



University of Greenwich  
Access Agreement 2018 - 2019

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## 1. Introduction

The University of Greenwich has a proud history of access that originates back to the founding of Woolwich Polytechnic in 1891. It is reinforced by an enduring commitment to educational excellence by providing higher education for those who possess potential, irrespective of background.

The structure of our University is comprised of four Faculties with over 15,000 home undergraduate students, based at three campuses at Avery Hill, Greenwich and Medway. Our mission is to transform lives through excellent teaching and learning, and this approach has underpinned our highly successful and ongoing track record of achievement and widening participation. We currently have the country's 6th highest proportion of students that are positioned in socio-economic groups 4-8 (54%), a significant proportion of students that progress to us from state schools (97%), from Black and Minority Ethnic (BAME) backgrounds (42%), and are mature (42%). To ensure that our success in recruiting students from these groups follows through to success, we have focused our teaching and learning objectives on adding value and maximising success. Additionally, to improve engagement and success we are constantly investing to upgrade our infrastructure.

We are committed to social mobility by increasing access to higher education and maximising student achievement, enabling students to fulfil their potential and ambitions in employment and further study. Based on our many achievements in this area we are proud to be one of the top higher education institutions for access in London. However, disadvantage can follow learners through education and does not necessarily stop at entry into the University. In light of this, the Access Agreement for 2018-19 will continue to adopt a whole life cycle model in order to audit and structure our approach to access, success and progression.

To strengthen our approach to widening access we are increasingly focused upon raising attainment in schools, ensuring that the most disadvantaged students are in a position to make a successful transition to their next level of study. Our partnership work to lead and sponsor University Technical Colleges and multi-academy school trusts has enabled us to share the expertise that exists within our University with local educational settings.

Our approach is increasingly evidence-led, using data which has enabled the University to identify the groups of learners that need targeted interventions to improve their outcomes. The use of data is also increasingly shaping our approach to monitoring and evaluating interventions. Our investment in data access has enabled staff to evaluate critically the performance of their programme and the groups of students within it. The outcomes of this work will be supported by our continued commitment to reinvest circa 21% of our fee income above the basic level in student access, success and progression.

We estimate the breakdown of expenditure is as follows: access £1.45m; student success £2.64m; progression £1.92m and financial support £2.69m. The OFFA-Accountable activity expenditure for access, student success and progression has been re-profiled to reflect a slight increase in the amount assigned to student success, from £1.15m as stated in the 2017-18 Access Agreement to £1.25m in this agreement. The rationale for this is

that we are achieving the majority of our widening access key performance indicators, and our focus has rightly shifted to improve retention. In addition we have also raised OFFA-accountable spend on access to £1.45m reflecting our current intent to preserve spending despite the elimination of related funding from HEFCE. Whilst protecting our spend on access, student success (£2.6m) and progression (£1.9m) in 2018-19, we have committed to reducing our expenditure on financial support; guidance from OFFA is that we redirect spend from areas that have been less effective to those that are more. Overall our OFFA-accountable total spend for activity and financial support has increased by £21k in this agreement compared to the 2017-18 Access Agreement, and as a percentage of HFI our spend has risen from 20.5% to 21.1%.

## **2. Fees, student numbers and fee income.**

The fees for students commencing a programme of study in the 2018-19 academic year are as follows:-

### *Bachelor Degrees, Integrated Masters and PGCE programmes on campus*

Fees for Honours degrees, Integrated Masters and PGCE programmes studied at the University will be set at £9,250. The MPharm programme (jointly offered with the University of Kent and studied at the Medway Campus) will also continue to be charged at £9,250 (contingent upon the outcome of the TEF).

### *Bachelor Degrees and Integrated Masters delivered at partner colleges*

Bachelor degrees studied at partner colleges will be charged a reduced rate of £8,630 with the exception of Bird College and the European School of Osteopathy that require expensive resources, where a fee of £9,250 is charged.

### *Part-time Bachelor degree programmes*

The fees for part-time Honours Degrees programmes will be pro rata to the full-time fee of £9,250 for campus based provision and £8,630 (£9,250 for specialist provision) for programmes of study in partner colleges, where appropriate. The maximum amount of credits that can be studied in one academic year will be 90. The maximum part-time fee is £6,935.

### *Sandwich year placements*

Students studying on a Sandwich course will be charged a fee of £1,000 during their placement year. This initiative is an important part of achieving our employability objectives.

### *Erasmus placements*

The fees and their conditions for students who undertake an Erasmus+ study placement or traineeship, or who participate in other Study Abroad programmes, shall be as follows:

1) £1,385 for students beginning their degrees from 1st September 2012, who are classed as Home/EU for fee purposes, who participate in Erasmus + or Study Abroad for 24 weeks or more in a single academic year

2) The normal rate of tuition fee for your programme of study will be payable if you participate in an Erasmus+/ Study Abroad placement for less than 24 weeks in a single academic year

#### *Foundation Degrees*

Foundation degrees and HNC/Ds delivered in collaboration within partner colleges or on campus will attract a fee of £6,165.

#### *Initial Teacher Training fees*

Fees for the Initial Teacher Training programme are aligned to the cost of an Honours degree at £9,250 for the academic year.

It is anticipated that degree level study previously funded by the NHS will be subject to the same fees noted above. All fees in this Access Agreement are subject to an inflationary increase from 2018-19 onwards, based on the appropriate inflationary measure set by the government each year. Fees for entrants for earlier years are governed by the Access Agreement governing the relevant year of entry.

### **3. Access, student success and progression measures**

#### ***Introduction and analysis***

The University continues to exceed many of its targets for widening access, student success and progression. An assessment of our access, success and retention work in the 2014–15 academic year highlights:

1. The percentage of students from NS-SEC classes 4, 5, 6 & 7 for young full time undergraduate entrants remains high at 54%, which is 12% above benchmark and 60% higher than the UK sector average (HESA table 1b);
2. That 97.8% of the University's young full time undergraduate entrants progressed from state schools, against a benchmark of 94%, and above the UK sector average of 90% (HESA table 1b).;
3. That young full-time undergraduate entrants from low participation neighborhoods account for 9.1% of the student body, against a HEFCE location adjusted benchmark of 7.5% (HESA table 1b);
4. The recruitment of mature students exceeds national rates, with 37.3% of first degree new entrants classified as mature, compared to a UK average of 20.8% (HESA table 2a);
5. The continuation of all entrants following year of entry has made steady progress, from 84.8% in 2010-11 to 88.4% in 2014-15 (HESA Table 3a –All entrants).
6. The proportion of students being awarded a degree continues to exceed benchmark with 77.9% awarded a degree in 2014-15, an increase of over nine

percentage points from 2010-11.

7. The success of our students also continues to improve with 68% (2015-16) of those completing their studies achieving a 2:1 or first class honours degree.
8. The employment outcomes for our students continue to improve with 93.2% in employment or further study in 2014-15, compared to 85.9% in 2012-13 (Employment Indicator-UK domiciled students obtaining first degrees from full time course (HESA report)).

However, further exploration of our data highlights ongoing challenges in relation to specific groups of students and these include:

9. The progression rate of Black Caribbean students following year of entry is 79.9%, which is 10 percentage points below the progression rate of white students at 89.9% in 2015-16 (On campus, UG, All faculties);
10. The progression rate of Black African students is 82%, which is 7.9% below the progression rate of white students at 89.9% in 2015-16 (On campus, UG, All faculties);
11. The progression rate of Bangladeshi students following year of entry is 82.6%, which is 7.3 percentage points below the progression rate of white students at 89.9% in 2015-16 (On campus, UG, All faculties);
12. The average progression rate of Black students (Caribbean, African and other) following year of entry is 81.7%, which is 8 percentage points below the progression rate of the white students at 89.9% in 2015-16 (On campus, UG, All faculties);
13. The progression of students that enter with a BTEC qualification following year of entry is 63.7%, which is 16.7 percentage points below the rate of all students who enter with A level or equivalent qualifications (80.3% progression) in 2015-16;
14. The progression of male students is 84.4%, which is 4.5 percentage points below the rate of the female population rate of 88.9% in 2015-16 (On campus, UG, All faculties).

Based on the success and challenges outlined above, the University's strategic approach to access, success and progression is to both target the groups of students that are underperforming compared to their peers, as well as continue to improve outcomes for all students i.e. in relation to improved retention, achieving a good degree and graduate level employment. Furthermore, while we exceed our targets for recruiting students from the most disadvantaged backgrounds and our retention and success rates are improving, there is still work to be done to align our success with national indicators.

In light of this analysis we have identified the following broad areas for development and improvement in the 2018-19 Access agreement:

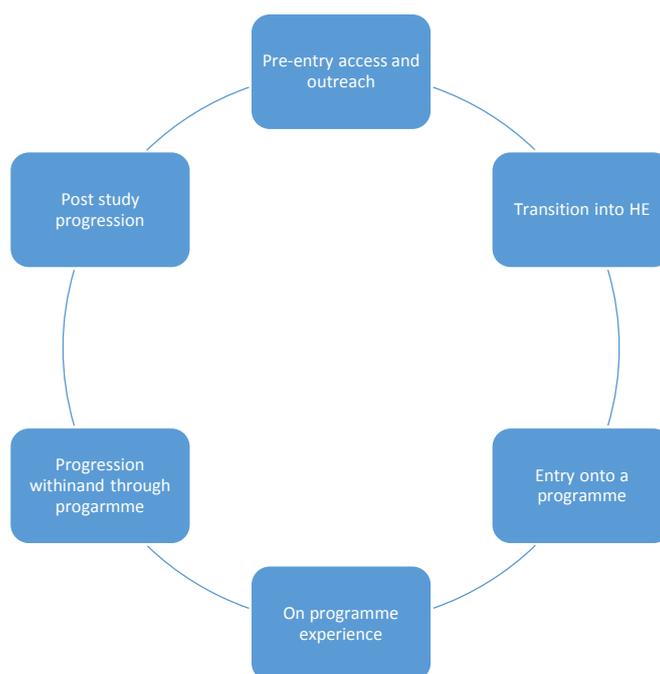
- We aim to improve the success of BAME students by reducing the attrition of Black and Bangladeshi students to 11% by 2020. The recruitment of part time students accounted for 22% of the total student population in 2015-16, an increase of 1 percentage point from 2013-14. The percentage total in 2015-16 is equivalent to 12% FTEs, with 52% of these students classified as mature. Our aim

is to continue increasing our recruitment of part time students against the national trend.

- We aim to improve the success and retention for students that enter the University with a BTEC qualification. A longitudinal cohort analysis of student outcomes (2011/12-2015/16) highlighted that BTEC students entering UoG are differentially prepared for HE from their A level peers: for the 2011/12 cohort, where 80 out of 100 students with A levels were successful, in comparison to 73 out of 100 students with BTECs.
- The progression of male students is another priority for the University with 13.65% unsuccessful male undergraduate students in 2014-15, compared to 9.45% of female undergraduate students. A gap of 4 percentage points between the success of female and male students has occurred over the past three years indicating a trend, which is being addressed in this access agreement. In particular we will aim to focus our attention more strongly on white males in line with OFFA priorities.
- The recruitment and support of disabled students remains a priority for the University to achieve the HESA recruitment target of 7.1% for students in receipt of Disabled Student Allowance. We acknowledge the need to focus upon this area being 2.3 % below benchmark.
- Our focus on the recruitment of students from the most disadvantaged backgrounds will continue as a priority. Although we achieved our HESA key performance indicator for the recruitment of young full time first degree students from low participation neighbourhoods (9.1%) in 2015-16 compared to a benchmark of 6.9%, we are still ambitious to enhance those student numbers to support the Government's ambition to double the proportion of young people from disadvantaged backgrounds entering higher education from 13.6% in 2009 to 28% in 2020. Part of this work will include an explicit focus on raising the attainment of underrepresented groups in local and regional schools and colleges.

What follows is an account of our current work and the measures we will be undertaking within the student life cycle that aim to improve outcomes for both targeted groups and *all* students.

### ***The Whole Life Cycle and the University of Greenwich***



The United Nations adopts a whole institution, whole life cycle approach to access, success and progression. Strategic developments at the University of Greenwich are now fully aligned to this approach. Specific institutional developments in relation to the six stages of the student life cycle can be found below. Targets and milestones for 2018 – 19 focused on widening access, and enhancing the progression and attainment of our students, have also been written to the life cycle.

At each stage of the life cycle there are two broad types of intervention:

- a) Interventions which are aimed at a wide range of students in relation to an identified area for development e.g. improving employability for all students as part of post study progression.
- b) Targeted interventions which are aimed at particular groups of students e.g. the attainment of BAME students through improving the on-programme experience;

In the sections that follow the institutional developments focused on access, success and progression for all students and specific groups of students are placed in the context of the Whole Life Cycle Model (WLCM). Many of the interventions noted are already an integral part of University’s Student Engagement Framework (SEF) built around the central concepts of student journey, student support and student voice.

#### ***i. Pre entry access and outreach***

The University has a strong history of partnerships with local schools and colleges, which has led to many successful outreach projects, running programmes that have a demonstrable impact on recruitment across a wide demographic. At the centre of our outreach are the following imperatives:

- Raising an *awareness* of HE study for students from schools and colleges;
- Raising the *aspirations* of students in relation to HE level study;

- Raising the *attainment* of students such that they can successfully transition into HE level study.

Our current relationships with schools and colleges facilitate access to higher education study. For example, we both franchise and quality assure programmes with FE Colleges that dovetail with University programmes allowing direct entry and some progression agreements. Furthermore, the University has played a significant role in sponsoring and establishing a UTC (in Medway) and a new school (Royal Greenwich Trust School; RGTS) where we also have senior governance roles. These initiatives have targeted organisations and areas that have significant numbers of students from the most disadvantaged backgrounds. In the case of the RGTS, as result of outreach and governance interventions the University contributed to GCSE results moving from 32% A\*-C to 61% in a single year (2016). In 2014-15 30% of our outreach participants progressed to a higher education course, 5% above the national rate for the progression of students engaging in outreach (HEAT Tracking Report). To enhance the outcomes for the most disadvantaged students in our partner schools we are setting a target across the RGTS and the Medway UTC to deliver intensive GCSE support with specific numbers of disadvantaged students (as defined by POLAR methodology) in both English and mathematics. This work will begin in 2017-18, targeting 20 students, which will grow to 45 in 2021-22. The objective of this attainment raising work is to improve their chances of successful progression into higher education, it will be supported by our academic staff and student ambassadors. In collaboration with colleagues at the school the progress of achievement will be regularly monitored, to provide feedback on the support.

In other work we are currently delivering a variety of different interventions to enhance achievement and attainment in a range of schools. The breadth of this work is focused around:

- GCSE support on Saturday mornings and evenings for key stage 4 learners. The aim of this work is to enhance GCSE English and Maths attainment. Evidence shows that the likelihood of students progressing onto a higher education qualification is reduced if they fail to achieve a C grade in English and Maths;
- Maths master classes which have been running since 2006 with years 9 and 12; these comprise a set of eight sessions for each year group that focus upon targeted areas of the curriculum identified as needing extra support. As a model of good practice we intend to scale this work up to target more learners;
- Undergraduate Student Ambassadors, where a 30 credit module of level 6 study enables current undergraduates to work in local schools and colleges to deliver Maths homework clubs and other extra-curricular activity with key stage 4 and 5 learners;
- English twilight lectures and masterclasses for key stage 5 learners currently studying an English programme. Again these are curriculum focused and design in consultation with teachers. This activity has been running for five years, the aim is to enhance key stage 5 achievement and attainment in English Literature programmes.

Moving into 2018-19 we will deliver the following activities to enhance access to higher education:

1. Using the interventions reported above as models of good practice we will scale them up by creating a system of support for new academics, enabling them to engage successfully in activity with pre-entry students.
2. Much of the University's outreach work has focused upon secondary schools and 6<sup>th</sup> form colleges, which has enabled us to differentiate our National Collaborative Outreach Project (NCOP) work to target learners based in colleges of further education. This project will enable us to deliver peer mentoring and higher education support for level 3 learners.
3. With the development of our new Customer Relationship Management system and subscription to the Higher Education Access Tracker (HEAT) we will deliver an evaluation system that tracks outreach participants from being a participant and prospective student, into application, acceptance and registration. We are ambitious to increase the numbers of students from the most disadvantaged backgrounds accepting a place and studying with us. By adopting this approach we will understand more fully the impact of our outreach work.
4. We will further develop our work to support alliances of schools and colleges to enhance attainment, as research highlights that success at key stage 4 is an important indicator of participation in higher education. For example, the RGTS is now part of the University Schools Trust (with one of our DVCs on the trust board) and this UMAT will expand to include a wide range of primary and secondary schools in the most disadvantaged areas of east London. This relationship will enable the University to have further impact on attainment and will be replicated in other relationships by 2018-19, for example, the Thames Teaching Alliance and the Woodlands Academy Trust. The University enters into these mutually beneficial collaborations with a wealth of academic (including STEM) and professional (teacher training) experience.
5. For a wider range of schools and colleges we will further increase the awareness and aspirations of students through, for example, our ambassador scheme, 'tasters' and bespoke support for careers and pre-entry skills. We have also developed a suite of on-line resources to support transition from compulsory education into higher education. The Greenwich Explore platform will enable pre-entry students from any location to engage in our taster activity and it will be an opportunity to sample learning materials.
6. The University will continue its collaboration with Linking London to enhance the outcomes for learners studying in colleges of further education, as 23 out of 25 of the University's top feeder institutions are either an FE or 6<sup>th</sup> Form College. Linking London is a unique partnership of 43 partners made up of universities, FE colleges, sixth form colleges, schools, awarding bodies, the London Council's Young People's Education and Skills team and Union-Learn. The core aims of our partnership are to support recruitment, retention and progression into and through higher education. At present 22.8% of young full time learners enter the University with a BTEC qualification. With the support of the partnership, our aim is to better prepare these students to match their retention rate with the total population of undergraduates following first year of entry.

In summary the key principle of the University's pre-entry outreach strategy is one of fostering a mutually beneficial community of learners to raise *awareness, aspirations* and *achievements*. This work is dovetailed into our transition work, enabling successful progression onto a programme of higher education.

## **ii. Transition into HE**

The University has a comprehensive Pre-Arrivals Plan to enhance our strategy to maximise progression into the University which continues to support and invest in the quality of transition into higher education through such activities as:

- Keep in touch (KIT) activity including pre programme communications, tasks and readings;
- Open days, tasters days and familiarisation events;
- Communication through social media;
- Social media access to the Student Union University of Greenwich (SUUG);
- Specialist events in association with the SUUG such as those for 'commuter students';
- Week one activity including an 'early starters' programme.

These cross Faculty and Directorate initiatives encourage greater student engagement prior to formal registration. Interventions such as the Business Taster Days and 'Flying Start' tasters for extended degrees encourage applicants to continue their engagement with the University pre-registration, enabling successful transition.

In preparation for 2018-19, and to maximise the opportunities for groups that experience low participation in higher education, the University is developing new Degree Apprenticeships, which will appeal to prospective students that wish to work and learn at the same time. In the 2016-17 we have approved four Degree Apprenticeships, which are now being delivered: Laboratory Scientist and Assistant Health Practitioner; Registered Nurse and Digital and Technology Solutions. We are also in the process of approving six more Degree Apprenticeships to increase the number of these programmes to 10 by 2017-18: Construction site manager; Embedded Electronic Systems Design and Development; Manufacturing Engineering; Product Design and Development; Chartered Manager and Nurse Associate.

Coupled with the further enhancement of our suite of four year extended degrees, that include a foundation year, we have positioned ourselves as an institution that accommodates students with a wide range of options to enter higher education. These programmes enhance the skills of students that have not met the entry requirements of the University and develop their skills to study in higher education during year 1. These programmes are providing an alternative transition pathway into higher education for those students, where they benefit from the close attention of a single programme team for four years as they grow and develop. Necessarily these programmes require further on programme investment in academic and pastoral support, and this will include enhanced personal tutoring and targeted interventions especially during year 1. Due to the success of these programmes in their first year of delivery, we are aiming to extend our portfolio for 2018-19.

**iii. Entry onto a programme of study**

Continuous investment into our CRM provides the infrastructure that facilitates the smooth entry of students onto a programme as 'new arrivals'. Each Faculty has a 'new arrivals' action for each programme, which is improved each year based on annual evaluations, enabling us to target resources in this important dimension of the student life cycle. Each Faculty has a New Arrivals Coordinator who works with Programme Leaders and representatives from University Directorates, to enhance the quality of this experience. This work is embedded in the Student Engagement Framework (SEF), supported by a cross-University 'Day 1 week 1' group and coordinated with SUUG activity such as 'Freshers' Fairs'. This work ensures parity of experience across the University such as contact with a personal tutor within the first week of arrival.

The SEF also provides the framework for ongoing development and investment in relation to students on programmes with non-standard start times. In the main these are professional programmes endorsed by the NHS and NCTL, but also include any programmes that begin, for example, in January. The aim is to work with SUUG to offer the same 'day 1 week 1' experience to these students as that given to programmes with standard start times. In order to succeed, all students need to feel welcome and settled and this can be achieved through parity of experience in relation to facilities and services.

For 2018-19 the resource for this work will be maintained as well as being enhanced through investment in the CRM and action planning based upon student perception data.

**iv. On-programme experience**

The on-programme experience of students is crucial to their successful retention, progression and attainment. The Student Engagement Framework (SEF) is at the heart of the University's approach to students settling and succeeding in their studies and we will continue to commit to investing in the following initiatives to facilitate this;

- Our comprehensive Academic Skills Provision, comprising four key elements: an online Academic Skills Hub; campus-based academic skills development; targeted support for Mathematics and English; and IT skills support. The Hub allows students to assess their needs and undertake specific development using web-based resources and through accessing face-to-face individual or group support;
- Drop-in Maths sessions, using Sigma trained tutors, offer 20 hours of support per week during the first teaching term. The support is tailored to ensure that the provision directly addresses the knowledge gaps frequently experienced by students, ranging from arithmetic to applied mathematics.
- The co-construction of policy and strategy through student representation and consultation;
- The training of staff to deliver effective personal tutoring (PT) is being enhanced and the completion of the training will become an ever stronger part of the induction for new staff entering the University by 2018-19;
- Continued development of the course evaluation system built around the EVASYS software and associated analytical dashboard, which facilitates action

planning by course coordinators at the level closest to the student learning experience;

- An enhanced focus on all transition points in relation to progression. For example a series of mini-inductions will be introduced from year 1 to year 2, year 2 to year 3, and for students moving to and from placements and internships back to study at the University;
- The development of facilities and resources (including IT) e.g. a new £5.8 million Student Hub has been developed jointly with the University of Kent on the Medway campus, and a £30 million redevelopment of the Dreadnought Building on the Greenwich campus is currently underway that will see major modernisation of teaching spaces and the co-location of student union services by 2018-19. These significant development projects will provide parity of provision across our campuses to all students who will have access to state-of-the-art facilities conveniently co-located to maximise engagement, retention and success;
- In association with the SUUG, the development of a greater sense of community through the sponsorship of clubs and societies;
- To ameliorate the impact of the removal of NHS bursaries for students interested in nursing, we are developing a Registered Nurse Degree Apprenticeship for 2017-18, ensuring that widening access students have opportunities to access courses allied to the medical profession;
- Enhanced pastoral support for students studying on our four year extended degrees where specialist tutors have been appointed in each Faculty to oversee the personal tutoring of these students;
- Investment in the quality of learning, teaching and assessment through staff training and supporting resources; in particular, a bespoke, high quality leadership training programme for programme leaders and an associated Programme Leaders' Hub which houses e-resources and discussion boards;
- Working with the SUUG to enhance support for the mental health of students e.g. through counselling and 'listening ears'.

These 'big picture' initiatives are important for the success of all students but will also spawn personalised interventions for targeted groups. The on-programme experience is carefully monitored at all levels through course evaluation (Evasys) and programme evaluation (USS and NSS). For 2018-19 we will continue to invest in each of these areas to maintain and enhance the on-programme experience of our students.

The next section will outline some more specific and fine-grained interventions that are aimed at the on-programme progression of students.

#### **v. *Progression on and through programme stages***

Our aim is to deliver interventions that support students to stay and succeed with us, maximising the retention and achievement of all students throughout the duration of their studies. This is where fine grained and targeted interventions take place that aim to impact the outcomes of both specific groups of students and the wider student population. Our investment to make data more accessible enables us to take a pro-active

approach to targeted interventions, aligned to data that is generated by the Teaching Excellence Framework and institutional analysis of our own data.

The University has been participating in the Jisc effective learner analytics programme since its inception in 2015. There is growing evidence that by analysing student characteristics and learning behaviours it is possible to more effectively target interventions. This can lead to improved retention and attainment, better feedback to students, and enhanced teaching practice.

The Jisc project has enabled the University to work collaboratively, both with other HEPs in the sector, and our students, to develop a learner analytics solution to track student learner activity to generate the digital infrastructure and resources required when embedding learning analytics. These include governance documents and student good practice guides. We hope to pilot this activity in 2017, and, if the pilot is successful, and our students see real benefit from both the monitoring and the interventions, we anticipate rolling the system out across the university in 2018.

The continued investment into the supply of data highlights that we are making progress with our ambitions to improve the outcomes for all BAME students: 53% achieved a 1<sup>st</sup> or 2:1 degree classification in 2015-16, 3% above the 50% milestone that we set ourselves in the 2017-18 access agreement.

To ensure continuity with our previous Access Agreement targets and milestones the University will continue to use the ambitious targets and milestones that were stated in the 2017-18 Access Agreement, enabling us to continue our work with groups that experience un-equal outcomes, aligned to the expectations of the Office for Fair Access (OFFA).

Our Retention and Success Steering Group (formed in September 2016) is chaired by the Deputy Vice Chancellor (Academic) and has senior staff representation from each faculty and directorate. Our understanding of the reasons for student attrition has been enhanced by research adopting a single cohort methodology. This work has highlighted trends for particular groups and sub-populations of student. For example, an analysis of 28,874 student records compiled from 3 statutory submissions to HESA 2013-16, carried out to investigate retention shows that of the 10 predictors selected, the following are statistically significant: age group; gender; ethnicity; highest qualification on entry; and academic session. Further analysis reveals at-risk students in the following groups: first year students; students without A-Level or equivalent qualifications; Black African students and those of mixed heritage; younger students ('under 21s' and '21-24s'); and male students. These findings not only form the basis of a definition of who our 'hard to reach' students are, but enable the university to target resources and interventions through curriculum enhancement processes described elsewhere in this document such as the Catalyst project.

The results of this study have now been made available at department level, enabling action plans to be put in place to address attrition through interventions. Cohort analysis will continue year on year to enrich our understanding and drive more targeted interventions to address disparity.

In light of analysis and review of our data and current interventions, we are developing a number of new overarching projects for implementation in 2018-19 and the continuation of other projects, in response to key areas for improvement identified earlier and in particular new methods to address the challenges of progression that some groups experience:

1. Following on from the challenges mentioned in section 3 in relation to the success of BAME students, a major strand of our retention and success work into 2018-19 and beyond will be the development and integration of a new inclusive curriculum across all subjects. This will be part of a collaborative (HEFCE Catalyst) project with Kingston University which aims to trial, adapt and implement Kingston's model for estimating 'value added' and their inclusive curricula. We are already working on greater integration between our quality and education development units, and on revising the approval and quinquennial review of programmes to ensure greater enhancement toward excellence. These processes will underpin the shift from existing curricula to inclusive curricula across the institution, enabling it to become embedded into the fabric of the institution. This work will build on the substantial Portfolio Development Project which took place during the course of 2016, reviewing every programme in the University. Putting together a team to oversee staff training will be a priority for this project, ensuring a global perspective and reflective practitioner approach to teaching becomes embedded. The next step, as with many HEIs, is to address more systematically the academic outcomes of BAME students, and in particular, those of Black African and Caribbean backgrounds;
2. Our new Faculty Retention and Success Officers are being appointed in 2017, and are responsible for monitoring the engagement of all students and working with academic staff to re-engage students as appropriate. A key element of these roles is understanding and awareness of groups that are most at risk of attrition or under-performance. We will continue to invest in this additional resource to support tutors in making early interventions if student attendance becomes problematic;
3. As part of our evaluation strategy we will employ a new Impact Officer to ensure that we can evidence the impact and effectiveness of interventions. This will further enhance our approach to monitoring and evaluating projects such that we can understand more fully their impact on groups of students. Particular focus will be upon the groups mentioned in section 3 of this document, enabling us to enhance the outcomes for groups that experience disparate outcomes;
4. The University will commission new research that seeks to (a) explore the factors that contribute to differential outcomes for white working class males, and (b) evaluate the effectiveness of strategies for supporting the attainment of these students. The findings of the research will be implemented by 2018-19;
5. We will scale up our current peer mentoring project aimed at enhancing achievement and reducing attainment gaps. This work will be aimed at programmes where the attainment gap is most marked. We are presently exploring the impact of different models of peer mentoring in relation to their effectiveness in supporting learners with disabilities and "commuter" students;
6. To meet our ambition of improving the retention rates of part-time students, we will roll out the best practice demonstrated in our Faculty of Education and Health

where 32% of students are part-time. This approach involves dedicated support staff who are responsive to the queries and demands of this cohort. To meet the variable needs of employers, the Faculties will hold more Progression and Award Boards to enable students to complete their studies more flexibly.

7. The University will enhance its well-being and mental health provision by extending online and face to face support. The Vice Chancellor will also sponsor a PhD scholarship researching anxiety, stress and depression for students and this will create additional well founded strategies for supporting these issues in the student population;
8. Our partnership work with Linking London and other partners such as EdExcel has the aim of understanding why BTEC learners tend to have a higher withdrawal rate than A level students, and to develop interventions to ameliorate this trend. These interventions will be implemented in 2018-19.

These projects will aim to improve the access and success of all students but will be targeted at the success of specific groups of students in this stage of the life cycle, through personalised interventions. Specific actions at Faculty and Directorate level will be required to deliver local iterations of the interventions mentioned above using data relevant to their area e.g. staff development activities that ensure staff are using best practice in learning and teaching to enhance the attainment of students from all backgrounds.

vi. ***Post study progression***

Providing our students with the social and academic capital to compete successfully in a highly competitive labour market has been the impetus behind a coordinated, university-wide student outcomes strategy implemented since 2012. This is manifest in the target to increase the proportion of students graduating into employment or further study to be above the sector median (in 2011/12 90%, in 2016/17 93%). We are extremely proud of the improved employment statistics of graduates, as highlighted in the Destinations of Leavers from Higher Education Survey (DLHE) in 2016, where 93% are now in employment in comparison to 83% in 2011/12 and 88% in 2014/15.

For 2018-19 our strategic approach to enhancing student employability outcomes will build on our existing framework of interventions:

1. Professional opportunities are available for our graduates through the Greenwich Work Experience Scheme (GWES) and the SME Internship scheme. GWES provides paid internship opportunities for recent graduates hosted at the University (and in the last year at local SMEs), enabling students to apply and expand their skills in a range of professions ranging from IT to Marketing. Launched in 2014 with 54 internships, in 2016 the Scheme has more than doubled to 126 interns;
2. Building a placement into almost all undergraduate (UG) programmes is the focus of our employability strategy. Our Employment and Careers Service (ECS) employs four Employer Partnership Managers with the specific objective of generating more placement opportunities for students. In addition to excellent NHS and education placements, we have formal placement and internship arrangements with 106 businesses, where students have flourished and corporate partnerships

have been cultivated. As a result of these essential partnerships, the proportion of students undertaking a placement has increased from 17% in 2011/12 to 47% in 2015/16, against a Strategic Plan KPI of 43%;

3. All Faculties are continuing to provide interesting and stimulating extra and co-curricular activities for students to actively encourage students to engage meaningfully with these opportunities. This has been the stimulus behind the development of the Greenwich Employability Passport (GEP) Scheme, first piloted in 2012/13. Students are automatically attached to the GEP, and points are awarded for activity and achievements which specifically enhance a student's employability. Rewards are offered at different milestones, and those who successfully complete the scheme are awarded a certified CV and a GEP LinkedIn recommendation. Feedback from students has been overwhelmingly positive: 'Thanks to GEP, I am now aware of my skills and strengths and know exactly what potential employers want. GEP simply helped me to go a few steps up my career ladder';
4. Building capacity within the institution to provide tailored support for students in developing all-round employability and job-finding skills is a priority for the University. Our ECS offers a range of support at both institutional and Faculty level. In recognition of the outstanding progress we have made in relation to the employability of our graduates, the ECS team was awarded 'The Association of Graduate Careers Advisory Services Employability Award for Excellence 2016'.
5. Embedding a defined set of employability skills into the curricula of all UG programmes was realised in 2016. Using our course evaluation (EvaSys) system we found a 6% increase in the amount of students that agreed or strongly agreed that their course was relevant to their career aspirations in the first term of 2016/17. This is compared to a similar period in 2015/16, and we are confident that this improvement will be sustained.

The University will continue to resource these strategies for post study progression at both faculty and department levels as they have proved effective in enhancing outcomes.

In summary, section 3 has used the life cycle model to structure its account of these initiatives and interventions that we are undertaking to promote the access, success and progression of our students. All of the new interventions mentioned throughout the section will be implemented by 2018-19 and the current ones will be enhanced through our annual review process.

A fundamental measure to enhance access, success and progression in the life cycle is the provision of financial support, and it is to this that we now turn.

#### **4. Financial support**

The University has taken a data driven approach to our financial support, by evaluating our bursaries and scholarships to ensure that its students are best supported to stay and achieve. The Students' Union (SUUG) has consulted with its members and concludes that financial support for students is essential because of the large proportion from low income backgrounds, making them susceptible to non-completion on financial grounds.

The findings highlight that financial support has made a positive impact to the retention of students for those completing their first or second year of study. Further analysis of the data highlighted that progression was better for students from POLAR3 quintile groups 1 and 2, where 91% of year1 students returned to the 2nd year of study when in receipt of a bursary or scholarship, compared to 85% of students in the same group that had not received one. A similar pattern was highlighted for year two students from POLAR3 quintile 1 category where 100% of students that had received financial support returned, compared to 92% of those that had not received a bursary or scholarship.

In 2018-19 we will have extended our evaluation of financial support to include the success of students who had received a bursary compared to those that had not. This will enable us to understand the overall impact of financial support.

In line with guidance from the Office for Fair Access the University is re-profiling the percentage of expenditure on financial support, reducing it to enable more funding to be directed towards student success interventions for targeted groups as this remains our challenge, as highlighted throughout this document. Our commitment to students whose families receive full state support or who were care leavers will continue, as feedback from the Student Union University of Greenwich (SUUG) highlights that financial support is essential for their success and retention. The current sum that we allocate to hardship support through our Access to Learning (ALF) Fund will continue into 2018-19.

Going forward our aim is to strengthen the evaluation of our financial support, to include the success into the methodology. By 2018-19 we will be in a position to track the success of students that have received a bursary and be able to classify the amount that have achieved a good degree (1<sup>st</sup> or 2:1) classification.

### ***Scholarships and Bursaries***

Scholarships and bursaries at the University of Greenwich are a mix of targeted and universal application to support access and success in the whole life cycle and in particular to support students in their transition, entry to a programme and their on-programme experience.

The University remains committed to its belief that financial support has the potential to impact positively on the student life cycle, for example, on social capital whereby students are better able to engage with activities, clubs and societies when there is less constraint on their finances. This is also the case in relation to employability. We believe that information on our schemes for students is simple and transparent. The following bursaries and scholarships will be in place for 2018-19:

#### ***Greenwich Scholarship programme (GSP)***

This scheme is available in the year of entry to home undergraduate honours degree students where household incomes are less than £25k, with priority given to students that have attended one of our target school or colleges for widening access work, the full list can be found on our website. Funding of £2,000 per full-time student is available in the form of a £1,000 fee waiver, a £200 voucher and £800 in-kind support, with the value of the voucher and in-kind support credited to a smart card. Part-time students will receive the pro-rated fee waiver only based on credits studied. Students do not need to

apply for this Scholarship; the University selects candidates based on the eligibility criteria up to a certain number of awards.

#### *Access Scholarship*

This can be up to £500 available in the year of entry and credited to a smart card for eligible students who are new entry, home fee payers, undergraduate honours degree students. Students do not need to apply for this Scholarship; the University selects candidates based on the eligibility criteria on the same basis as the GSP up to a certain number of awards.

#### *Aspire@Greenwich*

This £200 smart card available in the year of entry to be spent against learning resources to encourage investment in eligible students' personal development and is for full-time home/EU undergraduate students not in receipt of a Greenwich Scholarship or an Access Scholarship. A survey conducted of students in 2015/16 who have an Aspire@Greenwich award from over 240 student respondents found that: 89% students agreed or strongly agreed that it helped them obtain materials for their studies, 79% agreed or strongly agreed with the statement that they felt it helped them perform better in their studies.

#### *Care leavers Bursary*

This £1,000 per year is payable for a maximum of three years and part-time eligible students will receive this on a pro-rata basis subject to the number of credits they are studying. In addition to the annual award, students will receive £100 in their final year towards the costs of attendance at a graduation ceremony.

#### *High Achievement Scholarship*

The University also has a High Achievement Scholarship with specific eligibility criteria, in the form of a bursary payable for three years of study subject to satisfactory progress for students attaining certain grades pre-admission.

The University continues to review its approach to scholarships and bursaries in light of sector-wide research and our own evaluation. We are mindful of the evidence around financial support and the effects that this has on access and retention and while we are encouraged by our findings here, we will continue to take a critical and evidence based approach. For 2018-19 we will maintain our mixed model of support, thus enabling us to provide financial assistance to those who come from less well-resourced financial backgrounds; targeted support to those where intervention is needed; alongside a more universal system of support to enhance the student experience.

### **5. Targets and milestones**

In the University's 2017-18 Access Agreement we set ourselves ambitious targets, especially around the success and retention of some groups that experience unequal outcomes. In this agreement we are outlining how we will continue to work towards achieving those targets, which are aligned to our institutional priorities and our work surrounding the Teaching Excellence Framework.

Our achievements to date show that we continue to be successful at recruiting a diverse student population and our much improved success data shows that we are better at supporting them. However, the targets and milestones set out in this Access Agreement (see Resource Plan for milestones) reflect the challenges that the University continues to face, and outline our continued commitment to widening the access and the success of *all* groups who study with us. Our shift towards addressing the unequal outcomes that some groups of students experience indicates our continued drive for equality.

## **6. Monitoring and evaluation arrangements**

Although our monitoring and evaluation work is led by senior managers at the University, it cuts across a range of strategic committees such as the Student Experience Committee and the Learning, Quality and Standards Committee, ensuring connectivity across the institution.

Following a review of the student experience committee, it has been agreed that the monitoring and evaluation of the trends and activity germane to the Access Agreement must also be the responsibility of the Learning, Quality and Standards Committee (LQSC). The LQSC is responsible for academic quality, standards, outcomes, policy and interventions. Thus, henceforth, this committee will receive reports relevant to the Access Agreement, and respond as appropriate.

The availability of valid, reliable and credible data is key to understanding and improving performance. UoG is at the forefront of learning analytics work, embracing the potential benefits for students in particular. We have worked in partnership with academics and students to develop a range of resources, including a data warehouse and business intelligence system, a sophisticated student records system, performance dashboards, and an in-house student analytics eco-system (SAE). Available to all staff, these accessible resources enable an evidence-based, proactive approach to the enhancement of learning and teaching.

A full programme of work, overseen by the senior University staff has been established to understand the barriers to success facing these students, and in particular the intersectional issues. The principal intervention to date has been a drive to recruit more minority ethnic mentors and to engage employers in encouraging greater involvement with placements and internships. Our work in this area is paying dividends, our BAME students, especially those students who enter the University with lower tariff scores, with a foundation degree or with other undergraduate qualifications, are achieving first and 2:1 degrees at a level that is above expectation when benchmarked against the rest of the sector.

For 2018-19 we are deploying an Impact Officer who will have responsibility to develop our monitoring and evaluation strategy for the university's access and success projects. Their role will be to have oversight of the access, success, retention and progression projects to assess their impact.

Our SASS (Strategy for Access and Student Success) Committee continues to be the central point for monitoring and evaluating the progress with the interventions aligned to the access agreement at the University. The SASS Committee is representative of the whole University (including all Directors of Student Experience and the Students' Union) and will receive reports from each section on progress with interventions and their impact and action plans. It is a sub-committee of the University's Student Experience Committee which in turn reports to Academic Council through to University Court of Governors where the Access Agreement, evaluation and monitoring are scrutinised.

To track the success of our outreach the University subscribes to the Higher Education and Access Tracker (HEAT) service which assists members in targeting, monitoring and evaluating both their individual and their collaborative fair access activities. It allows us to demonstrate outreach participation in relation to success at key transition points, collectively exploring best practice in combining qualitative and quantitative research on outreach facilitating the development of our collaborative work in this area.

All of these arrangements plus the enhancements described will be in place for 2018-19.

## **7. Equality and diversity**

As a Stonewall top 100 employer for two consecutive years (2016, 2017), UoG is very proud of its track record in promoting equality and supporting staff and students from all backgrounds. Our Equality, Diversity and Inclusion Strategy, delivered by the COO, supports a wide range of activities that enable a safe and open working environment for staff and students. Following changes to the Disabled Students' Allowance the University has updated our website to ensure that accurate information is available to ensure that disabled students are fully aware of the support that we offer.

Our student profile highlights our commitment and success in recruiting and supporting students from all backgrounds, with 52% mature, 50% from a BAME background, 11% from a low participation neighbourhood and 4.6% with a disability,

We are mindful that some of our disabled students have taken non-traditional routes into higher education, so we have developed a strategic programme that supports these students throughout their journey. For disabled and diverse students, we have merged our in-reach and outreach activity into one project. The "Support Through AccessAbility Retention and Transition" (STAART) project provides highly specialized guidance for disabled and diverse students who have accepted a place with us. The transition support is delivered through the STAART community Twitter and Facebook forums, as well as bespoke transition days, workshops and social events. We also encourage disabled students who study with us to apply to become an AccessAbility Ambassador; at present we have 28, supporting our outreach and in reach work. Past evidence from our STAART alumni highlights that many feel that engagement with the AccessAbility project has enhanced their studies and progression, with many engaging in postgraduate qualifications and two intending to start a doctorate in the near future. The STAART project was launched in August 2016 and we currently have 131 current and prospective disabled students enrolled on the programme.

The University continues to be successful in achieving national recognition for its work to promote an inclusive and successful environment for all, and is ambitious to gain recognition for this by achieving quality marks from the Equality Challenge Unit. Our work to take active steps to enhance the experience of Lesbian, Gay, Bisexual and Transgender (LGBT) staff and students has led to the University being ranked in the Stonewall Top 100 Employers. Greenwich is placed at 80th in this list of the nation's best-performing employers, drawn from Stonewall's Workplace Equality Index 2016, an annual audit of workplace culture for lesbian, gay, bisexual and transsexual staff.

Our work to improve gender equality across all areas of the business is continuing, our access work is increasing to promote female progression into professions where participation has traditionally been low, demonstrating a commitment to supporting the advancement of women's careers in STEMM subjects. The Athena SWAN Working Group is continuing to focus on the five areas of communication, culture & engagement, reporting & monitoring, strategy and talent development. A network of Athena SWAN Champions and Self-Assessment Teams is working across Faculties and Directorates to engage the whole University in organisational change and work towards the expanded gender equality charter mark. The University has supported several of our departments to submit applications for Athena SWAN accreditation in 2017 to ensure this best practice filters across the institution by 2018-19.

We aim to create an environment in which students and staff are selected and treated solely on the basis of their merits, abilities and potential, regardless of sex, colour, ethnic or national origin, race, gender, gender identity, disability, mental health, HIV status, age, sexual orientation, socio-economic background, religious or other beliefs, trade union membership, marital status or family circumstances.

Our Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2015-2017 continues to drive the institution's direction of travel for this work, and we are currently working on the 2018-20 EDI Strategy which will reflect the ambitions outlined in this agreement. Included in the current strategy are the three objectives that drive our approach to further enhancing equality, diversity and inclusion:

- Equality Objective 1. Improve systems to monitor and report data related to the nine protected groups as defined under the Equality Act 2010 amongst staff and students;
- Equality Objective 2. Promote the University's values and behaviours of equality, diversity and inclusion by sharing best practice, awareness and learning;
- Equality Objective 3. Support the University's mission to be positioned in the top 50 Universities in the country by our commitment towards Equality and Diversity accreditation.

The University's faculties and professional directorates are working to achieve the objectives, creating their own annual plan, which the Equality, Diversity and Inclusion Committee assess on a quarterly basis. There is alignment between the content of the EDI strategy and the equality and diversity objectives outlined in our Access Agreement, ensuring that Faculties and Directorates are making progress.

Our Student Wellbeing Service provides information, guidance and specialist support to students who have a disability, specific learning difficulty, long term medical condition, or mental health condition. Prospective students can contact us for information, advice and guidance and are also present at open days. Students who apply to the University who declare a disability are also contacted by the Student Wellbeing team so that their needs can be discussed as soon as possible before commencement of study. Student Wellbeing Coordinators are available on each campus to advise students as appropriate.

Our commitment to our 'Time to Change' pledge is ongoing and we continue to look at ways where we can promote student wellbeing through this pledge and our specialist Mental Health support services. This includes working with the SUUG on mental health matters and continuing with our successful Mental Health awareness days and outreach events as well as inviting colleagues from local mental health services to come and speak with our students. The University also has specialist Mental Health professionals who are able to offer one-to-one and group support. They also develop outreach and awareness campaigns for both students and colleagues.

The University has developed this access agreement with due regard to our responsibilities outlined in the Equality Act 2010 and its impact on our institutional processes is assessed through the completion of an Equality Impact Assessment (EIA).

## **8. Provision of information to prospective students**

To ensure we meet our legal obligations the University will provide fees information across a wide range of media platforms that will be available in durable formats to ensure accessibility at all key contact points with students. The information will be supported by Directorates across the University, which will be integral in providing one-to-one information and support to students. This information will consist of:

- our web site and online prospectus;
- an online service for frequently asked questions;
- an online calculator;
- online bursaries and scholarships information;
- personal phone calls to applicants

As over 50% of our students originate from households with income of less than £25,000, we offer guidance and information on finance throughout the year at open days and in talks given in local schools and colleges. Our Customer Relationship Management system is enabling us to expand on the statutory information we supply as part of the application process. To ensure that the expectations and needs of widening access students are met we are deploying electronic communication and personal phone calls to facilitate successful progression into the university, developing a personal approach to prospective students. This intervention will continue into 2018-19, the investment will provide information and support throughout the student lifecycle for students that engage in our outreach programmes through to supporting them into graduate level employment.

The SUUG, and in particular its team of student advisers, continue to play an important role in providing additional support and advice to students about sources of information

and help, including a union database for grants and funds. Information on union services will be widely available to students through the University's Student Centres.

## **9. Working in partnership with students**

We have continued to use the whole life cycle approach to our access, retention, success and progression work, which nurtures the relationship between the University's Faculties, Directorates and the SUUG. This approach ensures that students are fully integrated into our academic and wider student support structures. We have substantially enhanced student representation, participation and partnership working to enable us together to enhance student outcomes and success. This work is framed by the Student Engagement Framework (SEF) which was developed in partnership with the SUUG, and focuses on the student journey and the student voice.

The SUUG is an active part of our Learning, Quality and Standards (LQSC) and our Student Experience Committees (SEC), ensuring students' participation in the key decisions that shape both academic student outcomes and the wider student experience. In partnership with the SUUG, we continue to enhance student engagement in our quality framework. The Deputy Vice Chancellor (Academic) and the SUUG sabbatical officers are working collaboratively to improve student representation, enhance the student voice, and ensure that students and staff engage in meaningful dialogue through course and programme committees to improve learning and teaching. The SUUG were actively involved in the University's TEF Steering Group, and played an important role in consulting with students about the TEF, considering the metrics, and developing the TEF narrative. The SUUG officers are involved in the follow-on TEF work which aims, amongst other things, to use the TEF to raise awareness of and interventions to address attainment gaps and success differentials.

To enhance the student voice and relationships between staff and students the University has been piloting a project called Unitu, which aims to improve the student academic experience. A digital platform is available for students to highlight and vote on academic issues related to their learning. It also enables them to offer feedback on their programme and department to university staff. Initial findings highlight that nearly 90% of issues were resolved very quickly and that the process of engaging with Unitu nurtured a sense of community with departments as communication was enhanced. The University will embed this approach into all departments by 2018-19.

The SUUG has representation on the majority of the University's committees. This enables student officers to have a broad understanding of the approach to access, success, retention and progression as well as to provide a valuable perspective and input regarding decisions taken. For example, the SUUG has representation at the Equality, Diversity and Inclusion Committee that enables them to understand how the University's Faculties and Directorates are working to deliver equal outcomes for all ethnic and social groups. In addition, they are fully involved in many of the projects that are initiated at the University's SEC and in LQSC task and finish groups.

To ensure that the student voice is represented in the University’s Access Agreement, the President of the SUUG and the Memberships Manager are members of the Strategy for Access and Student Success (SASS) committee which has oversight of the Access Agreement. At these meetings colleagues from the SUUG are encouraged to influence the content of the agreement and the direction of travel, and they are fully involved in commenting on the draft Agreement.

## 10. Conclusion

The table below outlines the ambitions of the University to implement new projects to build on the existing (and ongoing) widening access, success and progression initiatives. Although the University continues to meet most of our HESA performance benchmarks for access, this agreement highlights our commitment to strengthen investment in local partner secondary schools to enhance their success, aligned to the expectations of the Office for Fair Access. To increase our engagement with more widening access students we continue to develop new programmes such as degree apprenticeships, highlighting our adaptability to move with trends in the sector.

We will continue to rebalance our work to focus upon retention, success and progression, especially for groups that experience unequal outcomes. The ambitious targets that we have set ourselves for this work is evidence of our resolve to address the challenges that we face in this area.

Our approach has and will continue to be led by evidence and reflection in relation to our conceptual framework of the Whole Life Cycle Model, the commitment to enhance the availability of student data to all staff has been a worthwhile investment and is proving to be an effective tool to drive change.

As can be seen below the new interventions that we are planning encompass academic, pastoral and student experience elements of the student journey. Together we believe that this comprehensive approach will enable us to enhance further the success of all groups that study with us, and thus improve the equality of success between groups of students. Our guarantee to reinvest 22% of our fee income above the basic level is evidence of the University’s desire to continue being a leading institution across England for this area of work.

The University has a proud legacy of widening access to higher education and of facilitating high quality outcomes for students from a wide range of backgrounds. Our ambition is to continue providing strong leadership here for the sector through transforming the lives of our students.

Phase in the Life Cycle Model	Target area to be enhanced	Name of project
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On programme	BAME academic and student experience	Catalyst Project
On programme	Retention of all students	Faculty Retention Officers
All phases	Monitoring and evaluation of interventions	Impact Officer
On programme	Outcomes for white working class males	Differential outcomes research
On programme	Academic and student experience of targeted groups and programmes	Cross university peer mentoring
On programme	Academic and pastoral support of part time students	Part time pastoral support
On programme	Support for mental health and well being	PhD scholarship to improve mental health; Supporting mental health and well being