact on levels of enthusiasm for or interest in higher education, but cannot show longer-term impacts such as sustained interest, changes to attitudes to learning and improved attainment. These types of impact can only be demonstrated when more intensive work is carried out with particular cohorts and robustly evaluated over a longer timeframe.

134. From some institutions, we have received evidence of longer-term impact, such as improved GCSE attainment over a number of years at partner schools, reported by 15 per cent of institutions. Evidence of progression to higher education of participants in intensive schemes was reported by 41 per cent of institutions. It is difficult to establish a direct cause-and-effect relationship between activities and outcomes, because there will be many factors in play, but nonetheless such evidence is valuable. We encourage more institutions to ensure that they are reporting on the impact of such work in future monitoring returns. We would also encourage FECs to consider how they can report on progression rates from their own level 3 provision to higher education.

University of Newcastle upon Tyne

Partners programme

The Partners programme represents the cornerstone of the University of Newcastle upon Tyne's WP activity, providing a range of interventions for young people in 135 state schools and colleges in northern England. Partners aims to engage, inform and inspire students and their parents about the value of university. Events begin in year 6 with one-to-one student tutoring in schools and continue through to year 13 and into university. Activities include student shadowing, talks in schools, taster events on campus and summer schools designed to give students a taste of university life, develop skills and support successful transition. All departments at the university are actively engaged in the programme.

Students attending a Partners schools or college have the chance to receive a guaranteed offer from the university. In addition, those who meet strict widening participation criteria and have the academic potential can take part in the Partners Programme supported entry route. Through this route, a student can receive a Partners offer which is lower than the university's typical offer, on condition of the successful completion of an assessed summer school.

Over 2,300 students have entered the university through the Partners Programme supported entry route since it began in 2000. Every student has been tracked through their course into employment. Outcomes show that students entering the university through the supported entry route perform broadly in line with their peers. For example:

- a. In the last three years, almost 90 per cent of Partners students received a 2:2 or above, compared to 95 per cent of non-Partners students in the comparable year groups. Analysis of Partners graduates has shown that there has been a significant increase in the number of 2:1 and above classifications during these three years, exceeding that of non- Partners students in the most recent cohort.
- b. Of the 2010 graduates, 93 per cent of Partners graduates entered employment or further study six months after graduation, compared to a university figure of 94 per cent.
- c. The proportion of Partners graduates undertaking further study (30.9 per cent) is higher than the university (25.5 per cent) and national figures (22.3 per cent). 34.1% are undertaking further study in vocational areas.
- d. Withdrawal rates of 2009 and 2010 Partners students in year 1 (2.7 per cent) are lower than the university figure (3.9 per cent) and the national figure (7.2 per cent).

Feedback from students indicates that they value the scheme for the confidence it has given them:

"[The assessed] Summer school was an opportunity to make new friends and develop new skills which made the transition to university easier... It certainly made me feel more confident before I arrived."

"[Partners is] a fantastic programme and I wouldn't be where I am without it ... it is a great experience from all perspectives."

Plymouth College of Art

Retention strategy

In 2011-12, Plymouth College of Art, an FEC delivering 55 per cent of its provision to HE students, made significant changes to its access agreement which focused on improving local participation, retention and achievement in higher education. This was particularly important as the college is located in a part of Plymouth which has five of the most deprived areas in the UK.

Research and data analysis indicated that students from these neighbourhoods are often at risk of withdrawing from their courses. In order to help address this, the college, as part of its access agreement, implemented a generic retention strategy for all its students which underpinned its widening participation agenda. This was shared with all programme leaders who in turn created their own individual programme retention strategies. The strategies encompassed the whole student journey including: effective marketing to increase applications and range of students; application process; interview (initial advice and guidance); qualifications on entry (Accreditation of Prior Experimental Learning and Accreditation of Prior Learning); induction; tutorial; significant drop-out points; student learning support; course changes and organisation management; days a week attendance; cost of learning materials; access to resources; assessment workload; application of studentship; and feedback to students. An important and significant consideration was to ensure that a similar approach was developed for the college's FE level 3 students' retention to enhance their participation and opportunities to progress into higher education either internally or externally on successful completion of their studies.

To provide significant data to support the monitoring of retention against the strategy, the college purchased the HE Module of 'ProAchieve' (Kite-mark retention and achievement tracking software – which was already established for FE retention) and began tracking retention on each programme and year on a monthly basis for the full duration of all programmes. This was used to report to programme leaders and their teams, and over time to generate trend graphs to accurately identify withdrawal patterns.

At the start of 2011 key performance indicators were formally generated and communicated, focusing on retention for each academic year (stage) for each programme, and the software used to monitor college delivery against this on a termly basis. These targets and the results achieved were incorporated into the annual review of staff performance and programme delivery.

The college outcomes show that the overall college higher education retention rate had moved up by 3 percentage points from 72 per cent in 2010-11 to 75 per cent in 2011-12.

Ward uplift data for all higher education programmes show an overall improving attainment trend of 87.5 per cent for 2009-10, of 91.7 per cent in 2010-11 and 97 per cent in 2011-12. Furthermore, based on HEFCE data for young first degree entrants for 2009-10, 24 per cent of students are from low-participation neighbourhoods, just above the English FEC average of 22.9 per cent.

There was a 10 per cent increase in success for further education 16-18 year olds studying level 3 (up to 83 per cent) in 2011-12, directly influenced by improved retention, and numbers of students from deprived areas aged 19 and over completing level 3 have remained high over the two years at 80 per cent.

The college has maintained a high progression rate. At the end of 2011-12, 71% of level 3 students progressed into higher education.

135. Another important finding demonstrated by 25 per cent of institutions is improved retention rates following the delivery of student support activities to current students. A number of institutions provided evidence on how retention rates for students from disadvantaged backgrounds compared with rates for all students at the institution, or how retention rates for students taking part in a particular scheme compared with rates for the student body as a whole. We realise that it is difficult to prove that single schemes have a direct, causal impact on retention rates, due to multiple factors being involved in student retention. However, such data are a valuable way of showing the impact of this work, and we encourage more institutions to include such evidence in future monitoring returns.

136. National programmes referenced in the monitoring returns included Realising Opportunities, Sutton Trust summer schools and the 'What works' student retention and success programme funded by HEFCE and the Paul Hamlyn Foundation. It was notable that some of the best examples of evaluation included in the monitoring returns came from nationally funded programmes or from research by external partners such as the Sutton Trust. The availability of this information shows that these

programmes place a clear emphasis on the importance of building evaluation into the development and implementation of outreach activity. Such good practice is to be encouraged and should be adopted more widely across the sector.

137. The Realising Opportunities programme was referenced by a number of the participating institutions, which were able to show the proportions of participants in this scheme who went on to apply to higher education in general and to research-intensive institutions in particular for 2012 entry. Again, we will be interested to see evaluation findings from this programme reflected in future monitoring returns.

138. A number of institutions reported working collaboratively with other institutions to monitor and evaluate WP activities. We encourage more institutions to consider how they could work together, including conducting collaborative evaluation, to improve evidence of impact. We are aware that a number of institutions are continuing to work collaboratively in post-Aimhigher partnerships, and we would encourage those institutions to include evidence of the impact of this work in future monitoring returns.

University of Kent

Kent and Medway Progression Federation and Higher Education Tracker Service

The University of Kent contributed to the embedding of Aimhigher Kent and Medway to ensure the continuation of collaborative provision in three main ways. The university immediately made the commitment to retain all University of Kent staff who had been key to the success of Aimhigher. There was also a commitment to develop the Aimhigher network into the Kent and Medway Progression Federation (KMPF) along with three other local HEIs, two local authorities and ex-Aimhigher secondary schools. Thirdly, the university supported the newly developed Higher Education Tracker Service (HEAT) which built on Aimhigher collaborative tracking by agreeing to host the service.

From the outset of the proposed transition from Aimhigher to Federation, the response from ex-Aimhigher schools and local authorities to continuing with the local HE partnership was immensely positive. Schools value being part of a collective with the common aim of actively supporting progression to HE that has a positive and measureable impact on student outcomes. KMPF has built upon sound targeting methodology which has been developed through HEFCE-funded widening participation projects in Kent since the mid-1990s, and has established shared targets and impact measures to help assess the contribution that co-ordinated and targeted outreach work has had on student outcomes.

An example of the evidence base for outreach work can be seen in the results of a tracking study of just under 1000 outreach participants to UCAS 2011 datasets. The study demonstrated that student participation in a set of activities (rather than just one or two) increased the rate of progression to higher education. Based upon this evidence, the outreach programmes are designed to provide a drip-feed of multiple and linked outreach activities, as this is more effective than scattered and intermittent exchanges. In the same study, results showed a positive association between participation in specific activities and increased progression rates. The activities include:

- summer schools
- undergraduate ambassador programme
- campus visits.

The University of Kent also hosts the collaborative HEAT to which 13 other HEIs subscribe and a further 6 HEIs are seeking to join. The collaborative research and evaluation generated by the HEAT analysts enables the universities to create and maintain an evidence-based widening participation framework to which they can allocate resources effectively. The maintenance and further development of the collaborative research that was established under Aimhigher has allowed the 13 universities since 2011 to develop shared monitoring and evaluation mechanisms that underpin the collection of evidence and allow them to assess the impact of WP activity on an ongoing and longitudinal basis. In summary HEAT delivers the following benefits to partner HEIs:

- the sharing of monitoring and evaluation staff expertise and costs, which avoids duplication of effort and resources across collaborators and ensures comparability of data
- the sharing of best practice in the pursuit of efficient and effective targeting, monitoring and evaluation systems and protocols
- providing fit-for-purpose tools, datasets, reports and information to build evidence for monitoring and evaluation across the full widening participation cycle
- building effectively on the legacy of Aimhigher Kent and Medway partnership work, and in particular, longitudinal student tracking for a progression study.

University of Sheffield

Widening Participation Research and Evaluation Unit

The University of Sheffield established a Widening Participation Research and Evaluation Unit (WPREU) in May 2012. The purpose of this unit is to:

- support and deliver consistent evaluation of the university's WP activities
- undertake research into the impact and effectiveness of WP activities.

In both cases, the aim is to discover and understand 'what works best' in widening participation with a view to sharing best practice across the institution and the sector, and to inform future institutional strategy and policy in this area.

WPREU has already implemented the first phase of an outreach-focused evaluation plan, which includes:

- rolling out a semi-structured, semi-flexible evaluation questionnaire for use in outreach activities targeted at pupils in year 7 and above
- building a database to allow the monitoring and tracking of participants and the collection and analysis of demographic data
- delivering qualitative interventions (primarily focus groups and individual interviews) with activity participants, their parents and teachers and WP activity practitioners
- developing an annual 'destination survey' of all year 13 participants to gather data about their outcome qualifications, HE decisions and progression;
- pursuing data-sharing agreements with schools to gather additional attainment and progression data
- working with colleagues in the Higher Education Progression Partnership (a new partnership between the University of Sheffield, HEIs, colleges, schools, local authorities and employers within the Sheffield City Region) to develop a consistent evaluation framework for collaborative activities.

The second phase of the evaluation plan will see further refinement of the above and the development of additional tools to support the consistent evaluation of

WP outreach work with younger pupils and mature and part-time students

- the impact and effectiveness of the university's student support and student success activities, with a key focus on retention factors.

WPREU is also engaged in a number of WP-focused research projects:

- a. A qualitative analysis of the decision-making process for qualified year 13 students who decide not to progress into Higher Education. The intended outcome will be data to inform the development of practices and activities that might encourage such students to progress into higher education.
- b. A collaboration with academic researchers to explore the impact of some of the University's intensive outreach programmes (Sheffield Outreach and Access to Medicine Scheme and Discover Law) on current students and alumni. The intended outcome will be valuable information about the short- and long-term impacts of our intensive programmes.
- c. A collaboration with academic and student support colleagues on a longitudinal student tracking project. Sheffield Student 2013 will follow a cohort of WP students for three years to explore their changing expectations about and experience of student life. The intended outcome will be an evidence base to inform University decision-making in the areas of financial and student support provision and WP recruitment strategies, and to provide an important data resource for future research.

In future years, WPREU plans to draw on the wide range of academic expertise available across the institution to expand the range and focus of its research.

139. We assessed institutions' planned actions from their evaluation and the most common reported actions were the decision to continue funding particular programmes and activities due to evidence of success in achieving their aims and objectives and plans for greater investment in evaluation work such as working collaboratively with other institutions to monitor and evaluate WP activities (both reported by 47 per cent of institutions). Other institutions reported planned proposals to improve their evaluation for 2012-13: these actions included better data collection for learner and student tracking from the delivery of their outreach activity through to their path of education and employment (reported by 44 per cent of institutions), and the appointment of new staff to undertake data analysis (reported by 15 per cent of institutions). 7 per cent of institutions aimed to use the WP toolkits as the basis for improving their evaluation plans.

140. Overall, many of the activities described in the monitoring returns appeared to have very clear aims and objectives, and we urge institutions to ensure that they take a robust approach to putting in place the necessary processes to evaluate the effectiveness and impact of their activities.

141. This will become increasingly important as funding for WP provided through HEFCE's Student Opportunity allocation comes to carry greater expectations of accountability for all institutions. Evaluation of WP commitments is even more important at a time of financial restraint, because it enables institutions to allocate their resources effectively. It is vital to build a national evidence base about the impact of WP activity, in order to demonstrate the value of the funding in contributing to greater social mobility.

142. For 2012-13 monitoring, we will further review how we ask for information on findings from evaluation, so that we are better able to assess the effectiveness of activity to widen participation and demonstrate the impact of the investment.

Conclusion on HEFCE's WPSA monitoring

143. The WPSA monitoring returns show institutions' commitment to WP activities as demonstrated by the sector level investment over and above the funding which HEFCE delivers to institutions specifically for WP.

144. We were pleased to note the improvement this year in the data quality of the financial reporting by institutions. We were also encouraged to see the wide range of WP activities taking place across the student life-cycle, and the evaluation of these activities being put into practice by a number of institutions.

145. However, we again encourage all institutions to consider how they can improve their ability to demonstrate the impact of their WP activity, both by showing how funding from HEFCE contributes to this, and by improving the evidence base regarding which WP activities are most effective.

146. In September 2012, we commissioned CFE consultants and Edge Hill University to conduct research on the way in which HEFCE's WP funding is deployed within institutions and the impact funding has had on WP outcomes to provide evidence for the national strategy for access and student success. The report²⁴ concluded that progress has been made in access, retention and disability and that HEFCE funding has had a significant impact upon WP activity.

147. Furthermore, HEFCE's and OFFA's interim report²⁵ to ministers on the national strategy for access and student success has brought together our current knowledge of what works to widen participation in HE with an assessment of how the current public investment in WP is helping to meet the Government's aims and objectives and further facilitate the HE sector's contribution to social mobility.

²⁴ *The uses and impact of HEFCE funding for widening participation* – report to HEFCE by CFE and Edge Hill University March 2013 – further information on this is available on the HEFCE website at <http://www.hefce.ac.uk/pubs/rereports/year/2013/wpusesimpact/>

²⁵ National strategy for access and student success - interim report – further information on this is available on the HEFCE website at <http://www.hefce.ac.uk/news/newsarchive/2013/name,78843,en.html>

148. We will continue to monitor the effects on WP and future monitoring returns will be an important part of this. These returns will complement the interim widening participation strategic statements that we have requested for 2012-13 and the longer term integration of access agreements and Widening Participation Strategic Statements that HEFCE and OFFA will require from spring 2014. HEFCE remains committed to widening participation and our continued monitoring will be a key mechanism through which we can demonstrate the impact of the investment in the sector in broadening access and improving student success.

Part three: Outcomes of HEFCE's in-year monitoring of the National Scholarship Programme for 2012-13

HEFCE's monitoring requirements

149. The National Scholarship Programme (NSP) is designed to benefit individual students from disadvantaged backgrounds as they enter higher education. HEFCE administers the programme on behalf of the Department for Business, Innovation and Skills (BIS). We provide in-year monitoring information for the NSP to help inform Ministers and the Department on the progress of the programme. To minimise burden, in-year monitoring for the NSP has been incorporated into the broader monitoring process of 2011-12 access agreements and Widening Participation Strategic Assessments (WPSAs).

150. NSP funds were allocated to 184 institutions for 2012-13, and all participating institutions submitted a monitoring return which contained information on:

- their NSP allocations including additional matched funding committed
- how many 2012-13 entrants had received or were due to receive an award
- delivery of awards
- NSP expenditure including the matched funding element
- institutional criteria used in addition to the national criterion.

151. This in-year exercise was the first opportunity to use data and other information to monitor how universities and colleges are delivering and managing the NSP, and to identify any specific areas for development.

152. The monitoring returns show how many students benefitted from the NSP between September 2012 and January 2013. However, since institutions will continue to make awards throughout the remainder of academic year, some of the data on recipients and spending are forecast. We will reconcile forecast figures with actual spending in January 2014, on receipt of individualised student data for 2012-13.

153. The NSP is also subject to formative evaluation, using quantitative and qualitative evidence to identify which models of delivery are most effective and to monitor the effectiveness of the programme as a whole. The quantitative information received through this in-year monitoring exercise will therefore be of direct use to the evaluation, and will complement and provide evidence for the qualitative information currently being gathered.

Monitoring outcomes

Allocations and awards made

154. Universities and colleges have generally managed the design and delivery of their NSP award schemes well, and in line with what BIS and HEFCE were expecting.

155. The expected minimum total NSP spending for academic year 2012-13 for the 184 participating institutions was £97.3 million²⁶. In-year monitoring shows that £130.5 million has been spent or committed to the NSP. This is an overall overspend of £33.2 million, which comprises additional matched funding from 59 of the 184 institutions totalling £35.7 million. Seven institutions are forecasting an underspend against their original allocations and planned matched funding which totals £2.5 million, although this position may change as institutions continue to make NSP awards throughout the rest of the academic year.

156. The total number of students who have received or are forecast to receive the NSP in the academic year 2012-13 is 34,859, which equates to 34,045 FTE. The majority of the students, 27,331 (or 27,144 FTE) received some or all of their NSP award before the 1 January 2013. The remainder are recorded as due to receive their whole first-year allocation between 1 January 2013 and the end of this academic year.

157. Institutions charging over £6,000 in fees for any of their HE provision in 2012-13 were required to

²⁶ This consists of the government allocation plus the compulsory match element.

match-fund the government contribution at a ratio of 1:1 (132 institutions). Institutions charging less than £6,000 in fees were required to match-fund at 50 per cent of the government contribution (47 institutions). Five institutions with an access agreement negotiated a lower level of matched funding requirement²⁷.

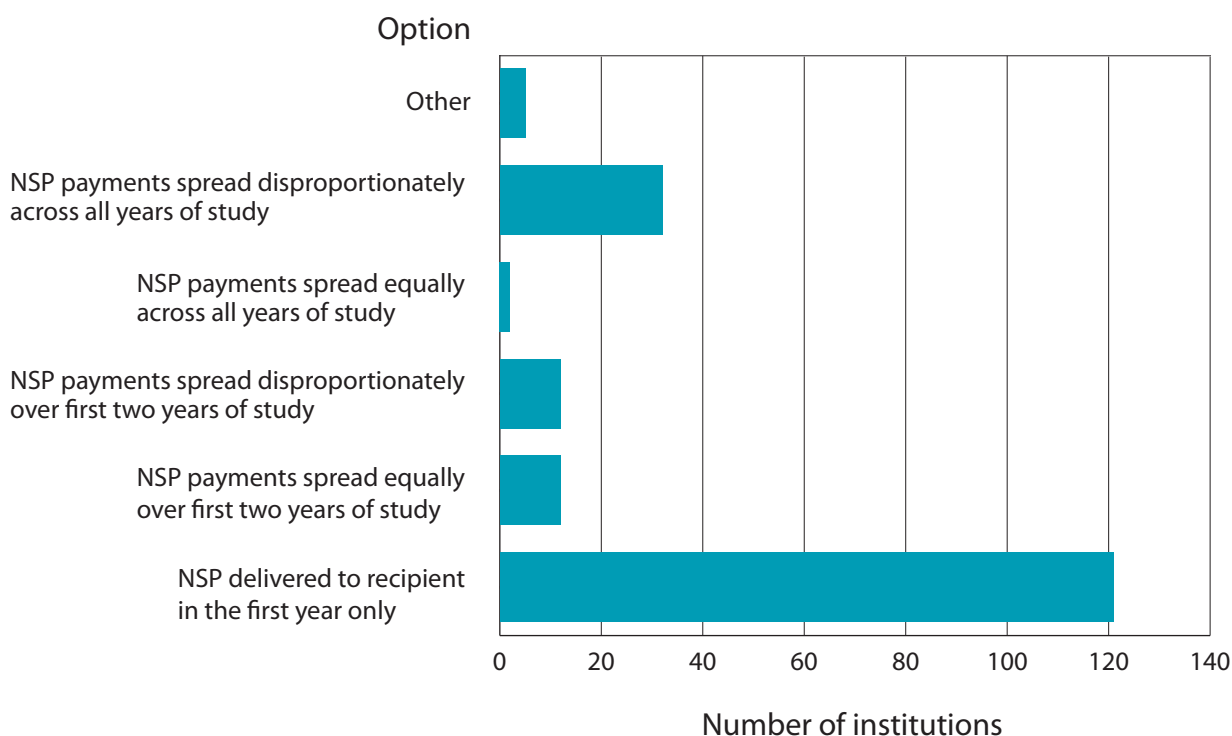
158. Some element of matched funding was required from all participating institutions²⁸. Fifty-nine institutions decided to allocate additional matched funding towards their NSP scheme. Of these, 32 institutions, of which 28 were due to match-fund at 100 per cent, more than doubled their minimum matched funding requirement. A total of 18 institutions have more than doubled their whole NSP requirement (government allocation and minimum matched funding) so that the majority of their students who met their criteria received an award.

How institutions have structured their NSP awards – the use of government and matched funding allocations

159. The majority of institutions (121 of 184, 66 per cent) are delivering the NSP to students in the first year only. Other universities and colleges have allocated their awards differently: 32 institutions (17 per cent) have spread the NSP disproportionately across all years of study; 12 (7 per cent) have spread it disproportionately across the first two years of study; and 12 (7 per cent) of institutions have spread the NSP equally across the first two years of study, five institutions chose 'other' and two institutions have spread payments equally across all years of study (3 per cent), as shown in figure 4.

160. Institutions allocated their matched funding in a variety of ways. A total of 96 of the 184 participating institutions (52 per cent) increased the

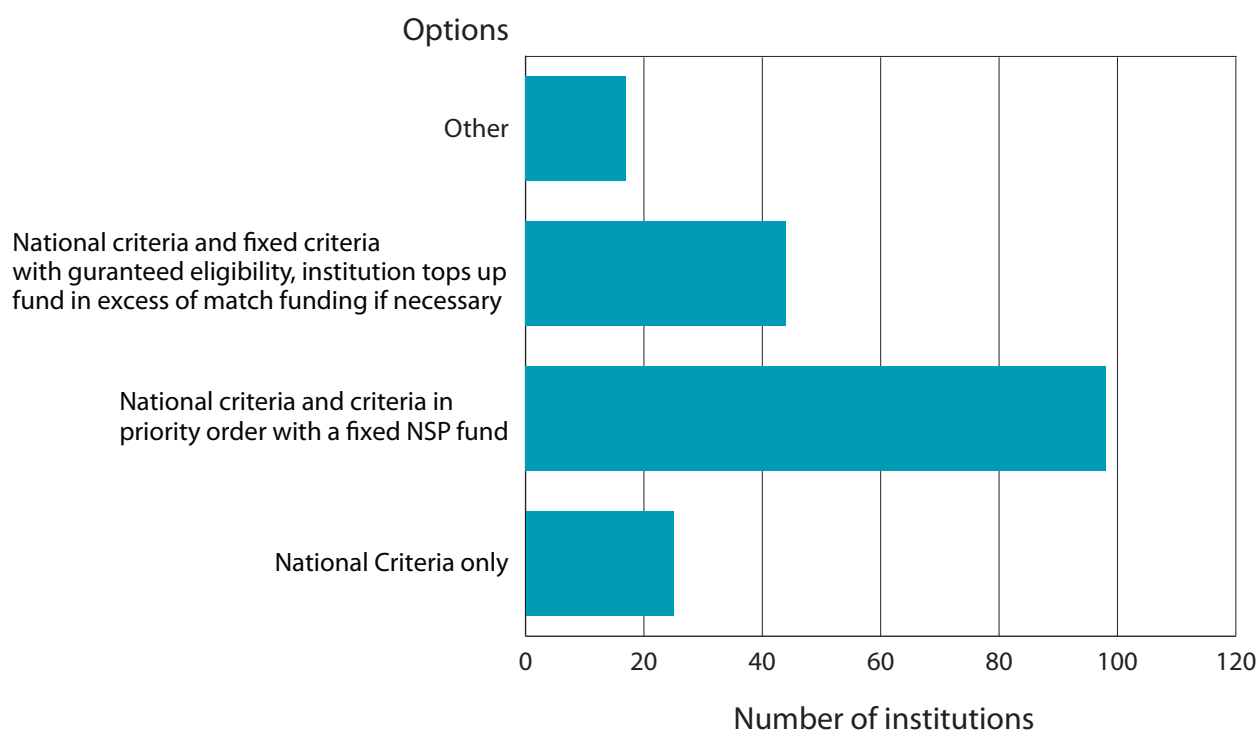
Figure 4: How are institutions delivering their NSP allocation to eligible students?



²⁷ In such cases the decision for agreeing a lower level of match funding lies with the Director of Fair Access.

²⁸ This arrangement will change for 2014-15, as our guidance now states that those institutions without access agreements are no longer required to match the government funding, although they may choose to do so if they wish. See the guidance at www.hefce.ac.uk/pubs/year/2013/201302

Figure 5: How are institutions using criteria to select eligible NSP recipients?



number of individual NSP awards. Forty-six (25 per cent) topped up their NSP awards to £4,500 or £6,000 depending upon their matched funding requirement, while 15 of the institutions (8 per cent) increased both the total number of awards and their value. The remaining 27 institutions said that they had delivered the NSP in a number of different ways (range of awards) or selected ‘other’.

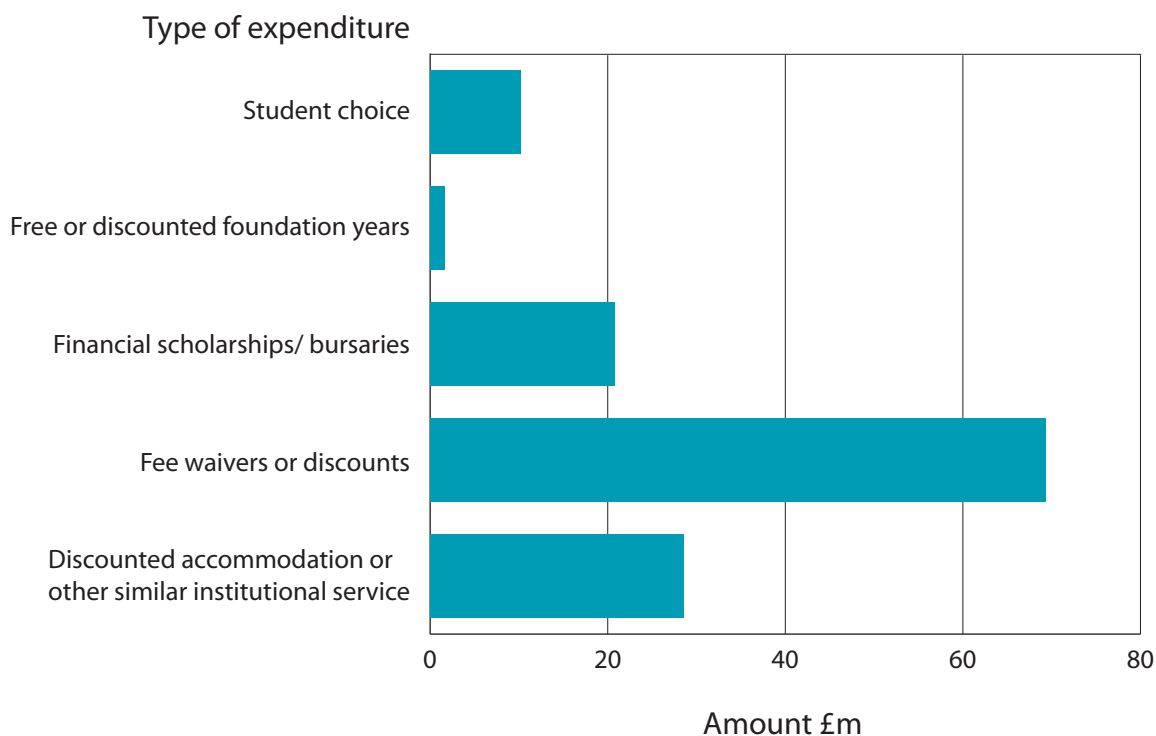
The use of institutional criteria

161. The NSP is a fixed pot of funding with £50 million being distributed to the 184 participating institutions for 2012-13²⁹. Even taking into account institutions’ matched funding contributions, there are more students who meet the national eligibility criteria of having a household income under £25,000 than awards available. Universities and colleges could therefore apply their own set of criteria to sit beneath the national criterion. A total of 154 institutions added their own criteria.

162. The monitoring data also shows that 69 institutions did not want to or did not feel the need to prioritise criteria in order to choose between eligible students. They either a) were prepared to fund any shortfall so that any eligible students could get an award; or b) felt that the allocation, together with match funding, was sufficient to provide awards to all eligible students. Of these 69 institutions, 44 have put additional matched funding into the NSP to allow all eligible students to receive an NSP award. The remaining 25 institutions appeared to have had broadly the right number of eligible students for the number of awards allocated to them, without the need to add additional criteria to the national criterion. Of the 98 institutions that are using additional criteria organised in priority order, 18 committed additional matched funding. Figure 5 shows how institutions are using criteria to deliver NSP awards to eligible recipients.

²⁹ The government allocation increases to £100 million in 2013-14 and £150 million in 2014-15.

Figure 6: How is the NSP being spent? (Totals)



163. As part of the monitoring return, institutions were asked to list their institutional criteria. A wide range of criteria were reported, the most common being:

- the student being a care leaver (66 institutions)
- adopting a lower level of household income than £25,000 (e.g. £16,000) (58 institutions).
- prior qualifications and other achievements of the student (45 institutions)
- the student being disabled (39 institutions)
- the student's home area being in a specific POLAR or LPN (Low Participation Neighbourhood) postcode (37 institutions)
- the student has been or is in receipt of other support such as free school meals, education maintenance allowance or full maintenance grants (31 institutions)
- the student having attended a specific school or college (31 institutions)
- the student having dependents (22 institutions)
- the level of tuition fee the student is paying for their course (21 institutions)
- the type of course the student is studying (18 institutions)
- the student making that institution their firm choice in the application process (16 institutions)
- the student being the first member of their family to enter higher education (15 institutions)
- the student being a refugee (15 institutions).

Delivery of the NSP

164. We asked institutions to outline the form their NSP awards would take from the following: discounted accommodation or other similar institutional service; fee waivers or discounts; financial scholarships or bursaries; free or discounted foundation years; or the form of award being determined by student choice. Figure 6 shows that more than half of the total NSP expenditure, £69.3 million, has been given as tuition fee waivers or discounts. 16 of the 184 participating institutions have not given any of their NSP allocation as fee waivers.

165. The next most popular type of expenditure after fee waivers was discounted accommodation or similar institutional service. Three institutions gave their NSP allocation in the form of free or discounted foundation years and £1.66 million was given in this form.

166. A maximum of £1,000 in total can be given as a cash bursary as part of an NSP award, which is a rule in place for all three years of the programme. The planned expenditure on financial scholarships was £20.7 million. Of the 184 institutions, 102 allocated a proportion of their NSP commitment as financial scholarships and 70 of these institutions gave every eligible student £1,000 as a cash bursary. We are aware that some students chose institutional bursaries offered by the institution outside of the NSP because these institutional cash bursaries were not capped.

167. Our monitoring return gave the option for institutions to record that they had given eligible students some element of choice around the form of the award and 27 institutions said they had done this.

168. Our monitoring data show that £63.4 million of the total £130.5 million committed to the NSP was delivered to students between September 2012 and January 2013. The remainder will be delivered throughout the rest of the academic year and we will reconcile institutions' final positions in January 2014.

Emerging messages

169. On the whole institutions are delivering the number of NSP awards that we expected under the rules of the programme. The in-year monitoring data have allowed for us to gain an early sense of how institutions are delivering the awards, and the outcomes of the second year of formative evaluation will continue to explore the qualitative information behind the headline data. Some of the following themes have emerged through our monitoring which will be of interest to institutions.

170. POLAR data and LPN information can be usefully applied alongside individualised criteria, but institutions should be aware that POLAR data are an area-based measure of participation rates rather than an individual measure of deprivation, and are not appropriate as a stand-alone criterion for making individual financial awards.

171. Institutions should note that students can be in receipt of the NSP in addition to other awards, scholarships or bursaries (where they are eligible). We have noted that institutions have used designing and implementing their NSP award schemes as an opportunity to look at the presentation, detail and marketing of their existing scholarship and bursary schemes. We are supportive of this where it serves to make existing support more transparent and accessible for eligible students.

172. Emerging themes around the form of awards as well as how and when awards are given to students will be explored in further qualitative detail through the formative evaluation. The findings of the second year of evaluation activity will be published in autumn 2013, and our understanding of the operational detail and impact of the NSP will be further enhanced as we continue to gather individualised data for 2012-13 and further in-year monitoring information for 2013-14.

Annex A:

OFFA's monitoring of 2011-12 access agreements: summary data

1a. Number of institutions with access agreements for 2011-12 entry (note 1 and 2)

	Number of HEFCE-funded institutions with full-time UG provision	Number charging above the basic fee	% charging above the basic fee
HEIs	122	122	100
FECs	100	63	63
Total	222	185	83.3

1b. Higher fee income (£) (note 3)

	2008-09	2009-10	2010-11	2011-12
HEIs	1,332.4	1,574.1	1,709.7	1,852.3
FECs	24.6	23.0	28.9	42.0
Total	1,357.1	1,597.1	1,738.6	1,894.3

1c. Overall expenditure (£m) (note 4)

	2008-09	2009-10	2010-11	2011-12
HEIs	344.3	394.7	413.7	431.4
FECs	8.7	9.1	10.5	12.7
Total	353.0	403.7	424.2	444.1

1d. Overall expenditure as a proportion of higher fee income (%)

	2008-09	2009-10	2010-11	2011-12
HEIs	25.8	25.1	24.2	23.3
FECs	35.5	39.3	36.3	30.3
Total	26.0	25.3	24.4	23.4

1e. Expenditure on bursaries and scholarships for lower income students and other under-represented groups (£m) (note 5)

	2008-09	2009-10	2010-11	2011-12
HEIs	304.5	355.7	370.1	376.7
FECs	7.5	7.8	8.0	9.8
Total	312.0	363.5	378.1	386.5

1f. Expenditure on additional outreach (£m) (note 6)

	2008-09	2009-10	2010-11	2011-12
HEIs	36.7	38.3	43.3	54.6
FECs	1.2	1.2	2.4	2.9
Total	37.9	39.6	45.7	57.6

Notes:

1. The School of Pharmacy merged with University College London (UCL) in January 2012. The two institutions submitted a joint monitoring return for 2011-12, so are counted as one institution for the purposes of this report.
2. In total, 67 FECs had an access agreement in place for 2011-12. Four FECs did not charge above the basic fee and so were not required to submit a monitoring return.
3. Higher fee income is all fee income above the basic fee (£1,345 in 2011-12) for Home/European Union full-time undergraduates, including postgraduate initial teacher training.
4. Figures shown are more than amount of expenditure on bursaries plus outreach because they include reallocated funds.
5. The expenditure on bursaries and scholarships is only the amount spent on lower income students or other under-represented groups. Lower income is defined as any student with an assessed household income of up to £50,020. This was the Government threshold for state support for new students in 2011-12.
6. The expenditure on additional outreach is not the total amount spent by institutions on outreach or widening participation. It is the additional amount that institutions have spent following the introduction of variable fees.
7. Expenditure is based on all actual expenditure reported by institutions for the 2011-12 academic year.

Annex B

Institutional expenditure since 2008-09 on OFFA-countable access measures

Higher education institutions	Expenditure on			Overall expenditure				
	Higher fee income £000	Bursaries and scholarships £000	Outreach £000	2008-09	2009-10	2010-11	2011-12	
Anglia Ruskin University	16,819	3,728	687	27.9	17.1	20.2	26.2	
Aston University	10,837	2,161	96	24.5	22.9	22.0	20.8	
University of Bath	14,827	2,300	137	19.2	17.3	16.5	16.4	
Bath Spa University	11,442	1,941	360	23.0	25.4	24.5	20.1	
University of Bedfordshire	17,334	4,322	982	41.3	34.3	33.1	30.6	
Birkbeck College	632	68	53	0.0	0.0	8.4	19.2	
University of Birmingham	30,220	7,943	462	22.9	25.3	26.5	27.8	
Birmingham City University	21,655	2,741	135	19.9	17.5	16.7	13.3	
University College Birmingham	5,667	1,416	1,045	43.7	43.5	71.3	43.4	
Bishop Grosseteste University	3,714	774	33	29.8	29.4	28.9	21.7	
University of Bolton	7,501	1,921	80	24.1	25.5	24.9	26.7	
Arts University Bournemouth	5,047	850	125	16.0	17.5	17.3	19.3	
Bournemouth University	19,015	2,411	878	25.5	18.8	12.2	17.3	
University of Bradford	14,569	3,706	0	28.5	29.5	26.9	25.4	
University of Brighton	23,916	5,443	409	30.2	28.0	27.3	24.5	
University of Bristol	22,141	3,683	786	20.2	20.2	19.8	20.2	
Brunel University	15,953	3,850	0	16.5	20.5	24.4	24.1	
Buckinghamshire New University	8,582	1,458	130	35.7	19.6	19.6	18.5	
University of Cambridge	21,771	7,190	0	25.5	29.2	29.5	33.0	
Canterbury Christ Church University	14,373	3,571	255	28.3	27.7	27.7	26.6	
University of Central Lancashire	30,049	2,742	500	39.1	26.5	20.0	10.8	

Higher education institutions	Expenditure on					Overall expenditure		
	Higher fee income	Bursaries and scholarships	Outreach					
	£000	£000	£000	2008-09	2009-10	2010-11	2011-12	
University of Chester	12,273	1,726	349	21.0	18.4	17.1	16.9	
University of Chichester	8,200	2,116	65	27.4	27.2	25.9	26.6	
City University, London	9,527	1,194	343	22.3	20.7	20.7	16.1	
Courtauld Institute of Art	291	61	55	25.6	38.7	39.9	39.9	
Coventry University	22,299	2,452	1,273	27.4	25.3	22.3	16.7	
University for the Creative Arts	9,095	1,176	389	13.6	11.7	14.8	17.2	
University of Cumbria	12,381	2,826	290	43.3	40.5	31.2	25.2	
Conservatoire for Dance and Drama	1,760	414	10	25.7	28.6	27.0	24.1	
De Montfort University	24,537	5,599	357	25.0	25.9	28.4	24.3	
University of Derby	18,256	4,964	311	30.2	26.7	33.7	28.9	
University of Durham	20,678	2,198	1,975	22.4	23.9	21.5	20.2	
University of East Anglia	16,998	4,171	798	25.0	21.8	24.9	29.2	
University of East London	23,001	5,859	200	27.0	23.5	24.3	26.3	
Edge Hill University	16,223	2,810	1,360	34.2	31.6	25.5	25.7	
Institute of Education	2,026	184	195	17.6	17.6	18.4	18.7	
University of Essex	16,685	2,776	995	20.4	23.8	20.8	22.6	
University of Exeter	21,747	3,658	143	22.8	20.5	18.8	17.5	
Falmouth University	5,818	1,310	59	22.2	21.0	23.0	23.5	
University of Gloucestershire	11,840	2,226	651	22.9	20.2	22.2	24.3	
Goldsmiths' College	9,057	1,672	239	24.7	23.6	21.0	21.1	
University of Greenwich	23,025	2,419	785	7.2	7.9	11.0	13.9	
Guildhall School of Music & Drama	973	175	123	30.4	30.8	27.0	30.6	

Higher education institutions	Expenditure on					Overall expenditure			
	Higher fee income	Bursaries and scholarships	Outreach			2008-09	2009-10	2010-11	2011-12
	£000	£000	£000	£000	£000				
Harper Adams University	3,411	449	222			27.1	20.7	17.2	19.7
University of Hertfordshire	26,320	5,059	922			38.1	30.7	27.5	22.7
Heythrop College	940	315	192			29.9	44.3	51.2	53.9
University of Huddersfield	22,717	2,777	0			21.3	17.5	13.2	12.2
University of Hull	20,126	4,581	57			25.1	24.6	24.0	23.0
Imperial College London	11,380	4,548	83			32.1	32.3	36.8	40.7
Keele University	11,606	1,669	0			14.1	13.4	15.8	14.4
University of Kent	24,910	4,880	575			22.5	22.0	22.3	21.9
King's College London	18,982	3,806	1,768			20.6	27.2	26.4	29.4
Kingston University	28,667	5,972	299			20.5	20.3	21.4	21.9
Lancaster University	14,717	3,068	254			20.8	20.6	23.2	22.6
University of Leeds	37,567	8,185	400			26.8	24.0	23.3	22.9
Leeds College of Art	2,304	553	98			24.2	27.9	29.6	28.2
Leeds Metropolitan University	26,170	2,781	1,161			10.9	10.9	12.9	15.1
Leeds Trinity University	4,857	1,290	80			17.5	23.8	25.0	28.2
University of Leicester	16,201	3,330	405			24.8	23.7	24.2	23.1
University of Lincoln	17,705	2,103	384			25.0	20.2	16.3	14.0
University of Liverpool	23,508	7,385	400			31.8	30.9	30.2	33.1
Liverpool Hope University	10,271	2,506	100			30.4	34.0	26.6	25.4
Liverpool John Moores University	29,954	7,266	320			27.8	28.8	30.4	25.3
Liverpool Institute for Performing Arts	1,095	105	137			15.7	16.9	18.1	22.1

Expenditure on

Higher education institutions	Higher fee income £000	Bursaries and scholarships			Outreach £000	Overall expenditure		
		£000	£000	£000		2008-09	2009-10	2010-11
University of the Arts London	17,978	2,191	2,282	260	24.8	25.6	24.9	
University College London	17,725	5,565	676	35.5	35.6	35.4	35.2	
London School of Economics and Political Science	4,823	1,150	215	28.0	30.5	27.3	28.3	
London Metropolitan University	24,571	5,627	167	29.1	25.9	30.6	23.6	
London South Bank University	12,862	3,118	200	21.5	21.6	23.4	25.8	
Loughborough University	19,243	3,537	429	19.5	19.6	18.3	20.6	
University of Manchester	40,152	10,548	400	30.5	29.8	27.1	27.3	
Manchester Metropolitan University	45,564	11,432	301	30.4	26.0	27.0	25.7	
Middlesex University	24,659	1,809	378	9.6	9.0	9.2	8.9	
University of Newcastle upon Tyne	25,378	5,035	1,302	23.0	22.2	24.0	25.0	
Newman University	4,127	562	70	25.3	27.0	22.3	15.3	
University of Northampton	14,226	2,896	218	25.8	24.2	25.8	21.9	
University of Northumbria at Newcastle	28,746	7,281	615	20.8	31.5	28.1	27.5	
Norwich University of the Arts	3,045	600	106	24.8	20.2	22.1	23.2	
University of Nottingham	35,328	7,536	1,312	23.4	24.1	22.2	25.0	
Nottingham Trent University	36,491	8,652	649	29.5	26.7	25.3	25.5	
School of Oriental and African Studies	4,059	671	192	22.8	20.8	19.4	21.2	
University of Oxford	19,952	6,435	1,868	31.0	34.1	36.8	41.6	
Oxford Brookes University	16,290	4,839	459	34.4	34.3	35.7	32.5	
University of Plymouth	28,062	5,584	226	26.8	24.2	22.2	20.7	
University of St Mark and St John	4,038	614	82	10.8	17.2	17.9	17.2	
University of Portsmouth	29,619	6,016	844	24.5	24.1	23.4	23.2	

Higher education institutions	Expenditure on					Overall expenditure					
	Higher fee income	Bursaries and scholarships	Outreach								
	£000	£000	£000	2008-09	2009-10	2010-11	2011-12	2008-09	2009-10	2010-11	2011-12
Queen Mary, University of London	18,458	4,542	0	30.8	29.6	26.3	24.6	30.8	29.6	26.3	24.6
Ravensbourne	3,108	398	142	18.6	10.1	17.4	17.4	18.6	10.1	17.4	17.4
University of Reading	16,140	3,661	95	24.1	22.8	21.8	23.3	24.1	22.8	21.8	23.3
Roehampton University	12,995	1,632	356	20.7	21.1	18.6	15.3	20.7	21.1	18.6	15.3
Rose Bruford College	1,093	130	144	18.1	22.4	20.4	25.1	18.1	22.4	20.4	25.1
Royal Academy of Music	473	80	118	32.8	45.3	39.8	41.9	32.8	45.3	39.8	41.9
Royal Agricultural University	1,795	354	74	24.1	26.0	25.2	23.8	24.1	26.0	25.2	23.8
Royal Central School of Speech and Drama	1,171	204	167	31.2	30.9	32.4	31.7	31.2	30.9	32.4	31.7
Royal College of Music	598	48	205	15.8	24.5	23.6	42.2	15.8	24.5	23.6	42.2
Royal Holloway, University of London	9,500	2,069	399	29.1	30.7	28.7	26.0	29.1	30.7	28.7	26.0
Royal Northern College of Music	917	179	95	26.7	30.0	24.7	29.9	26.7	30.0	24.7	29.9
Royal Veterinary College	2,618	684	60	34.1	32.7	29.7	28.4	34.1	32.7	29.7	28.4
St George's Hospital Medical School	2,316	612	323	31.6	26.9	35.1	40.4	31.6	26.9	35.1	40.4
St Mary's University College	6,830	620	130	26.1	17.6	13.4	11.0	26.1	17.6	13.4	11.0
University of Salford	20,825	3,845	707	19.7	19.4	21.3	21.9	19.7	19.4	21.3	21.9
University of Sheffield	28,391	4,821	1,679	19.0	21.3	23.2	22.9	19.0	21.3	23.2	22.9
Sheffield Hallam University	35,758	6,481	525	26.5	25.6	22.6	19.6	26.5	25.6	22.6	19.6
University of Southampton	24,221	4,366	658	17.5	19.0	21.0	20.7	17.5	19.0	21.0	20.7
Southampton Solent University	17,857	3,346	497	28.6	27.8	24.1	21.5	28.6	27.8	24.1	21.5
Staffordshire University	16,694	3,974	491	27.6	37.6	27.4	26.7	27.6	37.6	27.4	26.7
Universities of East Anglia and Essex; Joint Provision at University Campus Suffolk	5,719	1,485	135		36.7	34.3	28.3		36.7	34.3	28.3

Higher education institutions	Expenditure on				Overall expenditure			
	Higher fee income £000	Bursaries and scholarships £000	Outreach £000	Outreach £000	2008-09	2009-10	2010-11	2011-12
University of Sunderland	15,749	2,822	1,930	43.8	42.9	39.6	30.2	
University of Surrey	11,129	3,019	106	31.3	33.2	32.4	28.1	
University of Sussex	15,719	2,813	680	18.3	19.1	20.3	22.2	
Teesside University	13,903	3,345	423	37.9	35.2	30.9	27.1	
Trinity Laban Conservatoire of Music and Dance	1,196	184	176	34.1	34.2	30.1	30.1	
University of Warwick	18,778	4,681	774	31.2	31.0	29.9	29.1	
University of the West of England, Bristol	33,915	5,988	1,216	32.1	32.4	24.6	21.2	
The University of West London	8,963	2,416	425	45.4	38.0	39.7	31.7	
University of Westminster	23,150	3,736	1,079	26.4	32.2	20.1	20.8	
University of Winchester	8,923	1,373	183	28.4	28.3	25.4	17.4	
University of Wolverhampton	20,051	3,272	1,130	23.8	20.8	20.5	22.0	
University of Worcester	13,072	3,486	237	22.2	23.4	23.2	28.5	
Writtle College	1,652	149	90	16.9	5.0	13.8	14.5	
University of York	18,408	3,562	116	20.5	21.8	21.2	20.0	
York St John University	7,111	1,826	104	29.1	26.5	27.9	27.1	
TOTAL (HEIs ONLY)	1,852,293	376,733	54,639					

Annex C

Bursary and scholarship holders, 2011-12

This annex shows for 2011-12:

- the number of undergraduate students at individual institutions who hold a bursary or scholarship. It excludes awards paid to students who do not fall in 'OFFA-countable groups'
- the proportion of full fee-paying students this number represents

Higher education institutions	In receipt of full state support		Bursary holders other OFFA-countable incomes/groups		Total OFFA-countable	
	Number	%	Number	%	Number	%
Anglia Ruskin University	3,576	43.2	1,463	17.7	5,038	60.8
Aston University	2,254	37.3	759	12.6	3,013	49.9
University of Bath	1,535	18.1	1,237	14.6	2,772	32.7
Bath Spa University	2,210	38.0	458	7.9	2,668	45.8
University of Bedfordshire	4,718	55.3	2,681	31.4	7,399	86.6
Birkbeck College	136	39.3	15	4.3	151	43.6
University of Birmingham	3,459	22.4	1,672	10.8	5,131	33.2
Birmingham City University	5,064	44.5	1,144	10.1	6,208	54.6
University College Birmingham	857	29.3	1,552	53.0	2,409	82.2
Bishop Grosseteste University	693	35.1	185	9.4	878	44.4
University of Bolton	2,371	60.6	576	14.7	2,947	75.3
Arts University Bournemouth	888	35.5	72	2.9	960	38.4
Bournemouth University	3,458	36.7	553	5.9	4,011	42.6
University of Bradford	4,704	64.0	680	9.3	5,384	73.2
University of Brighton	4,621	37.2	1,136	9.1	5,757	46.3
University of Bristol	1,839	16.7	1,469	13.3	3,308	30.1
Brunel University	3,346	38.7	663	7.7	4,009	46.3
Buckinghamshire New University	1,787	41.5	1,135	26.4	2,922	67.9
University of Cambridge	1,607	14.8	1,324	12.2	2,931	26.9
Canterbury Christ Church University	2,884	39.6	1,628	22.4	4,512	62.0
University of Central Lancashire	5,276	33.3	2,190	13.8	7,466	47.2
University of Chester	2,424	38.8	12	0.2	2,436	39.0
University of Chichester	1,529	37.0	681	16.5	2,210	53.5
City University, London	1,833	37.9	194	4.0	2,027	42.0

Higher education institutions	In receipt of full state support		Bursary holders other OFFA-countable incomes/groups		Total OFFA-countable	
	Number	%	Number	%	Number	%
University of Chichester	1,529	37.0	681	16.5	2,210	53.5
City University, London	1,833	37.9	194	4.0	2,027	42.0
Courtauld Institute of Art	19	13.2	4	2.8	23	16.0
Coventry University	4,533	41.1	1,269	11.5	5,802	52.6
University for the Creative Arts	1,769	36.0	47	1.0	1,816	37.0
University of Cumbria	2,284	37.4	1,584	26.0	3,868	63.4
Conservatoire for Dance and Drama	250	28.8	69	8.0	319	36.8
De Montfort University	5,569	44.7	1,793	14.4	7,362	59.1
University of Derby	4,725	51.4	1,739	18.9	6,464	70.3
University of Durham	1,946	18.9	50	0.5	1,996	19.3
University of East Anglia	2,403	28.3	2,640	31.1	5,043	59.4
University of East London	9,478	79.5	1,581	13.3	11,059	92.7
Edge Hill University	3,941	48.9	1,035	12.8	4,976	61.7
Institute of Education	442	42.0	105	10.0	547	52.0
University of Essex	2,760	33.4	1,158	14.0	3,918	47.4
University of Exeter	2,263	20.9	672	6.2	2,935	27.1
Falmouth University	1,278	41.8	493	16.1	1,771	57.9
University of Gloucestershire	2,436	40.5	308	5.1	2,744	45.6
Goldsmiths' College	1,846	41.4	332	7.4	2,178	48.8
University of Greenwich	4,415	35.9	507	4.1	4,922	40.0
Guildhall School of Music & Drama	95	19.7	72	14.9	167	34.6
Harper Adams University	524	25.6	104	5.1	628	30.7
University of Hertfordshire	5,496	42.2	236	1.8	5,732	44.0
Heythrop College	179	38.1	84	17.9	263	56.0
University of Huddersfield	6,115	53.6	0	0.0	6,115	53.6
University of Hull	3,913	37.5	1,459	14.0	5,372	51.4
Imperial College London	1,027	18.1	723	12.8	1,750	30.9
Keele University	1,843	32.2	79	1.4	1,922	33.6
University of Kent	4,030	30.6	1,741	13.2	5,771	43.8
King's College London	2,211	23.2	1,200	12.6	3,411	35.9
Kingston University	6,461	45.3	1,759	12.3	8,220	57.6

Higher education institutions	In receipt of full state support		Bursary holders other OFFA-countable incomes/groups		Total OFFA-countable	
	Number	%	Number	%	Number	%
Lancaster University	1,856	24.6	747	9.9	2,603	34.5
University of Leeds	4,709	23.8	1,641	8.3	6,350	32.1
Leeds College of Art	378	33.3	18	1.6	396	34.9
Leeds Metropolitan University ¹	4,457	25.2	50	0.3	4,507	25.5
Leeds Trinity University ²	1,066	41.6	611	23.9	1,677	65.5
University of Leicester	2,264	27.7	935	11.4	3,199	39.1
University of Lincoln	3,500	39.8	1,415	16.1	4,915	55.9
University of Liverpool	3,511	29.8	282	2.4	3,793	32.2
Liverpool Hope University	2,441	47.2	783	15.1	3,224	62.3
Liverpool John Moores University	7,136	47.7	2,173	14.5	9,309	62.2
Liverpool Institute for Performing Arts	157	28.9	51	9.4	208	38.2
University of the Arts London	2,796	31.2	352	3.9	3,148	35.2
University College London	1,995	22.5	1,113	12.6	3,108	35.1
London School of Economics and Political Science	508	21.4	356	15.0	864	36.4
London Metropolitan University	6,988	54.9	1,089	8.6	8,077	63.5
London South Bank University	3,730	58.9	524	8.3	4,254	67.1
Loughborough University	2,096	20.0	848	8.1	2,944	28.1
University of Manchester	5,592	27.4	853	4.2	6,445	31.6
Manchester Metropolitan University	10,037	44.5	2,748	12.2	12,785	56.7
Middlesex University	4,463	36.2	261	2.1	4,724	38.3
University of Newcastle upon Tyne	2,762	21.2	682	5.2	3,444	26.4
Newman University	1,087	53.5	204	10.0	1,291	63.5
University of Northampton	3,107	41.7	930	12.5	4,037	54.2
University of Northumbria at Newcastle	6,606	44.2	3,941	26.3	10,547	70.5
Norwich University of the Arts	610	39.3	335	21.6	945	60.9
University of Nottingham	3,839	21.6	2,643	14.9	6,482	36.5
Nottingham Trent University	6,418	33.2	2,196	11.4	8,614	44.5
School of Oriental and African Studies	698	33.5	15	0.7	713	34.2
University of Oxford	1,443	14.3	1,309	13.0	2,752	27.3
Oxford Brookes University	2,419	28.5	744	8.8	3,163	37.3
University of Plymouth	5,113	35.6	1,915	13.3	7,028	48.9

Higher education institutions	In receipt of full state support		Bursary holders other OFFA-countable incomes/groups		Total OFFA-countable	
	Number	%	Number	%	Number	%
University of St Mark and St John ³	847	42.6	1	0.1	848	42.6
University of Portsmouth	5,336	35.1	1,872	12.3	7,208	47.5
Queen Mary, University of London	3,470	37.7	559	6.1	4,029	43.8
Ravensbourne	450	27.2	203	12.3	653	39.5
University of Reading	2,046	25.0	1,193	14.6	3,239	39.6
Roehampton University	2,773	42.6	56	0.9	2,829	43.4
Rose Bruford College	162	29.2	3	0.5	165	29.8
Royal Academy of Music	37	15.9	31	13.3	68	29.2
Royal Agricultural University	178	20.1	108	12.2	286	32.4
Royal Central School of Speech and Drama	202	35.0	0	0.0	202	35.0
Royal College of Music	49	16.4	6	2.0	55	18.5
Royal Holloway, University of London	1,524	31.2	566	11.6	2,090	42.8
Royal Northern College of Music	120	25.1	66	13.8	186	38.9
Royal Veterinary College	294	22.1	133	10.0	427	32.1
St George's Hospital Medical School	396	34.4	143	12.4	539	46.8
St Mary's University College	1,187	34.1	188	5.4	1,375	39.5
University of Salford	5,497	49.7	632	5.7	6,129	55.4
University of Sheffield	3,130	22.1	2,518	17.8	5,648	39.9
Sheffield Hallam University	6,720	35.7	3,267	17.4	9,987	53.1
University of Southampton	2,876	23.9	1,223	10.2	4,099	34.1
Southampton Solent University	3,748	41.2	386	4.2	4,134	45.5
Staffordshire University	4,002	42.0	536	5.6	4,538	47.6
Universities of East Anglia and Essex; Joint Provision at University Campus Suffolk	1,381	47.6	240	8.3	1,621	55.8
University of Sunderland	3,317	41.3	1,458	18.1	4,775	59.4
University of Surrey	1,602	29.1	1,047	19.0	2,649	48.1
University of Sussex	2,265	28.2	201	2.5	2,466	30.7
Teesside University	3,607	51.8	477	6.9	4,084	58.7
Trinity Laban Conservatoire of Music and Dance	135	22.9	104	17.7	239	40.6
University of Warwick	2,019	21.4	829	8.8	2,848	30.1

Higher education institutions	In receipt of full state support		Bursary holders other OFFA-countable incomes/groups		Total OFFA-countable	
	Number	%	Number	%	Number	%
University of the West of England, Bristol	5,298	30.8	664	3.9	5,962	34.7
The University of West London ⁴	2,733	61.1	407	9.1	3,140	70.2
University of Westminster	5,935	51.3	1,492	12.9	7,427	64.2
University of Winchester	1,472	33.4	836	19.0	2,308	52.4
University of Wolverhampton	4,895	47.1	1,149	11.1	6,044	58.1
University of Worcester	2,688	39.1	3,156	45.9	5,844	85.1
Writtle College	341	41.9	0	0.0	341	41.9
University of York	2,078	22.0	1,148	12.2	3,226	34.2
York St John University ⁵	1,250	35.3	0	0.0	1,250	35.3
TOTAL (HEIs ONLY)	336,960		105,080		442,040	

Notes:

1. Charged lower fees in 2006 to 2009
2. Charged lower fees in 2006 to 2008
3. Charged lower fees in 2006 to 2008
4. Charged lower fees in 2006 to 2009
5. Charged lower fees in 2006 and 2007

Annex D

Glossary

Access agreements: These set out: how a university or college plans to protect and promote fair access to higher education for people from lower income backgrounds and other groups that are currently under-represented at the institution; the tuition fees it intends to charge; the milestones and objectives the institution chooses to use to monitor its progress in improving access; and working estimates of the higher fee income they expect to receive and what they anticipate spending on access measures. All institutions that wish to charge undergraduate fees above the basic level (in 2011-12, this was £1,345), must have an access agreement approved by OFFA. For more details see part one of this document.

Additional outreach: For the purposes of OFFA's access agreement monitoring, institutions only report on outreach expenditure related to funds committed from higher fee income and other new and additional (post-2006) sources of funding. This might include funding specific new outreach activities, or enhancing and growing existing programmes, and can include relevant staffing and overhead costs. It does not include other funding sources such as Aimhigher and Lifelong Learning Network funding.

Basic fee: The level of tuition fee up to which an access agreement is not required. In 2011-12 this was £1,345 for a full-time undergraduate course and £665 for some 'specified' courses, including sandwich courses and courses provided in conjunction with an overseas institution.

Further education college: A further education college provides education and training for people over 16. Some colleges offer higher education courses in partnership with universities. In general, FE colleges offer post-16 courses, general education and vocational training that leads to qualifications for post-school learners and trainees of all ages, work-based learning including Apprenticeships, and often adult and community learning.

General colleges and specialist HEIs: General colleges are those higher education colleges which, under the provisions of the Further and Higher Education Act 1992, are funded by the Higher Education Funding Council for England. Specialist

higher education institutions have 60 per cent or more of its courses in one or two subjects only, such as music or art colleges.

Higher Education Funding Council for England (HEFCE): HEFCE distributes public money for higher education to universities and colleges in England, and ensures that this money is used to deliver the greatest benefit to students and the wider public.

Higher fee: The level of tuition fee for which an access agreement is required. In 2011-12, this refers to any full-time undergraduate fee above the basic level of £1,345 and up to the maximum of £3,375. For some 'specified' courses, including sandwich courses and courses provided in conjunction with an overseas institution, the maximum fee for 2011-12 was £1,680 and the basic fee was £665.

Higher fee income: Income from fees above the basic level. For example, where institutions charged the maximum fee of £3,375 for full-time undergraduates in 2011-12, when the basic fee was £1,345, the 'higher fee income per student' was £2,030 (£3,375 - £1,345 = £2,030).

Interim widening participation strategic statements (Interim WPSSs): Interim WPSSs set out institutions' widening participation priorities for 2012-13 allowing us to understand how institutions are responding to the changing higher education environment and provide an indication of how institutional WP strategies may need to be adapted or fundamentally re-shaped as a consequence of the funding and fees reforms taking effect in 2012-13.

Office for Fair Access (OFFA): The Office for Fair Access was established under the Higher Education Act 2004. Its role is to safeguard and promote fair access to higher education in England through the approval and monitoring of access agreements.

OFFA-countable groups: See 'under-represented groups' below

Outreach: We define outreach as any activity that involves raising aspirations and attainment and encouraging students from under-represented groups to apply to higher education.

PGCE: Postgraduate/Professional Graduate Certificate of Education

Post-1992 universities: Higher education institutions which acquired university status as a result of the provisions of the Further and Higher Education Act 1992.

Pre-1992 universities: Higher education institutions which had university status before the provisions of the Further and Higher Education Act 1992 came into force; and the two Northern Ireland universities.

Protected equality characteristics: Protected characteristics are the grounds upon which discrimination is unlawful. The protected characteristics (section 4) under the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief (including lack of belief)
- sex
- sexual orientation.

Minimum bursary: In 2011-12, universities and colleges charging the maximum fees were required to give a minimum bursary to students entitled to receive the full state Maintenance Grant or Special Support Grant. In 2011-12, the minimum bursary was £338, although in practice, most universities and colleges gave more than the minimum bursary. From 2012-13, following Government changes to student finance, there is no minimum bursary. Lower income students may be eligible for support under the new National Scholarship Programme or other institutional awards.

Retention and student success activity: Measures such as targeted academic or pastoral support to help students succeed and complete their courses.

Under-represented groups: This refers to groups that are currently under-represented in higher education compared to their representation in wider society. This group includes (but is not limited to):

- people from lower socio-economic groups or from neighbourhoods where higher education participation is low
- people from low-income backgrounds (this includes household income up to £50,020 – the upper threshold for state maintenance grants in 2011-12)
- disabled people
- people who have been in care.

Variable fees: The full-time undergraduate tuition fees payable to an institution. Variable fees were introduced by the Higher Education Act 2004. In 2011-12, fee limits could be set between £0 and £3,375.

Widening participation strategic assessment (WPSA): WPSAs set out institutions' overall widening participation aims and objectives alongside a strategic assessment of what they hope to achieve over a three-year period. All higher education institutions and further education colleges that are directly funded by HEFCE and have 100 students (full-time equivalent) or more were required to submit a WPSA in 2009. For more details see part two of this document.

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