ACCESS AGREEMENT 2017-2018

1. INTRODUCTION

1.1. Southampton Solent University has a history of supporting access to advanced education, which stretches back to its foundation as a private School of Art in 1856. We have consistently performed better than the UK sector averages for the three key performance measures: attracting students from low participation neighbourhoods, NS-SEC social classes 4-7 and state schools.

1.2. Our mission today continues to reflect our commitment:

"We are dedicated to the pursuit of excellent university education that enables learners from all backgrounds to become enterprising citizens and responsible leaders, while also promoting economic and social prosperity for the communities we serve".

1.3. HEFCE has already identified Southampton as a city where there are large areas of low participation[1] based on POLAR3 data across those wards identified as quintile 1-3. But as the city based university in Southampton, we have a long standing reputation in the promotion, participation and advocacy role for fair access.

1.4. This Access Agreement focuses on maintaining our tradition, reputation and achievement in widening access and participation for students from non-traditional backgrounds, whilst concentrating our efforts on enabling those students to achieve their professional and academic goals.

1.5. This Access Agreement will also aim to consolidate activities that support and enhance our developments in retention, attainment and progression – thus ensuring our focus on the full student lifecycle.

1.6. This agreement will build upon earlier Access Agreements, as well as use the outcomes of previous activities in order to help form plans to deliver impact for access, retention and progression.

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[1] http://www.hefce.ac.uk/analysis/yp/gaps/

2. FEES, STUDENT NUMBERS AND FEE INCOME

This section explores our approach to fees, student numbers and fee income.

2.1. In September 2017 the University intends to charge the following fee levels for all new home full-time students:

- All levels of undergraduate degree courses at £9,250 per year
- All levels of sub-degree courses up to a maximum of £7,800 per year
- All outbound Erasmus, outbound exchange and sandwich years at £1,385 per year
- Part-time courses – a maximum charge of £6,935 (£6,935 charge would be for 100 credits, the maximum permitted in one year for part-time study).

2.2. We will apply annually the permitted rise set out by Government to maintain the fee level in real terms and advise students that their fee will rise in line with any permitted increases in the regulated fee.

2.3. We estimate a student intake in 2017/18 of 7,536 students, as per our Resource Plan (table 3a).

2.4. Our OFFA-countable expenditure summary, as a proportion of fee income above the basic fee is provided below:

OFFA-countable expenditure summary	
Higher fee income (HFI)	£21,926,235
Access expenditure (as % HFI)	3.3%
Student success expenditure (as % HFI)	4.0%
Progression expenditure (as % HFI)	1.6%
Expenditure on financial support (as % HFI)	12.8%
Total Expenditure (as % HFI)	**21.8%**

Source: Based on tables 6b of the OFFA Resource Plan 2017/18

3. ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

This section provides details on <u>current</u> performance, including metrics (when available) across the student life cycle.

ACCESS

3.1. Southampton Solent University's record in the higher education of students from non-traditional backgrounds speaks for itself. Currently, 97.1% (up from 95.6% last year) of our full-time first degree students come from state schools, 14.8% (up from 14.3% last year) low participation neighbourhoods, 43.8% (up from 36.8% last year) NS-SEC social classes 4-7 for Young People, 22% (same as last year) of our students are non-white in origin and 29% (up from 28% last year) are over the age of 21 on entry to the University.

3.2. The majority of our students are male, however we recognise that nationally female students are typically the majority (although they remain a minority in certain subject areas,

such as maritime).   This varies across our Schools and programme areas (as can be seen in the breakdown by university and school in appendix A and B).

3.3. Our students cover a broad age range, but the majority are under 21 (71%) with those over 21 being maintained at consistent levels year on year. This reflects a national trend in applicants to full-time undergraduate programmes, although there are some differences by School. As an example, our School of Maritime Science and Engineering attracts a broader age range with 46% being under 21 and 54% over 21. White students are the largest single ethnic group on campus but we have seen an incremental growth in Black and Asian students. There are few ethnic differences between Schools, except for the School of Business and Law that attracts a larger number of BME students.

3.4. About 6% of students consider themselves disabled and the rate of students in receipt of DSA is in line with our subject mix and entry qualifications.

3.5. The current breakdown of the University by Widening Participation Indicators is shown next:

Widening Participation Indicators
Young students who attend a school or a college in the state section (POLAR3 definition)

	No. of Students	Solent %	Location Adjusted Benchmark %
FT First Degree	2280	97.1	95.6
FTUG	2415	96.8	95.4
Other FTUG	135	92.4	93.2

Young students who come from categories 4-7 of the new National Statistics age adjusted socio-economic classification (NS-SEC) (POLAR3 definition)

	No. of Students	Solent %	Location Adjusted Benchmark %
FT First Degree	2280	43.8	38.7
FTUG	2415	43.9	38.9
Other FTUG	135	..	..

Young students who come from a low participation neighbourhood (as denoted by its postcode - POLAR3 definition)

	No. of Students	Solent %	Location Adjusted Benchmark %
FT First Degree	2280	14.8	13.0
FTUG	2415	14.4	13.1
Other FTUG	135	6.6	11.3

Mature students who have no previous HE qualification and come from a low participation neighbourhood (as denoted by its postcode - POLAR3 definition)

	No. of Students	Solent %	Location Adjusted Benchmark %
FT First Degree	575	16.2	14.0

FTUG	710	17.1	13.8
Other FTUG	140	21.0	16.4

Source: HESA [accessed on 1 March 2016]

3.6. Over the last period of time, we will have delivered over 32 WP/Access activities with over 25 schools. The activities reflect a variety of needs, for example we have run events for Years 7-11 covering topics such as the Big Bang STEM event, Festivals and Professional Practice days. These events have had participation from 2,536 pupils (based on registrations to the event). Other forthcoming events such as the Showcase Gallery 'Cellograff' festival and other school events where we are not given numbers as yet would mean the figure of 2,536 is going to rise and will be collected through data capture.

3.7. In order to illustrate some of the activities, the details below are based on pupils' responses following the Step into Success event:

- 68% of students now feel more confident about their future

- 69% of students now have a better understanding of the opportunities available to them at University

- 70% of students have discovered more about University

- 67% of students will now consider going to University when I am older.

3.8. A sample of Woodlands Community College engagement feedback based on the question: "What did you enjoy most about today's activities?

- "Working in a group and sharing good ideas together."

- "Learning about university."

- "Working in a team and getting everyone involved."

- "Being able to be creative and use our imagination."

3.9. The 2015 summer school attracted 131 applications from Year 12 students across the UK, with 75 students being selected to participate. We did not pitch the event as leaning more towards 'recruitment' or more towards 'outreach', envisioning it instead as something that could straddle both of these categories of activity. The event was a success, with **71%** of the students saying that they are likely to apply to University after year 13.

3.9.1. These are some access-related stats pertaining to the 75 participants:

- 17% Quintile 1

- 40% Quintile 1 or 2

- 23% BME

- 12% Disability.

3.10.   We are also continuing our work with the Southern Policy Centre (SPC). The SPC works closely with the University, schools, local authorities, employers and Local Enterprise Partnerships to understand key issues in the region. These include addressing gaps in university participation, and producing collaborative new approaches to apprenticeships and skills.

STUDENT SUCCESS (RETENTION)

3.11.   Southampton Solent University has been developing our approach to retention and progression, but there continues to be more work required. In the last year, we have introduced a number of initiatives to refocus efforts in this area as well as deepened some of our current activities to form part of our core offering.

3.12.   In a recent University report, we have seen an increase in retention by 0.50% between 2013/14 and 2014/15[2] based on a number of initiatives implemented at the time. We are looking to develop those initiatives further in the coming years.

3.13.   We have also seen an increase in progression by 6% between 2013/14 and 2014/15[3].

3.14.   The University has a number of well-established retention orientated activities that have been continued under the new structure and include embedding Student Achievement Officers (SAO) within our Academic Registry. This is a relatively new role focussed on student retention and achievement. SAO's use a number of mechanisms including: identified high risk groups, attendance monitoring /extenuating circumstances data, referrals from academic staff and the hub, to identify individual students who are perceived as potentially at high risk and arrange interviews to discuss how the University can better support the individual student. A key part of this activity is the development of an action plan, with defined targets so that the student and the SAO can monitor progress. The SAOs have taken over the role of monitoring attendance data, conducting participation interviews and managing the withdrawal process for non - attendance. The SAOs with the management information team in Academic Registry are also developing a suite of reports to help monitor retention and achievement at course level and are reporting regularly to the school management teams on retention. Details of their activities include:

3.14.1. The On-track programme is a well-established initiative to support students who have been identified as the most vulnerable in terms of their personal and academic characteristics, for example, students who are care leavers. During the 2016/17 academic year there were 73 students on the programme. They receive regular contact and support from Student Services. The SAO's are aware of students on the programme and supply information about engagement, attendance and academic position to the On-Track Panel.

3.14.2. The SAO's have been building on existing practice to improve attendance. Students with a matched attendance of less than 50% have been contacted by email in order to offer support and reiterate the importance of attendance in relation to achievement. Students with zero attendance and repeat level students with less than 20%

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[2] Source: Quercus data filtered to include First Degree, HNC/D, Foundation Degree Level only
[3] Source: Standard and Repeat Level students, First Degree, HNC/D, Foundation Degree and Postgraduate course levels

attendance have been invited to Participation Interviews. The process has been more consistent across the University with three rounds of monitoring and contact emails being completed before the winter break.

3.14.3. Improved and directed messaging students. There has been increased activity to ensure that students have received a consistent message about the importance of good attendance and engagement. The attendance monitoring letters have been rewritten to be more student friendly and targeted at specific groups e.g. repeat level with poor attendance records. An all student 'winter break message' was sent from the Vice-Chancellor, which encouraged students to seek help if they were experiencing any problems.

3.14.4. Mid-year results release. This year, with the change to the academic year, additional messaging will be provided via the portal about the mid sessional boards and what students should do if they need clarification on any points. The assessments team are reviewing how we provide information on terminology, assessment regulations and results documentation to improve usability. Refresher training will be provided to the assessment officers to help facilitate their dialogue with students and promote a better understanding of the individual's actions needed to improve academic standing.

3.14.5. Monitoring repeat level students. Whilst many students benefit from repeating a level and go on to achieve a good outcome, repeat level students have been identified as having a higher risk in terms of not returning, not attending regularly, dropping out during the year and not succeeding at the end of the year. Over the summer the SAO's contacted all repeat level students to encourage them to come back, talk through any issues/concerns they had, discuss expectations and highlight the support available. For students offered a repeat level at the end of 2013/14 the intention to return rate, indicated by completion of the online registration form in August 2014, was 85%. In August 2015 the intention to return rate was 90.16%. This indicates that contact over the summer may be a factor in ensuring that these students return. The SAO's are also monitoring attendance of repeat level students who have been contacted by rounds of specific emails related to improving attendance in this 'high risk' group.

3.14.6. Peer mentoring. Student Services and Employability & Enterprise are working with the Student Experience team and Students' Union to recruit a small group (8-10) of student volunteers to become Peer Mentors. They are looking to identify factors that affect student achievement e.g. stress and subsequently develop and pilot activities, positive messages and tools to help students address these issues. The mentors will also promote the support available. Academic staff will be informed that the Peer Mentors are available to come into the classroom and present these activities to their students.

3.15. Improving the student experience. The Student Experience team are leading a project working with the 32 worst scoring courses as measured by the NSS in the areas of Learning and Teaching, Assessment, Academic Support and Organisation and Management. The NSS score for last academic year will be used as a baseline measure to establish the impact of the interventions made for both the NSS and retention.

3.16. Giving BTEC students the tools to succeed. The Solent Learning and Teaching Institute (SLTI) project aims to examine the difference between A Level and BTEC students' learning and teaching experiences at Solent, given the apparent disparity in their levels of

achievement, and produce reusable learning objects that directly address these gaps in attainment.

3.17.   Continue the Retention Working Group (RWG). A RWG has been set up with the purpose of sharing good practice in the schools and professional services, to discuss and act as a sounding board for new initiatives.

3.18.   New activities from 2016/17 include:

3.18.1. The redesign of the academic year, which had retention as one of its key drivers. The key aspects for retention are:

- Requirement for a summative assessment in the first 15 weeks, unless exempt e.g. long thin 'projects' units where the expectation is that students receive regular formative feedback on progress.

- Introduction of mid sessional boards to consider all assessments taken in the first 15 weeks, with the referral period before the spring break to ease loading on students and staff and provide students with 2 referral attempts before the end of the academic year.

- Completion of the second referral period within the halls /commercial contract period, so that students can stay in Southampton with full access to facilities and support.

- Completion of the assessment process by the end of July so students know whether they are progressing or repeating and are therefore in a better position to plan their lives.

- The timing of referrals means that academic and professional services staff will be more easily available to more effectively support referred students.

PROGRESSION

3.19.   Employability and Enterprise – we work to empower students to access a range of positive opportunities and graduate outcomes, and recognise the importance of building social capital to support student and graduate success. We deliver a range of activities to help those from disadvantaged backgrounds and these include:

3.19.1. Solent Graduate Jobs – a website providing the full range of employment opportunities specific for our students and graduates.

3.19.2. Business relationships specifically with organisations offering opportunities for disadvantaged students.

3.19.3. Campus Jobs – paid work opportunities for students on campus to supplement income, build experience and contacts, develop their skills and CV.

3.19.4. Graduate Associate scheme – the Solent Graduate Associate Programme recruited over fifty graduates to work in one year roles across the university. These associates gain a graduate level job and relevant training.

3.19.5. Mentoring and support for disadvantaged students – engaging local employers as business mentors and network contacts to improve social capital and networking skills.

3.19.6. One to one booked appointments, daily drop-in advice and 3 weekly workshops raising awareness and help with future options, job hunting techniques, finding work, mock interviews, CV building etc.

3.19.7. Use of longitudinal data on outcomes for students from disadvantaged groups to inform our work across Schools and progression programme.

3.20. Postgraduate progression support – specialist 'open days' for existing undergraduate students to raise awareness of options for postgraduate study have commenced. In addition, a specialist postgraduate advisor has been appointed to support students progressing to postgraduate study. In 2016, this also saw the launch of the new alumni incentive, offering final year students discounts on their postgraduate fees depending on the degree attainment level.

SCHOOL LEAD INITIATIVES

3.21. The continuation of Academic Mentoring/Personal Level Tutor – as part of our engagement monitoring system we will continue the academic support offering in each of the Schools 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.

3.22. Skills Development – the introduction of a six week "Core Skills" unit on foundation programmes to support transition to Level 4.

3.23. Communications – planned contact with students via email over the summer to support student resits.

3.24. In order to provide guidance for Schools in analysing data (and deciding on necessary action arising), benchmarks for progression (based on those studying level 4) have been categorised into the three areas: (1) First Degree, (2) Foundation Degree and (3) HND/C. Each areas focuses on 'students eligible to progress' from levels 4 to 5 (details in appendix C). In 2014/15, the target for progression was:

- First Degree: 85% progression
- Foundation Degree: 95% progression
- HND/C: 90% progression.

3.25. First Degree – students eligible to progress have seen a small decline (by 0.1%) from 2013/14 to 2014/15, but the new initiatives that commenced in 2015 have started to remedy this drop and we will be expecting to see this grow from 2016 onwards.

3.26.   Foundation Degree – we've seen another increase here (by 0.3%), but we will continue to focus on increasing this further in subsequent years.

3.27.   HND/C – the progression rate here has dropped slightly (by 0.3%), but we also anticipate this to grow from 2016 onwards.

3.28.   In addition, there has been a good reduction in 'non-completion' across the university (down by 2.2%) based on the difference between 2013/14 and 2014/15. The percentage of students who have interrupted their studies, failed or withdrew remains relatively consistent. Progression at levels 4 and 5 remained constant in most areas.

TRACKING AND MEASUREMENT

3.29.   In our most recent Higher Education Achievement Tracker (HEAT) report[4], we've also seen increases in our impact. Some of the key findings are listed below:

3.29.1. HESA were asked to match a total of 5505 students on behalf of Southampton Solent University who were aged at least 18 years in, or before, 2014/15, and were therefore ready to progress to HE:

- 64% of Southampton Solent University's tracked cohort, with known POLAR3 postcodes, were from POLAR3 quintiles 1 and 2 (lowest participation neighbourhoods).

- Where the data were collected, 67% of Southampton Solent University's tracked cohort declared themselves First Generation Higher Education.

- Over the eight years from 2007/08 to 2014/15 the average Young Participation Rate (YPR) of the 18 year olds in Southampton Solent University's tracked cohort (worked out in accordance with the HEFCE YPR) was 38%. This compares with a HEFCE national YPR of 38% in 2011/12.

- Given the profile of the students in the tracked cohort (more than 64% of them from the most deprived POLAR3 quintiles and 67% declaring themselves as first generation HE), this is a measure of the success of the WP programmes implemented by Southampton Solent University.

- Furthermore, over the 8 years from 2007/08 to 2014/15 the average YPR of Southampton Solent University's tracked cohort from POLAR3 quintiles 1 and 2 was 32%. This compares with national statistics where the likelihood of young people entering HE from POLAR3 quintiles 1 and 2 is less than 25%.

3.29.2. Of those in Southampton Solent University's tracked cohort, who were ready to progress to HE between 2007/08 and 2011/12, and have therefore been in Higher Education long enough to have achieved a qualification, 82% have achieved a First Degree. This matches the national average of 82%, which is taken from a total student population that includes those from the most advantaged backgrounds in the country.

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[4] *Southampton Solent University HEAT HESA Track Report, published 1st April 2016*

3.29.3. Of those in Southampton Solent University's tracked cohort, who were ready to progress to HE between 2007/08 and 2011/12, and have achieved a First Degree, 71% achieved a First Class or Upper Second Class Degree. This compares with the national average of 66%, including the most advantaged students in the country.

3.29.4. 13.2% of Southampton Solent University's tracked participants transitioned from undergraduate to postgraduate study within one year of qualifying with a First Degree. This compares with the national average of 11.9%.

3.29.5. 13.6% of Southampton Solent University's tracked participants classified as POLAR3 quintiles 1 and 2 transitioned from undergraduate to postgraduate study within one year of qualifying with a First Degree. This compares with a national average of 11.7% for all POLAR3 quintile 1 and 2 students.

3.29.6. 89% of Southampton Solent University's tracked participants who responded to the DLHE survey were in work and/or study six months after graduation. This compares with a national average of 89% for leavers from all UK HEIs in 2013/14.

3.30. We would like to acknowledge the support and contributions of all those staff (academic and professional services), as well as our collaboration partners in the delivery of these brilliant results.

4. FINANCIAL SUPPORT

This section provides the details on the financial support that will be made available to students commencing from 2017/18.

4.1. Our 2016/17 Access Agreement set out a clear strategic direction, balancing fee income against targeted investment on student support for retention and progression. In 2017 we are continuing to build upon this strategy, maintaining our commitment to access and participation and our commitment to support students who are the most financially disadvantaged and/or vulnerable. Our focus continues to be placed upon bursaries, despite the withdrawal of the National Scholarship Programme, and on extending financial support across the full student lifecycle to aid student success and retention.

4.2. The conditions for which bursaries were awarded to students who entered the University prior to 2016 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.

4.3. Our package of financial support for new entrants from 2017/18 is designed to help the retention of students at the University and to encourage applications from under-represented groups. 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.

4.4. In consultation with our Students' Union and in line with our own internal research, we will continue to offer bursaries aimed at providing financial assistance to students faced with additional course costs. In addition, we will set aside monies to provide support to students

facing hardship and to ensure that those in difficult financial situation are given advice, support and, where relevant, additional financial help.

4.5. We will continue to offer a cash award scheme for Foundation Year and Year 1 entrants, targeting those who will be based in our primary focus area initially (as stated in the next section) and for those others from low participation neighbourhoods in Southampton and the local region. It is estimated that this will involve the allocation of cash awards to the value of approximately £2.1m (including payments to pre 2017-18 entry students).

4.6. In recognition of student achievement and to support retention, we will also be offering a bursary to the value of £500 in both the second and third year of study for all full-time students who previously received a bursary in their first year of study. This bursary will also be offered to 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.

4.7. The University has ring fenced funds to support students experiencing financial hardship. This fund will enable greater flexibility than in previous years and be widened to include international students.

4.8. For clarity, our financial support package will include:

- Foundation Year: £3,000 bursary (up to 80 to be awarded to eligible students)

- Full-time Degree Year 1 entrants: £3,000 bursary in year one (up to 280 to be awarded to eligible students)

- Full-time Degree Year2+: £500 bursary in each year of study (for all full time students who previously received a bursary in their first year)

- Care Leavers: £1,500 bursary in each year of study (offered to all care leavers)

- Hardship fund: £650,000 will be allocated for financial hardship.

4.9. For clarity, our eligible requirements for the support package are:

- Priority of allocation will be based on our primary focus group, and then followed by others from low participation backgrounds

- Students will need to have a declared household income of £25,000 or less

- Be enrolled on a full time course, paying full variable or new regime fees

- Have a fee status of Home or EU.

4.10.   It is recognised that the University is investing heavily in financial support as a result of early findings from our Strategic Development, Policy and Information Unit (SDPIU). We will also be looking to launch a wider research project in this area to better understand the full impact of bursaries on access, student success and progression, in conjunction with our Students Union (who are also advocates for this ongoing funding).

5. OUR APPROACH TO THE STUDENT LIFECYCLE

This section provides details on our approach to access, student success and progression for 2017/18.

5.1. Southampton Solent University is committed to supporting the whole student lifecycle approach in the provision of fair access and widening participation for all those who have the potential to benefit from higher education regardless of disadvantage or background.

5.2. As part of this commitment, the University has joined the wider Southampton Education Forum (SEF) in addition to current networks, in order to further support the economic development of both the city and its residents, to the benefit of all.

5.3. Given the proven value of the current outreach and access work being undertaken, this access agreement plans to further develop and strengthen our current offering in line with the recommendations made by the recently published OFFA guidance for 2017/18.

5.4. The aims and objectives of our commitment to fair access and widening participation therefore reflect the needs of the local community by:

- Adopt a whole institution approach to access, student success and progression for those students from disadvantaged backgrounds.

- Identify and target gaps in access, student success and progression for disadvantaged groups.

- Utilise and analyse data sets to gain a deeper understanding of the issues faced by certain groups of students, focusing on all stages of the student lifecycle and measuring impact.

- To work collaboratively with the education community of Southampton, to proactively identify and raise the aspirations of all those who have the potential to enter higher education.

- Provide high quality interactive and engaging outreach activity to raise awareness of the benefits of higher education for social mobility and financial independence, and continue this aspiration programme during and after their studies through student support, employability and alumni engagement.

- Remain committed to fair access and widening participation for all those that have the potential by introducing contextual admissions for applicants.

- Providing opportunities for enhanced professional information, advice and guidance (IAG) to applicants to ensure the chosen course is appropriate.

- Developing effective and meaningful partnerships with local school and colleges to support the information and advice regarding educational opportunities and pathways for young people.

- Remain committed to the Southern Universities Network (SUN) and working collaboratively on projects to support those from disadvantaged groups.

- To actively participate in the new National Collaborative Outreach Programme (NCOP) starting from January 2017.

- Remain proactive and responsive to Government policy and agenda.

5.5. As part of our student lifecycle approach, our outreach activities will be linked with the appropriate university services, such as admissions, student support, sports or employability services.

5.6. Our total OFFA countable annual expenditure on access, student success and progression activities is as follows:

Access, Student Success and Progression Expenditure Forecast	
Activity	**Expenditure (£)**
1. Access	£717,112
2. Student Success	£884,056
3. Progression	£356,653
Total	**£1,957,821**

Source: Based on tables 4a of the OFFA Resource Plan 2017/18

5.7. Although we are already above the national benchmarks for access, we recognise that more work is still required to achieve greater movement in student success and progression (although we are already seeing early signs of improvement). Our expenditure forecast demonstrates this through the significant investment in both student success and progression activities.

5.8. Our approach to access, student success and progression for 2017/18 will be focused on six primary focus areas:

- Students from BME communities

- White British working class males

- Working collaboratively with partner Schools and Colleges

- Working closely with Care Leavers in our local community

- Working with applicants from BTEC or mixed qualification backgrounds

- Working with primary schools to enhance long term outreach.

5.9. For each area, we have designated a team to focus on the delivery of their strand (i.e. access, student success or progression), as well as coordinate a lifecycle approach to monitoring and measurement. Figure 1 provides a high level breakdown of this approach.

5.10. In addition to this matrix approach and to ensure we collectively gain an 'institutional' view of impact, we have also selected four academic researchers to support

an institutional study into the impact of the combined activities across access, student success and progression. We will be looking to start this study from August 2016.

5.11. We also offer, where appropriate, admissions agreements with local colleges, with six already confirmed at the time of this agreement being submitted. These agreements outline various routes for students to gain access to Solent programmes and offer additional tariff points for participation in pre-entry workshops.

Figure 1. Access, Student Success and Progression Matrix [Framework]

	Access PS Operational Lead: Head of Student Recruitment, and UK Recruitment Manager Metric Lead: Strategic Marketing Analytics Advisor		Student Success (Retention) PS Operational Lead: Head of Student Services, and Student Achievement Manager Metric Lead: Strategic Marketing Analytics Advisor		Progression PS Operational Lead: Head of Employability and Enterprise, and Head of Student Achievement Metric Lead: Strategic Marketing Analytics Advisor	
Primary Area	**Outreach**	**Transition**	**Intervention (Year 1)**	**Intervention (Year 2)**	**Attainment**	**Employment or PG**
Students from BME communities Overseen by a PS and Academic strategic lead	Refer to 6.1, 6.7, 6.20, 6.21, 6.32 and 6.33	Refer to 6.1, 6.7, 6.20, 6.21, 6.32 and 6.33	Refer to 6.8, 6.11, 6.12, 6.12, 6.13, 6.14, 6.15 and 6.16	Refer to 6.8, 6.11, 6.12, 6.12, 6.13, 6.14, 6.15 and 6.16	Refer to 6.17	Refer to 6.17 and 6.19
White British working class males Overseen by a PS and Academic strategic lead	Refer to 6.2, 6.7, 6.20 6.21, 6.32 and 6.33	Refer to 6.2, 6.7, 6.20, 6.21, 6.32 and 6.33	Refer to 6.9, 6.11, 6.12, 6.12, 6.13, 6.14, 6.15 and 6.16	Refer to 6.9, 6.11, 6.12, 6.12, 6.13, 6.14, 6.15 and 6.16	N/A	Refer to 6.18 and 6.19
Working collaboratively with partner Schools and Colleges Overseen by a PS and Academic strategic lead	Refer to 6.3, 6.7, 6.20, 6.21, 6.32 and 6.33	Refer to 6.3, 6.7, 6.20, 6.21, 6.24, 6.25, 6.26, 6.32 and 6.33	Refer to 6.11, 6.12, 6.12, 6.13, 6.14 and 6.16	Refer to 6.11, 6.12, 6.12, 6.13, 6.14 and 6.16	N/A	Refer to 6.19
Working closely with Care Leavers in our local community Overseen by a PS and Academic strategic lead	Refer to 6.4, 6.7, 6.20, 6.21, 6.32 and 6.33	Refer to 6.4, 6.7, 6.20, 6.21, 6.32 and 6.33	Refer to 6.11, 6.12, 6.12, 6.13, 6.14 and 6.16	Refer to 6.11, 6.12, 6.12, 6.13, 6.14 and 6.16	N/A	Refer to 6.19
Working with applicants from BTEC or mixed qualification backgrounds Overseen by a PS and Academic strategic lead	Refer to 6.5, 6.7, 6.20, 6.21, 6.32 and 6.33	Refer to 6.5, 6.7, 6.20, 6.21, 6.32 and 6.33	Refer to 6.10, 6.11, 6.12, 6.12, 6.13, 6.14, 6.15 and 6.16	Refer to 6.10, 6.11, 6.12, 6.12, 6.13, 6.14, 6.15 and 6.16	N/A	Refer to 6.19
Working with primary schools to enhance long term outreach Overseen by a PS and Academic strategic lead	Refer to 6.6, 6.7, 6.20, 6.21, 6.22, 6.23, 6.29, 6.30, 6.31, 6.32 and 6.33	Refer to 6.6, 6.7, 6.20, 6.21, 6.22, 6.23, 6.32 and 6.33	Refer to 6.11, 6.12, 6.12, 6.13, 6.14 and 6.16	Refer to 6.11, 6.12, 6.12, 6.13, 6.14 and 6.16	N/A	Refer to 6.19

NB: PS means 'Professional Services' and will normally refer to a member of a central service

6. TARGETS AND MILESTONES

This section provides details on our targets and evaluation measures for each primary focus area put in place for 2017/18.

ACCESS

6.1. Students from BME communities – the proportion of BME entrants overall was 21.8% in 2014/15. This compares positively to 20.5% in 2013/14[5], however those classified as quintile 1 (Q1) have been relatively static.

   6.1.1. Our focus will be on increasing the number of students entering the University from BME (Q1) groups. In 2014/15 we saw 110 enrolment from this group and our aim would be to increase this by 20%.

   6.1.2. As part of this programme of work, we would aim to work collaboratively with Solent's Student Union to gain knowledge and understanding of students from BME communities and proactively provide support.

6.2. White British Working Class Males – our aim is to work collaboratively with local schools, in the first instance, to gain understanding of how this group is currently experiencing disadvantage and respond to this with tailored outreach and support. We will also leverage the findings from one of our academics, Ruth McClelland, as her PhD thesis provides further insights into this group.

   6.2.1. In 2014/15, we know we enrolled 100 White British Working Class Males and our aim is to increase this by 50%.

6.3. Working collaboratively with Partner Schools and Colleges – Southampton Solent University is a committed partner of the Southampton Education Forum (SEF) comprising of local secondary Head teachers, College Principals and both Universities in Southampton. The objective of this forum is to enhance the educational opportunities within Southampton, to encourage participation and success of local young people and develop the economic viability of the city.

   6.3.1. Southampton Solent University will actively target local primary and secondary schools utilising Polar 3 data in order to reach the most disadvantaged groups. The Access and Widening Participation team will work proactively with these schools to offer tailored outreach activity with a focus on student outcomes such as raised awareness of career pathways and the benefits of higher education on successful employment, raised motivation and awareness, increased motivation and confidence.

   6.3.2. Alumni Ambassadors from WP backgrounds will be dedicated to 10 key partner schools and colleges – one day per week to increase availability of advice and encouragement in a local setting.

   6.3.3. Working with 10 key partner schools and colleges to identify students from different disadvantaged groups (particularly care leavers) so that targeted and continuous support can be provided at an early stage.

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[5] *Student Equality Forum Report 2014/15*

6.3.4. Through the continuation of activities in collaboration with the Southern Universities Network (SUN) provide support and guidance for careers staff in Schools and Colleges in respect of HE opportunities including apprenticeships.

6.4. Care leavers – identifying and supporting the transition of care leavers into higher education is an essential element of fair access and widening participation. In order to successfully achieve this we are committed to the following:

6.4.1. Providing contextual admissions which enables identification of care leavers who have disclosed this information on their UCAS application.

6.4.2. Working closely with schools and colleges to provide transition to higher education both pre-entry and on programme for care leavers.

6.4.3. Providing 'HelloUni' activities either in the School/College and pre-sessional.

6.4.4. The University also held the Buttle UK Quality Mark for supporting care leavers in progressing to higher education. This required that processes are in place to support care leavers in choosing to progress to higher education. The Quality Mark was phased out in 2015, but we will embed the good practice that has been developed. We will also be working closely with the National Care Leavers network, led by the University of Winchester as part of the HEFCE funding for National Collaborative Networks.

6.5. Students from BTEC or Mixed Qualification Backgrounds – Southampton Solent University is committed to supporting students who enter higher education from BTEC or mixed qualification backgrounds to gain understanding of the educational support needs of this cohort and to ensure the teaching and learning approach of the university is suitable to their learning styles.

6.5.1. We will support the early development of curriculum that supports teaching to be more modular and more aligned to vocational-style learning, such as block teaching and assessment. This will be in conjunction with the Solent Learning and Teaching Institute.

6.5.2. To work with awarding bodies (such as the Northern Council for Further Education and Pearsons) in the development of curriculum to support transition from College to University study.

6.6. Long Term Outreach (Primary Schools) – providing long term outreach activity is an essential objective for the University and although student outcomes are on a long term basis, effective monitoring and evaluation of short term outcomes will be vital to measuring the impact of activity on participants.

6.6.1. We will work with primary schools within the local community and focus on those that feed directly into schools currently identified as Quintile 1 on Polar 3 data maps.

6.6.2. Southampton Solent University's Access team has developed an interactive and engaging menu of outreach activity entitled 'Step into Success'. The activities are designed to be interactive and engaging and tailored to Year groups 5-10. Schools are able to select activities suitable for their cohorts.

6.7. College and Sixth Form – students moving onto higher education following A Level, BTEC or other Level 3 study can benefit from additional support throughout the transition. Getting comfortable with a new style of learning, living independently for the first time and settling into a new city are just some of the challenges that students at this stage face. In addition to the standard university interactions with these cohorts as applicants, the follow outreach is made available:

6.7.1. Progression days – Our Key Stage 5 progression days offer guidance that helps students to make informed choices about their future undergraduate courses. Students also get the chance to interact with real undergraduates, learn about UCAS, and experience what a university is really like.

6.7.2. Subject taster days – The taster course programme provides year 12 and 13 students with a taste of their chosen academic subject. They experience the different teaching methods used by university academics and the opportunity to spend a day on our campus and get hands on with their subject.

6.7.3. Residential Summer School – Our four-day residential summer school provides year 12s with an exciting, sustained and intensive experience of university life in the late summer term. Students engage with our lecturers and current students, and will be given the opportunity to focus on a particular subject area.

6.7.4. Go Higher Workshops – the aim of these sessions is to make progression from college to higher education a lot simpler, and to discuss issues and concerns students may have prior to making a formal university application. The programme is targeted at students in years 12 and 13, the individual workshops focus on a range of information, advice and guidance topics, and are delivered in schools and on campus.

6.7.5. Head Start Days – designed as a pre-sessional University programme to provide students with key study skills before they enrol.

6.7.6. Transition support – as we recognise the growing number of students coming from BTEC or other level 3 backgrounds we are currently piloting a number of new initiatives to support this area focused on applicants coming from these backgrounds. In addition, the Solent Learning and Teaching Institute is charged with developing alternative pedagogies for these students.

6.7.7. Subject Specific Development Opportunities – these include projects which provide more target cohorts of students with a more intensive or personalised interaction with a subject area. Including our Solent Sound project, which builds students' skills in creative industry subjects such as music, media and writing, with expert support from the Southampton Solent lecturers and students – and hands-on experience with the University's state-of-the-art professional production equipment.

STUDENT SUCCESS [RETENTION]

6.8. Students from BME communities – our focus here will be on increasing the numbers of BME (Q1) groups moving from year 1 to year 2. This will likely focus on those students studying within our School of Business and Law, as this is where the majority study (approximately 35% of the total).

    6.8.1. We know that BME continuation in 2014/15 is at 85.4% (in total), however this falls short of the 89.7% continuation rate for White students – our aim will be to shrink this gap.

6.9. White British Working Class Males – our focus here will be on increasing the number of White male students (Q1) moving from year 1 to year 2.

6.10. Students from BTEC or Mixed Qualification Backgrounds – training of staff to deliver teaching and learning adapted to students with additional needs.

6.11. Our wider approach to retention will focus on individuals and groups most 'at risk' of withdrawal, both in terms of day-to-day performance (assessment, attendance, logging onto key systems, performance/achievement) and in terms of general categories of students who are known to be 'high risk' (mature learners, students from disadvantaged backgrounds, students with particular entry profiles, particular ethnic groups). This enables us to not only establish 'exception reports' which focus our attention on particular student groups, but also to target activities to support particular students, as well as providing some level of support for students as a whole. Our activity is closely focused on level 4 continuation (our main challenge) and on a core constituency of students (beginning with the group in receipt of Student Finance England maintenance grants).

6.12. Student Success Analysis - we will use and analyse our data to target those groups who are most 'at risk' of withdrawal, both in terms of day-to-day performance (assessment, attendance, logging onto key systems, performance/achievement) and in terms of general categories of students who are known to be 'high risk' (mature learners, students from disadvantaged backgrounds, students with particular entry profiles, particular ethnic groups). This enables us to focus our attention on particular student groups, but also to target any interventions to support particular students. Our activity is closely focused on level 4 continuation but will grow to include all levels.

6.13. Student Achievement – our Student Achievement team will lead on developments in student success. This is a new approach for the University and brings together resources from across our three previous Faculties and will see the university move from three posts to six.

6.14. Student Support Services – we will continue to offer a wide range of student support services for the purpose of student success, but also personal health and well-being of an individual student. Support will be provided through multiple channels as we recognise the need to offer support not only in person, but online and by distance.

6.15. Mature Learners – at Southampton Solent University, mature students (those aged 21 or over at the start of their course) make up 29% of our student population. Mature students may be concerned about coping with the demands of a university course, managing workload commitments, assignment expectations, taking examinations, accessing

support and making new friends. Mature student ambassadors who are fully trained will support both on- and off-campus events offering your students the opportunity to talk to the Ambassadors regarding support, social activities and lots more. As well as specialist provision in outreach to Access course learners and mature student progression days during national adult learner's week we also offer the Gateway Programme, designed to help mature students settle into Solent University life prior to arrival of other undergraduate students.

6.16.   Students with Disabilities – we aim to remove barriers to learning and enable students to enjoy the full use of all facilities at Southampton Solent University. Access Solent is a targeted advice and support service, working to support disabled students so they can achieve their academic potential. The service supports students with learning needs, accessibility and accommodation issues and accessing funding. We are concerned about the impact on this cohort that the removal of the DSA will have. The university is exploring where it is able to bridge this gap, and in particular has noted a need to develop and deliver a computer and consumables loan library. We are preparing to meet any additional demands and are already trialling options that may enhance the support available, such as lecture capture.

PROGRESSION

6.17.   Students from BME communities – our focus will be on further increasing the attainment levels of BME groups, although this has increased between 2013/14 and 2014/15 by 0.5%. In 2014/15 the university average for good honours was 67.7%, which represents a gap in BME attainment of 19.4%.

   6.17.1.   Our Student Equality Forum (SEqF) will be providing recommendations for action here in June 2016 following an analysis of current activities. The overall aim will be to shrink this gap.

6.18.   White British Working Class Males (WBWCM) – our focus here will be on increasing the number of White male students (Q1) attaining 'good honours' and their progression to postgraduate studies.

   6.18.1. Our WBWCM students are 5.6% less likely to achieve 'good honours' in comparison to the university average, so we will develop activities to focus on improvements here.

   6.18.2. We know that our WBWCM have a strong employment rate when compared to the university average, however they have a lower progression rate to postgraduate studies. Currently, the university's average progression rate to postgraduate study is 6.9%, however for WBWCM's this is only at 4.4%. We will offer specialist information, advice and guidance for WBWCM to progress to postgraduate study, in conjunction with our alumni discount programme (which can offer between 20-50% discount on postgraduate fees)

6.19.   Employability – 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:

6.19.1. Campus Jobs scheme: an efficient means of providing work opportunities to supplement income, develop their CV and build a network of contacts

6.19.2. Graduate Associate Scheme: the Solent Graduate Associate Programme recruited over forty 2015 graduates to work in one year roles across the university. These associates gain a graduate level job and relevant training

6.19.3. Mentoring and support for disadvantaged students: engaging local employers as business mentors and network contacts to improve social capital and networking skills.

6.19.4. Postgraduate 'open days' for existing undergraduate students to raise awareness of options for further study

6.19.5. Use of longitudinal data on employability outcomes for students from disadvantaged groups to inform our progression programme.

COLLABORATIVE WORK

6.20. National Collaborative Outreach Programme (NCOP) – in 2014/15 Southampton Solent University and the Universities of Winchester, Southampton, Portsmouth, Bournemouth and Arts University Bournemouth set up the Southern Universities Network (SUN) as part of HEFCE's National Collaborative Outreach Networks initiative. This partnership built on and extended previous collaborations, including the Hampshire Universities WP Group, which in turn was a continuation of Aimhigher Hampshire and Isle of Wight. All six partners have committed to continuation of the SUN in 2017/18. As well as providing outreach opportunities for all state schools in the geographical region of Dorset, Hampshire and the Isle of Wight, the partnership will work together to:

- Exchange good practice and effective approaches to widening participation.

- Develop collaborative time-bound outreach projects to address specific widening participation issues, each led by one of the partners.

- Develop and extend collective projects which support the progression of students with disabilities. The activities relating to students with disabilities and/or those who support them: four events per year with at least two SUN universities participating in each one. Creation of an overview of support available for disabled students, hosted on the SUN website, and training students across the partner universities who could attend events aimed at disabled students, who would have a more in-depth knowledge of the support available."

- Develop and promote wider understanding of the issues facing vulnerable children and young people including the collaborative development of resources and interactions for specific groups in partnership with local authorities and voluntary sector agencies. The activities relating to vulnerable children/young people and/or those who support them: four events per year with at least three SUN universities participating in each one.

- Annual staff development conference for staff and students: one annual staff development conference for staff engaged in outreach and widening participation, and Students' Union Officers.

- Activities for black and minority ethnic students: four events per year with at least three SUN universities participating in each one.

- Activities for mature or part-time learners: we will explore running an annual collaborative event targeted for potential mature and part-time students.

- Promote and support the progression of students from minority ethnic communities. We will work with community groups to support and develop events and projects, with each university sharing its networks and maximising opportunities for collaborative delivery.

6.21.   Other consortiums – as a further commitment to collaborative work, we will continue membership and engagement in networks such as FACE (Forum for Access and Continuing Education) and HELOA (Higher Education Liaison Officer Association). These organisations support the professionalism and development of staff, including their development as researchers as well as practitioners. They also allow us to collaborate in relation to evaluation, data and impact, and contribute to national agenda developments.

PRIMARY SCHOOLS

6.22.   Learning journey project – Southampton Solent believes that higher education should be a choice that's open to all, and that each child should have an understanding of what university life can offer. The learning journey project aims to help Key Stage 2 pupils build this understanding through fun and interactive activities. The project delivers two types of activity. 'Get Set' activities bring our enthusiastic student ambassadors into a school to work with their learners and talk about the university experience, while 'Discover and Do' activities give learners a chance to visit Southampton Solent University and take part in fun introductory activities in the sorts of subjects they'll study at university. This project is also available at key stage 3.

6.23.   Solent Showcase – Solent Showcase Gallery is situated in the heart of Southampton's city centre and forms part of the new cultural quarter. With an annual cycle of around 7 different exhibitions, all of which offer a range of free, creative and bespoke education workshops, school visits, talks and community events. Through its liaison with schools and colleges alone since December 2012 has engaged over 1500 visitors over a third of which have been primary students.

SECONDARY SCHOOLS

6.24.   STEM in a box – Southampton Solent University's 'STEM in a box' challenge invites schools to participate in fun and exciting activities, focused on developing knowledge and skills in science, technology, engineering and maths. This event takes place as part of national STEM week.

6.25.   Progression days – Our Key Stage 3-4 progression days offer guidance that will help students to make informed choices about their future undergraduate courses. Students also get the chance to interact with real undergraduates, learn about UCAS and experience what a university is really like.

6.26.   Southampton Education Forum – 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.

ENGAGING WITH INFLUENCERS

6.27.   Parents and Carers – supporting a child through higher education can be overwhelming - particularly if they are the first member of the family to attend university. To help parents and carers though this process, Southampton Solent University's partnerships team have designed a range of informative talks and workshops. There are also opportunities for parents and carers to visit the University at our general open days. Going forward through our collaborative work and beyond we want to explore launching parent ambassadors.

6.28.   Teachers and Advisors – Teachers play an important role in advising students about higher education. Southampton Solent University offer bespoke events that aim to give teachers a better understanding of the higher education sector, and help them to offer this support to their students in a more effective way. Working closely with UCAS, other universities and our own network of local businesses and educators, we provide both digestible sessions and full conferences on a range of higher education and career related topics. We can also provide resources and activity plans that will help them to carry out higher education focused sessions.

SPORTS

6.29.   Over the past three years the University's Sport and Recreation Service, 'Solent Sport' has been building substantial outreach activity. Solent Sport is responsible for the City Council's Sports Development Unit, the Southampton PE and School Sport Partnership and hosts both of the School Games Organisers for the city; all of these areas of work are unique within the university sector. This variety of engagement brings together Southampton schools, local authorities, National Governing Bodies of Sport (NGBs), sports associations, community clubs and leisure providers, as well as skilled range of coaches and volunteers (student and external) providing young people (5-16 years) with high quality opportunities to take part in sport and physical activities.

6.30.   Coach education programme – this provides the sport specific training opportunities for students. In 2015/16 we exceeded 1,400 signups across 120 short courses and this is an area we are aiming to maintain and grow.

6.31.   Schools partnerships – we currently engage with over 80% of the schools in the city, across Infant, Junior, Primary, Secondary and Special Schools. More than 30 of these schools have signed service level agreements with Solent Sport and we will continue to build on these partnerships.

STUDENT AMBASSADORS

6.32.   The Southampton Student Ambassador scheme employs approximately 120 students, a large proportion of whom are from WP backgrounds themselves, this is a paid role. Many of the University's outreach activities, as outlined in this Agreement, involve using current, undergraduate or postgraduate student ambassadors as positive role models to raise the educational and career aspirations of learners from primary through to post-16. By recruiting across all faculties, courses, ethnic groups and socio-economic backgrounds, we ensure the Ambassadors reflect the diverse population of the University, as well as the pupils we work with in schools and colleges.

6.33.   An intense training programme for Ambassadors exists, which is re-visited on an annual basis, with additional continuous professional development and specialist role training opportunities available to them all throughout the year. The scheme also allows the (DBS checked) Ambassadors to get involved in a range of challenging and rewarding projects, all of which help them develop transferable skills, gain valuable extra-curricular experience and enhance their CV; supporting their future careers. Opportunities include open days, school talks and workshops, Higher Education fairs, one-to-one support, careers fairs, residential events, subject specific academic taster sessions, administrative support, student panels, on campus events, study skills sessions, project work and research.

7. MONITORING AND EVALUATION ARRANGEMENTS

This section provides details on our monitoring and evaluation methods and arrangements.

7.1. Southampton Solent University will set targets and milestones with a primary focus on progression and retention, but will also link those targets to any preliminary work pre-commencement as part of our outreach package. We will approach this in two ways:

7.1.1. Setting of Key Performance Indicators – used both centrally and within our respective Schools to monitor and measure progression, retention and achievement (as well as on wider aspects, such as student satisfaction). We see our challenge here as being to achieve benchmarks for access and participation, whilst moving further towards national benchmarks for retention and success for those areas in which we currently fall just below target. This would see the University's 'clean' progression moving towards 90% and student achievement (measured through the number of undergraduates who achieve first or upper-second class awards) to move above 60%. Both of these would be considered 'stretch targets' in the coming years. We recognise that this will take time, but over the course of the first three years of development, we would aim to see steady progress – in the nature of 1-2% annual improvement – in these benchmark figures.

7.1.2. Development of our evaluation methods – use the tools made available to the university more effectively, including the use of HEAT, the University Data Group and the newly formed CRM to set a benchmark for outreach performance and set 'stretch targets' for future growth and development. We have made good progress towards the evaluation developments, but have recognised the need for wider institutional knowledge. We have therefore taken on four academic researchers to oversee a University wide research project in our combined student lifecycle approach.

7.1.3. National Collaborative Outreach Programme (NCOP) – the targets and monitoring mechanisms will be different for each institution in the network as they review their own internal capability. For Southampton Solent University, we intend to track each individual participant who initially engages in an outreach activity, but extend this to track their student journey if they commence their studies with us. This will start to build a five year study in student performance that can be used to evaluate outreach activities, as well as track progression and success.

HIGHER EDUCATION ACCESS TRACKER

7.2. Southampton Solent University is a member of the collaborative Higher Education Access Tracker Service (HEAT) which assists members in the targeting, monitoring and evaluation of both their individual and their collaborative Fair Access activities. It allows member universities to demonstrate outreach participation in relation to success at key transition point, collectively explore best practice in combining qualitative and quantitative research on outreach and in the future, perhaps, facilitate the development of collaborative targets.

7.3. Membership of the HEAT service assists Solent in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach, something which is made possible by the collaborative nature of the service. Individual members use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in HE.

7.4. It can take some time for data about young participants in outreach to mature to the point of understanding their patterns of enrolment in HE as well as their retention and success rates. In the meantime the HEAT service has developed a model of matching a number of different administrative datasets to the HEAT database which will afford Solent a better understanding of the relationship between outreach and key educational outcomes at both pre and post 16, before any enrolment takes place. The collective size and diversity of the database will mean this relationship can be explored against multiple participant characteristics, contributing to Solent and the sector's understanding of outcomes for different under-represented groups and recognising that widening participation students are not a homogenous group.

7.5. Where HEAT data has matured it allows Solent to understand the relationship between outreach participation and HE enrolment, retention and success. Solent is able to see if and when its outreach participants enrol in HE. Crucially this data shows enrolment not only to our own institution but to all other HEIs. This allows us to demonstrate its contribution to the sector as a whole.

7.6. Furthermore, as data has matured, we can now build a picture of the retention and degree classification of its outreach participants, as well as seeing destination data. In 2016/17, we have seen the initial findings of the HEAT data and will be continuing to use this in the future.

8. EQUALITY AND DIVERSITY

This section provides details on our commitment to equality and diversity.

8.1. 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 most recent 2014-15 report has been considered and approved by the University Student Experience Committee, Academic Board and Board of Governors in 2016.

8.2. The SEF reported progress in the following priority areas:

8.2.1. Curriculum - A 2013-14 Academic Audit on 'Inclusivity in the Curriculum' investigated how inclusivity and diversity are addressed within course provision and compared the University policy and academic practices with the UK Quality Code concerning inclusivity in the curriculum. Actions undertaken in 2014-15 include an inclusivity staff lunchtime seminar series; strengthening the sharing of good inclusive practice including at conferences and via a University-wide peer practice exchange scheme developed by the Teaching and Learning Fellows. The University was selected as a case study in a project run by De Montfort University entitled 'Supporting the development of equality and diversity skills, knowledge and values in academic teaching staff in HE' funded by the Equality Challenge Unit.

8.2.2. Student engagement - a Graduate Associate brought 'equality-focused' student officers to attend the Student Equality Forum; and supported the Students' Union application for 'Investing in Diversity' (IiD); and co-presented a workshop at the University's Teaching and Learning conference "In/visible queer students? Collaborating to improve the experiences of Lesbian, Gay, Bisexual and Trans* (LGBT*) students". A Human Library event was run and a total of 34 (recorded) conversations took place over the 4 hour event (81% participants strongly agreed The Human Library was a good way of challenging prejudice.

8.2.3. Staff development - Marshalls online EDI training was again made available again via the Portal. Progress has been made on a 'toolkit' approach to better supporting staff supporting; a poster was presented at the Learning & Teaching Conference in April 2015; and presentations made to the PGCTLHE, and to FBSE faculty Principal Lecturers.

8.2.4. Communication - Agree and promote a clear definition of EDI for students and staff, finalise work on rationalising information and support available on the Portal and Web, and continue strengthening communication in the Faculties. The EDI agenda's presence on the portal has been strengthened ensuring that all the information is easily accessible.

8.2.5. Employability - Both mentor and mentee numbers have grown in 2014-15 to 85 mentors and 110 mentees. The most recent available data for 58 mentees in 2013-14 73% in employment, and of these 87% in professional managerial jobs, higher than the average of 57%.

8.2.6. CRM - The work on CRM 'phase 2' SIAG is ongoing and will enable better support to students, and better management information that will enable better understanding of the value and impact on the use of support services by different student groups.

8.2.7. Accessibility - Estates and facilities continues to ensure the University's equality, diversity and inclusivity objectives are considered as part of ongoing development of campuses. Examples include the Spark building (inclusion of adapted facilities, classroom furniture design and layout to cater for students with disabilities), and JM Level 1 refurbishment through opening up of narrow corridors, wide access to rooms and the inclusion of a dedicated 'changing places' facility.

8.2.8. Equality data - The 2013-14 SEF annual report included reporting for the first time on additional student groups (e.g. sexual orientation and religion and belief; intersectionality or multiple identities such as analysing age with gender or disability with ethnicity; and other student groups such as international and widening participation). The report included more accurate comparisons with the national data, and was completed and approved in April 2015.

8.2.9. The following additional work was undertaken - A new Solent Access to Learning Fund (Solent ALF) was agreed for 2015-16, strengthening support to students and target groups such as international students, and students undertaking unpaid work experience; the University Access Solent team in Student Services has continued to monitor and respond to changes to DSAs; and a Campus Development Plan and new Estates strategy are being drafted that will reference the importance of the University's access, equality and diversity agenda, within the broader framework of refurbishing existing buildings, and the construction of new buildings and facilities.

8.3. The SEF is currently working on the following seven priorities in 2015-16:

8.3.1. Priority 1: Student Engagement – continue to strengthen the University sense of community by encouraging and supporting student engagement with issues of EDI, collaborating with the Solent Students' Union 'equality' officers and supporting student societies e.g. LGBT.

8.3.2. Priority 2: Staff Development - strengthen by providing a range of resources in a variety of formats, encouraging best EDI practice and boosting confidence in discussing student equality issues, for example, by reviewing Marshalls and other online training resources and repeating the 'Inclusive Seminar series'.

8.3.3. Priority 3: Curriculum - ensure that every student has a fair chance of success in attainment and graduate outcomes by offering inclusive learning and teaching from well-structured, culturally diverse and industry-relevant courses, by implementing recommendations from the 2014 curriculum audit including promoting and building on best practice and addressing and monitoring inclusion as part of Course Approval and Periodic Academic Review processes.

8.3.4. Priority 4: Communication - Communicate the University's equality agenda and commitment to access, inclusion and social justice through a variety of platforms ensuring that all communication remains accessible, relevant and representative, by consolidating and increasing visibility of EDI issues on the Portal and Yammer, and

ensuring University EDI scheme and student and staff equality forum reports, agendas and minutes are accessible on the web and portal.

8.3.5. Priority 5: Employability - Strengthen the graduate employability of disadvantaged groups by increasing the number of students who are linked to a professional mentor and developing material within the academic tool kit focusing on aspects of equality.

8.3.6. Priority 6: Service usage monitoring - Monitor use of student-facing services by different student groups and use the data to improve the support delivered, by implementing CRM phase 2 to provide accurate data on the use of services by different student groups and including data analysis on the use of services by different student groups in the SEF annual report.

8.3.7. Priority 7: Annual Report - Continue to review the collection, analysis and interpretation of data so the University can focus on the most statistically significant factors, disseminate the outcomes of the SEF annual report widely to Schools and professional services, and present the data in engaging and 'bite-size' ways.

8.4. We will continue to assess progress on priorities and actions to inform the implementation of our Access Agreements.

8.5. 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.

COMPLIANCE WITH RESPONSIBILITIES UNDER THE EQUALITIES ACT 2010

8.6. The purpose of the 2017-18 Access Agreement is to support and encourage progression to higher education from groups currently under-represented. The main target groups identified as under-represented in higher education are state school students, students from low participation neighbourhoods, and students from National Statistics Socio-Economic Classification (NS-SEC) Groups 4-7. Students with disabilities are also under-represented in higher education as well as care leavers, BME groups and mature students. The Access Agreement also supports a fair access approach to admissions that seeks to ensure that all applications are assessed fairly to identify whether they are appropriately qualified to succeed in the relevant academic programme. No aspect of this Access Agreement is likely to have an adverse effect on any member of the nine key groups defined as having protected characteristics under the Equality Act 2010.

8.7. All the activities in the outreach programmes, projects and interventions described in the Access Agreement are open to everyone in the target cohorts of under-represented groups. Selection is based on this alone, and applicants are judged against clear criteria that are discussed and agreed with participating schools and delivery partners. All activities are advertised widely to targeted schools and colleges to ensure maximum take-up.

8.8. The 2017/18 Access Agreement promotes equality by supporting Southampton Solent's vision:

'To be an inclusive university which is a catalyst for social justice, social mobility and economic prosperity- providing access to top class university education for all those qualified and able to benefit'.

9. PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

This section provides details on how we plan to distribute information to prospective and continuing students.

9.1. The University is committed to ensuring that all promotional materials, and information made available on University or other sites (for example, through UNISTATS and the Key Information Set) make clear how we are continuing to invest appropriately in access, whilst focusing additional activity on student success and progression.

9.2. Once this Access Agreement is approved, we will include both the specifics of our fee structure and the investments made by the University, both in recruitment materials and activities, and in communications with all our stakeholders, including current and prospective students.

10. CONSULTING WITH STUDENTS

This section provides details on how we have consulted with students in the development of this agreement.

10.1. As part of the development of this Access Agreement we have consulted with both university staff across our six academic Schools, within our professional services and the Student Union. Southampton Solent University has an excellent working relationship with its Students' Union and its role and influence in developing and supporting the delivery of key aspects of our access, retention and programmes activities.

10.2. To enable us to take the views of our students into consideration in the production of our Access Agreement, we not only have a series of mechanisms for students to offer general feedback, but we include students on a number of university committees to provide their insight and ideas. Participation here is facilitated through the Students' Union and specifically through the respective sabbatical officer(s) – as an example, the Union President is an active member of the University Management Board.

10.3. In 2016, students from widening participation cohorts, particularly those in receipt of bursary payments (i.e. household incomes <£25,000) have indicated that bursary payments are still valuable to them, and therefore these have been retained within our Access Agreement.

10.4.   In addition, the University will continue its programme of personal communication with our partner schools and colleges about the changes in general, in line with Government communications; this will help ensure that students are not deterred from coming to University because of concern over the perceived impact of changes in the funding mechanism for higher education.

Appendix A: Statistical Information

Solent Enrolment Statistics (FTE)

Gender	12/13		13/14		14/15		15/16	
	Count	%	Count	%	Count	%	Count	%
Female	4,619	40%	4,412	39%	4,120	39%	3,910	40%
Male	6,853	60%	6,809	61%	6,424	61%	5,770	60%

Age Bands	12/13		13/14		14/15		15/16	
	Count	%	Count	%	Count	%	Count	%
21 or under	8,168	71%	8,068	72%	7,624	72%	6,898	71%
22 to 25	2,210	19%	2,100	19%	1,953	19%	1,787	18%
26 to 35	780	7%	732	7%	659	6%	700	7%
36 and over	313	3%	321	3%	309	3%	294	3%

Ethnicity	12/13		13/14		14/15		15/16	
	Count	%	Count	%	Count	%	Count	%
Asian	379	4%	372	4%	391	4%	509	5%
Black	630	6%	713	7%	759	8%	783	8%
Chinese	43	0.4%	39	0.4%	37	0.4%	64	1%
Information refused	63	1%	55	1%	36	0.4%	54	1%
Mixed ethnic background	389	4%	380	4%	372	4%	400	4%
Not known	10	0.1%	10	0.1%	5	0.1%	96	1%
Other ethnic background	75	1%	86	1%	86	1%	187	2%
White	8,171	84%	8,046	83%	7,317	81%	7,588	78%

Level	12/13		13/14		14/15		15/16	
	Count	%	Count	%	Count	%	Count	%
First Degree	9,806	85%	9,497	85%	9,127	87%	8,710	90%
Other Degree	1,328	12%	1,505	13%	1,220	12%	783	8%
Postgraduate	337	3%	220	2%	197	2%	187	2%

Disability	12/13		13/14		14/15		15/16	
	Count	%	Count	%	Count	%	Count	%
Disability (Disabled Student Allowance unknown)	0	0%	180	2%	159	2%	226	2%
Disability (No DSA)	621	6%	556	6%	521	6%	515	5%
Disability (In receipt of DSA)	643	7%	511	5%	531	6%	413	4%
No Disability	8,432	87%	8,397	87%	7,793	87%	8,521	88%
Not Known	0	0%	0	0%	0	0%	5	0%

Student Status	12/13		13/14		14/15		15/16	
	Count	%	Count	%	Count	%	Count	%
EU	829	7%	824	7%	924	9%	1,097	11%
Home	9,760	85%	9,700	86%	9,004	85%	8,067	83%

	883	8%	697	6%	617	6%	516	5%
Overseas								

	12/13		13/14		14/15		15/16	
School	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	1,991	17%	1,839	16%	1,778	17%	1,775	18%
School of Business and Law	2,065	18%	1,847	16%	1,694	16%	1,506	16%
School of Communications and Marketing	1,455	13%	1,398	12%	1,268	12%	1,108	11%
School of Maritime Science and Engineering	1,703	15%	1,794	16%	1,430	14%	1,015	10%
School of Media Arts and Technology	2,472	22%	2,425	22%	2,452	23%	2,415	25%
School of Sport, Health and Social Sciences	1,787	16%	1,919	17%	1,919	18%	1,861	19%

Source: HESA (provided by the SDPIU)

Appendix B: Statistical Information by School

Statistical Enrolment Breakdown by School

		12/13		13/14		14/15		15/16	
School	Gender	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	Female	1,397	67%	1,298	66%	1,278	66%	1,305	68%
	Male	695	33%	664	34%	653	34%	625	32%
School of Business and Law	Female	1,279	51%	1,204	52%	1,093	52%	920	51%
	Male	1,243	49%	1,104	48%	1,019	48%	876	49%
School of Communications and Marketing	Female	913	60%	829	58%	752	56%	649	54%
	Male	608	40%	610	42%	583	44%	553	46%
School of Maritime Science and Engineering	Female	189	10%	181	11%	170	11%	138	10%
	Male	1,613	90%	1,540	89%	1,434	89%	1,185	90%
School of Media Arts and Technology	Female	582	23%	605	24%	614	24%	597	24%
	Male	1,964	77%	1,898	76%	1,922	76%	1,862	76%
School of Sport, Health and Social Sciences	Female	811	41%	822	39%	798	37%	707	34%
	Male	1,155	59%	1,284	61%	1,365	63%	1,370	66%

		12/13		13/14		14/15		15/16	
School	Age Bands	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	21 or under	1,602	77%	1,459	74%	1,406	73%	1,378	71%
	22 to 25	332	16%	342	17%	355	18%	360	19%
	26 to 35	96	5%	96	5%	99	5%	129	7%
	36 and over	62	3%	65	3%	71	4%	63	3%
School of Business and Law	21 or under	1,361	54%	1,332	58%	1,234	58%	1,078	60%
	22 to 25	542	21%	417	18%	428	20%	353	20%
	26 to 35	383	15%	318	14%	244	12%	199	11%
	36 and over	236	9%	241	10%	206	10%	166	9%
School of Communications and Marketing	21 or under	1,193	78%	1,160	81%	1,049	79%	926	77%
	22 to 25	262	17%	212	15%	196	15%	203	17%
	26 to 35	56	4%	56	4%	72	5%	59	5%

School	Age	Count	%	Count	%	Count	%	Count	%
	36 and over	10	1%	11	1%	18	1%	14	1%
School of Maritime Science and Engineering	21 or under	825	46%	813	47%	762	48%	607	46%
	22 to 25	593	33%	553	32%	507	32%	402	30%
	26 to 35	316	18%	296	17%	289	18%	266	20%
	36 and over	68	4%	59	3%	46	3%	48	4%
School of Media Arts and Technology	21 or under	1,882	74%	1,884	75%	1,943	77%	1,861	76%
	22 to 25	501	20%	485	19%	472	19%	445	18%
	26 to 35	131	5%	98	4%	93	4%	125	5%
	36 and over	32	1%	36	1%	28	1%	28	1%
School of Sport, Health and Social Sciences	21 or under	1,377	70%	1,462	69%	1,486	69%	1,437	69%
	22 to 25	263	13%	282	13%	298	14%	304	15%
	26 to 35	159	8%	181	9%	173	8%	181	9%
	36 and over	167	8%	181	9%	206	10%	155	7%

		12/13		13/14		14/15		15/16	
School	Ethnicity	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	Asian	71	4%	65	4%	69	4%	78	4%
	Black	77	4%	89	5%	113	6%	112	6%
	Chinese	15	1%	11	1%	10	1%	20	1%
	Information refused	6	0%	8	0%	4	0%	6	0%
	Mixed ethnic background	74	4%	60	3%	66	4%	78	4%
	Not known	5	0%	4	0%	2	0.1%	20	1.0%
	Other ethnic background	10	1%	14	1%	18	1%	26	1%
	White	1,681	87%	1,549	86%	1,476	84%	1,590	82%
School of Business and Law	Asian	163	8%	154	8%	157	10%	159	9%
	Black	240	12%	219	12%	224	14%	226	13%
	Chinese	12	1%	11	1%	10	1%	33	2%
	Information refused	41	2%	41	2%	9	1%	6	0%
	Mixed ethnic background	73	4%	70	4%	66	4%	73	4%
	Not known	6	0%	5	0%	1	0.1%	27	1.5%
	Other ethnic background	30	2%	34	2%	35	2%	72	4%
	White	1,397	71%	1,338	71%	1,132	69%	1,200	67%
School of Communications and Marketing	Asian	32	2%	31	2%	26	2%	41	3%
	Black	77	6%	100	8%	90	8%	91	8%
	Chinese	8	1%	8	1%	5	0.4%	5	0.4%
	Information refused	3	0%	5	0%	5	0.4%	7	0.6%
	Mixed ethnic background	48	4%	58	5%	61	5%	53	4%
	Not known	1	0%	0	0%	0	0%	8	1%
	Other ethnic background	8	1%	11	1%	9	1%	23	2%
	White	1,144	87%	1,050	83%	976	83%	974	81%
School of Maritime Science and Engineering	Asian	27	2%	20	2%	22	2%	104	8%
	Black	34	3%	28	2%	35	3%	64	5%

School		Count	%	Count	%	Count	%	Count	%
	Chinese	2	0%	1	0%	1	0.1%	5	0.4%
	Information refused	18	1%	11	1%	13	1%	24	2%
	Mixed ethnic background	27	2%	25	2%	23	2%	26	2%
	Not known	2	0%	2	0%	3	0.3%	30	2.3%
	Other ethnic background	4	0%	3	0%	3	0.3%	37	2.8%
	White	1,139	91%	1,147	93%	1,030	91%	1,033	78%
School of Media Arts and Technology	Asian	77	3%	76	3%	94	4%	102	4%
	Black	121	5%	154	7%	176	8%	190	8%
	Chinese	8	0%	11	1%	12	1%	12	0%
	Information refused	19	1%	18	1%	10	0.5%	18	0.7%
	Mixed ethnic background	105	5%	102	5%	93	4%	97	4%
	Not known	0	0%	1	0%	0	0%	12	0%
	Other ethnic background	16	1%	16	1%	20	1%	29	1%
	White	1,859	84%	1,812	83%	1,798	82%	1,999	81%
School of Sport, Health and Social Sciences	Asian	39	2%	53	3%	59	3%	82	4%
	Black	128	7%	146	7%	160	8%	166	8%
	Chinese	1	0%	1	0%	1	0.0%	4	0.2%
	Information refused	5	0%	5	0%	6	0.3%	6	0.3%
	Mixed ethnic background	75	4%	83	4%	0	0%	101	5%
	Not known	4	0%	3	0%	82	4%	21	1%
	Other ethnic background	14	1%	14	1%	10	0.5%	16	0.8%
	White	1,595	86%	1,675	85%	1,691	84%	1,681	81%

		12/13		13/14		14/15		15/16	
School	Level	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	First Degree	1,927	92%	1,797	92%	1,761	91%	1,702	88%
	Other Degree	138	7%	145	7%	152	8%	192	10%
	Postgraduate	27	1%	20	1%	18	1%	36	2%
School of Business and Law	First Degree	1,731	69%	1,597	69%	1,468	70%	1,344	75%
	Other Degree	459	18%	496	21%	450	21%	277	15%
	Postgraduate	332	13%	215	9%	194	9%	175	10%
School of Communications and Marketing	First Degree	1,407	93%	1,365	95%	1,256	94%	1,102	92%
	Other Degree	30	2%	27	2%	40	3%	57	5%
	Postgraduate	84	6%	47	3%	39	3%	43	4%
School of Maritime Science and Engineering	First Degree	769	43%	720	42%	644	40%	584	44%
	Other Degree	940	52%	927	54%	865	54%	659	50%
	Postgraduate	93	5%	74	4%	95	6%	80	6%
School of Media Arts and Technology	First Degree	2,414	95%	2,378	95%	2,447	96%	2,428	99%
	Other Degree	71	3%	81	3%	73	3%	0	0%
	Postgraduate	61	2%	44	2%	16	1%	31	1%
School of Sport, Health and Social Sciences	First Degree	1,747	89%	1,853	88%	1,875	87%	1,775	85%
	Other Degree	120	6%	155	7%	197	9%	274	13%

	Postgraduate	99	5%	98	5%	91	4%	28	1%

		12/13		13/14		14/15		15/16	
School	**Disability**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
School of Art, Design and Fashion	Disability (Disabled Student Allowance unknown)	1	0%	32	2%	22	1%	44	2%
	Disability (No DSA)	125	6%	125	7%	125	7%	94	5%
	Disability (In receipt of DSA)	154	8%	108	6%	114	6%	96	5%
	No Disability	1,646	85%	1,525	85%	1497	85%	1,692	88%
	Not Known	0	0%	1	0%	0	0%	4	0%
School of Business and Law	Disability (Disabled Student Allowance unknown)	0	0%	21	1%	28	2%	21	1%
	Disability (No DSA)	110	6%	72	4%	54	3%	89	5%
	Disability (In receipt of DSA)	80	4%	80	4%	69	4%	46	3%
	No Disability	1,766	90%	1,695	91%	1483	91%	1,587	88%
	Not Known	1	0%	0	0%	0	0%	53	3%
School of Communications and Marketing	Disability (Disabled Student Allowance unknown)	0	0%	19	2%	20	2%	23	2%
	Disability (No DSA)	68	5%	52	4%	48	4%	50	4%
	Disability (In receipt of DSA)	54	4%	50	4%	56	5%	31	3%
	No Disability	1,189	91%	1,133	90%	1048	89%	1,079	90%
	Not Known	1	0%	0	0%	0	0%	19	2%
School of Maritime Science and Engineering	Disability (Disabled Student Allowance unknown)	1	0%	17	1%	14	1%	32	2%
	Disability (No DSA)	90	7%	50	4%	55	5%	49	4%
	Disability (In receipt of DSA)	55	4%	74	6%	57	5%	29	2%
	No Disability	1,102	88%	1,091	89%	1004	89%	1,171	89%
	Not Known	0	0%	0	0%	0	0%	42	3%
School of Media Arts and Technology	Disability (Disabled Student Allowance unknown)	0	0%	57	3%	46	2%	71	3%
	Disability (No DSA)	196	9%	164	8%	174	8%	181	7%
	Disability (In receipt of DSA)	154	7%	147	7%	176	8%	133	5%
	No Disability	1,840	84%	1,806	83%	1807	82%	2,073	84%

School	Student Status	Count	%	Count	%	Count	%	Count	%
	Not Known	2	0%	2	0%	0	0%	1	0%
School of Sport, Health and Social Sciences	Disability (Disabled Student Allowance unknown)	0	0%	43	2%	37	2%	66	3%
	Disability (No DSA)	118	6%	101	5%	96	5%	95	5%
	Disability (In receipt of DSA)	127	7%	100	5%	118	6%	88	4%
	No Disability	1,595	87%	1,722	88%	1758	88%	1,809	87%
	Not Known	2	0%	0	0%	0	0%	19	1%

		12/13		13/14		14/15		15/16	
School	Student Status	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	EU	71	3%	72	4%	95	5%	152	8%
	Home	1,939	93%	1,800	92%	1,758	91%	1,700	88%
	Overseas	82	4%	90	5%	78	4%	78	4%
School of Business and Law	EU	274	11%	275	12%	331	16%	289	16%
	Home	1,962	78%	1,872	81%	1,634	77%	1,385	77%
	Overseas	286	11%	161	7%	147	7%	122	7%
School of Communications and Marketing	EU	132	9%	112	8%	110	8%	113	9%
	Home	1,321	87%	1,263	88%	1,172	88%	1,042	87%
	Overseas	68	4%	64	4%	53	4%	47	4%
School of Maritime Science and Engineering	EU	158	9%	158	9%	172	11%	195	15%
	Home	1,253	70%	1,237	72%	1,130	70%	896	68%
	Overseas	391	22%	326	19%	302	19%	232	18%
School of Media Arts and Technology	EU	235	9%	232	9%	271	11%	280	11%
	Home	2,205	87%	2,190	87%	2,203	87%	2,129	87%
	Overseas	106	4%	81	3%	62	2%	50	2%
School of Sport, Health and Social Sciences	EU	72	4%	74	4%	93	4%	159	8%
	Home	1,861	95%	1,980	94%	2,009	93%	1,841	89%
	Overseas	33	2%	52	2%	61	3%	77	4%

Source: HESA (provided by the SDPIU)

Appendix C: Level 4 to Level 5 Progression

Statistical Breakdown by Faculty

Faculty / School	CSE Level	2011			2012			2013			2014		
		Students	Eligible to Progress	%	Students	Eligible to Progress	%	Students	Eligible to Progress	%	Students	Eligible to Progress	%
Faculty of Business, Sport and Enterprise	First Degree	148	125	84.5									
	Foundation Degree	8	7	87.5									
	HNC/D	38	29	76.3									
Faculty of Creative Industries	First Degree	193	180	93.3	107	99	92.5						
Faculty of Maritime and Tech	First Degree	9	8	88.9									
	Foundation Degree	13	9	69.2	8	6	75.0						
	HNC/D	13	10	76.9	13	9	69.2						
School of Art, Design and Fashion	First Degree	597	546	91.5	455	418	91.9	493	453	91.9	593	520	87.7
	HNC/D	137	129	94.2	123	120	97.6	131	124	94.7	146	141	96.6
School of Business and Law	First Degree	444	380	85.6	435	382	87.8	454	387	85.2	401	336	83.8
	Foundation Degree				8	6	75.0	5	5	100			
	HNC/D	21	21	100	73	65	89.0	44	38	86.4	47	40	85.1
School of Comms and Marketing	First Degree	400	372	93.0	420	389	92.6	423	375	88.7	363	317	87.3
School of Media Arts and Tech	First Degree	724	610	84.3	727	623	85.7	761	623	81.9	808	686	84.9
School of Maritime Science and Eng	First Degree	174	149	85.6	177	150	84.7	159	132	83.0	137	116	84.7
	HNC/D	21	15	71.4	21	20	95.2	27	24	88.9	27	25	92.6
School of Sports, Health and Social Sciences	First Degree	666	589	88.4	604	533	88.2	585	498	85.1	655	562	85.8
	Foundation Degree	17	16	94.1	47	47	100	52	52	100	49	48	98.0
Warsash Maritime Academy	Foundation Degree	327	287	87.8	290	280	96.6	277	269	97.1	287	278	96.9
	HNC/D	214	139	65.0	171	144	84.2	166	155	93.4	156	136	87.2

Source: Academic Services.

Statistical Breakdown by University

	CSE Level	2011			2012			2013			2014		
		Students	Eligible to Progress	%	Students	Eligible to Progress	%	Students	Eligible to Progress	%	Students	Eligible to Progress	%
University	First Degree	3355	2959	88.2	2,925	2,594	88.7	2,874	2,468	85.9	2,957	2,537	85.8
	Foundation Degree	365	319	87.4	353	339	96	334	323	96.7	336	326	97
	HND/C	444	343	77.3	401	358	89.3	368	336	91.3	376	342	91

Source: Academic Services.

Note:
- *The data presented for the last 4 academic years*
- *Looks at students registered on module level 4 from 2011 to 2014.*
- *Includes students with a status of Active/ Standard or Repeat Year at the point they were assessed.*
- *Only includes 'First Degree', 'HNC/D' and 'Foundation Degree' course levels.*
- *Looks at the students highest sitting grades.*
- *Certain courses that ran in previous years were not mapped to a new school at the time the new University structure was set up. Therefore, the old Faculty structure would be associated to these courses.*

Appendix D: Good Honours Awards

	First class honours	Upper second class honours	Lower second class honours	Third class honours / Pass	Total	% Good Honours
2011-12	380	1,225	905	220	**2,730**	58.80%
2012-13	435	1,140	815	185	**2,575**	61.20%
2013-14	470	1,330	880	325	**3,005**	59.90%
2014-15	577	1,182	644	194	**2,597**	67.70%

Source: HESA (provided by SDPIU)

Institution name: Southampton Solent University

Institution UKPRN: 10006022

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

Reference Number	Stage of Lifecycle	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
							2016/17	2017/18	2018/19	2019/20	2020/21	
T16a_01	Access	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	Other (please give details in Description column)	96.5	96.6	96.7	96.8	96.9	96.9	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. The baseline year is based on the 2011-14 average.
T16a_02	Access	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	Other (please give details in Description column)	35.7	36.5	37.0	37.5	38.0	38.0	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. The baseline year is based on the 2011-14 average.
T16a_03	Access	HESA T1a – Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young (under 21) full-time, first degree entrants from low participation neighbourhood, compared to three-year average	No	Other (please give details in Description column)	13.4	13.4	13.5	13.6	13.7	13.7	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. The baseline year is based on the 2011-14 average.
T16a_04	Student Success	HESA T3a – No longer in HE after 1 year (Young, full-time, first degree)	Non-continuation following year of entry for young (under 21) full-time, first degree entrants, compared to three-year average	No	Other (please give details in Description column)	10.8	10.5	10.2	9.9	9.6	9.6	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. The baseline year is based on the 201-13 average.
T16a_05	Student success	HESA T5 - Projected degree (full-time, first degree entrants)	An alternative view of non-continuation for first degree entrants	No	2013-14	71.4	72.2	72.7	73.2	73.7	74.2	To continue to raise the projected outcomes for degree study year on year. The baseline year is based on the 2013/14 HESA Table 5.
T16a_06	Student success	Other statistic - Other (please give details in the next column)	Stretch targets for progression from Level 4 to 5 across our enrolments (Foundation Degree)	No	2013-14	96.7	96.9	97	97.1	97.2	97.3	The focus is on increasing the percentage of students progressing from level 4 to level 5, and in using progression analysis to support this increase
T16a_07	Student success	Other statistic - Other (please give details in the next column)	Stretch targets for progression from Level 4 to 5 across our enrolments (HND/C)	No	2013-14	91.3	92	92.5	93	93.5	94	The focus is on increasing the percentage of students progressing from level 4 to level 5, and in using progression analysis to support this increase
T16a_08	Student success	Other statistic - Other (please give details in the next column)	Increase continuation rates for BME students to more closely match that of White students	No	2014-15	85.4	85.4	86.1	86.3	86.6	86.9	The focus is on increasing the rate of continuation through targeted interventions, especially within our School of Business and Law
T16a_09	Student success	Other statistic - Other (please give details in the next column)	Stretch targets for progression is based on students that graduate with 'Good Honours' (First class	No	2013-14	59.9	61	62	63	64	65	The focus is on increasing the level of award achieved by our graduates and making incremental (but stretch) steps

Reference Number	Stage of Lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2016-17	2017-18	2018-19	2019-20	2020-21	Commentary
			honours and Upper second class honours)									each year. This is closely connected to our level 4 to 5 progression.
T16a_10	Student success	Other statistic - Other (please give details in the next column)	Increase attainment rates for BME students to move closely match that of the University average	No	2014-15	48.3	48.3	49.3	50.3	51.3	52.3	The focus is on increasing the level of award achieved by our BME graduates and making incremental (but stretch) steps each year. This is closely connected to our level 4 to 5 progression.
T16a_11	Progression	Other statistic - Progression to employment or further study (please give details in the next column)	Leavers obtaining first degrees from full-time courses	No	2013-14	90.2	90.2	90.7	91.2	91.7	92.2	To continue to raise the employment outcomes for leavers obtaining first degrees from full-time courses. The baseline year is based on the 2013/14 HESA Table E1a.

Table 7b – Other milestones and targets

Reference Number	Stage of Lifecycle	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
							2016/17	2017/18	2018/19	2019/20	2020/21	
T16b_01	Access	Outreach / WP activity (collaborative - please give details in the next column)	Stretch targets for new outreach work conducted in conjunction with the Southern University Network (SUN) aimed at vulnerable children and young people.	Yes	Other (please give details in Description column)	25	45	55	65	75	85	The focus is on increasing the number of individuals who access the support offered through the Southern University Network (SUN). We will also build into this process qualitative measures for success here in future to connect those activities with defined success factors. This is a longer term project designed to enhance and grow capacity across members of the SUN group.
T16b_02	Access	Outreach / WP activity (other - please give details in the next column)	Increase student enrolments from BME students (Q1) by 20%	No	2013-14	110	110	131	140	150	160	The focus is on increasing the number of enrolments from BME students in quintile 1 by 20%, and then with incremental growth
T16b_03	Access	Outreach / WP activity (other - please give details in the next column)	Increase students enrolments from White Working Class Males (Q1) by 50% over a 4 year period	No	2013-14	100	110	120	130	140	150	The focus is on increasing the number of enrolments from WWCM students in quintile 1 by 50% by 2020/21
T16b_04	Access	Strategic partnerships (e.g. formal relationships with schools/colleges/employers)	Development of new partnerships in conjunction with the Southampton Education Forum (SEF). This will focus on new admissions agreements being signed with Southampton Solent University.	Yes	2016-17	6	6	10	15	20	25	The focus is on developing new pathways for students to enter into the University. This will be facilitated through the development of new admissions agreements with partner schools and colleges.
T16b_05	Student success	Operational targets	Stretch targets for progression from Level 4 to 5 across our enrolments (First Degree)	No	2013-14	85.9	86.5	87	87.5	88	88.5	The focus is on increasing the percentage of students progressing from level 4 to level 5, and in using progression analysis to support this increase
T16b_06	Access	Strategic partnerships (e.g. formal relationships with schools/colleges/employers)	Long Term Outreach (Primary Schools)	Yes	2015-16	100	150	200	250	300	350	The focus is on increasing the number of participants working with the University at Primary School level, and then tracking individual learners on their pathway to higher education.

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

Reference number	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	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	Other (please give details in Description column)	96.5	96.6	96.7	96.8	96.9	96.9	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. The baseline year is based on the 2011-14 average.
T16a_02	Access	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	Young (under 21) full-time, first degree entrants from social classes 4, 5, 6 & 7, compared to a three-year average	No	Other (please give details in Description column)	35.7	36.5	37	37.5	38	38	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. The baseline year is based on the 2011-14 average.
T16a_03	Access	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young (under 21) full-time, first degree entrants from low participation neighbourhood, compared to three-year average	No	Other (please give details in Description column)	13.4	13.4	13.5	13.6	13.7	13.7	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. The baseline year is based on the 2011-14 average.
T16a_04	Student success	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 three-year average	No	Other (please give details in Description column)	10.8	10.5	10.2	9.9	9.6	9.6	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. The baseline year is based on the 2011-14 average.
T16a_05	Student success	HESA T5 - Projected degree (full-time, first degree entrants)	An alternative view of non-continuation for first degree entrants	No	2013-14	71.4	72.2	72.7	73.2	73.7	74.2	To continue to raise the projected outcomes for degree study year on year. The baseline year is based on the 2013/14 HESA Table 5.
T16a_06	Student success	Other statistic - Other (please give details in the next column)	Stretch targets for progression from Level 4 to 5 across our enrolments (Foundation Degree)	No	2013-14	96.7	96.9	97	97.1	97.2	97.3	The focus is on increasing the percentage of students progressing from level 4 to level 5, and in using progression analysis to support this increase
T16a_07	Student success	Other statistic - Other (please give details in the next column)	Stretch targets for progression from Level 4 to 5 across our enrolments (HND/C)	No	2013-14	91.3	92	92.5	93	93.5	94	The focus is on increasing the percentage of students progressing from level 4 to level 5, and in using progression analysis to support this increase

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2016-17	2017-18	2018-19	2019-20	2020-21	Commentary
T16a_08	Student success	**Other statistic** - Other (please give details in the next column)	Increase continuation rates for BME students to more closely match that of White students	No	2014-15	85.4	85.4	86.1	86.3	86.6	86.9	The focus is on increasing the rate of continuation through targeted interventions, especially within our School of Business and Law
T16a_09	Student success	**Other statistic** - Other (please give details in the next column)	Stretch targets for progression is based on students that graduate with 'Good Honours' (First class honours and Upper second class honours)	No	2013-14	59.9	61	62	63	64	65	The focus is on increasing the level of award achieved by our graduates and making incremental (but stretch) steps each year. This is closely connected to our level 4 to 5 progression.
T16a_10	Student success	**Other statistic** - Other (please give details in the next column)	Increase attainment rates for BME students to move closely match that of the University average	No	2014-15	48.3	48.3	49.3	50.3	51.3	52.3	The focus is on increasing the level of award achieved by our BME graduates and making incremental (but stretch) steps each year. This is closely connected to our level 4 to 5 progression.
T16a_11	Progression	**Other statistic** - Progression to employment or further study (please give details in the next column)	Leavers obtaining first degrees from full-time courses	No	2013-14	90.2	90.2	90.7	91.2	91.7	92.2	To continue to raise the employment outcomes for leavers obtaining first degrees from full-time courses. The baseline year is based on the 2013/14 HESA Table E1a.

Table 7b - Other milestones and targets.												
Reference Number	Select stage of the lifecycle	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (collaborative - please give details in the next column)	Stretch targets for new outreach work conducted in conjunction with the Southern University Network (SUN) aimed at vulnerable children and young people.	Yes	Other (please give details in Description column)	25	45	55	65	75	85	The focus is on increasing the number of individuals who access the support offered through the Southern University Network (SUN). We will also build into this process qualitative measures for success here in future to connect those activities with defined success factors. This is a longer term project designed to enhance and grow capacity across members of the SUN group.
T16b_02	Access	Outreach / WP activity (other - please give details in the next column)	Increase student enrolments from BME students (Q1) by 20%	No	2013-14	110	110	131	140	150	160	The focus is on increasing the number of enrolments from BME students in quintile 1 by 20%, and then with incremental growth
T16b_03	Access	Outreach / WP activity (other - please give details in the next column)	Increase students enrolments from White Working Class Males (Q1) by 50% over a 4 year period	No	2013-14	100	110	120	130	140	150	The focus is on increasing the number of enrolments from WWCM students in quintile 1 by 50% by 2020/21
T16b_04	Access	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Development of new partnerships in conjunction with the Southampton Education Forum (SEF). This will focus on new admissions agreements being signed with Southampton Solent University.	Yes	2016-17	6	6	10	15	20	25	The focus is on developing new pathways for students to enter into the University. This will be facilitated through the development of new admissions agreements with partner schools and colleges.
T16b_05	Student success	Operational targets	Stretch targets for progression from Level 4 to 5 across our enrolments (First Degree)	No	2013-14	85.9	86.5	87	87.5	88	88.5	The focus is on increasing the percentage of students progressing from level 4 to level 5, and in using progression analysis to support this increase
T16b_06	Access	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Long Term Outreach (Primary Schools)	Yes	2015-16	100	150	200	250	300	350	The focus is on increasing the number of participants working with the University at Primary School level, and then tracking individual learners on their pathway to higher education.