
Access Agreement 2014-15



ACCESS AGREEMENT FOR SOUTHAMPTON SOLENT UNIVERSITY 2014-15

Introduction

1. Southampton Solent University is strongly committed to social justice and intends to remain highly ranked among English Universities for its proportion of students from disadvantaged backgrounds. In this document we provide our plans for arrangements and activities targeted at sustaining this commitment.
2. In proposing our tuition fees for UK and EU full-time, undergraduate entrants starting their studies in 2014-15, we are determined to continue offering an excellent and distinctive learning experience that is of real value to all students.
3. Our mission, as stated in our Strategic Plan, is testament to this:

'The pursuit of inclusive and flexible forms of Higher Education which meet the needs of employers and prepare students to succeed in a fast-changing competitive world.'

Fees

4. From September 2014 Southampton Solent University intends to charge the following fee levels for all new Home and EU full-time students:

All levels of undergraduate degree courses £9,000 per year

All levels of sub-degree courses up to a maximum of £7650

All Erasmus, Study Year Abroad and Sandwich years £1350

Part-time courses – a maximum charge of £6,750 (£6,750 charge would be for 100 credits, the maximum permitted in one year for part-time study).

5. The figures for fees may be subject to annual increases in line with inflation. We also reserve the right to apply annual increases within the cap set by the Government. Sandwich Year and Year Abroad fees may be subject to change following Government legislation and will be amended accordingly.
6. In setting our fees we have sought to maintain our investment in improving the student experience.

Expenditure on additional access & retention measures

7. The conditions for which bursaries were awarded to students who entered the University between 2007 and 2013 will remain as stated in the Access Agreement relevant at the time of entry. The University will maintain all agreed expenditure on bursaries and scholarships relating to students who entered in these years.
8. We will continue to work with charitable trusts and other public and private bodies to encourage donations to assist students from disadvantaged backgrounds.
9. We have established targets for our outreach and other access and retention activities for a five-year period from 2012-17 and estimate that we will spend an additional £5.68 million on these measures by 2017-18.

10. These estimated figures include the University's matched contribution to the National Scholarship Programme, which will total an estimated £1.5 million in 2017-18, and a combined fee waiver and cash award scheme for eligible Foundation Year students, which will total an estimated £1 million by the same year. It should be noted that these monetary values are presented in constant terms in the absence of inflationary assumptions built into the fee levels.

11. Expenditure on access measures will include the costs of a number of activities that were previously funded through the Aimhigher programme and are now entirely funded by the University.

12. We estimate that we will be spending 20.9% of our fee income above the basic fee on new access and retention measures by 2017-18.

Assessment of our access and retention record

13. Southampton Solent has an excellent record in widening participation. We have consistently performed better than total UK sector averages for the three key performance measures: attracting students from low participation neighbourhoods; NS-SEC social classes 4-7; and state schools.

14. Previously, we have frequently exceeded our benchmark for these indicators and have always exceeded the location adjusted benchmarks. For 2011-12 entrants this is still only true for proportions of entrants from state school which indicates some slippage in numbers progressing from low participation neighbourhoods and NS-SEC groups. We will closely monitor this situation going forward, especially as we analyze the impact of higher tuition fees in 2012-13.

15. The University has a strong commitment to the access agenda, having played a key role in the Aimhigher project from inception and having led the Hampshire and Isle of Wight Lifelong Learning Network from 2006-2010. We are a founder member of the Hampshire Universities Widening Participation Group which exists to further the collaborative work of the university partners involved in these previous partnerships. Further details regarding the evaluation of the impact of our access activities is provided in paragraph 71 below.

16. Our record on retention has seen steady improvement in recent years in absolute terms with non-continuation of all (young and mature) full-time first degree entrants improved for the fifth year running.

17. The majority of our students are young, full-time first degree entrants. Their non-continuation rate improved by 0.5% between 2009-10 and 2010-11 (see table 2 below) but we still aim to perform better than benchmark for all students.

18. We remain committed to sustaining our access record through outreach, but will focus much of our energies and resources on improving retention, in line with the OFFA guidance for this agreement.

Table 2: Non-continuation following year of entry, 2004-10: young, full-time first degree entrants.

[Source: HEFCE Performance Indicators]

	Not in HE	Bench- mark
	%	%
2004-2005	9.2	10.1
2005-2006	11.9	9.9
2006-2007	11.0	10.6
2007-2008	11.7	10.5
2008-2009	9.5	9.1
2009-2010	10.7	10.2
2010-2011	10.2	9.4

Part-time students

19. We have considered the inclusion of additional targets applying to part-time students. However, part-time students do not constitute a significant proportion of our student body and the relevant data shows considerable fluctuation above and below sector benchmarks. This volatility, coupled with the fact that these numbers include for example our own staff undertaking continuing professional development, leads us to conclude that such targets would not have any useful analytical value. We will however, be mindful of the needs of part-time students from disadvantaged backgrounds in the provision of financial and other support.

Outreach

20. Our access team will be specifically focused on activity with students from under-represented groups from Years 6 – 12 ensuring that the criteria used optimise the impact on the right students.

21. We are subscribers to the regional Higher Education Access Tracking (HEAT) project based at the University of Kent which enables us to assess impacts of interventions with schools and colleges in the long term. This data, shared by the HUWPG, assists in our evaluation of impact and inform the development of outreach strategies going forward.

22. The majority of our access activity will focus on students in Southampton, which has a history of localised low attainment and low aspirations to progress to higher education. We work closely with our partners in schools and colleges in the city to ensure that resources are deployed effectively to those at greatest disadvantage. We are board members of the Southampton Education Forum which consists of all secondary Head teachers and college Principals in the city.

23. It is essential that key messages about the costs and benefits of higher education are communicated to students and at the right time. We will continue to devote considerable resource to communicating with potential students, their parents/carers and

teachers/advisers. We have invested in our 'Career Coach' to provide supplementary information, advice and guidance to schools and colleges throughout the region.

24. Targeted long term outreach with Year 6: this builds on long established outreach work with schools in low-participating neighbourhoods in Southampton and the local region. This provides an example of aspiration raising activity with disadvantaged groups that is intended to have benefit in the longer term.

25. Targeted interventions with Year 9/10: this activity is centred on decision-making with regard to GCSE options. This involves targeting students from under-represented groups for information sessions, campus visits and a range of other activities.

26. We will continue to offer mentoring opportunities for students from underrepresented groups, matched to our own students through the Southampton Junior University (see paragraphs 37-38 below).

27. We will continue to deliver targeted summer schools for students from under-represented groups in Year 12, based on previous Aimhigher and ESF models. Evidence provided by HEAT shows strong conversion factors for students engaged on subject specific summer schools.

28. Much of the targeting work relevant to this activity has already been undertaken as part of previous Aimhigher arrangements and we will continue to use established methodologies where it is relevant to do so. Target schools, based on POLAR3 data will continue to be the main focus of our work in this area. This work will be evaluated directly (through impact surveys) and in long term monitoring we are undertaking as part of the HEAT project.

29. A key issue for students from under-represented groups is the transition from school or college to university. We have a continuous improvement model for dealing with student induction and support that gives particular attention to the needs of vulnerable groups. For example, Access Solent staff work with declared potential and current disabled students to identify support needs and set up relevant provision. This includes responding to enquiries from the earliest relevant point for the applicant (for some this can be up to two years pre-enrolment), and drop-in sessions at open days. Direct contact is complemented by online promotions on the University and HelloUni websites (the latter developed and available specifically for new students including information on designated contacts). Advisers work with applicants, Faculties and others to facilitate smooth and successful transitions into University and through all parts of the 'student life cycle'. Where identified as useful, case meetings are organised to enable a joined up approach to identifying and setting up relevant supports or adjustments.

30. We will continue to develop our 'virtual campus' to engage with these learners through a range of web-based initiatives prior to their enrolment and we will continue to promote the 'link tutor' arrangement with local colleges, whereby college tutors will contact and support students who have progressed to Solent.

31. We will continue to provide accurate and timely information to school and college staff, as well as to students and their parents/carers. We will also monitor the understanding of the fees and support systems through periodic focus groups with potential students, their parents/carers and teaching and advisory staff. All of this activity will be targeted at under-

represented groups. Communication with the parents and carers of potential students will be primarily through school/college based events and open days.

32. Over the past three years the University's Sport and Recreation Service, 'Sport Solent' has been building substantial outreach activity. From 2014-15 this activity is more fully reflected in our outreach expenditure. Sport Solent is now responsible for the recently outsourced City Council's Sports Development Unit and hosts one of the School Games Organisers for the city; both of these areas of work are unique within the university sector. To complement these areas of work there have been significant developments academically, the volume of placement opportunities for students continues to expand and a number of our Sports Degrees have now integrated volunteering into their curriculum, as well as providing innovative ways of engaging with the local community.

33. Our school engagement sport projects see us providing opportunities in over 80% of the schools in the city, a significant proportion of this delivery being in some of the most deprived areas. This programme has seen students engage with over 800 school pupils each week at peak times. In addition to this, Sport Solent also provides a 'distraction activities project' based in the most deprived area of the city, and is responsible for the coaching and management of the Southampton Representative football side which is in place to provide opportunities for pupils with behavioural issues.

34. The coach education programme which provides the sport specific training opportunities for students is likely to exceed 1000 placements by 2014/15 on a programme that would consist of over 90 short based courses. Again these placements are located in schools and community centres in some of the most disadvantaged parts of the city and region.

Collaborative Activity

35. We have formed a Hampshire Universities Widening Participation Group (HUWPG) with our local colleagues in the Universities of Southampton, Portsmouth and Winchester. We meet regularly to exchange good practice, ensure appropriate targeting and monitoring of outcomes.

36. Our particular focus for collaborative working in 2014/15 will cover the following areas:

Student Ambassadors: we will share resources, models of working and provide access to training across the group to ensure high standards and economies of scale.

Care Leavers: We are part of the 'We Care' partnership which has representation from HUWPG and the four local authorities in the area. This group works together to ensure care leavers are given extra opportunities and additional support to access higher education. In 2014-15, we will host a good practice conference on behalf of the We Care partnership.

BME work: A working group (created in 2013/14) will audit existing programmes which support recruitment, progression, retention and attainment by BME students with a view to sharing resources and developing further good practice in this area. We will seek to develop opportunities to engage collectively with BME communities either through existing events such as Black History month and the Southampton Mela or through the development of targeted subject-specific activities.

Disability: The HUWPG partnership has established a collaborative disability network (during 2013-14) to develop a range of projects providing support for disabled young people who have the potential to progress to HE.

37. Southampton Solent University is a key member of the Southampton Education Forum, working closely at a strategic level with the University of Southampton, all 14 schools and 3 colleges across the city to develop effective access programmes and new forms of progression. A key development in this regard is the setting up of the Southampton Junior University with consortium support.

38. The 'Southampton Junior University' project will be extended into 2014-15. The current project provides undergraduate mentors to school pupils in Year 11 who are on the C/D borderline for GCSE and aims to raise both aspirations and attainment. A second strand looks at providing enrichment for gifted Year 9 pupils. We plan to evaluate outcomes and, if indicated, extend the project. The Junior University itself is expected to expand to encompass a range of outreach activities stipulated already in this agreement.

Student Retention & Success

39. A great deal of work has been undertaken to improve retention at Southampton Solent University and this is embedded in our current systems and practices. Piloted in 2012/13, 'On Track' is a proactive means of dealing with complex 'vulnerable student' cases where engagement is potentially or actually under threat. On-Track seeks to identify and monitor the most vulnerable students; pre-empt problems before they become insurmountable; and prevent students falling through the net by working closely with colleagues across the University Student Support Network and ensuring they are accessing relevant support. On Track participants may be students who have a mental health issue; are care-leavers; or who have attracted the attention of Faculty or LIS staff concerned about their welfare or engagement. The majority of On Track participants have a declared complex disability such as a mental health issue, complex Dyspraxia, Autism, ADHD, or anorexia. 12 are care-leavers who are monitored at a relatively low level unless a particular issue arises. We are pleased to report significant improvements in care leaver retention (in 2012-13 this was 100% at census date).

40. With the introduction of our engagement monitoring system we have created academic support units in each of the faculties to improve student participation and identify at the earliest opportunity students who are at risk of becoming disengaged. These teams take a pro-active approach to ensuring student participation through timely information, better scheduling and prompt action to address inclusion issues. In 2014-15 we will be in the fourth year of operation and will utilise data from earlier years to ensure optimum impact in terms of improving student participation.

41. We will seek to improve the retention of mature students who have progressed from relevant Access courses in the region. Building on existing practice, the University will advise them on specialist support and provide a link to course teams at Solent.

42. We will place particular emphasis on tracking and supporting those in receipt of National Scholarship Programme monies and those from care backgrounds. We estimate that 66% of the students who will benefit from the engagement monitoring system will be from underrepresented groups. We have predicted institutional spend on retention accordingly.

43. Additional staffing capacity has been provided to run the attendance and engagement monitoring systems, to oversee the data and to provide support for students and this will continue into 2014-15.

Other relevant policies and activities

44. The University holds the Buttle UK Quality Mark for supporting care leavers in progressing to higher education. This requires that processes are in place to support care leavers in choosing to progress to higher education. Through our leadership of the We Care Partnership, Solent facilitates the sharing of good practice across the county and supports care leavers from application through to graduation.

45. Our partnerships team provides liaison with schools and colleges in the region. This enables effective targeting of relevant students for aspiration raising and mentoring activities. Widening access is a key agenda in the development of this network and we will continue to work closely with colleges and schools to develop interventions that help disadvantaged students manage transitions and progress through to university.

46. Southampton Solent University now has more students engaged in sports coaching in the community than any other HE institution. Significant work is undertaken through this route to raise aspirations in schools, colleges and community settings.

47. The University is working to remove barriers to learning and reduce disadvantage by working to close the gap between collecting and analysing data and taking action. This work includes the establishment of priorities published in a University Equality, Diversity and Inclusivity Scheme and within periodic reports from Staff and Student Equality Forums (see paragraphs 83 to 85 below).

Financial support targeted at students from low income backgrounds or other under-represented groups

48. Our package of financial support for new entrants from 2014-15 is designed to help the retention of students at the University and to encourage applications from under-represented groups.

49. The University will offer a matching number of scholarships to that offered by the National Scholarship Programme (NSP) at £3000 per student in the first year of study. A pro-rata amount will be offered to part-time students who meet the University's eligibility criteria and who are studying a minimum of 25% intensity of the full time equivalent.

50. Applicants with declared residual household income below £25,000 will be considered but will need to meet the University's additional eligibility criteria.

51. There is no automatic eligibility for receipt of an award: the additional University eligibility criteria will be weighted in line with both demand for an award and the availability of National Scholarship Funding.

52. Applicants who are full time students will also be expected to have applied for means tested student support from Student Finance England and given consent to share information in order that their declared household income level may be verified.

53. University eligibility criteria for the NSP will include one or more of the following:

- Enrolment on an Undergraduate, Foundation Year/HNC or other equivalent course;
- Home address within a low participation neighbourhood;
- Application to Southampton Solent University as a first choice;
- Being in the care of a Local Authority for a minimum of 52 consecutive weeks immediately prior to beginning a programme of study at the University and aged 24 or under;
- Low household income.

54. The Government eligibility criteria also state that the following students who are:

- Ordinarily resident in Scotland, Wales and Northern Ireland
- NHS funded students
- Funded by the Training and Development Agency for Schools
- Continuing from one programme to another
- Transferring institutions
- Undertaking postgraduate qualifications
- Part-time students undertaking less than 25% intensity of the full-time equivalent programme or
- Having their fees paid or part-paid through a sponsorship arrangement

will not be eligible to apply for a National Scholarship and that students who are following part-time programmes or are EU nationals (as defined in the current Education [Student Support] Regulations) will not be eligible for the maintenance element of any National Scholarship Programme award and therefore would not receive the cash scholarship of any NSP awarded.

55. Students who receive a social work bursary will not be eligible to apply for a National Scholarship.

56. These criteria have been clearly communicated in all of our marketing and publicity materials.

57. All eligible award holders will receive up to the maximum allowable of £1000 in cash. Award holders who reside in University accommodation will also receive a partial accommodation waiver up to the value of £2000 during the first year of study.

58. Award holders who do not reside in University accommodation will also receive a fee waiver up to the value of £2000 during the first year of study.

59. Students still attending the University on the first day of term in 2015 will be eligible for the full award. Students not in attendance, who leave before the first day of term 2015 will only be eligible for 50% of the award.

60. Recognising the particular financial challenges often facing students from widening participation backgrounds, the University will complement the above with three additional access measures, also countable under the guidance issued by OFFA:

61. The University's own Access to Learning Fund for 2014-15. This is additional to the Access to Learning Funding provided by HEFCE.

62. We will continue to offer a combined fee waiver and cash award scheme for Foundation Year students, targeted at new home and students from low participation neighbourhoods in Southampton and the local region. This scheme will use the same application process as the National Scholarship Programme, although students will not be able to hold both awards. It is estimated that this will involve the waiving of fees and the allocation of cash awards to the value of approximately £1 million.

63. In recognition of the difficulty faced by students who currently receive a National Scholarship Programme award for the first year of study only, we will introduce a new bursary to the value of £500 in both the second and third year of study for all full-time students who previously satisfied the eligibility criteria for the award of the maintenance element of the National Scholarship programme. This new bursary will also be offered to students who progress from the Foundation Year to their second, third and fourth years of study as long as they satisfied the above eligibility criteria as part of the application for the Foundation Year award.

Targets & Milestones

64. With regard to overall performance in access, we recognise that there may continue to be particular challenges in terms of the impact of the new tuition fee arrangements on entry to higher education and that this might have a disproportionate effect on under-represented groups who would normally apply to Solent.

65. We have reflected this assessment in our access targets for 2014-15. We will continue to use POLAR3 data – informed by tracking and monitoring analysis from the HEAT database to target activity on the most disadvantaged groups.

66. We believe that there will be a considerable element of stretch in regaining and maintaining the high standard of our baseline from 2013 onwards for the three key measures of state school entrants, low participation neighbourhoods and lower social class.

67. To further ensure that we take effective action to support access from under-represented groups, we have agreed broad targets for collaborative activity around four areas of mutual interest with our partners in the Hampshire Universities Widening Participation Group. These are: shared practice in student ambassador training and joint projects to address the needs of disabled students, BME students and care leavers.

68. With regard to retention, we will demonstrate continued progress in absolute terms by year on year improvement from our baseline of 10.7% non-continuation following year of entry. This stretching target is a key strategic imperative for a University with a core commitment to social justice.

69. We will concentrate more specifically on targeting improved retention for those in receipt of NSP bursaries and for mature students who enter the University via an Access course.

70. We will also measure our progress against key performance indicators annually produced by HESA. We have been doing so for over a decade and this consistent use of a

robust and recognised dataset provides both interim milestones and a long term assessment of performance.

Evaluation and Evidence in the Design of Access Activities:

71. Southampton Solent uses the following measures for evaluating the impact of our access activities:

1. **User feedback surveys:** These are utilised in the form of pre and post event surveys that participants and their teachers complete. This data is analysed to ensure that events are meeting their stated objectives and that participants views are incorporated, where appropriate, for continuous improvement. This model has been further refined since it was first developed by Aimhigher.
2. **Control groups study:** This method is being introduced during academic year 2012-13 to compare the performance of students on specific mentoring programmes against a control group of peers. Results will be made available (subject to the usual data safeguards) in late 2013. We hope to extend this methodology, where feasible, during academic years 2013-14 and 2014-15.
3. **WP 'Flag' Monitoring:** In line with our WPSS commitments, we will be tracking designated 'WP' students to compare their performance academically (student success) and their retention. We will specifically seek to identify where there are key 'break points' or gaps in student support provision.
4. **Financial Support Assessment:** We will be tracking students in receipt of means tested bursaries and scholarships and evaluating the effectiveness of this support.
5. **Higher Education Access Tracker:** This database provides us with long term data (building on an earlier Aimhigher database) to show *progression to HE* by students engaged in outreach activity as well as progression to Solent.

Evaluation & Monitoring Oversight Processes

72. The measures in this agreement will be monitored by an 'Access and Widening Participation Group' which meets to review progress and recommend appropriate changes to the shape of any subsequent Access Agreement. This group is chaired by a Deputy Vice-Chancellor and reports to the Management Board of the University. It includes student representatives who are consulted on all aspects of the access agreement, including financial support.

73. Collaborative work to deliver the Access Agreement is monitored by this group, particularly the arrangements that we develop with the Hampshire Universities Widening Participation Group and the Southampton Education Forum to ensure the efficacy of longer-term outreach work.

74. Evaluation will be undertaken by the University's Research and Information Unit in conjunction with our Planning Team and other relevant staff teams in the University.

Provision of timely, clear and accessible information to access students

75. Southampton Solent University will continue to provide comprehensive, clear and timely information to all prospective students. This will include full and clear advice in advance on

the amount of fees that the institution will charge each year for any given course of study, additional costs relating to the course and any relevant support available to students.

76. Existing students will be updated regularly via the student portal and through Student Union publications.

77. Prospective students will be updated via the University website, outreach workshops and information provided to their schools and colleges. Our outreach activity includes 'money advice workshops' to ensure that those considering applying are aware of the costs of study and the full range of financial and other support on offer to assist them.

78. The University also commits to providing timely information to other agencies as required, including UCAS and the Student Loans Company.

79. The University will observe the Key Information Set requirements extant during the period that this agreement applies.

How students have been engaged in the design and implementation of the access agreement and monitoring arrangements

80. The Southampton Solent University Student Union is committed to supporting widening participation and works closely with university staff on a number of projects.

81. Student representatives are members of the University 'Access & Widening Participation Working Group' and as such are involved in the internal approval and amendment process. A separate meeting was also convened for discussion of the draft access agreement with the Union Executive (21st March 2013)

82. As WP champions, the Student Union will be directly involved in outreach and other work that contributes to our access performance.

Equality and diversity

83. Equality policy within the University: In seeking to close the gap between collecting data, analysis and action the Student Equality Forum completes an annual report including data analysis and progress on priorities that are reviewed annually. The Forum is currently working on the following eight priorities:

- i. Continue to increase employability support for disadvantaged students; increase the number of students engaged in the Mentoring+ Programme.
- ii. Support the Equality Research Cluster in rolling out a series of workshops on promoting and embedding equality and diversity in the curriculum and assessment.
- iii. Support the Equality Research Cluster in developing a bank of case studies of good practice for dissemination, and conducting an appreciative inquiry on equality and diversity involving staff and students.
- iv. Continue to analyse the uptake of student-facing services and respond accordingly to ensure services may be accessed equally by all individuals and groups.
- v. Support the Ofsted assessment of University provision and respond to any recommendations for further improvement regarding equality.
- vi. Review the existing Student Equal Opportunities Policy.

- vii. Continue working with the Staff Equality Forum in delivery of the existing University Equality Scheme and development of a new one.
- viii. Review the inclusion of issues of equality and access in the University approach to facilities project management.

We will assess progress on these actions to inform the implementation of our Access Agreements.

84. These priorities include a focus on improving employability and the inclusivity of the curriculum and assessment through staff development, case studies, appreciative inquiry and a mentoring programme. Additional staffing capacity including a task and finish group chaired by a senior academic has been allocated to support delivery of these priorities.

85. This agreement has been approved by the Chair of the University's Student Equality Forum as being fully aligned with the objectives of the University Equality Diversity and Inclusivity Scheme.

OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: Southampton Solent University

Institution UKPRN: 10006022

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	State School (location adjusted) (HESA Table T1a)	Young (under 21) full-time first degree entrants from state schools, compared to a three-year average.	No	2007/8-2009/10	96.7% (three-year average)	95%	95.5%	96%	96.5%	96.7%		To maintain the high level of young full-time first degree entrants from state schools over the 5 year period through continued engagement with local schools and colleges. We have noted the challenges posed by recruitment in 2012 by suggesting a reduction in numbers recruited from disadvantaged groups and a gradual recovery up to 2016-17.
2	NS-SEC (location adjusted) (HESA Table T1a)	Young (under 21) full-time first degree entrants from social classes 4, 5, 6 & 7, compared to a three-year average.	No	2006/7-2009/10	35.3% (three-year average, excluding 2008-9)	34%	35.3%	35.3%	36%	36%		To increase the number of young full-time first degree entrants from social classes 4, 5, 6 & 7 over the 5 year period through continued engagement with target groups. We have noted the challenges posed by recruitment of disadvantaged groups in 2012 by suggesting a temporary reduction in that year. The three-year average commences in 2006-7 as there was a change in the method of collection in 2008-09. This caused the proportion of students classified as 'unknown' and those classified as NS-SEC groups 4 to 7 to both rise. Consequently, the data for 2008-09 cannot be compared with previous or future datasets involving social class data and cannot be used in the three-year average
3	LPN (location adjusted) (HESA Table T1a)	Young (under 21) full-time first degree entrants from low participation neighbourhoods, compared to a three-year average.	No	2007/8-2009/10	11.9% (three-year average)	11%	11.9%	12%	12%	12%		To maintain or increase the baseline level of young full-time first degree entrants from low participation neighbourhoods over the 5 year period through continued engagement with target groups. We have noted the challenges posed by recruitment of disadvantaged groups in 2012 by suggesting a temporary reduction in that year.
4	Non continuation: Young (HESA Table T3a)	Non-continuation following year of entry for young (under 21) full-time first degree entrants, compared to a three-year average.	No	2007/8-2009/10	10.7% (three-year average)	9.3%	9.1%	8.9%	8.7%	8.5%		To reduce the baseline level of non-continuation following year of entry for young full-time first degree entrants over the 5 year period through continuous review and enhancement of the student experience.
5	Low-income backgrounds	bursaries, we will monitor the performance of students in receipt of bursaries	No	2013-14	2013-14 required							The first two years of operation of the NSP are necessary for us to have an effective baseline. We will aim to optimise retention and progression of NSP students.

Table 5b - Other milestones and targets

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

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Outreach / WP activity (other - please give details in the next column)	Pre 16 longterm outreach- Year 6 pupils	No	2010-11	400 pupils	400 pupils	400 pupils	400 pupils	400 pupils	400 pupils	400 pupils	To maintain, as a minimum, engagement with 400 pupils per year
2	Outreach / WP activity (other - please give details in the next column)	Pre 16 longterm outreach- Year 9 pupils	No	2010-11	1,000 pupils	1,000 pupils	1,000 pupils	1,000 pupils	1,000 pupils	1,000 pupils	1000 pupils	To maintain, as a minimum, engagement with 1,000 pupils per year
3	Outreach / WP activity (collaborative - please give details in the next column)	Close collaboration with the Southampton 14-19 consortium and continued co-operation with current Aimhigher partners	Yes	2010-11								Further develop collaborative frameworks to aid progression into HE.
4	Outreach / WP activity (other - please give details in the next column)	Aimhigher outcomes data to be provided by new shared database (HEAT - Higher Education Access Tracker)	Yes	2012-13								To develop effective methods of tracking student progression, from pre 16 through to HE - system in place for acad year 2012-13

5	Outreach / WP activity (other - please give details in the next column)	Year 12 outreach	No	2010-11	2011-12	Minimum 1000	Minimum 1000	Minimum 1000	Minimum 1000	Minimum 1000	Minimum 1000	To maintain levels of engagement through information sessions on the benefits of HE, financial guidance and IAG for careers advisers
6	Other (please give details in the next column)	Partner college student transition project	Yes	2011-12	2012-13	Increased progression and retention of students based on baseline for 2012 entry						Promote progression and strengthen first year retention through link tutor arrangements
7	Outreach / WP activity (other - please give details in the next column)	Engagement with parents at parents evening at colleges	No	2011-12	Baseline established from 2011-12	30 + events	30 + events	30 + events	30 + events	30 + events		Promote progression to HE through University representation at parents evenings within colleges.
8	Outreach / WP activity (other - please give details in the next column)	Engagement with parents at University Open Days	No	2011-12	Baseline established from 2011-12	variable depending on attendance at Open Days						Promote Southampton Solent University as the HE institution of choice.
9	Outreach / WP activity (other - please give details in the next column)	Retention rates following year of entry of students who enter the University via an access course	No	2008-09 entry	80%	To remain within a retention band of 80% - 85%.	To remain within a retention band of 80% - 85%.	To remain within a retention band of 80% - 85%.	To remain within a retention band of 80% - 85%.	To remain within a retention band of 80% - 85%.		To enhance the retention rate of students who enter the University via an access course following their year of entry through the provision of relevant support networks. Due to the volatility of number of entrants this relates to each year it is only possible to set milestones within a banding.
10	Outreach / WP activity (other - please give details in the next column)	The Hampshire Universities WP Group will develop opportunities to engage collectively with BME communities. This may be through existing events, or through the development of target subject-specific activities.	Yes	2013-14			Set up collaborative BME network to carry out audit and scoping with a view to developing collaborative targets from 2013 onwards					A working group will be created comprising the 4 universities to audit existing programmes to support recruitment, progression, retention and attainment by BME students with a view to sharing resources and developing further good practice in this area
11	Outreach / WP activity (other - please give details in the next column)	The Hampshire Universities WP Group will establish a collaborative disability network during 2013-14 to develop a range of projects providing support for disabled young people who have the potential to progress to HE	Yes	2013-14			4 events, one at each university. Collaborative targets from 2014 to be informed by feedback and success of initial events					Scoping will take place during 2012-13, but the aim is to deliver collaborative on-campus events at each of the partnership universities during 2013-14, targeting young people with different types of disability at each event. Subsequent activity will be informed by scoping, success of delivery and feedback from participants and their advisers during 2013-14, and could include development of resources and further outreach events
12	Outreach / WP activity (other - please give details in the next column)	The Hampshire Universities WP Group will, through it's sub-group, the 'WE Care Partnership' develop a range of projects providing support for young people who have the potential to progress to HE who come from a 'care' background	Yes	2013-14			Good practice conference, exploration of shared resources for promoting to care leavers					The We Care Partnership was established in 2010 and acts as a forum for improving progression to university. Membership includes the universities of Southampton, Winchester and Portsmouth and all four local authorities in Hampshire and the Isle of Wight
13	Outreach / WP activity (other - please give details in the next column)	The Hampshire Universities WP Group will work together in relation to Student Ambassadors, to develop resources, models of working and provide access to training across the group to ensure high standards and economies of scale.	Yes	2013-14			Establish a working group and action plan for implementation from 2013-14 onwards					Working group established during 2012-13 to develop action plan, with input from Student Ambassadors as well as staff

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

We will be reviewing our access work in the light of the annual report from our HEAT contract on student progression. This will also inform discussions with our partners in the Hampshire Universities Widening Participation Working Group. We will be looking at further means of collaborating, including possibly developing further collaborative targets, during academic year 2013-14.