

ACCESS AGREEMENT

2018 – 2019



Prepared in collaboration and based on contributions from our Academic Schools, External Relations, Finance, Policy and Information Unit, Student Services, Solent Futures, Academic Services and the Students' Union.

1. INTRODUCTION

1.1. The 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, increase enrolments from state schools, as well as making continued improvement against the HEAT performance tables.

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 participation¹ 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 of 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, progression and attainment - thus ensuring our focus on the full student lifecycle.

1.6. This Access 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 and raise attainment for access, retention and progression.

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 2018, 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 7,510 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)	£22,765,240
Access expenditure (as % HFI)	2.0%
Student success expenditure (as % HFI)	3.8%
Progression expenditure (as % HFI)	3.1%
Expenditure on financial support (as % HFI)	15.1%
Total Expenditure (as % HFI)	23.9%

Source: Based on tables 6b of the OFFA Resource Plan 2018/19

3. ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

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

ACCESS

- 3.1. The University's record in the higher education of students from non-traditional backgrounds speaks for itself. Currently, 97.7% (up from 97.1% last year) of our full-time first degree students come from state schools, 15.4% (up from 14.8% last year) are from low participation neighbourhoods, 21% (down from 22% last year) of our students are non-white in origin and 30% (up from 29% last year) are over the age of 21 on entry to the University.
- 3.2. The majority of the University's 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. The University's students cover a broad age range, but the majority are under 21 (70%) 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 42% being under 21 and 58% over 21. White students are the largest single ethnic group on campus but we have seen an incremental growth in Black and Asian 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:

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	2140	97.7	95.6
FTUG	2195	97.6	95.5
Other FTUG	55	92.5	94.2

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	2140	15.4	13.8
FTUG	2190	15.3	13.8
Other FTUG	55	11.3	15.8

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	525	16.7	13.3
FTUG	605	15.2	13.7
Other FTUG	85	6.0	10.4

Source: HESA [accessed on 11 April 2017]

3.6. Students from BME communities - in 2016/17, the University established a research project to explore BME student backgrounds. Although this initial project was focused on current students, we have started the preparation to explore this further across our access activities.

3.6.1. We will be conducting a similar research project by holding focus groups with the BME students from Richard Taunton Sixth Form between May and July 2017 with the aim to develop outreach activities and pre-university support.

3.6.2. We are developing a new project that focuses on supporting BME and white British students in collaboration with schools and colleges.

3.6.3. BME outreach has meant that we've worked intensively with two primary schools, two further education colleges and three secondary schools.

3.7. White males from socio-economic disadvantaged backgrounds - in response to our target to increase student enrolments from white British students from socio-economically disadvantaged backgrounds, we commissioned independent research into barriers and challenges faced by this group regarding participation in higher education. Findings suggest that poor attainment, ineffective decision making regarding post-16 choices and lack of understanding of the benefits of higher education to social mobility are factors that impact upon participation rates.

3.8. Step into Success - over the last year we have identified and targeted delivery of 53 widening participation and access activities with schools in quintile 1 postcodes. We have engaged with approximately 1,194 students to date, all of whom will be tracked by the Higher Education Access Tracker (HEAT) to enable on going evaluation and monitoring of progress.

3.8.1. As part of the programme, we received feedback from 485 pupils demonstrating the positive outcomes of the activities, such as increased knowledge and confidence regarding understanding their individual educational and career path (see examples below) and discovering their learning style essential to supporting attainment in school.

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

- 99.6% of students now feel more confident about their future
- 99.6% of students now have a better understanding of the opportunities available to them at University
- 63.6% of students have discovered more about University
- 58.5% of students will now consider going to University when I am older.

3.8.3. A sample of engagement feedback based on the question: “*What did you enjoy most about today’s activities*” is provided below:

- “Finding out what type of learner I am.”
- “Because it helps me know about what I want to do in the future.”
- “Finding out about what qualifications/skills etc. you need for certain jobs.”
- “Learning that there are loads of different, interesting GCSE options to take.”

3.9. STEM Half Term Club - ten participants from Woodlands Community School came on campus for the day to engage in STEM related activities. The impact of the day is indicated below by feedback from participants:

- 87.5% of participants agreed or strongly agreed with the statement “*I now feel more confident about my future.*”
- 87.5% of participants agreed or strongly agreed with the statement “*I now have a better understanding of the opportunities available to me when I finish my GCSEs.*”
- 100% of participants agreed or strongly agreed with the statement “*I have discovered more about university.*”
- 100% of participants agreed or strongly agreed with the statement “*Today’s activities have made me consider going to university in the future.*”
- Teacher comments: “*Today’s activity has sparked confidence and creativity in the pupils.*”

3.10. The 2016 summer school attracted 99 applications from Year 12 students across the UK, from which 71 students were selected to take part. Among the participants, 20% said that the summer school had convinced them to apply to Southampton Solent University and 58% said that they were now considering Solent as one of their options, and 87% of the participants rated their overall experience at our 2016 summer school as ‘Good’ or ‘Excellent’.

3.11. 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)

3.12. Students from BME communities - in 2016/17, the University established a research project to explore BME student backgrounds. This was conducted via an online survey and was focused on current undergraduates studying in December 2016. The survey was sent out to population of 1,567 BME students and received 304 responses (a 19.4% response rate).

3.12.1. The initial findings of the survey have been presented at the University’s Inclusivity Seminar for academic and support staff held in March 2017.

- 3.12.2. The themes of the survey will be further explored by holding focus groups with a small number of participants in May/June 2017. The findings will help inform academic and support staff with implementing appropriate support identified by the students.
- 3.12.3. The results will also be used to further collaborate with our Student Services in order improving access and attainment for BME students.
- 3.13. The University has developed its approach to retention and progression, but there continues to be more work required. In the last year, The University has introduced and updated a number of initiatives to focus efforts in this area as well as deepened some of its current activities to form part of our core offering.
- 3.14. The University has seen an increase in progression by almost 4% between 2014/15² and 2015/16.
- 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 engagement, progression, achievement and retention. Students are identified as at risk, for example those with mental health needs or other complex needs, or automatically for students who are care leavers. During the 2016/17 academic year there were 109 students on the programme. They receive regular contact and support from a key worker from Student Services to coordinate their internal and external specialist support and to offer practical support with student life issues. Students' cases are reviewed at regular case management meetings; the Student Achievement Officer's (SAO) attend the meetings and provide information about engagement, attendance and academic position.
- 3.14.2. The SAOs 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% attendance have been invited to Participation Interviews. The monitoring process has been more consistently applied across the University with three rounds of monitoring and contact emails being completed before the winter break.
- 3.15. Improved and directed messaging to 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. Student Services also recruited a Graduate Associate to improve the presence of Student Services on social media and to develop a newsletter for students to promote key messages. Student Services are undertaking a University wide review of all communication with students to inform a new approach, reducing replication and improving consistency of message. In 2016, Student Services produced a Student Charter describing the expectations of both parties: the student and the University.
- 3.16. Mid-year results release. This year additional messaging was provided via the portal about the mid sessional boards and what students should do if they

² Source: Standard and Repeat Level students, First Degree, HNC/D, Foundation Degree and Postgraduate course levels

needed 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.

- 3.17. 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 SAOs 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 SAOs 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.
- 3.18. Student Services recruited a Graduate Associate (GA) to develop the 'Wellbees' Peer Education project which seeks to promote positive wellbeing messages to students by students. Working with Solent Futures, the Students' Union and other University colleagues the GA recruited a group of ten student volunteers to become Peer Educators. They have contributed to a range of initiatives: short films on managing stress, wellbeing and understanding consent; supported awareness raising and feedback events on alcohol use and the Happy Café; organised with music students a fund raising event for a local charity that supports families and friends bereaved by suicide; supported a Christmas dinner for students who will be staying over the Christmas period, e.g. care leavers and international students.
 - 3.18.1. In 2016, Student Services implemented a new customer relationship management (CRM) case recording system across specialist areas; Students 1st, Student Funding, Counselling and International Support. This has allowed improved monitoring of usage and an improved student experience as they access services. This will be rolled out to Access Solent and Disability Service in 2017.
 - 3.18.2. In 2016, the University's hardship fund has supported 55 students from low income households to undertake real work opportunities on unpaid placements; 14 students estranged from their parents and seven young carers and 397 students facing financial difficulties. In addition, 543 students were awarded funds to help them with additional course costs.
- 3.19. Improving the student experience - the Student Experience team are leading a project working with the 30 poorest scoring courses as measured by the National Student Survey (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.

- 3.20. Students from BTEC or Mixed Qualification Backgrounds - the Solent Learning and Teaching Institute (SLTI) designed a project aimed 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.
- 3.21. The Retention Working Group provides the opportunity for staff from across the University to discuss strategies to improve retention, evaluate retention activities and identify and share good practice. The group facilitates collaborative working across services and schools to improve retention. It aims to develop an understanding of the wider work to improve retention and how this fits with targeted interventions to form a cohesive approach.

PROGRESSION

- 3.22. Solent Futures - the aim is to strengthen the graduate employability of key groups and build tailored interventions for groups of students who will struggle to access employment/other opportunities due to their ethnicity, gender, disability, or age with a specific focus on:
- Students from BME communities
 - White males from socio-economic disadvantaged backgrounds
 - Students with Disabilities
 - Care Leavers
 - Mature Learners.
- 3.23. A greater emphasis will be placed on working with Access Solent and course teams to identify vulnerable students and a menu of tailored interventions will be delivered including the provision of:
- 3.23.1. Professional mentoring and support for disadvantaged students - engaging local employers as business mentors and network contacts to improve social capital and networking skills.
- 3.23.2. One to one support tailored to the specific needs of the student including career planning
- 3.23.3. Work Placements with trusted partners to support disadvantaged students
- 3.23.4. A new focus on care-leavers to offer support throughout their student journey to help them secure part-time jobs, work experience and careers.
- 3.24. Postgraduate progression support - targeting under-represented groups to encourage progression to post-graduate study.

TRACKING AND MEASUREMENT

- 3.25. In our most recent Higher Education Achievement Tracker (HEAT) report³, we've also seen increases in our impact over the reported years of 2007-2014.

³ Southampton Solent University HEAT report, accessed on 22nd February 2017

Between 2007 and 2014, the University tracked 5,505 outreach participants through HE datasets (HESA).

3.26. Nationally, 76,345 outreach participants were tracked through HE datasets (HESA) in the 2007-14 HEAT cohort. The University accounted for 7.2% of all HEAT outreach participants tracked through the dataset. In 2014/15 alone, the University tracked 1,115 outreach participants, compared with a HEAT total of 11,405 - accounting for 9.8% of all participants tracked that year.

3.27. Some of the key findings from HEAT are listed below:

- The University's tracked cohort has a higher than average percentage of POLAR3 quintile 1 and 2 participants. 64% of the tracked University cohort (2007-14) were classified as POLAR3 quintile 1 and 2 (Q1 and Q2), compared to a lower percentage of just 49% for the entire tracked HEAT cohort. In 2014/15, 68% of the tracked University cohort were classified as POLAR3 Q1 and Q2.
- The University has a lower than average percentage of participants who self-reported as first generation higher education. 67% of Solent's tracked HEAT cohort (2007-14) self-reported as first generation HE, compared to 80% for the total cohort tracked by all HEAT members. The percentage of first generation HE participants tracked through the University's outreach programmes declined from 70% on 2013/14 to 59% in 2014/15.
- The University worked with a total of 3,150 participants (2007-14) who were aged 18 and from POLAR3 Q1 and Q2 postcodes and who were eligible to progress to higher education between the academic years 2007/08 and 2014/15. Of this total, 33% (1,040) have so far entered HE as first time entrants. This compares with national statistics where the likelihood of young people entering HE from POLAR3 Q1 and Q2 is 25% or less, with an even lower youth progression rate of 18.6% for the Southampton region (one of the lowest rates in England). We consider this to be a measure of success of the University's WP activities.
- Males from socio-economically disadvantaged backgrounds - the University's outreach participants who were male and POLAR3 Q1 and Q2 (all ages), the progression rate into higher education over total years tracked was 30%, only slightly lower than the percentage for all male participants (33%) or all female participants (35%).
- Students from BME communities - the University's White to BME ratio stood at 91:9 for the total tracked cohort (2007-14), compared to a HEAT average of 77:23. This is an area we would like to improve.
- Students with disabilities - 18% of the University's tracked cohort (2007-14) self-reported as disabled, in line with the total HEAT cohort (18%). The percentage share of the University's tracked cohort who self-reported as disabled increased from 7% in 2011-12 to 35% in 2014-15.
- Social mobility - 81% of the University's tracked participants who were classified in the lowest NS-SEC (groups 4-8) on entry to higher education (taken from parental occupation), moved into the higher socio-economic groups 1-3 after leaving higher education, based on their occupation six months after graduation (DLHE). The University is in line with total HEAT tracked cohort percentage of 80%.

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

4. FINANCIAL SUPPORT

This section provides the details on the financial support that will be made available to students commencing from 2018/19.

- 4.1. Our 2016/17 Access Agreement sets out a clear strategic direction, balancing fee income against targeted investment on student support for retention and progression. In 2018 the University will continue to build upon this strategy, maintaining its commitment to access and participation and our commitment to support students who are the most financially disadvantaged and/or vulnerable. The focus continues to be placed upon bursaries 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 2017 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. The package of financial support for new entrants from 2018/19 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 the Students' Union and in line with internal research, we will continue to offer bursaries aimed at providing financial assistance to students faced with additional course costs. In addition, we will continue to 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. The University 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 £2.78m (including payments to pre 2018/19 entry students).
- 4.6. In recognition of student achievement and to support retention, the University will 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 (to be eligible for bursaries).

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) and Students' Union. Because of that, we will be looking to explore this further based on the findings from the financial impact model provided by OFFA⁴.

⁴ Understanding the impact of institutional financial support: <https://www.offa.org.uk/egp/impact-of-financial-support/>

5. OUR APPROACH TO THE STUDENT LIFECYCLE

This section provides details on our approach to access, student success and progression for 2018/19.

- 5.1. 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 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 2018/19.
- 5.4. The aims and objectives of our commitment to fair access and widening participation therefore reflect the needs of the local community by:
 - Adopting a whole institution approach to access, student success and progression for those students from disadvantaged backgrounds.
 - Identifying and targeting gaps in access, student success and progression for disadvantaged groups.
 - Utilising and analysing 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.
 - Working 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.
 - Providing 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, and also supporting increased attainment levels.
 - Remaining 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 and within our targeted wards.
 - Remaining 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	£444,415
2. Student Success	£869,201
3. Progression	£700,792
Total	£2,014,408

Source: Based on tables 4a of the OFFA Resource Plan 2018/19

- 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 2018/19 will be focused on six primary focus areas:
- Working with students from BME communities
 - Working with white males from socio-economic disadvantaged backgrounds
 - Working collaboratively with partner Schools and Colleges, and with a focus on attainment
 - 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 will continue to conduct research into programmes that support the University in both its understanding and approach to targeted activities, ensuring these have a direct correlation to impact and outcome.
- 5.11. We offer, where appropriate, admissions agreements with local colleges, with nine already confirmed at the time of this agreement being submitted. These agreements outline various routes for students to gain access to the outreach team, workshops, visits, taster sessions and also offer a contextual admissions approach.

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

	Access		Student Success (Retention)		Progression	
	PS Operational Lead: Head of Student Recruitment, and UK Recruitment Manager Metric Lead: Strategic Marketing Analytics Advisor		PS Operational Lead: Head of Student Services, and Student Achievement Manager Metric Lead: Strategic Marketing Analytics Advisor		PS Operational Lead: Head of Employability and Enterprise Metric Lead: Strategic Marketing Analytics Advisor	
Primary Area	Outreach and impact	Transition and attainment	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 6.8, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.1, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.19, 6.22, 6.23, 6.24, 6.25 and 6.26	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.19, 6.22, 6.23, 6.24, 6.25 and 6.26	Refer to 6.27	Refer to 6.29
White males from socio-economic disadvantaged backgrounds Overseen by a PS and Academic strategic lead	Refer to 6.2, 6.7, 6.8, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.2, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.20, 6.22, 6.23, 6.24, 6.25 and 6.26	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.20, 6.22, 6.23, 6.24, 6.25 and 6.26	Refer to 6.28	Refer to 6.29
Working collaboratively with partner Schools and Colleges, with a focus on attainment Overseen by a PS and Academic strategic lead	Refer to 6.3, 6.7, 6.8, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.3, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.22, 6.23, 6.24, 6.25 and 6.26	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.22, 6.23, 6.24, 6.25 and 6.26	N/A	Refer to 6.29
Working closely with Care Leavers in our local community Overseen by a PS and Academic strategic lead	Refer to 6.4, 6.7, 6.8, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.4, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.22, 6.23, 6.24, 6.25 and 6.26	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.22, 6.23, 6.24, 6.25 and 6.26	N/A	Refer to 6.29
Working with applicants from BTEC or mixed qualification backgrounds Overseen by a PS and Academic strategic lead	Refer to 6.5, 6.7, 6.8, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.5, 6.9, 6.30, 6.31, 6.32, 6.33, 6.34, 6.36, 6.37, 6.38 and 6.39	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.21, 6.22, 6.23, 6.24, 6.25 and 6.26	Refer to 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.21, 6.22, 6.23, 6.24, 6.25 and 6.26	N/A	Refer to 6.29
Working with primary schools to enhance long term outreach Overseen by a PS and Academic strategic lead	Refer to 6.6, 6.7, 6.8, 6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38 and 6.39, 6.40	Refer to 6.6, 6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38 and 6.39, 6.40	N/A	N/A	N/A	N/A

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 2018/19.

ACCESS

- 6.1. Students from BME communities - the proportion of BME entrants overall was 21% in 2015/16. This compares positively to 20.5% in 2013/14⁵, 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 2015/16 we saw 145 enrol 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 the Students' Union to gain knowledge and understanding of students from BME communities and proactively provide support.
 - 6.1.3. We will also continue to build on the research that is currently already planned with Richard Taunton Sixth Form and apply the findings appropriately.
- 6.2. White males from socio-economic disadvantaged backgrounds - 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 2015/16, we know we enrolled 115 White British Working Class Males and our aim is to increase this by 50% by 2020/21.
 - 6.2.2. As per the research findings from 3.7, we intend to deliver a pilot project with a number of Year 7 and 8 students facing disadvantage. Research has shown that whilst attainment can begin to decline at this age, aspirations may not. In order to test this research, we aim to work with a minimum of 30 Year 7 and 8 students to offer targeted interventions affecting the aforementioned factors to include IAG sessions, aspirational raising sessions, mentoring and transition support.
 - 6.2.3. This pilot will enable close scrutiny of the cohort and the opportunity to understand positive student outcomes to set benchmarks and allow effective evaluation of progress against outcomes in further projects.
- 6.3. Working collaboratively with Partner Schools and Colleges - the 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.

⁵ Student Equality Forum Report 2016/17

- 6.3.1. The University will continue to offer a dedicated outreach programme to both primary and secondary schools (Step into Success) based on requests from SEF partners.
 - 6.3.2. To establish evidence based practice and improved evaluation of activities we will target a range of colleges, secondary and primary schools to offer intensive support to a minimum of 100 students.
 - 6.3.3. In addition to our general team of student ambassadors, we have now recruited and trained 36 access and WP student ambassadors to support our 'Step into Success' programme. These ambassadors receive extra elements of training to enable them to work in schools, understand the purpose of the programme and the required student outcomes.
- 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. We will continue to work collaboratively with SUN partners to support the care leaver residential in April 2017 as well as working with in house Student Support team to ensure information is easily accessible to applicants regarding support and care packages.
 - 6.4.4. Providing 'HelloUni' activities either in the School/College and pre-sessional, or pre-enrolment.
 - 6.4.5. We will identify 10-15 care leavers / young carers currently in FE in collaboration with FE partners to develop a project covering the whole student lifecycle from access, retention and progression (collaboration with Solent Futures and Student Services).
 - 6.4.6. Lisa Wilson Scholarship promoted to care leavers and Young Carers as part of the Vulnerable Young people target group.
 - 6.4.7. 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.
- 6.5. Students from BTEC or Mixed Qualification Backgrounds - the 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. The University will offer careers IAG support for 20 students from two local colleges who are studying BTEC or mixed qualifications to measure the impact this has on student outcomes such as progression, retention and attainment.

6.5.3. To further build on collaboration with Bournemouth and Poole College and the pilot run in 2016/17, we will plan to deliver a small scale event to raise awareness and opportunities in STEM careers aimed at female students (the University has a slightly higher % of males).

6.5.4. To work with awarding bodies (such as the Northern Council for Further Education and Pearson's) 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. The University's Access team has developed an interactive and engaging menu of outreach activity entitled 'Step into Success Passport'. 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. The programme will continue:

- to allow pupils to see their new school environment;
- to allow schools to familiarise themselves with their new pupils, including identifying any additional needs they may have; and
- to improve the educational attainment of disadvantaged children, ensuring gains in primary school are not lost on transfer

6.6.3. We will pilot a new project in 2017 which will be the start of a Long term Outreach programme (Transition Project). This will continue into 2018/19.

6.6.4. The University will undertake a longitudinal study with a pilot group of Year 6 students (30) to monitor and evaluate the impact of outreach interventions year on year until entry to HE.

6.7. Educational and career progression - in order to support the progression and attainment of learners at essential touchpoints on their educational journey (Year 9, Year 12) we will deliver 2 new activities (pilots in 2017) to focus on pathways to careers, understanding options and pathways (including apprenticeships), decision making (qualification choices) and transition. This will include:

6.7.1. A careers focused event for Year 9 and Year 12 Summer 2017

6.7.2. UK Roadshows - taking the University on the road to support schools and colleges across the UK Summer-Autumn 2017.

- 6.8. Dedicated outreach - we will continue to provide a dedicated outreach programme entitled 'Step into Success' with a range of engaging and inspiring activities for year groups 5-11 within local schools (the number of participants by year group target a minimum of 400 participants from year 5-11). However, we recognise the need to move from aspiration building to raising attainment in core subjects. To address this we propose to deliver a new project called 'Step into Success - Subject Support' in collaboration with local secondary schools.
- 6.8.1. The focus of this project is to work intensively with targeted individuals facing multiple indicators of disadvantage and offer tailored interventions to support attainment at critical touchpoints along the learner journey. Research has indicated that attainment can decrease at key stage two (KS2) and can impact later progression, success and social mobility.
- 6.8.2. Three to four Secondary Schools (30 learners) - participants will be selected based on multiple disadvantage and will be tracked via HEAT to monitor outcomes
- 6.9. Post-16 students - students moving onto higher education following A-Level, BTEC or other Level 3 study can benefit from additional support throughout the application and transition. Recent changes to UCAS tariff, changes within the curriculum combined with increased choices of post-18 study has led to a rethink on providing support to students.
- 6.9.1. Admissions Agreements - we currently have nine tailored admissions agreements with local colleges setting out how we will support the institution's own careers information, advice and guidance programme and we seek to offer information and advice to student across the UK through events such as UCAS and FE based careers fairs.
- 6.9.2. 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 academic staff and students - and hands-on experience with the University's state-of-the-art professional production equipment.
- 6.9.3. 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.
- 6.9.4. FE Colleges - in addition to the above and during 2017/18 we will collaborate with two FE Colleges to provide IAG to small cohort of students facing multiple disadvantage. Our aim is to support career decision making at post-16 and plan successful outcomes as part of a careers guidance interview.

STUDENT SUCCESS [RETENTION]

- 6.10. The Student Achievement team has now been established for over two years and are part of our Academic Services. The team is focused on improving student retention and achievement. The team use a data informed approach to improving retention by:
- 6.10.1. Developing our understanding of trends in retention and achievement across the University
 - 6.10.2. Identifying cohorts of students with lower progression/achievement rates and investigating reasons
 - 6.10.3. Planning and implementing effective intervention programmes targeted to meet the needs of these vulnerable cohorts
 - 6.10.4. Providing data and skills support to Schools
 - 6.10.5. Participating in wider cross-university retention achievement projects.
- 6.11. Data analyses are used to identify groups of 'at risk' students and planned programmes of intervention are put in place to meet the needs of the group e.g. repeat level students and students returning from suspension. Intervention programmes include timely information, advice and guidance in the form of group seminars, individual meetings, identification of individual support needs and referral to support services.
- 6.12. The team also see students referred by academic staff. Academic staff are asked to refer any students they identify as 'at risk' at the end of Induction. They also refer students at the end of the autumn term and in early spring. Students receive IAG, and are referred to central support services as appropriate.
- 6.13. The Student Achievement team have developed an innovative workflow for the new attendance monitoring system. The workflow was designed to improve retention and achievement through improved engagement. The four stage workflow helps to set high expectations for attendance and to identify and address patterns of poor student attendance. Students move between stages weekly or fortnightly based on their matched attendance. The system triggers correspondence with information, advice and guidance appropriate to each stage. Emails sent through the workflow are targeted to feedback to the student about their individual level of attendance including positive emails recognising good and improved attendance.
- 6.14. The Student Achievement team together with the management information team in Academic Services 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.
- 6.15. The team produces retention data reports for courses three times per academic year. Reports collate all data relevant to achievement and retention for the course together with data that provides a context. Schools are able to identify areas for action and reports inform their retention work.

- 6.16. The team deliver campaigns to promote engagement 'Engage, Achieve, Thrive' where students complete quizzes and ask/answer questions about their engagement and success. Social media is also used to promote these events.
- 6.17. On Track will draw in representatives from Solent Futures in order to ensure that student participating secure employment.
- 6.18. The targets for the Student Achievement team are:
- 6.18.1.Reduce the number of non-continuing students - following year of entry down to 10.2% in 2017 and 9.9% in 2018
 - 6.18.2.Continue to raise the projected outcomes for degree study year on year
 - 6.18.3.Increase the number of students progressing from Level 4 to Level 5 - target is 92.5% in 2017 and 93% in 2018
 - 6.18.4.Increase the level of award achieved by our WP graduates at first or 2.1 levels - target is 62% in 2017 and 63% in 2018 (University average was 67.7% in 2014/15)
 - 6.18.5.Increase the continuation rates for BME students to more closely match that of White students - especially in the School of Business, Law and Communications.
- 6.19. Students from BME communities - our focus 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, Law and Communications, as this is where the majority study (approximately 26% of the total).
- 6.19.1.We know that BME students are 6.8% less likely than white students to continue, in 2015/16 is at 84.1% (in total), however this falls short of the 90.9% continuation rate for White students - our aim will be to shrink this gap.
- 6.20. White males from socio-economic disadvantaged backgrounds - our focus will be on increasing the number of White male students (Q1) moving from year 1 to year 2.
- 6.21. Students from BTEC or Mixed Qualification Backgrounds - training of staff to deliver teaching and learning adapted to students with additional needs.
- 6.22. 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).

- 6.23. The Student Achievement Team will continue to lead on developments in student success, working in close collaboration with colleagues from academic schools, Student Services and the wider University community.
- 6.24. The Student Services Team 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. We will continue to work closely with the Student Achievement team and seek to monitor the uptake and impact of student Services following Student Achievement team interventions.
- 6.25. Mature Learners - at the University, mature students (those aged 21 or over at the start of their course) make up 30% 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 students the opportunity to talk to the Ambassadors about support, social activities and lots more. Student Services will continue to hold a Mature Student welcome event, to enable mature students to meet each other and to learn about the support available to them.
- 6.26. Students with Disabilities - we aim to remove barriers to learning and enable students to enjoy the full use of all facilities at the 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. The University is concerned about the continued impact on this cohort that the removal of the DSA has had. 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. The University is preparing to meet any additional demands and are already trialling options that may enhance the support available, such as lecture capture.
- 6.26.1. We will undertake a review of the University's overall approach to supporting disabled students against the backdrop of changes to DSAs. This to include a review of the contract for supplying non-medical helper support workers; and a review of Adviser roles, business processes, and implement the outcomes in order to improve efficiency and effectiveness
- 6.26.2. Increase the uptake of lecture capture by 10% by 2018/19
- 6.26.3. 5% improvement in student satisfaction with Access Solent
- 6.26.4. Implementation of CRM for Access Solent

PROGRESSION

- 6.27. 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%. In 2015/16, this gap increased when compared to white qualifiers - this gap represents 23.8%.

6.27.1. In addition to point 16.9 and 16.19, we will be working with this group to make improvements against this metric.

6.28. White males from socio-economic disadvantaged backgrounds - our focus here will be on increasing the number of White male students POLAR3 Q1 attaining 'good honours' and their progression to postgraduate studies.

6.28.1. These 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.

6.29. 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:

6.29.1. Professional mentoring: access to an individual professional mentor, including access to professional mentors in a group or "safe" environment as appropriate. Feedback suggests that some disabled students find networking scenarios particularly challenging.

6.29.1.1. Increase mentoring with White males from socio-economic disadvantaged backgrounds from 19 (13%) to 25 (17%).

6.29.1.2. Increase mentoring with mature students from 26 (18%) to 30 (21%)

6.29.2. One to one support - careers guidance or business start-up interventions one to one for students who are either identified by Access Solent or the Course Team as needing specific support or through self-selection.

6.29.2.1. Identify and work with 20 level 6 students who have specific learning disabilities that may limit their career progression.

6.29.3. Work placements - building closer links with appropriate and skilled third party agencies, as an example the Leonard Cheshire Foundation. Research placements undertaken by previous students, who have been identified within the WP cohort. Sourcing appropriate work placements with key partners

6.29.3.1. Pilot to increase the number of students from target groups that participate in Work Placements from specific courses with high BME numbers e.g. Business Management.

6.29.3.2. In 2017/18, to establish baseline for growth in 2018/19.

6.29.4. Care leavers - based on research undertaken in 2017/18 with care leavers, a tailored package of support will be developed linked to every stage of their student journey e.g. support with securing part-time work, work experience, placements and careers.

- 6.29.4.1. To identify and work with at least 30% of all care-leavers. To start tracking employment, professional/managerial employment, placements and further study.
- 6.29.5. Postgraduate support - actively promote Alumni incentive to target groups and explore the use of means tested bursaries to encourage students to consider further study (for potential roll out in subsequent years)
- 6.29.6. Graduate Associate Scheme - the Solent Graduate Associate Programme recruited over fifty 2016 graduates to work in one year roles across the University. These associates gain a graduate level job and relevant training
- 6.29.6.1. Mentoring and support for disadvantaged students: engaging local employers as business mentors and network contacts to improve social capital and networking skills.

COLLABORATIVE WORK

- 6.30. In 2014/15 the Universities of Winchester, Southampton, Portsmouth, Southampton Solent, Bournemouth and Arts University Bournemouth set up the Southern Universities Network (SUN) as part of HEFCE's National Networks for Collaborative Outreach (NNCO) initiative. In 2017, this network has evolved to now become part of the National Collaborative Outreach Programme (NCOP).
- 6.31. The SUN Management Group includes senior WP leads at each of the six partner institutions who will ensure that the development of the HEFCE funded NCOP is complementary to pre-existing initiatives and collaborative activity. The SUN Management Group will ensure the SUN NCOP staff team identify and understand the current outreach provision across the region to inform NCOP spend is directed towards new and innovative activity targeted at young people from HEFCE acknowledged target wards with lower than expected progression rates. In some instances, therefore, students from target wards in Years 9 to 14 will continue to engage in institutional WP and outreach activities alongside targeted SUN NCOP activity.
- 6.32. To ensure that under-represented groups in need of support are not overlooked, all six partners have committed to the SUN partnership activities outside the NCOP in 2018/19 and will work together to:
- Continue to provide outreach opportunities for all state schools in the geographical region of Dorset, Hampshire and the Isle of Wight, promoting these via the SUN website - www.sunoutreach.org.
 - Develop and extend collective projects which support the progression of students with disabilities. This may include working with their parents, carers and advisers. We will draw on the expertise of specialists within our universities and those working in the field. We will also be guided by students currently at university, incorporating them into activities so they can share experiences with potential applicants.
 - 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. This work will be informed by the National Network for the Education of Care Leavers.

- Arrange staff development for widening participation practitioners across the partnership, including students involved in our work via their student unions or as ambassadors. Students will be actively engaged in providing ideas and feedback in relation to outreach practice and projects.
- Share practice and outreach to potential mature or part-time learners. Deliver collaborative presentations to Access to HE students in local colleges.
- 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.
- Share good practice in evaluation, both in terms of each partner's activity and in terms of evaluating collaborative projects, and explore the use of HEAT and/or other tracking services to evaluate the impact of collaborative activity.

6.33. We will continue to work collaboratively with university partners to subscribe to, and help develop (through membership of the SUN Management Group), and the Higher Education Access Tracker (HEAT) service. This enables us to continue to target schools and young people engaging in our outreach programmes, to record activities and to track participant progression to HE.

6.34. 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), HELOA (Higher Education Liaison Officer Association) and CIS (Council of International Schools). 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

6.35. 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 seven different exhibitions, all of which offer a range of free, creative and bespoke education workshops, school visits, talks and community events. Since September 2016 Solent Showcase has delivered 'Small Faces' as workshops to over 2,000 participants, as part of a wider community based programme of events and activities. Schools involved:

- Bitterne CE Primary School - 72 pupils Year R-6
- Bitterne Park Secondary School - 50+ pupils Year 9/10
- Foundry Lane Primary School (Year R - Yr10) - 525 pupils Year R-6
- Lymington Junior School - 31 pupils - Year 5
- Milford-on-Sea Primary School - 208 pupils - Year R - 6
- Oak Lodge Secondary School- 40+ pupils Year 10
- Oasis Mayfield Academy - 50 pupils - Year 9/10
- Pearl Academy - New Delhi, India - 15 pupils 18+
- Redbridge Community School 113 pupils - Year 7 + 8
- Redbridge Primary School - 116 pupils - Year 3-5
- Shirley Infant School - 20 pupils - Year 1-2
- The Gregg School - 40+ pupils Year 7 - 10
- Upper Shirley High School- 176 pupils - Year 9-10
- Wordsworth Primary School- 184 pupils - Year 3-4

SECONDARY SCHOOLS

- 6.36. The 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.
- 6.37. 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. Since September 2016, the University has representation on the SEF Steering group and academic staff have been invited to join Southampton-wide subject network meetings to provide support and CPD opportunities for subject linked staff. An example of this, Andrew Mitchell (a Head of Academic Subject) has organised and is delivering CPD activities for colleagues from schools and colleges on campus.

ENGAGING WITH INFLUENCERS

- 6.38. 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 through this process, the University's student recruitment 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.
- 6.39. Teachers and Advisors - Teachers play an important role in advising students about higher education. The University offers 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 information of higher education and career related topics at a series of events such as:
- 6.39.1. An annual Further Education Networking Festive Lunch attended by the Vice Chancellor and other key staff from the University along with colleagues from the further education sector, to not only celebrate our working relationships but also to provide timely updates and information on the higher education sector generally but also regarding pathways and opportunities available at the University.
- 6.39.2. In December 2016, this event was attended by 21 FE colleges from across the UK. As we develop wider links nationally we would seek to widen our attendees to represent other regions within the UK.
- 6.39.3. We also deliver an annual Higher Education Advisors' Day with a focus employability, funding and pathways at the University. Each year we invite our delegates to meet academic colleagues and view the facilities the University has to offer in order to enable advisors to better advise students within their own institutions.

SPORTS

- 6.40. The University continues to develop its sports outreach programme with over 50 student led academic projects being delivered in local community settings in any one academic year. The School of Sport, Health and Social Science is home to the co-curricular team which has responsibility for Coach Education, Student volunteering, Southampton Schools PE and the city's School Games programme. This variety of engagement, along with the student led projects brings together schools, National Governing Bodies (NGB's), sports associations, community clubs and leisure providers, as well as a skilled range of local coaches and volunteers (student and external) providing the community with high quality opportunities to take part in sport and physical activity. In 2016-17 the Coach Education Programme exceeded 750 signups across 69 short courses. This is an area that continues to evolve in line with industry.
- 6.41. Schools partnership - We currently engage with over 80% of the schools in Southampton and are now stretching our provision into neighbouring boroughs. A number of schools have signed service level agreements with the schools team and we will continue to build on these partnerships.

STUDENT AMBASSADORS

- 6.42. 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 Schools, 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.
- 6.43. In addition, 36 ambassadors have been selected and trained to deliver activities for access and widening participation. Of these 21 are currently DBS checked.
- 6.44. 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.
- 6.45. During the previous year in collaboration with our SUN partners an e-learning resource was developed with an external provider. The resource was designed to support SUN Student Ambassadors providing a range of on line training resources such as health and safety and equal opportunities.

7. MONITORING AND EVALUATION ARRANGEMENTS

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

7.1. The 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 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 61%. 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 of approximately 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. The University intends to track an individual participant who initially engages in an outreach activity and 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 (HEAT)

7.2. The 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 the University 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 to 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 the University 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 the University 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 the University to understand the relationship between outreach participation and HE enrolment, retention and success. The University 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. 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.

KIRKPATRICK MODEL (1994) OF EVALUATION

- 7.6. The University will be planning to use the Kirkpatrick Model of Evaluation more by 2018/19. Our current use of the model include:

Level	Access	Student Success	Progression
1 Reaction	In place	In place	In place
2 Learning	In development for 2018	In place	In place
3 Behaviour	In development for 2018	In development for 2018	In place
4 Results	In development for 2019	In development for 2019	In development for 2019

Source: Higher Education Outreach to Widen Participation, Toolkits for practitioners

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 and analysing data and acting on the outcomes, the Student Equality Forum (SEF) completes an annual report including data analysis and progress on and review of priorities and programmes of work that are informed by the data. The most recent 2015/16 report has been considered and approved by the University Student Learning Teaching and Student Achievement Committee and Academic Board, and will be considered by the Board of Governors in April 2017.
- 8.2. The data in the 2015-16 SEF annual report is analysed by six equality protected characteristics of ethnicity, disability, gender, age, sexual orientation and religion and belief; also by intersectionality such as age with gender and disability with ethnicity; and by other student groups such as domicile and widening participation. The University's high level data outcomes include the following:

Age and Gender

- 16.6% more males than females (58.3% males compared with 41.7% females)
- A higher proportion of younger students aged 21 and under (70.6% aged 21 and under compared with 29.4% aged over 21, a difference of 41.2%).
- Male students 3.3% less likely to continue or qualify than female students (91.9% compared with 88.6%)
- Students aged over 21, 7.1% less likely to continue or qualify than those aged 21 and under
- Male students 8.4% less likely than female qualifiers to gain a first or 2.1 (66.3% compared with 74.7%)
- Students aged over 21 5.1% less likely than students aged 21 and under to gain a first or 2i (66.7% compared with 71.8%)
- Male graduates 5.3% less likely than female graduates to gain employment (80.0% compared with 85.3%)
- Graduates aged over 21 9.7% less likely than graduates aged 21 and under to gain employment (73.9% compared with 83.6%)

Disability

- A higher proportion of disabled students (12.3% compared with 10.6% nationally, a difference of 1.7%)
- Disabled students 0.3% more likely than non-disabled students to continue or quality (89.8% compared with 89.5%)
- Disabled students 2.3% less likely than non-disabled students to gain first or 2.1 (68.1% compared with 70.4%)
- Disabled graduates 8.0% less likely than non-disabled graduates to gain employment (75.5% compared with 83.5%)

BME Students

- A high proportion of BME students at 19.1%
- BME students 6.8% less likely than white students to continue or qualify (84.1% compared with 90.9%)

- BME students 23.8% less likely than white qualifiers to gain a first or 2.1 (50.3% compared with 74.1%)
- BME graduates 9.6% less likely than white graduates to gain employment (74.4% compared with 84.0%)
- Attainment gap for BME students reduced by 5%.

Religious Beliefs

- 44.1% identified with a religion or belief
- Qualifiers who identified with no religion were 11.8% more likely to gain a first or 2.1 in 2015-16 and 6.0% more likely in 2014-15 than those who identified with a religion and belief

Sexual Orientation

- 94.0% (93.9) identified as heterosexual, 2.2% (2.1) as bisexual, 1.4% (1.4) as a gay man, and 0.8% (0.7) as a gay woman or lesbian
- Qualifiers who identified as heterosexual were 4.2% less likely to gain a first or 2.1 than those who identified as bisexual; 7.5% less likely than those who identified as a gay man; and 3.2% less likely than those who identified as a gay woman or lesbian

Low participation neighbourhoods

- The proportion of low participation neighbourhood's students remained stable between 2014-15 and 2015-16 increasing only slightly by 0.9% from 32.2% to 33.1%.
- Low participation neighbourhood qualifiers were 2.5% less likely to gain a first/2i (68.0% compared with 70.5%)

Care Leavers

- In the same time frame the number and proportion of care leavers almost doubled from 46 or 0.6% to 72 or 1.0%

8.3. The process and outcomes regarding completing the annual equality report from the Student Equality Forum will be evaluated by three University committees: Learning Teaching and Student Achievement Committee (LTSAC), Academic Board, and Board of Governors

8.4. Improving dissemination of outcomes from the annual equality report is expected to have a positive impact on enabling staff to become better aware of the nature of the student body and more willing and able to respond by delivering an inclusive and excellent student experience

8.5. The University will merge the Student Equality Forum with the Employee Equality Forum in order to create one University Equality Forum representing all relevant stakeholders and delivering a more consistent and holistic strategic 'One Solent' approach to equality, diversity and inclusion (EDI)

8.6. The new University Equality Forum will review the University EDI Scheme and relevant policies including the Student EDI Policy

8.7. The University will use data on White males from socio-economic disadvantaged backgrounds in order to target interventions that will have a positive impact on their success

8.8. The University will implement pertinent strategies, learned from other universities, where there is evidence that attainment gaps have been closed.

8.9. The Plans for priorities and work streams in 2018-19 are as follows:

8.9.1. Priority 1: Student Engagement - Continue to strengthen the University sense of community by encouraging and supporting student engagement with issues of Equality, diversity and inclusion (EDI).

- Continued collaboration with the Students' Union (SoSU) Equality Officers
- Continued support to societies including LGBT+, FemSoc, and the CU and ISOC faith societies, Disabled Students' Peer forum, and other student groups as relevant to ensure SoSU liberation groups are supported on all issues
- Review of SoSU new role of Autonomous Trans Officer
- Review of SoSU 'quiet time' to enable students put off by crowded environments to participate in the Fresher's Fayre
- Continued engagement with students to encourage them to share their stories within a Human Library type event or related activities
- Continued engagement of students to take part in evaluating the work of the SEF including how the annual equality report information is reported
- Further work with level 5 TV Business and Practice group to create short films as resources to facilitate discussions with students on equality issues.

8.9.2. Priority 2: Staff Development - strengthen staff development by providing a range of resources in a variety of formats, encouraging best EDI practice, and boosting confidence in discussing student equality issues.

- EDI training, recommended to include in the PDR/MTO process and as part of the probation process for new starters
- Further review and implementation of improved online resources for engaging with staff and students
- Promotion of Equalities agenda to students through events and online communication
- Review and repeat of the Inclusive Seminar Series
- Supporting delivery of 'experiential learning' events including 'time in a wheelchair day', 'blindfold day', and repeat of the Human Library event
- Equality agenda item to be rolled out across Campus Operations
- Transgender awareness training to be rolled out across Estates and Facilities and to key contractors.

8.9.3. Priority 3: Curriculum - to 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. This will be achieved by following the Learning, Teaching and Student Achievement supporting strategy (section 1 'inclusive and flexible').

- Deliver a refreshed inclusive seminar/workshop series as a core provision of staff development

- Continue the work of a BME working group and action plan in order to reduce the BME attainment gap and, if successful, this work to be informed by a HEFCE Catalyst bid
- Undertake similar work focussing on the progress of White males from socio-economic disadvantaged backgrounds
- Further development of lecture capture and, if successful, this work to be informed by a HEFCE Catalyst Bid
- Review of face-to-face learning and study skills
- Continue delivery of a Curriculum Design workshop by SLTI targeted at Schools that embeds ideas around Inclusive Design.

8.9.4. 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.

- Portal page content to be revised and updated including extending access to students where currently only 4 links within the section are available to students (note, one of which is to the staff e-learning site which is not relevant)
- Continue to build on the work with HR and Solent Health to actively promote equality and wellbeing
- Review reporting of data from the SEF Report to staff and students, to aid student achievement, recruitment and support the University in building its reputation.

8.9.5. Priority 5: Employability - Strengthen the graduate employability of disadvantaged groups and build on the resources and projects undertaken by Solent Futures.

- Strengthen the graduate employability of underrepresented groups and build tailored interventions for groups of students who will struggle to access employment/other opportunities due to their ethnicity, gender, disability, age, lack of confidence or connections.
- A menu of tailored interventions will include the provision of:
 - An individual professional mentor
 - Access to role model or professional mentors in a group or "safe" environment
 - Student Peer Mentors within a supportive environment
 - Careers guidance or business start-up interventions
 - Mentoring or contact with individuals within appropriate and skilled third party agencies e.g. Leonard Cheshire Foundation.

8.9.6. Priority 6: Service usage monitoring - Continue to monitor use of student-facing services by different student groups and use the data to improve the support delivered.

8.9.7. Priority 7: Annual Report - Continue to review the collection, analysis and interpretation of data in order to focus on the most statistically significant factors (e.g. continuing to develop understanding of differential attainment). Undertake further analysis where there are differences between the University and the national data. Promotion of the outcomes from the SEF report to Schools and Professional Services.

- 8.10. We will continue to assess progress on priorities and actions to inform the implementation of our Access Agreements.
- 8.11. 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

- 8.12. The purpose of the 2018/19 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 and students from low participation neighbourhoods. 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.
- 8.13. 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.
- 8.14. The 2018/19 Access Agreement promotes equality by supporting the University'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 share the specifics of our fee structure and the investments made by the University, in recruitment materials, website, through our 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 five academic Schools, within our professional services and the Student Union (all of which are member of our Access Agreement Working Group). The 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 and University Board of Governors, and the Disability Student Officer is a member of our Disability Working Group.
- 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 in both 2017 and now in 2018.
- 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

University Enrolment Statistics (FTE)

	13/14		14/15		15/16		16/17	
	Count	%	Count	%	Count	%	Count	%
Gender								
Female	4,412	39%	4,120	39%	3,910	40%	3,836	41%
Male	6,809	61%	6,424	61%	5,770	60%	5,500	59%

	13/14		14/15		15/16		16/17	
	Count	%	Count	%	Count	%	Count	%
Age Bands								
21 or under	8,068	72%	7,624	72%	6,898	71%	6,516	70%
22 to 25	2,100	19%	1,953	19%	1,787	18%	1,839	20%
26 to 35	732	7%	659	6%	700	7%	688	7%
36 and over	321	3%	309	3%	294	3%	292	3%

	13/14		14/15		15/16		16/17	
	Count	%	Count	%	Count	%	Count	%
Ethnicity								
Asian	372	4%	391	4%	509	5%	471	5%
Black	713	7%	759	8%	783	8%	717	8%
Chinese	39	0.4%	37	0.4%	64	1%	60	1%
Information refused	55	1%	36	0.4%	54	1%	47	0%
Mixed ethnic background	380	4%	372	4%	400	4%	414	4%
Not known	10	0.1%	5	0.1%	96	1%	80	1%
Other ethnic background	86	1%	86	1%	187	2%	170	2%
White	8,046	83%	7,317	81%	7,588	78%	7,377	79%

	13/14		14/15		15/16		16/17	
	Count	%	Count	%	Count	%	Count	%
Level								
First Degree	9,497	85%	9,127	87%	8,710	90%	8,349	89%
Other Degree	1,505	13%	1,220	12%	783	8%	723	8%
Postgraduate	220	2%	197	2%	187	2%	265	3%

	13/14		14/15		15/16		16/17	
	Count	%	Count	%	Count	%	Count	%
Disability								
Disability (Disabled Student Allowance unknown)	180	2%	159	2%	226	2%	159	2%
Disability (No DSA)	556	6%	521	6%	515	5%	626	7%
Disability (In receipt of DSA)	511	5%	531	6%	413	4%	408	4%
No Disability	8,397	87%	7,793	87%	8,521	88%	8,137	87%
Not Known	0	0%	0	0%	5	0%	6	0%

	13/14		14/15		15/16		16/17	
	Count	%	Count	%	Count	%	Count	%
Student Status								
EU	824	7%	924	9%	1,097	11%	1157	12%
Home	9,700	86%	9,004	85%	8,067	83%	7721	83%
Overseas	697	6%	617	6%	516	5%	443	5%
Other (includes STD, and no residential status)							15	0%

School	13/14		14/15		15/16		16/17	
	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	1,839	16%	1,778	17%	1,775	18%	1,762	19%
School of Business, Law and Communications	3,245	29%	2,962	28%	2,614	27%	2,453	26%
School of Maritime Science and Engineering	1,794	16%	1,430	14%	1,015	10%	899	10%
School of Media Arts and Technology	2,425	22%	2,452	23%	2,415	25%	2,450	26%
School of Sport, Health and Social Sciences	1,919	17%	1,919	18%	1,861	19%	1,772	19%

Source: HESA (provided by the SDPIU)

Appendix B: Statistical Information by School

Statistical Enrolment Breakdown by School

School	Gender	13/14		14/15		15/16		16/17	
		Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	Female	1,298	66%	1,278	66%	1,305	68%	1,349	69%
	Male	664	34%	653	34%	625	32%	600	31%
School of Business, Law and Communications	Female	2,033	54%	1,845	54%	1,569	52%	1,498	52%
	Male	1,714	46%	1,602	46%	1,429	48%	1,370	48%
School of Maritime Science and Engineering	Female	181	11%	170	11%	138	10%	146	12%
	Male	1,540	89%	1,434	89%	1,185	90%	1,047	88%
School of Media Arts and Technology	Female	605	24%	614	24%	597	24%	615	24%
	Male	1,898	76%	1,922	76%	1,862	76%	1,898	76%
School of Sport, Health and Social Sciences	Female	822	39%	798	37%	707	34%	702	34%
	Male	1,284	61%	1,365	63%	1,370	66%	1,352	66%

School	Age Bands	13/14		14/15		15/16		16/17	
		Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	21 or under	1,459	74%	1,406	73%	1,378	71%	1,341	69%
	22 to 25	342	17%	355	18%	360	19%	392	20%
	26 to 35	96	5%	99	5%	129	7%	148	8%
	36 and over	65	3%	71	4%	63	3%	68	3%
School of Business, Law and Communications	21 or under	2,492	67%	2,283	66%	2,004	67%	1,808	63%
	22 to 25	629	17%	624	18%	556	19%	563	20%
	26 to 35	374	10%	316	9%	258	9%	275	10%
	36 and over	252	7%	224	6%	180	6%	222	8%
School of Maritime Science and Engineering	21 or under	813	47%	762	48%	607	46%	507	42%
	22 to 25	553	32%	507	32%	402	30%	383	32%
	26 to 35	296	17%	289	18%	266	20%	250	21%
	36 and over	59	3%	46	3%	48	4%	53	4%
School of Media Arts and Technology	21 or under	1,884	75%	1,943	77%	1,861	76%	1,835	73%
	22 to 25	485	19%	472	19%	445	18%	495	20%
	26 to 35	98	4%	93	4%	125	5%	144	6%
	36 and over	36	1%	28	1%	28	1%	39	2%

School of Sport, Health and Social Sciences	21 or under	1,462	69%	1,486	69%	1,437	69%	1,424	69%
	22 to 25	282	13%	298	14%	304	15%	328	16%
	26 to 35	181	9%	173	8%	181	9%	179	9%
	36 and over	181	9%	206	10%	155	7%	123	6%

School	Ethnicity	13/14		14/15		15/16		16/17	
		Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	Asian	65	4%	69	4%	78	4%	79	4%
	Black	89	5%	113	6%	112	6%	105	5%
	Chinese	11	1%	10	1%	20	1%	19	1%
	Information refused	8	0%	4	0%	6	0%	4	0%
	Mixed ethnic background	60	3%	66	4%	78	4%	90	5%
	Not known	4	0%	2	0.1%	20	1.0%	10	0.5%
	Other ethnic background	14	1%	18	1%	26	1%	26	1%
	White	1,549	86%	1,476	84%	1,590	82%	1,616	83%
School of Business, Law and Communications	Asian	185	6%	183	7%	200	7%	183	6%
	Black	319	10%	314	11%	317	11%	283	10%
	Chinese	19	1%	15	1%	38	1%	31	1%
	Information refused	46	1%	14	0%	13	0%	16	1%
	Mixed ethnic background	128	4%	127	5%	126	4%	126	4%
	Not known	5	0%	1	0.0%	35	1.2%	36	1.3%
	Other ethnic background	45	1%	44	2%	95	3%	85	3%
	White	2,388	76%	2,108	75%	2,174	73%	2,108	74%
School of Maritime Science and Engineering	Asian	20	2%	22	2%	104	8%	95	8%
	Black	28	2%	35	3%	64	5%	42	4%
	Chinese	1	0%	1	0.1%	5	0.4%	3	0.3%
	Information refused	11	1%	13	1%	24	2%	18	2%
	Mixed ethnic background	25	2%	23	2%	26	2%	29	2%
	Not known	2	0%	3	0.3%	30	2.3%	34	2.8%
	Other ethnic background	3	0%	3	0.3%	37	2.8%	31	2.6%
	White	1,147	93%	1,030	91%	1,033	78%	941	79%
School of Media Arts and Technology	Asian	76	3%	94	4%	102	4%	92	4%
	Black	154	7%	176	8%	190	8%	174	7%
	Chinese	11	1%	12	1%	12	0%	9	0%
	Information refused	18	1%	10	0.5%	18	0.7%	14	0.6%
	Mixed ethnic background	102	5%	93	4%	97	4%	105	4%
	Not known	1	0%	0	0%	12	0%	16	1%
	Other ethnic background	16	1%	20	1%	29	1%	32	1%
	White	1,812	83%	1,798	82%	1,999	81%	2,071	82%

School of Sport, Health and Social Sciences	Asian	53	3%	59	3%	82	4%	71	3%
	Black	146	7%	160	8%	166	8%	180	9%
	Chinese	1	0%	1	0.0%	4	0.2%	7	0.3%
	Information refused	5	0%	6	0.3%	6	0.3%	3	0.1%
	Mixed ethnic background	83	4%	0	0%	101	5%	101	5%
	Not known	3	0%	82	4%	21	1%	44	2%
	Other ethnic background	14	1%	10	0.5%	16	0.8%	15	0.7%
	White	1,675	85%	1,691	84%	1,681	81%	1,633	80%

		13/14		14/15		15/16		16/17	
School	Level	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	First Degree	1,797	92%	1,761	91%	1,702	88%	1,651	85%
	Other Degree	145	7%	152	8%	192	10%	217	11%
	Postgraduate	20	1%	18	1%	36	2%	81	4%
School of Business, Law and Communications	First Degree	2,962	79%	2,724	79%	2,446	82%	2,230	78%
	Other Degree	523	14%	490	14%	334	11%	353	12%
	Postgraduate	262	7%	233	7%	218	7%	285	10%
School of Maritime Science and Engineering	First Degree	720	42%	644	40%	584	44%	510	43%
	Other Degree	927	54%	865	54%	659	50%	601	50%
	Postgraduate	74	4%	95	6%	80	6%	82	7%
School of Media Arts and Technology	First Degree	2,378	95%	2,447	96%	2,428	99%	2,443	97%
	Other Degree	81	3%	73	3%	0	0%	1	0%
	Postgraduate	44	2%	16	1%	31	1%	69	3%
School of Sport, Health and Social Sciences	First Degree	1,853	88%	1,875	87%	1,775	85%	1,710	83%
	Other Degree	155	7%	197	9%	274	13%	322	16%
	Postgraduate	98	5%	91	4%	28	1%	22	1%

		13/14		14/15		15/16		16/17	
School	Disability	Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	Disability (Disabled Student Allowance unknown)	32	2%	22	1%	44	2%	37	2%
	Disability (No DSA)	125	7%	125	7%	94	5%	146	7%
	Disability (In receipt of DSA)	108	6%	114	6%	96	5%	95	5%
	No Disability	1,525	85%	1,497	85%	1,692	88%	1,648	85%
	Not Known	1	0%	0	0%	4	0%	23	1%
School of Business, Law and Communications	Disability (Disabled Student Allowance unknown)	40	1%	48	2%	44	1%	47	2%
	Disability (No DSA)	124	4%	102	4%	139	5%	163	6%
	Disability (In receipt of DSA)	130	4%	125	4%	77	3%	74	3%
	No Disability	2,828	91%	2,531	90%	2,666	89%	2,492	87%
	Not Known	0	0%	0	0%	72	2%	92	3%

School of Maritime Science and Engineering	Disability (Disabled Student Allowance unknown)	17	1%	14	1%	32	2%	21	2%
	Disability (No DSA)	50	4%	55	5%	49	4%	61	5%
	Disability (In receipt of DSA)	74	6%	57	5%	29	2%	31	3%
	No Disability	1,091	89%	1004	89%	1,171	89%	1,025	86%
	Not Known	0	0%	0	0%	42	3%	55	5%
School of Media Arts and Technology	Disability (Disabled Student Allowance unknown)	57	3%	46	2%	71	3%	44	2%
	Disability (No DSA)	164	8%	174	8%	181	7%	204	8%
	Disability (In receipt of DSA)	147	7%	176	8%	133	5%	145	6%
	No Disability	1,806	83%	1807	82%	2,073	84%	2,100	84%
	Not Known	2	0%	0	0%	1	0%	20	1%
School of Sport, Health and Social Sciences	Disability (Disabled Student Allowance unknown)	43	2%	37	2%	66	3%	53	3%
	Disability (No DSA)	101	5%	96	5%	95	5%	104	5%
	Disability (In receipt of DSA)	100	5%	118	6%	88	4%	81	4%
	No Disability	1,722	88%	1758	88%	1,809	87%	1,778	87%
	Not Known	0	0%	0	0%	19	1%	38	2%

School	Student Status	13/14		14/15		15/16		16/17	
		Count	%	Count	%	Count	%	Count	%
School of Art, Design and Fashion	EU	72	4%	95	5%	152	8%	182	9%
	Home	1,800	92%	1,758	91%	1,700	88%	1,694	87%
	Overseas	90	5%	78	4%	78	4%	68	3%
	Other							5	0%
School of Business, Law and Communications	EU	387	10%	441	13%	402	13%	379	13%
	Home	3,135	84%	2,806	81%	2,427	81%	2,355	82%
	Overseas	225	6%	200	6%	169	6%	132	5%
	Other							2	0%
School of Maritime Science and Engineering	EU	158	9%	172	11%	195	15%	200	17%
	Home	1,237	72%	1,130	70%	896	68%	767	64%
	Overseas	326	19%	302	19%	232	18%	203	17%
	Other							23	2%
School of Media Arts and Technology	EU	232	9%	271	11%	280	11%	337	13%
	Home	2,190	87%	2,203	87%	2,129	87%	2,120	84%
	Overseas	81	3%	62	2%	50	2%	56	2%
	Other							0	0%

School of Sport, Health and Social Sciences	EU	74	4%	93	4%	159	8%	153	7%
	Home	1,980	94%	2,009	93%	1,841	89%	1,654	81%
	Overseas	52	2%	61	3%	77	4%	73	4%
	Other							174	8%

Source: HESA (provided by the SDPIU)

Appendix C: Level 4 to Level 5 Progression

Statistical Breakdown by Faculty

Faculty / School	CSE Level	2012			2013			2014			2015		
		Students	Eligible to Progress	%	Students	Eligible to Progress	%	Students	Eligible to Progress	%	Students	Eligible to Progress	%
Faculty of Creative Industries	First Degree	107	99	92.5									
Faculty of Maritime and Tech	First Degree												
	Foundation Degree	8	6	75.0									
	HNC/D	13	9	69.2									
School of Art, Design and Fashion	First Degree	455	418	91.9	493	453	91.9	593	520	87.7	542	501	92.4
	HNC/D	123	120	97.6	131	124	94.7	146	141	96.6	182	173	95.1
School of Business and Law	First Degree	435	382	87.8	454	387	85.2	401	336	83.8			
	Foundation Degree	8	6	75.0	5	5	100						
	HNC/D	73	65	89.0	44	38	86.4	47	40	85.1			
School of Comms and Marketing	First Degree	420	389	92.6	423	375	88.7	363	317	87.3			
School of Business, Law and Comms	First Degree										744	649	87.2
	HNC/D										50	42	84.0
School of Media Arts and Tech	First Degree	727	623	85.7	761	623	81.9	808	686	84.9	847	728	86.0
School of Maritime Science and Eng	First Degree	177	150	84.7	159	132	83.0	137	116	84.7	154	132	85.7
	HNC/D	21	20	95.2	27	24	88.9	27	25	92.6	18	18	100.0
School of Sports, Health and Social Sciences	First Degree	604	533	88.2	585	498	85.1	655	562	85.8	691	605	87.6
	Foundation Degree	47	47	100	52	52	100	49	48	98.0	76	69	90.8
Warsash Maritime Academy	Foundation Degree	290	280	96.6	277	269	97.1	287	278	96.9	264	259	98.1
	HNC/D	171	144	84.2	166	155	93.4	156	136	87.2	139	128	92.1
ASQS	First Degree										29	27	93.1

Source: Academic Services.

Statistical Breakdown by University

	CSE Level	2012			2013			2014			2015		
		Students	Eligible to Progress	%	Students	Eligible to Progress	%	Students	Eligible to Progress	%	Students	Eligible to Progress	%
University	First Degree	2,925	2,594	88.7	2,874	2,468	85.9	2,957	2,537	85.8	3,007	2,642	87.9
	Foundation Degree	353	339	96	334	323	96.7	336	326	97	340	326	96
	HND/C	401	358	89.3	368	336	91.3	376	342	91	389	360	93

Source: Academic Services.

Note:

- The data presented for the last 4 academic years
- Looks at students registered on module level 4 from 2012 to 2015.
- 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%
2015-16	559	1,099	544	177	2,379	69.70%

Source: HESA (provided by SDPIU)

Access Agreement 2018/19 Resource Plan

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

Reference Number	Stage of Lifecycle	Main Target Type	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
								2017/18	2018/19	2019/20	2020/21	2021/22	
T16a_01	Access	State school	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	96.7	96.8	96.9	96.9	97	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	Low participation neighbourhoods (LPN)	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	13.5	13.6	13.7	13.7	13.8	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_03	Student success	Multiple	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	10.2	9.9	9.6	9.6	9.5	To reduce the baseline level of non-continuation following year of entry for young full-time first degree entrants over the 5 year period through continuous review and enhancement of the student experience. The baseline year is based on the 2011-14 average.
T16a_04	Student success	Attainment raising	HESA T5 - Projected degree (full-time, first degree entrants)	An alternative view of non-continuation for first degree entrants	No	2013-14	71.4	72.7	73.2	73.7	74.2	74.7	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_05	Student success	Multiple	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	97	97.1	97.2	97.3	97.4	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_06	Student success	Multiple	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	92.5	93	93.5	94	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_07	Student success	Other (please give details in Description column)	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	86.1	86.3	86.6	86.9	87	The focus is on increasing the rate of continuation through targeted interventions, especially within our School of Business and Law

T16a_08	Student success	Attainment raising	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	62	63	64	65	66	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_09	Student success	Attainment raising	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	49.3	52	53	54	55	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_10	Progression	Attainment raising	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	90.7	91.2	91.7	92.2	92.7	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	Main Target Type	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
								2017/18	2018/19	2019/20	2020/21	2021/22	
T16b_01	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Activities relating to students with disabilities, vulnerable young people (including children in care and young carers) and/or those who support them (via Southern Universities Network). Creation of an overview of support available hosted on SUN website. Training students who attend events to ensure they have more in-depth knowledge of support available	Yes	2015-16	N/A	4 activities per year with at least 3 universities participating in each	4 activities per year with at least 3 universities participating in each	4 activities per year with at least 3 universities participating in each	4 activities per year with at least 3 universities participating in each	4 activities per year with at least 3 universities participating in each	The focus is on increasing the number of individuals who access the activities organised by the Southern Universities Network. SUN partners agreed to conflate the separate targets for work with disabled and vulnerable young people
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Termly meeting of Working Groups relating to BME, Disability, Vulnerable Young People and Mature and Part-time students	Yes	2014-15	N/A	Sharing of good practice emanating from these working groups	Sharing of good practice emanating from these working groups	Sharing of good practice emanating from these working groups	Sharing of good practice emanating from these working groups	Sharing of good practice emanating from these working groups	Previously annual conference for practitioners which is now an NCOP funded activity. The value of working with the SUN partnership on these key areas is recognised by all partner institutions

T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Activities for black and minority ethnic students (via Southern Universities Network)	Yes	2015-16	NA	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	The focus is on increasing the number of individuals who access the activities organised by the Southern Universities Network.
T16b_04	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Activities for potential mature and part-time students (via Southern Universities Network)	Yes	2015-16	N/A	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	The focus is on increasing the number of individuals who access the activities organised by the Southern Universities Network.
T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Increase student enrolments from BME students (Q1) by 20%	No	2013-14	110	131	140	150	160	165	The focus is on increasing the number of enrolments from BME students in quintile 1 by 20%, and then with incremental growth
T16b_06	Access	White economically disadvantaged males	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	120	130	140	150	160	The focus is on increasing the number of enrolments from WWC students in quintile 1 by 50% by 2020/21
T16b_07	Access	State school	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	10	15	20	25	27	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_08	Student success	Attainment raising	Operational targets	Stretch targets for progression from Level 4 to 5 across our enrolments (First Degree)	No	2013-14	85.9	87	87.5	88	88.5	89	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_09	Access	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Long Term Outreach (Primary Schools)	Yes	2015-16	100	200	250	300	350	380	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.