



Access Agreement 2015-16

ACCESS AGREEMENT FOR SOUTHAMPTON SOLENT UNIVERSITY 2015-16

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 2015-16, 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 prepares students to succeed in a fast-changing competitive world.'

Fees

4. From September 2015 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 or changes due to government policy. 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 continue our investment in improving the student experience.

Expenditure on additional access, success & progression measures

7. The conditions for which bursaries were awarded to students who entered the University prior to 2015 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 £5.4 million on these measures by 2017-18.

10. These estimated figures include a cash award scheme for eligible Foundation Year students, which will total an estimated £1 million by 2017-18. 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. In line with the new National Strategy for Access and Student Success we will place more emphasis on the whole student lifecycle, ensuring that the progression of those from disadvantaged backgrounds is supported at every stage from entry to higher education to progression into further study and/or employment. This will involve a more profound focus on building the social capital of these students.

13. Students from widening participation backgrounds are additionally disadvantaged by a lack of 'social capital'. The opportunity costs associated with this are yet to be quantified in a useful way, but there is a growing interest in this issue (for example, Fuller, Heath & Johnston (eds) 2011, Rethinking Widening Participation in Higher Education: The Role of Social Networks, Oxon:Routledge).

14. We estimate that we will be spending 21% of our fee income above the basic fee on new access and retention measures by 2017-18.

Assessment of our access and retention record

15. 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. The latest available data indicates we have strengthened our enrolment profile with those from low participation neighbourhoods and lower socio-economic groups and reversed the slight drop experienced during 2011-12.

16. 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 (HUWPG) which exists to further the collaborative work of the university partners involved in these previous partnerships.

17. Our performance indicators for non-continuation were set as ambitious stretch targets and current data indicate a minor slippage of 0.7% during 2011-12 (see Table 1 below). We will be analysing the reasons for this slippage against target and putting in place measures to address the issues causing this. For example, our data has identified Foundation Year students as a group that requires intervention. Given our successful record in widening access, we are determined to address the non-continuation issues with urgency and further interventions.

Table 1: Non-continuation following year of entry, 2004-10: young, full-time first degree entrants.

[Source: HEFCE Performance Indicators]

	Not in HE	Bench- mark
	%	%
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
2011-2012	10.9	8.8

18. In summary, 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 OFFA guidance.

Part-time students

19. 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 have limited analytical value at this time. However, in the longer term, we see growth in part-time provision as important for the University and for ensuring diversity and student choice. We have been making significant progress in developing more flexible provision in terms of 'professional development units' and will be closely scrutinising the benefits of this mode of study for students from disadvantaged backgrounds.

Outreach

20. Our access team have been 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 from targeted social backgrounds. In addition, we will extend our current engagement with part-time and mature students through outreach to ensure that all students, regardless of age and mode of study are aware of the benefits of university qualifications.

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. We

are pleased to see that this aspect of best practice is being extended nationally by HEFCE during the academic years 2015-16.

22. The majority of our access activity will focus on students in Southampton, which despite recent improvements in attainment, has a history of localised 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 prospective 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 prospective students throughout the region. We will be extending this service to mature students during 2014-15 and reviewing impact appropriately.

Bright Sparks Aspiration Raising Programme For Schools and Colleges

24. We have consolidated our access outreach work with schools and colleges into a programme known as 'Bright Sparks', which has a focus on pupils from Year 6 to Year 12. The programme is reviewed annually and is the chief means by which we meet our aspiration raising targets. We will also continue to offer mentoring opportunities for students from underrepresented groups, matched to our own students through the Southampton Junior University.

25. 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.

26. 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.

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. We are aware of increasing concerns about the particular challenges facing schools and colleges in raising the aspirations of young, white males from disadvantaged groups. In 2014-15 we will commence work on a pilot project with a local college based on extensive research into the particular needs of this group. Subject to a successful outcome from the pilot, we will invest further in a buddy/mentoring system for this group across a number of local colleges in 2015-16.

29. Much of the targeting work relevant to these activities have 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.

30. 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.

31. 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.

32. 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.

33. Over the past three years the University's Sport and Recreation Service, 'Sport Solent' has been building substantial outreach activity. Sport Solent is responsible for the 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. We hope this also contributes to the 'social capital' aspects of student development whilst on course.

34. Our school engagement sport projects see us providing opportunities in 93% 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 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.

35. The coach education programme which provides the sport specific training opportunities for students is now recognised as one of the largest in the UK HE sector. It comprises over 100 courses and is supported via a variety of placement opportunities.

Collaborative Activity

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

37. Our particular focus for collaborative working in 2015/16 will cover the following areas:

- i. BME communities via existing events and projects, sharing networks and opportunities for collaborative delivery;
- ii. a disability sub-group which will deliver a range of collaborative events for students with disabilities and/or their parents, carers and advisers;
- iii. partnership working for the benefit of children in care and care-leavers and with an additional focus on young carers and children of refugees and asylum-seekers;
- iv. staff development for WP practitioners, including student ambassadors and SU officers.

38. 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.

39. The 'Southampton Junior University' project will be extended into 2015-16. The current project provides undergraduate mentors to school pupils in Year 11 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 with the agreement of our school partners. The Junior University itself is expected to expand to encompass a range of outreach activities stipulated already in this agreement.

40. The University has developed strong relationships with a number of local employers, allowing us to recruit mature students who are employed in sectors such as health and construction. We intend to use our collaborative links with a number of local colleges to franchise level 4 provision as a means of encouraging both young and mature students from widening participation backgrounds to enter higher education. We are aware of the unequal prospects of these students compared to those from more advantaged backgrounds and wish to establish whether stronger support at level 4 eases their transition to higher education and improves their social as well as their academic capital.

Student Retention & Success

41. 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 support 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.

42. 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 2015-16 we will be in the fifth year of operation and will utilise data from earlier years to ensure optimum impact in terms of improving student participation.

43. 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.

44. We will place particular emphasis on tracking and supporting those who are most vulnerable such as 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.

45. 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 2015-16.

Progression

46. We recognise the importance of addressing social capital deficits in terms of student success and have introduced a range of activities to help those from disadvantaged backgrounds in taking their next step after study. These measures include:

- (a) 'Campus Jobs scheme' An efficient means of providing work opportunities to supplement income, develop their CV and build a network of contacts;
- (b) 'Graduate Associate scheme': The Solent Graduate Associate Programme recruited over twenty 2014 graduates to work in one year roles across the university. These associates gain a graduate level job and relevant training;
- (c) Mentoring and support for disadvantaged students – engaging local employers as business mentors and network contacts to improve social capital and networking skills.
- (d) Postgraduate 'open days' for existing undergraduate students to raise awareness of options for further study.
- (e) Use of longitudinal data on employability outcomes for students from disadvantaged groups to inform our progression programme.

Other relevant policies and activities

47. 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. The Quality Mark is to be phased out in 2015-16, but we will embed the good practice that has been developed. 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.

48. 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.

49. 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.

50. 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.

51. We intend to introduce a Student Interaction Management system in 2015-16 to provide more integrated data on the usage of our specialist support services by disadvantaged students and to allow us to focus financial assistance where it is needed most urgently.

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

52. Our package of financial support for new entrants from 2015-16 is designed to help the retention of students at the University and to encourage applications from under-represented groups.

53. 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.

54. In consultation with our Students' Union and in line with our own internal research, we will introduce a new bursary aimed at providing financial assistance to students faced with additional course costs. This bursary is in development but will be in place for the beginning of the academic year 2015-16 and managed so that funds reach those in most need of support.

55. We have set aside monies to provide support to students facing hardship and to ensure that those in difficulty financially are given advice, support and, where relevant, additional financial help.

56. We will continue to offer a cash award scheme for Foundation Year students, targeted at new home and students from low participation neighbourhoods in Southampton and the local region. It is estimated that this will involve the allocation of cash awards and fee waivers to the value of approximately £1 million.

57. In recognition of the difficulty faced by students who received a National Scholarship Programme award for the first year of study only, we will continue to offer a 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 bursary will also be offered to NSP recipients who progress from the Foundation Year to their second, third and fourth years of study as long as they satisfy the eligibility criteria as part of the application for the Foundation Year award.

Targets & Milestones

58. 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 students from under-represented groups and may be part of the explanation for a slight increase in non-continuation. We will be analysing this issue carefully.

59. We have reflected this assessment in our access targets for 2015-16. 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.

60. 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 WP, good practice and joint projects to address the needs of disabled students, BME students, mature and part-time students and care leavers.

61. With regard to retention, we will concentrate on understanding the reasons for the recent decrease and putting in place effective measures to address these causes. This stretching target is a key strategic imperative for a University with a core commitment to social justice.

62. We will continue to 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. In due course, we will be utilising data from the Destination of Leavers from Higher Education (DLHE) survey to track employment outcomes of students flagged on entry as 'widening participation background' (see Appendix).

Evaluation and Evidence in the Design of Access Activities:

63. 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 was due to be introduced during academic year 2012-13 to compare the performance of students on specific mentoring programmes against a control group of peers. Operational factors have meant that

we have been forced to push this back to the autumn of 2014 with results reported in Spring of 2015.

3. **WP 'Flag' Monitoring:** 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.

64. A formal evaluation plan has been adopted that will measure key outcomes for WP students across the student lifecycle. The data matrix for this plan is included at Appendix 1 of this access agreement.

Evaluation & Monitoring Oversight Processes

65. The measures in this agreement will be monitored by an 'Access and Widening Participation Working Group' (AWPWG) 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.

66. 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.

67. The AWPWG have developed a monitoring and impact sub-group that will oversee the regular evaluation of interventions with 'WP' students across the student lifecycle. This will include an assessment of the progression to employment and postgraduate study of students from disadvantaged backgrounds.

Provision of timely, clear and accessible information to access students

68. 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.

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

70. 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.

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

72. 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

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

74. Student representatives are members of the University 'Access & Widening Participation Working Group' and as such are involved in the internal approval and amendment process.

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

Equality and diversity

76. Equality policy within the University: In seeking to close the gap between collecting data, analysis and action the Student Equality Forum (SEF) completes an annual report including data analysis and progress on priorities that are reviewed annually. The SEF is currently working on the following six priorities and further additional actions:

- i. **Priority 1 Student engagement** - Monitor and review the University 2013 Equality, Diversity and Inclusivity (EDI) Scheme in order to broaden engagement and ensure there is sufficient student input.
- ii. **Priority 2 Staff development** – a creative approach using existing online training; 'talking heads' videos on the Portal; case studies; raising the EDI profile at existing events (Solent Exchange, T&L conference, and other (e.g. induction for associate and new lecturers); and work with the Equality Research Cluster to consider a follow on event to the successful 'who do you want to be' conference.
- iii. **Priority 3 Communication** - agree and promote simple EDI messages for students and staff, rationalising information and support available on the Portal and Web, and strengthening communication in the Faculties (e.g. attending management and other meetings and providing a regular EDI update at Faculty Boards).
- iv. **Priority 4 Curriculum** – continue work of a Task and Finish Group focussed on developing a more inclusive curriculum.
- v. **Priority 5 Employability** – continue a focus on Mentoring+ and develop other objective(s) agreed with Employability and Enterprise.
- vi. **Priority 6 SEF annual report** - review the report including how we respond to what the data is telling us (e.g. differential attainment); and how do we report on groups other than those in relation to the key characteristics e.g. WP (low participation neighbourhood students), or international students.

77. The following further additional actions are planned to strengthen work on these priorities and address attainment and employability gaps, including:

- i. Stronger faculty representation on the Student Equality Forum (SEF)

- ii. Closer liaison between the SEF and the Access and WP Working Group (AWPWG)
- iii. A University curriculum audit investigating how inclusivity and diversity are addressed in course provision with the outcomes (findings and recommendations) taken forward by the Inclusive Curriculum Task and Finish Group (see Priority 4 above)
- iv. In relation to the BME attainment gap, a review of the literature and a more detailed analysis of the BME data (for example, identify which BME groups are under-attaining, which courses they are on, and other variables involved)
- v. A new case recording and management system that will link directly to the student record system and improve the equality data available for monitoring purposes; for example, in terms of reporting on other equality strands, multiple identities, and the use of support services by disadvantaged groups
- vi. Initiatives to improve declaration of all protected characteristics at the point of admission and enrolment

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

78. 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.

APPENDIX

Widening Participation – Access & Success

Student Lifecycle Data Requirements

Stage in Cycle	Key Activity	Data Source	Who?	Notes
Aspiration Raising (Yrs6-11)	School outreach Campus activity	HEAT tracking database(input by SSU) Pre/Post event surveys	MCS	HEAT being made national
Pre-entry activities (Assisting the application process Yr12/13)	Engagement with prospects/applicants (incl. compacts)	Data capture on events	MCS	Needs to be improved – will be addressed by CRM system for 2014-15 & beyond
Application Acceptances Enrolment	Review of intake against applications	Compare applications to accepts and enrolls	Q+ team	Compare rates of application to acceptances and then final enrolments (using LPN)
Retention	Review of retention rates of students from LPNs	HESA benchmarked	RIU	There is a specific HEFCE PI which contains this data.
Completion/Outcome	Success rates of WP students	Degree outcome compared to LPN and qualifications on entry	RIU/Q+	LPN is not a problem. Quals on entry will be i) tariff; ii) A level scores and iii) BTEC
Progression - PG	WP student progression to PG generally and at Solent	DLHE data + tracking of internal progression to Solent PG courses	Q+ team/RIU	This needs to be time defined as WP students progressing to PG following completion of their first degree.
Progression - Employability	Employability rates and outcomes for WP students	DLHE (professional/managerial + employment + unemployment) Comparison of LPN vs non-LPN students	RIU/Q+	Need to make sure that the LPN is derived from the 'Home post code' on the HESA record and not the mailing address of the student.

Access agreement 2015-16 resource plan (submission 1st May 2014)
(Table 7) Targets and milestones

Institution name: Southampton Solent University

Institution UKPRN: 10006022

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

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	HESA T1a - State School (Young, full-time, first degree entrants)	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)	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	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	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)	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	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	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)	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	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	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)	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	Other statistic - Other (please give details in the next column)	To assess the efficacy of the NSP bursaries, we will monitor the performance of students in receipt of bursaries	No	2013-14	2013-14 required	Unavailable	Unavailable	Unavailable			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.

Notes

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

Table 7b - Other milestones and targets.

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
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		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	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		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						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			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						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 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 via existing events and projects, sharing networks and opportunities for collaborative delivery	Yes	2011-12							A working group has been 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 has established a disability sub-group which will deliver a range of collaborative events for students with disabilities and/or their parents, carers and advisers	Yes	2011-12							In planning these events we will draw on the expertise of specialists within the 4 universities and those working in the field. We will also be guided by students currently at university and enable them to share their experiences with potential applicants

12	Outreach / WP activity (other - please give details in the next column)	The Hampshire Universities WP Group will continue its partnership working for the benefit of children in care and care-leavers and will focus in addition on young carers and children of refugees and asylum-seekers	Yes	2011-12							Continued partnership working with development of deliverable and measurable outcomes
13	Outreach / WP activity (other - please give details in the next column)	The Hampshire Universities WP Group will arrange staff development for WP practitioners, including student ambassadors and SU officers.	Yes	2011-12							Working group 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.

Performance against key performance indicators continues to be within the target range with the exception of non-continuation (see Access Agreement). Other targets and milestones are met annually and reviewed internally or collaboratively as appropriate.