

Access Agreement 2014-15

1 Introduction

The University of Southampton has a strong track record in supporting access and achievement by students from under-represented groups; for example, over many years we have had one of the highest proportions of state school students within the Russell Group. We are proud of our collaborative work with schools, colleges, third sector organisations and other universities. We work innovatively, for example in the development of our Learn with US outreach programme, which takes a targeted, long-term approach to outreach and links to our Access to Southampton programme. We run a highly successful Widening Access to Medicine (BM6) programme that receives 27 applications per place, and the University was one of the founding partners on the Pathways to Law scheme in partnership with The Sutton Trust. We are committed to providing the highest standards of student support: for example, our dedicated support for care leavers meant that we were in the first group of universities to receive the Buttle Trust Quality Mark.

Our goal is to continue to provide an exceptional learning environment across the life cycle of our students, balancing investment in enabling access with necessary close attention to supporting achievement and to preparing our students fully for life after university, working to reduce constraints on their career choices regardless of their background. We shall also continue to work in partnership with other groups and institutions in more generic aspiration-raising activities.

Our Access Agreement has been developed in close consultation with the Southampton University Students' Union.

2 Fees, student numbers and fee income

We shall set the annual fee for full-time undergraduate study at £9,000 for home/EU students entering in 2014/15. This fee will apply to our Foundation Year courses, all years of study on Bachelors of Medicine courses, our four-year integrated Masters courses, and our Post Graduate Certificates in Education (PGCE) courses. (Students studying for a PGCE will not be eligible to receive the direct financial support set out in this Agreement, but will benefit from the improvements in our support and opportunity services and in University facilities.)

For part-time students studying at an intensity of between 25 to 75 per cent of a full-time course, the fee will be charged pro rata up to a maximum of £6,750.

For students commencing their study in 2014/15, the maximum fee for an Erasmus year/study year abroad will be £1350, and for sandwich placement years will be £1800. (For the relevant year(s) of their study, students undertaking study away from the University will not be eligible for a partial fee waiver or bursary in proportion to their fee, apart from those students eligible for a Care Leavers bursary, which will be awarded regardless of the year of the programme.)

It is our intention to set our tuition fees at the legislative limit for 2015/16 and beyond.

We estimate that the number of full-time students at the fee level specified above will be 10,100 in 2014/15, rising to 12,287 by 2017/18.

We do not actively recruit part-time students to undergraduate programmes, but we estimate that the total number of regulated part-time students (for all of whom the tuition fee will exceed the basic fee in an academic year), will be 40 in 2014/15, falling to 36 by 2017/18.

Our estimated fee income above the basic level for full-time and part-time courses will be £32.6m by 2014/15, rising to £36.2m by 2017/18.

3 Access and student success measures

(a) Assessment of our access and student success record

We use the annual HESA Performance Indicators, and in particular make reference to the location-adjusted benchmarks, in monitoring and evaluating the success of our work aimed at ensuring fair access by and retention of members of under-represented groups. (See Figure 1 below.) This data indicates that we have a good track record of attracting students from a wide range of backgrounds, but that there are areas in which we should improve our performance. In particular, the latest data indicates that:

- The proportion of full time young first degree entrants from state schools remains significantly above the location-adjusted benchmark.
- The proportion of full time young first degree entrants from NS-SEC groups 4-7 fell in 2011/12 and is now below the location-adjusted benchmark.
- The proportion of full time young first degree entrants from low participation neighbourhoods increased in 2011/12 and is now above the location-adjusted benchmark.
- Non-continuation rates decreased for full-time young first degree entrants who started in 2011/12; however benchmarks also fell, indicating that comparator HEIs also improved in this measure.
- The fact that we exceed our benchmark in this area notwithstanding, non-continuation rates for full time young first degree entrants from low participation neighbourhoods are almost double that of entrants from other neighbourhoods.

- The proportion of full time first degree students forecast to achieve a degree increased in 2011/12, whilst the proportion forecast to leave with no award or transfer fell.
- The proportion of UG entrants in receipt of Disabled Students Allowance increased in 2011/12.

Analysis of comparative data on grade breakdown indicates that targeting the best-performing students from low-participation neighbourhoods must remain a priority for the University. And although our non-continuation rates are low, we will develop our capacity to monitor them, with a focus on enhancing the effectiveness of the support we provide to under-represented groups to help them progress successfully through our programmes and beyond.

We will continue to invest in additional data available from HESA and other sources, and during the period covered by this Agreement we will enhance our capacity to interrogate and evaluate this data and our activity, to give us a more sophisticated analysis of the student experience that will help us to understand better how students from under-represented groups succeed in their application, progression, qualification and future employment prospects, and how financial support influences their student journey.

Figure 1: HESA PI Access Indicators (full-time students)

Indicator	2007/08	2008/09	2009/10	2010/11	2011/12
Access indicators					
Full-time, young, first degree, state school - #	2,765	2,745	2,605	2,855	2,945
Full-time, young, first degree, state school - %	84.4	84.5	84.5	83.7	83.7
Full-time, young, first degree, state school - benchmark %	80.7	79.7	78.5	77.7	78.0
<i>% above/(below) benchmark</i>	<i>3.7</i>	<i>4.8</i>	<i>6.0</i>	<i>6.0</i>	<i>5.7</i>
Full-time, young, first degree, low participation - #	210	195	165	200	225
Full-time, young, first degree, low participation - % of total	6.2	5.9	5.3	5.7	6.3
Full-time, young, first degree, low participation - benchmark %	6.4	5.9	5.7	5.7	6.0
<i>% above/(below) benchmark</i>	<i>(0.2)</i>	<i>0.0</i>	<i>(0.4)</i>	<i>0.0</i>	<i>0.3</i>
Full-time, young, first degree, low SEC - #	673	625	545	600	575
Full-time, young, first degree, low SEC - % of total	20.2	22.1	20.1	20.8	19.2
Full-time, young, first degree, low SEC - benchmark %	21.6	23.3	21.0	20.4	20.4
<i>% above/(below) benchmark</i>	<i>(1.4)</i>	<i>(1.2)</i>	<i>(0.9)</i>	<i>0.4</i>	<i>(1.2)</i>
Non-continuation rates					
Full-time, young, first degree - #	100	80	85	80	n/a
Full-time, young, first degree - % of total	3.0	2.4	2.7	2.3	n/a
Full-time, young, first degree - benchmark %	4.6	3.9	3.9	3.0	n/a
<i>% above/(below) benchmark</i>	<i>1.6</i>	<i>1.5</i>	<i>1.2</i>	<i>0.7</i>	<i>n/a</i>
Disability					
Full-time, first degree, in receipt of DSA - #	907	785	715	720	835
Full-time, first degree, in receipt of DSA - % of total	7.2	6.6	6.1	5.9	6.5
Full-time, first degree, in receipt of DSA - benchmark %	4.3	4.5	4.3	4.8	5.3

Indicator	2007/08	2008/09	2009/10	2010/11	2011/12
<i>% above/(below) benchmark</i>	<i>2.9</i>	<i>2.1</i>	<i>1.8</i>	<i>1.1</i>	<i>1.2</i>
Ethnicity					
UK first-year students (full person equivalent) with known ethnicity data from BME backgrounds %	10.0	10.2	10.5	12.1	12.6

(b) Our strategic approach to access and student success

Our strategic approach is grounded in our reflection on four related matters:

- First, our analysis of the entry profile of our current students suggests that there is little reason to believe that our offers of financial support in the form of fee waivers and/or bursaries under the pre-2012 funding regime had any significant impact on encouraging students from under-represented groups to study at the University of Southampton. Our findings are confirmed by OFFA's own analysis of the impact of direct financial support on student choice under the previous system of fees and student support. While we appreciate that it is too early to be sure about the impact that direct financial support will have on the behaviour of potential students in the new regime of fees and student support, we believe that the evidence available to date supports a cautious change of direction away from thinking of direct financial support to students as the most significant of our measures for ensuring fair access and student success.
- Second, we are convinced of the importance of long-term, well-coordinated, outreach activity to ensuring fair access. Our evaluation of our own well-established work in this area supports the evidence that OFFA has compiled on the matter.
- Third, the feedback that we have received from our Students' Union highlights the importance of the whole student experience (as opposed to access alone), and has raised concerns that while they are at Southampton, some opportunities are denied to students from under-represented groups through lack of connections and/or experience. While we do not currently have detailed data to underpin the concern, we believe that this may have significant impact on the employability of students from those groups.
- Fourth, in working on the production of this Access Agreement, we have become increasingly aware that we need to enhance significantly our capacity for effective monitoring and evaluation of our activities devoted to ensuring fair access and student success.

Having reflected on the issues outlined above, in collaboration with our Student's Union, we remain committed to providing appropriate levels of direct financial support for those

groups likely to be most in need (to an extent that will see us continue to exceed our obligations in relation to the National Scholarship Programme considerably), but will move the emphasis of our approach away from direct financial support to students towards an increased focus on outreach activity and measures designed to ensure student success.

In summary, we shall focus on four broad areas of activity (summarised in more detail in section 3(d) below):

- General outreach activity designed to raise and realise aspirations among members of under-represented groups who have the potential to benefit from a University education, whether that be at Southampton or elsewhere; this includes summer schools and collaborative work with other institutions (e.g. schools, Sixth Form/FE colleges, other universities and charities such as the Smallpeice Trust);
- Specific activity focused on ensuring fair access to the University of Southampton, including for example direct financial support to students and our Learn with US and Access to Southampton programmes;
- Activity focused on retention and student success, designed to ensure high quality of experience and outcomes for students from under-represented backgrounds, including for example emergency loans/grants, specific additional provision for students with disabilities, internship/work experience opportunities;
- Expansion of our capacity to monitor and evaluate our work in this area effectively.

While these activities and initiatives are targeted specifically at (potential) students from under-represented backgrounds, many of them will enhance the experience of all our students.

(c) What we plan to spend on access and student success measures

In 2014/15 we anticipate spending 31.2% of our fee income above the basic fee on the measures designed to support access and student success outlined below. We intend to maintain expenditure in excess of 30% for all future years covered by this Access Agreement. This will represent a decrease in our percentage spend for 2015/16 and 2016/17 against the figures set out in our 2013/14 Access Agreement, but we note that:

- this is a decrease from what was an exceptionally generous arrangement;
- it is based on a strategic approach to our work that will see us diverting considerably more resource into our outreach and student success activities; and that
- it maintains our expenditure as a whole at a level that we believe will allow us to provide effective programmes of activity designed to ensure fair access and student success.

i) Outreach activity

The University has a strategic approach to its outreach and widening participation activities, aimed at raising and helping to realise the aspirations of members of under-represented groups who have the potential to benefit from a University education,

whether that be at Southampton or elsewhere, as well as at ensuring fair access to our University in particular. At the heart of this activity is the Learn with US outreach programme, described in detail on page 8, which takes a targeted, longitudinal approach with students from Year 6 to 13 (ages 10–18). In 2014/15 we will be spending £1,068,000 on our outreach activities. (This is an increase of £100,000 on 2013/14.)

Our Outreach Team also engages with potential students from under-represented backgrounds through our Access to Southampton programme. Through other targeted work with particular groups to facilitate and increase retention of students identified within our Widening Participation programme up to £350,000 will be invested in supporting this cohort.

Here, the investment will be put towards careers-related activity such as the expansion of the University's mentoring programme, to include wider engagement of the business and alumni communities.

By increasing the mentoring team's remit, the programme will be able to provide students in our under-represented groups with the resources, particularly online, to enable accessibility and self-help and to source mentors with similar backgrounds.

The investment will also be put towards a Mental Health Review by commissioning consultation and research to provide the most appropriate and proactive routes for students to access mental health support. The existing model of how we support the mental health of students is compartmentalised, whereby students predominantly engage with resources and services when typically at crisis point.

The new model will be significantly different to what we have done in the past by breaking down compartmentalisation to deliver a more cohesive and agile 24/7 support strategy. The 'whole organisation' approach is a skills-based model of blended support and it proactive and preventative in nature. Additionally, and most importantly, the network is influenced by a more utilitarian approach whereby the whole student community benefit. Fundamentally, we will develop a range of resources, delivered 24/7, that support the promotion of positive mental health.

We also intend to commission a University-wide analysis of existing student support funding, to be able to better identify student need and raise eligible students' awareness of the financial support available to them.

ii) Financial support

We shall provide financial support to students up to the levels indicated below. Subject to the conditions of the National Scholarship Programme, students may choose whether to take this support in the form of fee waivers and/or bursaries.

- £3000 per annum for students with residual household incomes of less than £16000 (to include fee relief as provided by the National Scholarship Programme in a student's first year)
- £2000 per annum for students with residual household incomes of between £16001 and £25000

- £1000 per annum for students from households with income with residual household incomes of between £25001 and £30000

We shall also provide financial support in the form of:

- Access to Southampton and Hampshire / Isle of Wight bursaries: c. 300 bursaries of £1000 each in the year of entry for students with a household income below £25,000 who live within Hampshire and the Isle of Wight and/or who are admitted via our Access to Southampton Programme
- Care Leavers bursaries: £2000 per annum for each year of study for students who have left care and progressed to the University.

We estimate that the cost to the University of providing this financial support in 2014/15 will be £8.2 million. Of this amount, £1.13 million will be our institutional contribution to the National Scholarship Programme, as we have been allocated 377 NSP awards.

iii) Student success and retention activity

Our student success and retention activity is available for all our students irrespective of background. For students whose background is outside of the remit of the Access Agreement we fund this activity with a blend of university contributions and philanthropic alumni activity.

To focus on students who are currently under-represented we estimate that the cost to the University of these measures specifically for our students from vulnerable groups in 2014/15 will be £1,118,000.

We shall:

- Double the number of work placement/internship opportunities we offer our students through the Excel Southampton Programme, to between 300 and 400 per annum at an additional cost of up to £300,000. The expansion will be used to source placement opportunities in sectors with a reputation for being inaccessible to those from disadvantaged backgrounds and actively promote those opportunities to students from these under-represented groups.
- Design a Student Hardship Fund of up to £300,000 to enable students who find themselves in financial difficulty to access funding to facilitate retention. This fund will have flexible criteria which will enable us to help students before they enter a crisis situation. For example; working in conjunction with the Student Union a detailed programme of budgeting activities and a focus on the Tutors and Pastoral Network; to support tutors in identifying students who exhibit cause for concern. Irrespective of when and where the student funds themselves, our investment in self-support packages such as fund finding, education programme for tutors to provide sign posting tools and staff training across pastoral groups, will mobilise broadening of our enabling offer to students.
- Invest up to a third of budget (£57,000) specifically to under-represented groups in the Southampton Welcome, a programme of events supporting students on their transition to University and the points in which students have traditionally left their

courses. We will also offer disabled students the opportunity to ‘try before they buy’ our range of accommodation with provision for their carers.

- PGCE students will benefit from the overall improvements in our support and opportunity services. £22,000 will be invested specially in retention of PGCE students, a disproportionate percentage who have either caring or significant financial obligations.

iv) Monitoring / Evaluation activity

Among the measures we will take to ensure that this activity is better targeted and coordinated, we will create a new post that will be dedicated to the monitoring and evaluation of our work on ensuring access and student success. The role-holder will focus both on monitoring and evaluating the success of our outreach work, and on the effect of our work with under-represented students with regard to their progression, qualification and post-University employment.

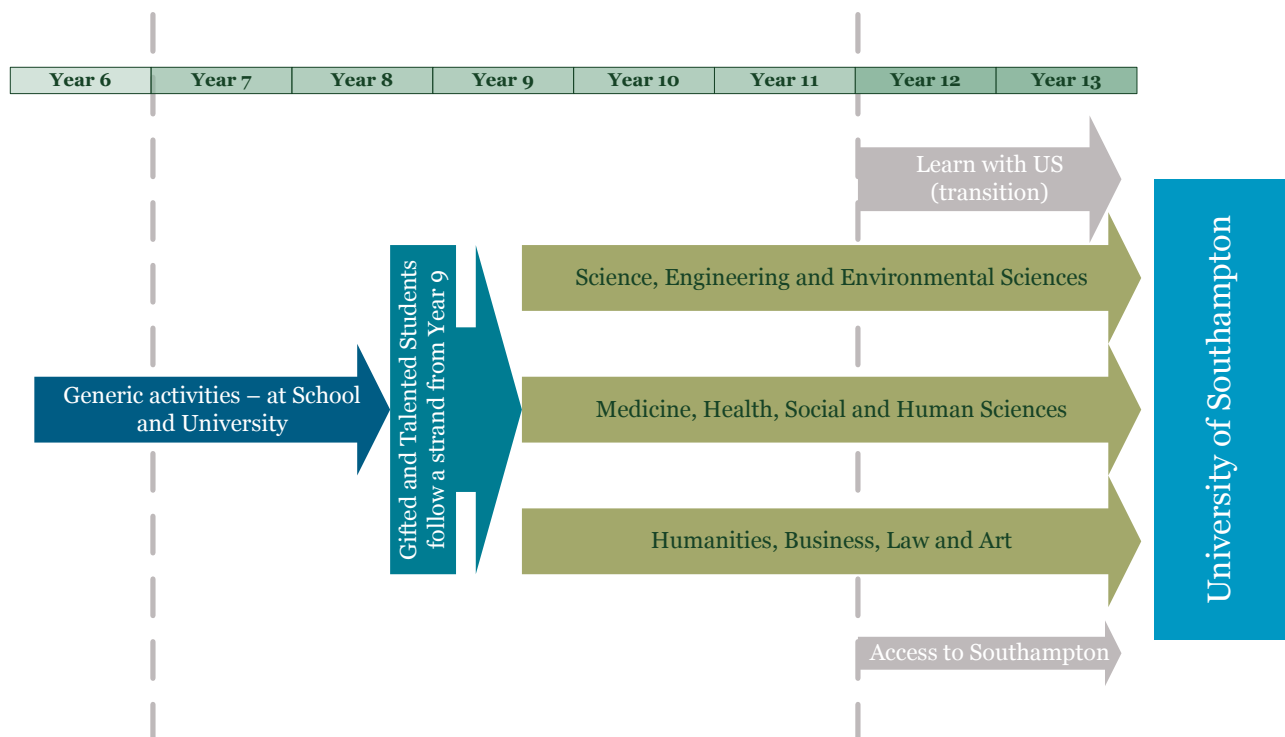
We anticipate that the results of this activity will help us to determine how to deploy the additional resource that we are committed to putting into our outreach and student success activities to best effect. We estimate that the cost to the University of this measure in 2014/15 will be £40,000.

(In the summary this will be included as part of the cost of our student success activity, giving a total of £1,058,000)

Summary of C) expenditure on access and student success measures

4b – Institutional access agreement spend	2013–14	2014–15
Financial support	7 535 000	8 712 000
Outreach	968 000	1 068 000
Student success	959 000	1 058 000
Total spend	9 462 000	10 838 000

Figure 2: Learn with US Outreach Programme



The **Learn with US** outreach programme is based on a series of regular interventions that take place with target groups of students from Years 6–13. This programme aims to encourage progression to the University of Southampton by suitably qualified participants. Our strategy is to engage with students at a point as early in their educational journey, and to work with them in a targeted, long-term manner throughout their secondary and further education, providing information and advice at key decision and transition points. In 2011/12, 8788 primary/secondary/FE students participated in the programme, along with 873 parents/carers. The programme includes regular interventions with all year-groups, and opportunities for students to interact with and learn from both staff and students from across the University. In 2011/12, 24 secondary schools in Southampton, Eastleigh, Portsmouth, Leigh Park and the Isle of Wight participated in Learn with US, and we plan to involve still more in 2013/14.

We are pleased that in 2012/13 all of Southampton’s secondary schools have participated in Learn with US.

The key features of the programme are:

- University visits
- School-/college-based workshops
- Mentoring (both face to face and e-mentoring)
- Information, advice and guidance to support money management and raise awareness of available support
- Support for teachers, parents and carers

- Support for care leavers, mature learners, disabled students, and black and minority ethnic groups

On a year-by-year basis the school/college-based activities include:

- Year 6: In-school visits exploring what students study at university
- Years 7 and 8: a combination of in-school workshops and campus visits available to both gifted and talented cohorts and whole year groups.
- Year 9: gifted and talented students are selected to follow a subject strand linked to individual areas of strength. The programme consists of school and university masterclass visits, supplemented by E-mentoring.
- Year 10: students participate in a group challenge supported by student mentors. The Year 10 challenge is supported through a series of interactions with the University, culminating in an exhibition event where students display their work.
- Year 11: in-school workshops to support revision and choices post-16.
- Years 12 and 13: a series of workshops that cover aspects of student life, and opportunities to attend residential events during which students will experience university life. Following feedback on the first iteration of the residential event, applications have increased by 60% for this year's event for potential Healthcare students.

Key to the Learn with US programme is relating the experience of primary/secondary/FE students to the broader range of subjects available in Higher Education, and introducing them to the post-graduation opportunities offered by a study at Higher Education level (whether or not that be at Southampton).

Our targeting criteria for schools participating in the Learn with US programme are as follows:

- Value added Best 8
- Eligibility for free school meals
- Living in POLAR quartile 1 & 2
- Living in IDACI high deprivation location
- % 5+ A*-C grades including English and Mathematics
- Average points achieved by disadvantaged pupils across their Best 8 qualifications

Within these schools and colleges we aim to work with gifted and talented students who meet any of the following criteria:

- Living in areas of low participation of higher education
- No previous family experience of higher education
- Young carers
- Looked after children
- In receipt of free school meals
- Families in receipt of benefits

- English as an additional language
- Black minority ethnic groups
- Special educational needs
- Disabled students
- Has experienced considerable disruption to their studies due to personal circumstances

The Learn with US outreach programme links to our **Access to Southampton (A2S)** programme, which aims to provide a direct progression route for students from under-represented backgrounds (some of whom will also have participated in Learn with US) into the University of Southampton. There were 85 applicants for entry in 2012/13 via A2S, and we plan to increase these numbers in the coming years.

We have developed the A2S scheme to provide special consideration and financial support to students who meet two or more of the following eligibility criteria:

- In the first generation of immediate family to apply to Higher Education (not including siblings)
- In receipt of a 16–19 Bursary or similar grant
- Attended a secondary school which achieved below the national average of 5 A*–C passes (including English and Maths) at GCSE in 2012
- Studies affected or disrupted by circumstances in a student's personal, social or domestic life
- Living or grew up in public care

Students are required to complete and submit an application form, outlining which of the eligibility criteria they meet, and providing information on why they wish to study their chosen subject at the University of Southampton. Successful applicants are invited to attend a Summer School in July of Year 12, following which they are supported in completing an academic assignment. Students who successfully pass the academic assignment will receive:

- Support and guidance through attendance at the Transition and Skills Event that takes place around Easter in Year 13
- E-mentoring support from a current University of Southampton student

If this results in an application to the University by an A2S student, the work that they have produced in their participation in the programme, and their background, will be taken into account in the assessment of that application, and may result in their being made an alternative offer, which is normally up to two grades below the standard offer. Successful A2S applicants who go on to enrol in the University receive a £1000 bursary in their first year of study.

Alongside the Learn with US and Access to Southampton outreach programmes, **we are also working with discrete groups in a number of other areas**, such as:

- *Support for care leavers:* including supported individual pre-application visits to the University, providing the opportunity to speak to current students and support staff from outreach, admissions and students services; E-mentoring by current University of Southampton students; potential entrance through the University's Access to Southampton programme. Key to the development of this area has been establishing relevant contacts in local authorities and raising awareness of our offer amongst this key group of influencers. One of the first group of universities to receive the Buttle UK Care Leaver Quality Mark, we are committed to our work in this area.
- *Support for mature students:* including tailored UCAS/application workshops, finance presentations and library visits to help develop research skills. This area of work has been strengthened through partnership work with local access course providers and third sector organisations, and involves close liaison with the University's lifelong learning and public engagement teams.
- *Working with third sector organisations,* such as Generating Genius, SEO Scholars, the Social Mobility Foundation, and Teachfirst, to provide targeted progression opportunities for black and minority ethnic students, in particular from areas such as London and the West Midlands. We host on-campus visits, providing taster lectures and information, advice and guidance sessions, working with our partners to tailor these activities and experiences to meet the needs of their students. In 2011/12 we hosted 400 BME students at such events, and we anticipate that this number will continue to grow.
- *Workshops for disabled students and those who support them.* We will enhance our work here with an annual conference for staff from the University and local colleges who lead on supporting disabled students, providing a forum to inform and share good practice. The Wessex Consortium of FE/Sixth Form colleges are working with us on this, and 12 local colleges are already actively engaged in the planning process.
- *Support for access to the professions.* We are committed to supporting access to the professions in a number of ways. The University of Southampton was one of the first to develop a Widening Access to Medicine (BM6) programme; the first students graduated from this programme in 2012. We were also in the first group of universities participating in the Pathways to Law programme in partnership with The Sutton Trust; we hope to continue our involvement in the programme for the period covered by this Agreement.

ii) Collaboration and Partnership

The University has a long track record of working effectively in partnership with a range of groups. Key to our wider outreach work is our collaboration with the other three Hampshire universities – Southampton Solent University, and the Universities of Portsmouth and Winchester. The **Hampshire Universities Widening Participation Group** allows for sharing of resources, good practice, training and development. It focuses attention on particular areas of widening participation activity through the work of the following sub-groups (the leadership of which is distributed between the partner institutions):

- The BME working group, led by the University of Southampton, has focused on auditing existing activity that supports the recruitment and progression of BME students within each institution, with a view to building on the good practice and contacts we have. This group will continue to develop opportunities to share resources and good practice in this area and to work collaboratively.
- The Disability working group connects expertise in outreach and disability support across the universities in order to better inform and support schools and colleges.
- The WeCare partnership, comprised of representatives from the universities, local colleges and local authorities, has worked for a number of years to provide information and support for care leavers and their supporters throughout Hampshire.

We shall continue to be an active contributor to the Hampshire Universities Widening Participation Group in 2014/15 and beyond, sharing resources, models of working and access to training and development opportunities with our partners.

In addition to this, the University will continue to work closely with Southampton Solent University, collaboratively leading and managing the **Southampton Junior University Programme**. This provides additional support for Southampton secondary school students with regard to progression, retention and attainment.

In addition to our Learn with US and Access to Southampton activity, we work in **partnership with a number of schools, colleges and other groups including organisations such as Headstart and the Smallpeice Trust**. These relationships add value to our outreach programme and provide aspiration-raising and learning opportunities for potential students. During the period leading up to that covered by this Access Agreement, we anticipate developing even deeper and more formal links with a number of our partner secondary schools.

In 2013–14 we intend to launch a **new collaboration with the universities of Bath, Cardiff, Oxford and Reading**. Our partnership with these institutions will offer students who currently participate in sustained outreach activity in any of them opportunities to benefit from other activities run within partner institutions. Students will also participate in a joint admissions conference. This partnership aims to encourage students to consider higher education courses beyond their local area, and to make informed decisions about the university course that is most appropriate for them.

The University is an active participant in the **Russell Group Widening Participation Association**, sharing good practice and contributing to the delivery of conferences targeted at careers and higher education advisers; an institutional member of **the Forum for Access and Continuing Education**; and an active supporter of the **Higher Education Liaison Officers' Association** (the professional association for staff in higher education who provide guidance, information and outreach work for prospective higher education students, their families and guidance advisers right across the United Kingdom).

All of the collaborative and partnership activity referred to above reflects our commitment to raising and helping to realise aspiration to University-level study among as many potential students from under-represented backgrounds as possible, whether or not that results in increased recruitment at Southampton.

iii) Supporting Student Success

In addition to our comprehensive general student support services, we provide targeted support for students from under-represented groups on arrival and throughout their academic journey at University to help improve retention. For example:

- Provision of a trial of university accommodation for disabled students and their carers during the summer vacation, to enable smooth transition to University at the start of term.
- Provision of our Needs Assessment Centre for disabled students, in order to determine their additional support requirements and make appropriate adjustments prior to the start of term.
- A structured Welcome to Southampton induction programme of information and events; this benefits all our students, but has been designed to take into account the particular needs of students from all backgrounds.
- Targeted workshops and events for under-represented groups from our Careers, Enabling, and Financial Information & Assistance teams, focusing for example on students who are in receipt of Disabled Students Allowances and/or Care Leavers Bursary.

During the period covered by the Access Agreement (and we anticipate beyond it) the Excel Southampton Programme will be actively promoting placement/internship opportunities to students from under-represented groups.

4 Targets and milestones

The University will maintain its targets as stated in the Access Agreement for 2013–14, as we are still operating in a relatively untested environment. We will keep these targets under review as data on the first yearly milestone (2012–13) becomes available. The table below (and appendix 5) gives an indication of our current progress against targets:

Area	Target for 2016–17	Progress as of 2011–12 HESA PI Report
Students from State Schools	5% above LAB	On target
Students from LPN	Exceed LAB	On target
Students from Lower SEC (N-SEC 4–7)	Exceed LAB	1.2% under target
BME students	13.5%	12.6% – good progress
Students in receipt of DSA	Exceed LAB	On target

Annual milestones have been set for these targets (Annexe B, table 5a refers).

We are working with our colleagues in the Hampshire Universities Group, as we will with our new partners at Bath, Cardiff, Oxford and Reading, to focus on target setting in relation to our collaborative activities.

5 Monitoring and evaluation arrangements

We will continue to subscribe to the Higher Education Access Tracker (HEAT) database. This collaboratively developed database allows us to take advantage of a web-based data capture system that tracks student engagement (from initial interaction with a University through to enrolment in their chosen HEI) in outreach activities delivered by each subscriber HEI and by partnership projects, and hence allows us to monitor not only our Southampton-specific outreach activity but also our collaborative work.

Internally, we will continue to monitor the number of fee waivers and bursaries we dispense, as well as the take-up on our Student Hardship Fund, and the distribution of placement / internships through the Excel Southampton programme. We will also continue to evaluate and reflect on the effectiveness of our efforts to ensure access and student success, for example by continuing to resource the work of a dedicated group working within our Outreach Team responsible for reviewing participant evaluations of the success of all of our outreach and recruitment events.

However, we recognise that there is more that we can do to enhance (not least by better joining up) the work that we do in monitoring and (particularly) evaluating our access and student support work, and we are encouraged by OFFA's acknowledgement that resource put into effective evaluation is resource well used. As noted above, therefore, we intend to invest in a full-time post to help us to develop our monitoring and evaluation activity. We believe that this will allow us to improve that activity by:

- Better coordinating work in this area that is currently taking place across the institution
- Embedding the collection of access / student success monitoring data in our standard business processes, allowing for the production of regular reports that will feed into our planning and educational development processes, and hence help ensure the most effective use of our resources
- Drawing on external as well as internal evidence to establish an evidence base that will allow us to test whether or not the resource we are dedicating to access / student success activity is being used as effectively as possible

We will closely monitor the value added to our work in this area by our investment in this post.

The senior figure in the University Executive Group responsible for the Access Agreement is the Pro Vice-Chancellor (Education). At the highest level, the bodies responsible for its delivery are Council and Senate. In Professional Services, the groups responsible for its

delivery are Student Services, the UK Recruitment and Outreach Team, Student and Academic Administration, Communications and Marketing, and Strategy and Planning.

Regular reports from the teams in Professional Services responsible for implementing the Agreement, and monitoring and evaluating its fitness for purpose, will be provided to the University's Recruitment and Admissions Strategy Group, which is chaired by the Pro Vice-Chancellor (Education), and will include representation from the Students' Union.

There will also be student involvement in any other working groups established for monitoring / evaluation purposes. We will share our monitoring and evaluation data with the Students' Union, which has committed to producing its own report on the impact of the Agreement, and to make recommendations that will feed into the production of future Agreements.

6 Equality and diversity

The University has prepared this Access Agreement aware of its responsibility, under the Equality Act 2010, to ensure that nobody is directly or indirectly discriminated against, because of their protected characteristics, by the measures set out in this Agreement.

We believe that the measures set out above will increase the diversity of the University's student population as a result of targeted activity for particular groups of potential students, including disabled, mature and BME students. In particular, the following initiatives support the University's diversity agenda:

- Our outreach programme includes a specific strand that is focused on providing support for underrepresented groups, such as BME communities, disabled students, and care leavers. We are taking a proactive approach to engaging with these client groups and their supporters, ensuring that colleagues in outreach and student support work closely together in terms of pre-application and post-entry.
- In order to ensure that under-represented groups, such as male African-Caribbean students, are encouraged to access our pre-application programmes, we are working proactively with a range of groups to take a targeted approach, for example with Generating Genius. This is a third sector organisation that works with high achieving students from disadvantaged communities throughout their secondary school careers, to help them acquire the skills they need to earn places at Russell Group universities.
- The University has well-developed student support mechanisms in place through our Education Support Service (www.southampton.ac.uk/edusupport). The services provided include disability support, dyslexia support, our Assistive Technology Centre and the University's Counselling Service. They are provided to students prior to entry to the University and throughout their time here. Working with the outreach team, we are developing approaches to proactively communicate the support available to target groups, such as disabled students.
- The University has a Good Campus Relations group, which focuses on improving understanding between students of different cultures, faiths and backgrounds.

- The University has created an Equality and Diversity Advisory Committee, chaired by the University's Diversity Champion (a member of the University Executive Group).

We recognise that individuals within the client groups have different needs, and we do not treat them as homogeneous groups. For example, we recognise that within the BME community some groups have above average higher education participation and success rates, while others appear particularly disadvantaged with regard to attainment and progression.

We are mindful, in planning our outreach activities, of the needs and requirements of people with protected characteristics; we propose to introduce more formal equality impact assessments as part of the planning processes by 2014–15. Within the activities referred to in this Agreement, we have taken steps to ensure that people with protected characteristics will not feel discriminated against. We are confident that the breadth of our activity allows all individuals the opportunity to benefit from it, although some of our targeted activity is by its nature not wholly inclusive. We aim to promote closer collaborative working between our Equality and Diversity and Outreach teams where there are common interests.

The enhancement of our monitoring and evaluation activity referred to above will allow us to improve the breadth and depth of analysis relevant to quality and diversity monitoring. As a result of our findings, we will produce an action plan to address any issues through to the University's Equality and Diversity Action Committee and the University Programme Committee.

7 Provision of information to prospective students

Information regarding fees and financial support will be clearly published in a timely manner and in an accessible format for existing and potential students.

Prospective students will continue to be able to access the most current information about the University in a number of ways including:

- An online 'build your own prospectus' system that can be updated in real time and alert inquirers that updated information is available. For more information, visit www.myprospectus.southampton.ac.uk/account
- A student finance calculator, enabling users to assess the financial implications for them when choosing Southampton. For more information, visit www.southampton.ac.uk/calculator
- Mobile phone apps ensuring that details of financial packages are available wherever potential applicants wish to access them. For more information, visit www.southampton.ac.uk/mysouthampton
- Open days: trained staff and student assistants will promote Southampton, including our financial support packages as well as all of the above channels
- A comprehensive prospectus illustrating the breadth of our student body as well as the support and services we offer our students – financial and otherwise

- A comprehensive information and advice service regarding financial support, including emergency financial support, which is available online as well as face-to-face, and is promoted to students throughout our campuses
- An online student portal for advice about and advertisement of part-time work and career opportunities, including progression into professions, and events to support and prepare all students for their professional aspirations

We undertake to provide timely and accurate information to UCAS and SFE, to allow them to populate their databases with the most up-to-date information for potential applicants.

8 Consulting with students

This Access Agreement has been designed in full consultation with the University's Students' Union. The President of the Students' Union has been involved in all University meetings on the development of the Agreement, and his contribution has of course been informed by his consultation with both students and permanent staff in the Union. The Students' Union contribution has been particularly influential in the design of the direct financial support schemes outlined above. Furthermore, the input of students engaged in our outreach work has informed our thinking about the development of the latter.

In short, our Students' Union has been a full partner in the formulation of the proposals outlined above; their support of the latter was confirmed at a meeting of University Council on 15th March 2013.

OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: University of Southampton

Institution UKPRN: 10007158

Table 5 - Milestones and targets

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

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	State School (location adjusted) (HESA Table T1a)	Young full-time first degree entrants from state schools	No	2009-10	2605 (84.6%)	2597 (85.5%)	2594 (85.4%)	2591 (84.9%)	2588 (84.6%)	2588 (84.6%)		We plan to maintain our strong performance in recruitment of state school students and continue to exceed our LAB
2	NS-SEC (location adjusted) (HESA Table T1a)	low socio-economic groups (NS-SEC 4-7)	No	2009-10	545 (20.2%)	567 (21.3%)	575 (21.6%)	582 (21.8%)	589 (22.0%)	589 (22.0%)		We plan to reduce the gap in our performance over the coming years and marginally exceed our LAB
3	LPN (location adjusted) (HESA Table T1a)	Young full-time first degree entrants from low participation neighbourhoods	No	2009-10	165 (5.3%)	176 (5.7%)	179 (5.8%)	183 (5.9%)	186 (6.0%)	186 (6.0%)		We plan to reduce the gap in our performance over the coming years and marginally exceed our location-adjusted benchmark
4	Non continuation: All (HESA Table T3a)	Non-continuation rates of full-time first degree entrants	No	2009-10	92 (1.5% above LAB)	92 (1.5% above LAB)	88 (1.7% above LAB)	88 (1.7% above LAB)	85 (1.8% above LAB)	78 (2% above LAB)		We plan to improve on our strong performance in non-continuation rates and continue to exceed our LAB Assumed LAB=4.5% in period 2012-13 to 2016-17
5	Disabled	Full-time first degree in receipt of disabled students allowance	No	2009-10	715 (1.8% above LAB)	730 (1.8% above LAB)	753 (2% above LAB)	765 (2.1% above LAB)	777 (2.2% above LAB)	789 (2.3% above LAB)		We plan to increase the proportion of students we recruit who are in receipt of DSA and continue to exceed our LAB. Assumed LAB=4.3% in period 2012-13 to 2016-17
6	Ethnicity	UK First Year (FPE) students from black and minority ethnic backgrounds	No	2009-10	710 (10.5% of students)	735 (10.9% of students)	782 (11.6% of students)	822 (12.2% of students)	863 (12.8% of students)	910 (13.5% of students)		We plan to increase the proportion of UK students we recruit from BME backgrounds. 2009-10 Baseline is 11770 FPE.
7	Postgraduate ITT: Black and minority ethnic groups	We will seek to increase the proportion of students from BME groups over the lifetime of this Access Agreement	No	2010/11 (proportion of BME students enrolled)	4%	4%	5%	5%	6%	6%		
8	Postgraduate ITT: Completion / Non-continuation	performance in supporting students to successful completion of our ITT programmes	No	2010/11 (completion rate)	89%	90%	90%	91%	91%	92%		
9	Postgraduate ITT: Outreach / WP activity	outreach activities that will be targeted towards encouraging students from backgrounds that are currently under-represented in higher education to apply for entry to HE in general and Southampton specifically.	No									There is no baseline data as this programme will be developed over the period to August 2012, for delivery from September 2012.

Table 5b - Other milestones and targets

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

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Outreach / WP activity (other - please give details in the next column)	Year 6	No	2010/11	27 participating schools	28 participating schools	28 participating schools	28 participating schools	28 participating schools	28 participating schools	28 participating schools	Year 6 is a key year in terms of transition from primary to secondary school and we will provide a programme of support for pupils, parents/carers and teachers, through off-campus visits. We aim to deliver up to three interventions per school in 2012/13, rising to five in 2014/15. The activities for the pupils will aim to 'demystify' higher education and specifically the University of Southampton.
2		Year 7	No	2010/11	20 participating schools	25 participating schools	26 participating schools	27 participating schools	28 participating schools	29 participating schools	30 participating schools	We will provide generic HE awareness raising activities, on-campus generic visits, and hands-on interactive workshops. On Campus activities will be targeted for gifted, able and talented pupils, while off campus will be general aspiration raising. The programme will also provide support for parents/carers and teachers. We aim to provide up to 3 interventions per school in 2012/13, rising to 5 in 2014/15. One aim of these activities will be for the participants to increase their understanding of the opportunities available in higher education and the University of Southampton.
3		Year 8	No	2010/11	25 participating schools	25 participating schools	26 participating schools	27 participating schools	28 participating schools	29 participating schools	30 participating schools	We recognise that Year 8 is an important year in terms of pupils making GCSE option choices and we will provide subject taster events to support GCSE choices, along with a general university presentations in schools. We will provide information for parents/carers and teachers, based around IAG, INSET, and student financial support. We aim to provide up to 3 interventions per school in 2012/13 rising to 5 in 2014/15. One result of the activities should be that the pupils make better-informed decisions about their GCSE option choices.
4		Year 9	No	2010/11	25 participating schools	25 participating schools	26 participating schools	27 participating schools	28 participating schools	29 participating schools	30 participating schools	We will deliver a range of subject specific Gifted, Able and Talented Master Classes in schools, backed up by mentoring support from our student ambassadors. The programme of support for pupils, parents/carers and teachers will continue. We aim to provide up to 3 interventions per school in 2012/13 rising to 5 in 2014/15.
5		Year 10	No	2010/11	25 participating schools	25 participating schools	26 participating schools	27 participating schools	28 participating schools	29 participating schools	30 participating schools	We will deliver a mentoring scheme in the form of our "Year 10 Challenge" combining a launch on campus face to face in school visits and e-mentoring, culminating in an exhibition day at the University. We will continue to deliver a programme of support based around IAG/INSET for pupils, parents/carers and teachers, including sessions on student financial support. We aim to provide 3 interventions per school on 2012/13 rising to 5 in 2014/15.
6		Year 11	No	2010/11	15 participating schools	25 participating schools	26 participating schools	27 participating schools	28 participating schools	29 participating schools	30 participating schools	We recognise the importance of this transition year and taking into account GCSE exams will deliver a reduced number of interventions on campus. Off campus activities will include revision, college selection and careers workshops, and IAG/INSET support for pupils, parents/carers and teachers including student financial support and Access to Southampton presentations. We aim to provide two interventions per school from 2012/13 rising to four in 2014/15.
7		Year 12	No	2010/11	10 participating FECs	14 participating FECs	16 participating FECs	18 participating FECs	20 participating FECs	20 participating FECs	20 participating FECs	We will continue to deliver our Access to Southampton and Learn with US programmes, along with our FE2HE Summer University events. The latter will expand from being focused on health sciences, to broader subject disciplines. We will offer student financial support sessions to ensure that students are made aware of the University's and Government's packages of financial assistance and are provided with sessions on money management. We will continue to deliver IAG/INSET for students, parents/carers and teachers. Year 12 students will also be able to attend activities including Open Days and Campus Tours. We aim to provide 4 interventions per college from 2012/13 rising to 6 in 2014/15. An aim of the Year 12 programme will be for the participating students to make better informed decisions about subject choices when applying to University.

8		Year 13	No	2010/11	10 participating FECs	14 participating FECs	16 participating FECs	18 participating FECs	20 participating FECs	20 participating FECs	20 participating FECs	Our Year 13 programme will be premised around University application and transition-related support, including provision of information on student finance and the University's and Government's packages of financial assistance. Participants will also be able to attend activities including Open Days and Campus Tours. We aim to provide 4 interventions per college from 2012/13 rising to 6 in 2014/15.
9	Outreach / WP activity (collaborative - please give details in the next column)	The Hampshire Universities WP Group will develop opportunities to engage collectively with BME communities. This may be through existing events, or through the development of target subject specific activities.	Yes	2011-12	Not yet in existence	Set up collaborative BME network to carry out audit and scoping with a view to developing collaborative targets from 2013 onwards						A working group will be created comprising the four universities to audit existing programmes to support recruitment, progression, retention and attainment by BME students with a view to sharing resources and developing further good practice in this area.
10	Outreach / WP activity (collaborative - please give details in the next column)	The Hampshire Universities WP Group will establish a collaborative disability network during 2013/14 to develop a range of projects providing support for disabled young people who have the potential to progress to HE.	Yes	2011-12	Not yet in existence	Set up collaborative disabled network	4 events, one at each university. Collaborative targets from 2014 to be informed by feedback and success of initial events					Scoping will take place during 2012-13, but the aim to deliver collaborative on-campus events at each of the partnership universities during 2013-14, probably targeting young people with different types of disability at each event. Subsequent activity will be informed by scoping, success of delivery and feedback from participants and their advisers, during 2013-14, and could include development of resources and further outreach events.
11	Outreach / WP activity (collaborative - please give details in the next column)	The Hampshire Universities WP Group will continue its partnership for the benefit of children in care and care leavers	Yes			Scoping to consider joint production of information and resources for care leavers	planned conference to share good practice across FE/HE and local authorities					Continued partnership working with development of deliverable and measureable outcomes
12	Outreach / WP activity (collaborative - please give details in the next column)	The Hampshire Universities WP Group will work together to share resources, models of working and provide access to training and development opportunities across our partners.	Yes	2011-12	Not yet in existence	Establish a working group and action plan for implementation from 2013-14 onwards						Working group to develop action plan, with a view to running an annual professional development and updating activity for outreach staff across the four partner universities.

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