

University of Hull: Access Agreement 2017/18

1: Introduction

The University of Hull Strategic Plan 2016-2020¹ reinforces its continuing commitment to Widening Participation. The University remains committed to widening participation, social mobility, equity and fair access. The University is committed to be an Anchor Institution within the area and as such to promote and support opportunities for disadvantaged groups to progress to and succeed within higher education.

The 2017/18 University of Hull Access Agreement reflects priorities set out in the *Letter of Guidance from the Secretary of State for Business, Innovation and Skills and Minister of State for Universities and Science*² and the Green Paper *Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice*.³

The University will continue to organise its widening participation outreach and retention activity into a 'student lifecycle approach' from primary school to employment, and develop an integrated approach to outreach, access, student support, success and progression. Our involvement in the *National Networks for Collaborative Outreach*⁴ and the future *National Collaborative Outreach Programme*⁵ will follow the same student life cycle approach, with the University placing a greater emphasis on collaboration, advice and guidance, impact and evaluation, and stronger engagement with schools, colleges, academies and employers.

The University will assess the impact of statutory postgraduate loans, introduced in 2016 and statutory student finance Support for NHS students, to be introduced in 2017 on our widening participation students. The University recognises that students need advice and guidance if they are to make informed and appropriate choices.

In order to track its progress towards meeting the Prime Minister's social mobility goals,⁶ to double the participation of students from disadvantaged backgrounds and increase by 20% the number of students from ethnic minority groups by 2020, the University plans to make significant investment in its reporting and evaluation structure so that it can better assess the effectiveness of the significant investment it makes in outreach, financial support, retention, student success and progression. The creation of a Data Team, investment in a new Student Record System and in the Higher Education Access Tracker (HEAT) and related tools for gathering and reporting in contextual data will ensure that the university can evidence and evaluate its widening participation work.

¹ University of Hull – Strategic Plan (2016-2020)

² Letter of Guidance from the Secretary of State for Business, Innovation and Skills and Minister of State for Universities and Science to the Director of OFFA. 2016

³ Fulfilling Our Potential. Teaching Excellence, Social Mobility and Student Choice. 2015

⁴ The National Network for Collaborative Outreach 2014/15 – 2015/16

⁵ National Collaborative Outreach Programme 2016

⁶ National Collaborative Outreach Programme 2016

2.1 Intended tuition fee charges for new fee-regulated entrants in 2017/18

The University of Hull intends to charge the standard tuition fee of £9,250 to new full-time honours degree undergraduate entrants in 2017/18^[1], including those on undergraduate initial teacher training courses and those topping up to honours from a Foundation Degree. These fees will be applied to part-time students on a pro-rata basis.

The University confirms that in line with fee regulations, no part-time student will be charged more than £6,750 in an academic year. The University also commits to spend an appropriate proportion of any income from part-time fees above the basic level, on access measures.

Non-standard fees will continue to be charged for:

Non-standard fees will continue to be charged to entrants on:

Foundation Degree programmes £7,195 per year

Foundation Year 0 programmes £6,165 per year

Sandwich courses £1,385 per year

Erasmus and overseas study years £1,385 per year

Anticipated income from these non-standard fees is included in the financial calculations in the resource plan.

2.2 Student Numbers

The 2017/18 resource plan gives:

- The estimated numbers of full-time students at each fee level, (including any with fees at £6,165 and below);
- The estimated numbers of regulated part-time students, for whom we anticipate the fee will exceed £4,625;
- The resulting estimated fee income above the basic level for full and part-time courses.

^[1] The University may apply increases to fees in line with the amount set by the Government each year.

3: Access and Student Success Measures

3.1 Assessment of access and retention record.

The University has a good record of achievement across a broad range of access indicators when compared to national averages and benchmarks. The University remains strong on its recruitment from state schools, low participation neighbourhoods, students in receipt of disabled students' allowance, part time students and with a particular strength in its proportion of mature students.

HESA Performance Indicators 2014/15				
HESA PI TABLE	Student Grouping	UoH	Benchmark	Variance From Benchmark
T1a	Young FT First Degree Entrants From State Schools Or Colleges	94.1%	92.9%	+1.2%
T1a	Young FT First Degree Entrants From Specified Socio-Economic Classes	33.2	36	-2.8%
T1a	Young FT First Degree Entrants From Low Participation Neighbourhoods	19.7	12.5	+7.2%
T3b	Non-continuation (Young FT First Degree Entrants From LPN)	9.4	8.6	-0.8%
T5	Projected Outcome(full-time first degree entrants)	80.3	78.5	+1.8%

The most recent HESA Performance Indicators show the University continuing to close the gap when compared to previous years;

- The participation indicator for 'young full-time first degree entrants from state schools or colleges' has increased from 92% in 2013/14 to 94.1% in 2014/15, and is now 1.2 percentage points above the benchmark.
- The participation indicator for 'young full-time first degree entrants from specified socio-economic classes' has decreased slightly from 34.2% in 2013/14 to 33.2% in 2014/15, and is 2.8 percentage points below the benchmark.
- The participation indicator for 'young full-time first degree entrants from low participation neighbourhoods' has increased from 18.1% in 2013/14 to 19.7% in 2014/15, and is now 7.2 percentage points above the benchmark of 12.5%.
- While the University has made good progress on improving retention across all groups, the non-continuation rate for 'FT first degree young entrants from low participation neighbourhoods' decreased in 2013/14 by 0.2% when compared to 2012/13, but has reduced the gap to only 0.8 percentage points below the benchmark.
- The 'projected outcomes' indicator has decreased from 82.9% in 2013/14 to 80.3% in 2014/15, but continues to exceed the benchmark of 7.8% by 1.8 percentage points.

3.2 Level of expenditure

An assessment of the University’s record in access and retention suggests it is appropriate to continue an overall expenditure of 21.6% of income above basic fees. All expenditure included is ‘countable’ for the purposes of this Agreement.

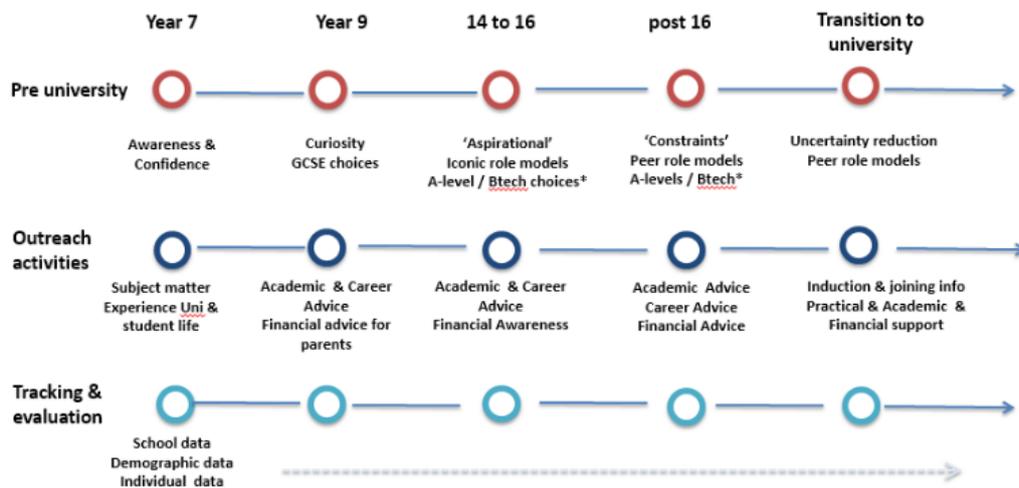
3.3 The Student Lifecycle

This approach divides the critical/transition phases of the student experience into the following elements;

- Pre-university, including primary school
- On programme undergraduate
- Transition to postgraduate studies and employment

The diagram shows the first stage of the student lifecycle – pre-university and is used to inform a portfolio of outreach and student success activities, implemented in a balanced way across schools, colleges and other partners, and is increasingly being tracked and evaluated to assess impact.

Student Life Cycle Approach



The diagram below shows the student life cycle during the ‘On Programme’ stage with retention and student support running alongside key stages of the undergraduate programme. Intervention is linked to particular activities to ensure student success, achievement, transition and progression to either employment or postgraduate study.

Student Life Cycle Approach



3.4 The University's strategic approach to student success, achievement, retention and progression.

In order to meet the targets of the 2017/18 Access Agreement the University has set the following priorities:

- Ensure that it remains accessible to all students with the potential to succeed regardless of their socio-economic background;
- Engage in long term collaborative outreach with learners from primary school to postgraduate/employment in the form of coherent progression pathways and a programme of interventions that addresses critical/transition stages of the student life cycle, balanced across schools and colleges in selected geographical areas. We will increasingly use HEFCE analysis and interactive maps to determine these areas;
- Offer and deliver a 'menu' of high quality and evidenced based outreach activities to its networks of schools, academies and partner colleges;
- Plan to continue successful activities delivered as part of the *National Networks for Collaborative Outreach*⁷;
- Apply to take part in the *National Collaborative Outreach Programme*⁸;
- Reach out and raise educational and career aspirations of Widening Participation and under-represented groups, within the particular target groups of disabled, part time and mature learners, care leavers, young adult carers (and others with caring responsibilities), first generation into higher education, young white working class males and BME students, taking into account the principles of equality and diversity and socio economic background;
- Support potential students (and parents) to make informed decisions on progression into higher education, career choices and financial planning in terms of guidance, advice and counselling and, where appropriate, financial support;
- Deliver on-programme support for specific groups of students within the range of Widening Participation categories, with specific reference to induction/transition, engagement and progression.
- Support and encourage widening participation students to experience new opportunities and environments through study abroad and international summer school programmes.
- Support students to make informed decisions on progression and retention into postgraduate study, career and employability choices, through a planned and proactive life cycle approach to on-programme support and guidance.
- Increase the Hardship Fund in 2017/18 by 25%, available to Home and EU undergraduate and postgraduate students.

3.5 Balance of support between financial support and non-financial measures

Of the £6.27m anticipated institutional spend from fee income above the basic fee in 2017/18, £1.2m is proposed for outreach, £1.19m for student success, £150,000 for progression, and the balance of £3.73m for studentship awards. The University's 2017/18 plans start to refocus and redistribute financial resources away from financial support⁹. Research has shown that financial support does not have a significant impact on students' propensity to access higher education although, for those from the least well-off backgrounds, it can provide encouragement and support for retention through that crucial first year.

⁷ The National Network for Collaborative Outreach 2014/15 – 2015/16

⁸ National Collaborative Outreach Programme 2016

⁹ OFFA publication 2010/06, have bursaries influenced choices between universities?

OFFA publication 2014/02 An interim report: Do bursaries have an effect on retention rates?

3.6 Outreach

In 2017/18 the University will spend an increased amount of its fee income on outreach activity. The University will focus on sustainable outreach work with learners over a number of years, including with primary school learners, and the University will strengthen its collaborative arrangements and develop outreach activities in specific geographical locations. As an active member of Access HE in London the University will continue to work with and target young people from BME backgrounds.

Outreach activities include summer schools, in-school mentoring, master-classes and campus visits, as well as the provision of information, advice and guidance, particularly in the fields of student finance and careers advice.

3.6.1 National Networks for Collaborative Outreach

Following the introduction of HEFCE's National Networks for Collaborative Outreach programme in 2014, the University of Hull has been participating in three networks under the NNCO programme:

The University of Hull Federation of Regional Colleges for Engagement (FORCE)

The University of Hull and eight partners of its existing Federation of Colleges network set up FORCE as a network for collaborative outreach for the wider Humber region, also reaching into North Yorkshire and South Yorkshire. The University of Hull is the lead institution of this network, which is governed by the newly created FORCE Steering Group and the pre-existing Federation of Colleges Board. An infrastructure was created for the new network with protocols for meeting, sharing information, decision making, evaluation etc. being put into place and relationships being built between contacts at the partner institutions.

AccessHE

AccessHE is the largest regional network in England engaging with over 300 higher education institutions, schools, colleges working in London to widening access to HE. Being part of AccessHE enables the University of Hull to develop reciprocal collaborative relationships with universities in London and participate in joint activities with shared goals.

In 2017/18 AccessHE will be convening action forums across a range of outreach areas including working with Black and Minority Ethnic (BME) learners and those with disabilities and facilitating joint projects to raise attainment/improve knowledge of HE via 'AccessHE Online'. It will evaluate outreach work through 'Impact London'. The University will engage in a range of these activities as they link to the University's specific priorities. AccessHE will also be supporting its members to work together in the area of retention, success and progression in 2017-18 and the University will engage where that can strengthen its work.'

National Network for the Education of Care leavers

The National Network for the Education of Care leavers is a national network, led by the University of Winchester which focuses on children in care and care leavers.

The NNECL has developed a website to act as a single point of information about outreach opportunities delivered by higher education institutions across the country for children in care and care leavers. A member of staff from the University of Hull Student Recruitment Directorate is the Regional Deputy Chair of NNECL.

The University of Hull has set up a working group to develop activity around the care leaver student group and student carers. The University of Hull works with numerous local external partners such as Barnardo's, Community Voluntary Service, the Local Authority and NHS providers which has allowed us to extend how it can raise aspirations pre-entry and develop a broader range of specialist support groups / routes for on programme support – linking in with the National Network for the Education of Care Leavers.

3.6.2 Other Collaborative outreach and partnership working

Children's University

The University of Hull has a collaboration with the Hull Children's University and leads the Scarborough Children's University to provide children with the opportunity to participate in a range of educational experiences outside the classroom. These experiences increase their confidence, curiosity, and resilience giving them the desire, skills, and motivation to do something more with their lives. Evaluation of the Children's University programme is collated and included in an annual evaluation report. Case studies are collected to measure long term impact; a longitudinal impact study is planned.

North Yorkshire Coast collaboration

The collaboration between the Universities of Hull, York and York St John has continued to work along the coastal area to develop and deliver outreach activities to secondary schools and will continue to work with parents/guardians of learners.

Federation of Colleges

The University of Hull's Federation of Colleges is a partnership of nine HE in FE providers, eight of whom have validated HE in FE provision with the University of Hull. The Federation fulfils its strategic aims of supporting socio-economic development across the Humber Local Economic Partnership and other regional LEs and associated Enterprise Zones, City Deal and the wider region, through working together to increase learning opportunities and enhance widening participation progression into higher education.

The Federation partners have particular expertise and focus on vocational and work-based learning, supporting learners and employers to develop higher level skills, increasingly important with the regeneration taking place across the region. At the heart of the network is the notion of new and relevant progression opportunities, backed by a quality assured framework. This is supported by processes for enhancing curriculum development (focused on priority learning areas) and

collaborative professional development including research. The Federation members are working together to develop Higher and Degree Apprenticeships in LEPs' priority areas.

The University of Hull's validation of HE in FE colleges is supporting social mobility with many HE students being the first in their families to gain HE qualifications while studying part-time, whilst in work. Their higher level learning supports their employers, as well as facilitating promotion and progression into new jobs. Graduates from the HE courses provide good role models to young people in their colleges and their communities.

Associate Institutions Network (AIN)

This pre-HE group of sixth form colleges, FE colleges, schools and academies works jointly with the University of Hull and currently has forty members. The Network is committed to providing a learner progression framework of activities. The University is currently reappraising this network in the context of reshaping and refreshing the benefits to partners, potential students and the University.

University Technical Colleges (UTCs)

The University of Hull is a strong supporter of the growing numbers of UTCs and has committed strategically to raising the aspirations of 14-19 year olds in the region to be able to access good quality jobs and careers in key priority sectors. One opportunity will be to encourage UTC students to experience the University and break down potential barriers for transition.

The UTCs operate non-educationally selective policies and are attracting a range of local students, including white working class boys. The Baker Dearing Trust has found that students from UTCs were more likely to enter higher education with 42% compared to a national average of 37% for schools with similar profiles.

The University of Hull is the Lead Education Partner for three University Technical Colleges (UTCs):

Humber UTC, Scunthorpe (opened Sept 2015) <http://humberutc.co.uk/>
Specialism Engineering and Renewable Energies

University Technical College, Scarborough (opening Sept 2016) <http://www.scarboroughutc.org/>
Specialism Advanced Engineering, Design & Control

The Ron Dearing UTC, Hull (opening in Sept 2017) <http://www.utcolleges.org/utcs/the-ron-dearing-utc/> Specialism Digital Technology and Mechatronics

The University of Hull is committed to working with the UTCs by providing strategic management through the Governing Body, along with partner employers to shape the development of the curriculum and encourage a passion for learning.

The University is one of only two universities in England supporting three UTCs. Progression from the UTCs will include pathways into employment, apprenticeships (including routes into Higher or Degree Apprenticeships) or onto undergraduate study.

The Hull York Medical School

The Hull York Medical School (HYMS) Code of Practice on Undergraduate Admissions affirms that the Universities of Hull and York are committed to a programme of widening access and that in its admissions process, HYMS will take account of any evidence of educational disadvantage. The University of Hull intends to introduce its own pathway programme to health professions and medicine. This will coincide with the opening of the new Health Campus and Allam Medical Building in 2017.

3.7 Supporting Student Success and Progression

The University will increase institutional spend from fee income above the basic fee on activities to support student success and progression, particularly around retention and progression to postgraduate study and employment.

Key elements with particular relevance to the 2017/18 Access Agreement include:

- Activities and interventions targeted at full and part-time learners from under-represented backgrounds across the student lifecycle. These include;
 - Contacting students pre-arrival
 - Online support pre and post arrival via social media/forums
 - Student Generated Induction
 - Induction Toolkit in partnership with the Induction Implementation Group
 - Survival Guide
 - Peer Mentoring pilot in partnership with Skills Team
 - Early warning systems for poor attendance and timely intervention – consideration is being given to developing a system for student engagement monitoring¹⁰
- Continuing to use Student Success Advisors with remits to provide additional support and guidance to primarily foundation and first year students. The posts will assist in the academic transition, support social integration, and will focus on the critical stages and non-completion risk factors related to the student lifecycle.
- Introduction of an induction and transition team who will be responsible for developing and managing activities in relation to student induction and transition across the student lifecycle. This will include a more structured approach to central and academic roles and responsibilities for induction in addition to online induction to support pre-arrival socialisation and engagement, creating a sense of belonging and community of the university.
- Introduction of an inclusivity officer who will be responsible for ensuring academic and professional areas share best practice in terms of inclusivity, and who will work in partnership with the disability advisers to ensure changes to the DSA funding do not have a detrimental impact upon students.
- Appointment of an adviser who will have a specific responsibility to identify, track and support under-represented groups on programme.

¹⁰ SITS: Vision. Student Information Management System.

- The development of an integrated package of support for students with specific learning differences (SpLD) which includes initial screening to identify potential SpLD, funded assessments for those yet to be diagnosed and progressing to support via 1:1 and/or group support.

3.8 Careers and Employability

Broadening Horizons and Raising Aspiration

The University of Hull has many local students from widening participation backgrounds who often look to gain experience and work locally at the end of their studies. The often limited nature of graduate opportunities in the Humber Region and the need for mobility in the increasingly global job market means it is essential to provide opportunities for students to gain work or study experience overseas. These opportunities allow students and graduates to develop important employability and life skills and contribute to the Hull Graduate Attributes Framework and the Employability Award scheme.

- The University continues to develop its internationalisation strategy in a number of different ways, including providing Erasmus work and study opportunities, e.g. Aarhus summer school in Denmark targeting 2nd year students from WP backgrounds.
- The Careers and Employability Service has developed a number of international partnerships in countries including: India, Thailand, Kenya, Romania and Sri Lanka. Opportunities are actively promoted to all WP groups and additional funding is available to support engagement.
- The Careers and Employability Service works closely with the University Students' Union to encourage students to get involved in clubs and societies and their committee structure and run special workshops for students, including confidence building, how to maximise the benefits of volunteering and how to network with employers.

STEMS (Student Transition Experience and Management Support), Student Induction and early career planning

Careers and Employability Advisers work closely with academic tutors and other staff, including Student Success Advisers to support WP students in their transition to the University and in the early stages of their University life. There is evidence to suggest that students who have well developed career plans are more likely to complete and do well in their studies. The Careers and Employability Service will develop a new project in 2017/18 that builds on responses given to the University of Hull STEMS questionnaire (employability skills section), to encourage all first year students to have contact with the service and to develop an early careers action plan.

Access to the Professions and contact with employers

The University recognises the challenges faced by many graduates in securing access to the professions and the importance of having access to professional networks. This can be particularly challenging for widening participation students, including white working class males, BME students, first in family and care leavers. The University will run a number of programmes and events that will improve the careers knowledge and understanding of these groups and will facilitate opportunities to connect to professionals from the business world.

- **The Hull Bridge Employer Mentoring Programme** will be extended to include more focused marketing and ongoing support for WP groups. Students from Law and Accounting, Finance and Business will be provided with early access to opportunities. Dedicated Advisers will allocate time to understand the additional needs of these groups and to work closely with them as they prepare to engage with the business network and facilitate and support good dialogue between students and employers through the year. Many of the employer mentors will be alumni of the University and will be matched with mentees on background, interests and career paths pursued.
- **Employability Events** are offered throughout the year. Additional resources will be developed and workshops offered to WP students on how to get the most out of these events, including how to network and present professionally to future employers.
- **Mock Interviews with employers** will be offered throughout the year, delivered in a realistic, but non-threatening environment which allows students to develop their interpersonal/presentation skills. These provide additional access to 'blue chip' recruiters, in order to support wider and fairer access to the professions.
- **Leadership and Employability Development days** with employer involvement will be offered during the Easter vacation and after graduation to year two and final year WP students. These will allow students to understand the requirements of the graduate job market, to critically self-reflect and to develop understanding of their own leadership potential.

Work Experience, Internships and Graduate Jobs

The importance of work experience, including relevant professional experience or volunteering contributes hugely to success in the graduate jobs market. WP students are often working in casual roles in order to support themselves through their studies and less likely to be undertaking volunteering or unpaid professional experience related to their studies¹¹.

- **The Employer Internship Scheme** offers flexible on-course, summer and graduate placements with local employers. Support and funding is available and targeted at WP students.
- **The Student Careers Ambassador Scheme** provides opportunities for students to both understand all aspects of what the Careers and Employability Service provides and to help communicate key messages to their fellow students in the departments. To date this has been delivered as a voluntary scheme. For 2017/18 this will be offered as a paid work experience scheme and offered particularly to WP students.

¹¹ Department for Business Innovation & Skills. Widening Participation in Higher Education. 2015.

- **The University Internship Scheme** for graduates was introduced in 2015/16 to help unemployed and under-employed graduates who were finding the job market challenging gain work experience in the University. These opportunities are offered for 3-4 days per week for 2-3 months. This will be extended in 2017/18 to flexible opportunities in the University allowing students to study and gain experience at the same time. Some WP students are already benefiting from this scheme and are allocated a Careers Adviser to help them reflect on the skills developed and to develop a portfolio that supports future job applications.
- **The Careers and Employability Service** plays an active role in advertising graduate opportunities and meeting employers' needs. This is very important to local small and medium sized enterprises who are keen to support University WP activities and recruit the best candidates, irrespective of background.

3.9 Financial support for University of Hull nursing, midwifery and allied health students

From August 2017 new students on nursing, midwifery and allied health profession courses will be eligible for statutory maintenance and tuition fee loans. These students if eligible will now be entitled to both financial support and access to associated activities which fall within the University of Hull Access Agreement 2017/18.

3.9.1 Studentships for those with residual household income of less than £25,000 pa:

The University will offer studentships to Year 1 students to support transition. In 2017/18 the University proposes to offer one year studentships of £1,000, RHI-dependent studentships to those entering full and part-time programmes where the FTE tuition fee is £9,250.

In 2017/18, students who are eligible for the financial award based on household income, will be able to choose to receive their award as cash, (paid in 3 payments in their 1st year - 25% in December, 25% in February and 50% in May) a Tuition Fee Waiver (part of full) or Accommodation fee discount (part or full) or a self-selected combination. The full studentship will be paid in the 1st year of study.

3.9.2 Financial support for Hull York Medical School students

For undergraduate students starting in 2017/18 on the HYMS MBBS, the universities of Hull and York will issue a £2,400 RHI-dependent bursary per year for 5 years of study. These bursaries will be made available as cash, accommodation discount or a self-selected combination. This reflects the particular challenges for students studying in the clinical phase, where placement patterns may prevent them undertaking part-time or casual work to support their studies.

4: Targets

The University remains committed to working towards many of the milestones set in 2012/13 (see table 7a and table 7b of Annex B)

Table 7a – Output Milestones	
(HESA Table T1a) State School (Young, full-time, first degree entrants)	Seek to maintain high proportion of participants from state schools
(HESA Table T1a) NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Seek to increase the proportion of participants from specified socio economic classes

(HESA Table T1a) Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Seek to increase an already high proportion of participants from low participation neighbourhoods
(HESA Table T3b) No longer in HE after 1 year & low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Seek to improve non-continuation
(HESA Table T5) Projected degree (full-time, first degree entrants)	Seek to improve projected outcomes
Non continuation: LPN (HESA Table T3b)	Seek to improve non-continuation by 2%
Projected outcomes (HESA table T5)	Seek to improve projected outcomes by 4%

In addition the University proposes a number of new milestones reflecting the changed and extended range of WP activity target groups.

HESA T2a - (Mature, full-time, first degree entrants)	Seek to increase an already high proportion of mature participants from low participation neighbourhoods undertaking a first degree
Care-leavers	Increase the number of participants from a care-leaver background
Disabled	Increase the number of entrants who declare a disability before or arrival.
Ethnicity	Increase the proportion of acceptances from Home students from a BME background
Postgraduate	Increase the proportion of students from WP backgrounds continuing to postgraduate study at the University of Hull or elsewhere.

The milestones in table 7b have been reviewed and amended.

Table 7b – Input Milestones	
Outreach / WP activity (other - please give details in the next column)	Increase the number of outreach activities involving schools with a high proportion of BME pupils
Operational targets	Provide financial support to under-represented students to access applicant days, taster days, admission interviews
Student support services	Provide under-represented students additional support through online resources and personal pre-university induction at UG level (no of students)
Student support services	Provide under-represented students additional support through online resources and personal pre-university induction at PG level (no of students)
Student support services	Provide financial advice and guidance to support progression onto PGT to students from under-represented backgrounds (no of students)
Student support services	Support engagement with increasing numbers of under-represented students to provide support at key induction & transition points.

Operational targets	Increase the percentage of Widening Participation students undertaking courses of study that includes professional/industrial experience.
Outreach / WP activity (collaborative - please give details in the next column)	Deliver Collaborative Outreach activities to target institutions as part of National Networks for Collaborative Outreach, and other partnerships
Operational targets	Increase the proportion of students undertaking European study abroad who are from a Widening Participation background.
Operational targets	Increase the number of widening participation students who receive financial support to access an international internships.
Operational targets	Increase the number of activities involving schools with a high proportion of White working class boys
Student support services	Support engagement with increasing numbers of under-represented students who have been identified as being at risk.

5: Monitoring and Evaluation Arrangements

The University of Hull will monitor progress towards achieving the milestones articulated within Access Agreement. The Access Agreement Strategy Group, chaired by the University's Pro-Vice-Chancellor for Education, is responsible for monitoring the production, approval, implementation and evaluation of the Access Agreement and reports periodically to the University's Executive. The Outreach and Retention Monitoring Group, chaired by the University's Director of Student Recruitment, has day to day responsibility for ensuring the operational implementation of the initiatives funded by the Access Agreement and for the monitoring and evaluation of the impact of these activities and funding on the participation and success of targeted groups.

5.1 Evaluation

The student life cycle approach forms the framework for the impact assessment and evaluation of the outreach and the activities. The university will place greater emphasis on evidence and evaluation¹². In order to ensure an increased focus on outcomes the university intends to build evidence on the following questions:

- What is the impact of our outreach activity on progression to and access to HE for the various target groups identified in our Access Agreement?
- Which activities have the greatest impact?
- Which risk and success factors can be identified for entering HE, drop out and completion and how do these relate to and inform outreach and retention interventions?
- How and to what extent do outreach and retention activities contribute to social mobility in terms of employability and careers?

Staff currently analyse annual HESA data and compare it against application and entry statistics to determine the extent to which progress is being made against benchmarks, targets and milestones. The University of Hull is a new member of the collaborative Higher Education Access Tracker Service (HEAT) which assists members in the targeting, monitoring and evaluation of both their individual and their collaborative WP activities.

¹² Data Team. HEAT Database. DataFiltr. Gecko. SITS: Vision. Student Information Management System.

5:2 Evaluating Financial Support Scheme

For 2017/18 entry in light of national evaluation we have made changes to the financial support which the university has offered in previous years. From 2017/18 we will re-focus our financial support to students whose household income is below £25k per year.

In order to evaluate the impact of the financial support we offer to both new and continuing students from 2017/18, we intend to carry out robust evaluation using different methodologies and approaches. A mixture of qualitative and quantitative methods, student engagement software, control groups, questionnaires and focus groups will be used to evaluate the behaviours of our current students.

6: Equality and Diversity

Following the publication of the Equality Act 2010 equality objectives were produced for faculties and service areas to underpin the University's corporate equality objectives and embed equality issues in respective areas. Achievement of these objectives is reviewed, updated and reported annually. A number of these objectives had explicit reference to the University's Access Agreements. The University produces an Equality and Diversity Recruitment Evaluation on an annual basis, and this is used to help inform future targets and milestones.

7: Access Agreement Development

The Access Agreement 2017/18 was prepared, based on all relevant guidance¹³, for the University of Hull Access Strategy Group chaired by the PVC Education. It was approved by the Executive Group. The Hull University Union was consulted through membership of the Steering Group through consultation with the Vice President Education.

8: Provision of Information to Prospective Students

The University publishes full information about Fees (including aggregate costs) and the value, operation and criteria for bursaries and scholarships on its website, through its prospectus and via individual communications, in line with the good practice identified in the guidance. Clear signposting is also provided around the potential impact of certain choices of credit package on state benefits. The University will ensure that the paragraph around eligibility is included in communications with those to which it wishes to make an offer of a place on a course of study. The University is committed to providing accurate and timely information to UCAS and the SLC in order that they can publish their course databases in good time to inform applications. In line with recent guidance from HEFCE, the University will extend these arrangements to cover postgraduate study.

¹³ The University of Hull - Strategic Plan 2016-2020

OFFA Strategic Guidance: Developing your 2017-18 Access Agreement. 2016/01

OFFA How to Produce and Access Agreement: a step by step guide. 2016/02

OFFA Strategic Plan 2015 – 2020. 2015/02

Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice. 2015/11

Letter of Guidance from the Secretary of State for Business, Innovation and Skills and Minister of State for Universities and Science to the Director of OFFA. 2016

Table 7 - Targets and milestones

Institution name: The University of Hull

Institution UKPRN: 10007149

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

Reference number	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	HESA T1a - State School (Young, full-time, first degree entrants)	Seek to maintain high proportion of participants from state schools	No	2013-14	92%	92.4%	92.6%	92.8%	93%		
T16a_02	Access	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Seek to increase the proportion of participants from specified socio economic classes	No	2013-14	34.5%	34.8%	35%	35.5%	36%		
T16a_03	Access	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Seek to increase an already high proportion of participants from low participation neighbourhoods	No	2013-14	18.1%	18.9%	19.3%	19.6%	20%		
T16a_04	Access	HESA T2a - (Mature, full-time, first degree entrants)	Seek to maintain the high proportion of mature participants from a LPN undertaking a first degree	No	2013-14	21.5%	22%	22%	22%	22%		
T16a_05	Student success	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Seek to improve non-continuation	No	2013-14	9.5%	8.5%	8%	7.5%	7%		
T16a_06	Student success	HESA T5 - Projected degree (full-time, first degree entrants)	Seek to improve projected outcomes	No	2013-14	82.9%	83.5%	84%	84.5%	85%		
T16a_07	Access	Other statistic - Disabled (please give details in the next column)	Seek to increase the proportion of acceptances from Home students with a self-declared disability	No	2013-14	9%	10%	10.5%	11%	11%		
T16a_08	Access	Other statistic - Ethnicity (please give details in the next column)	Seek to increase the proportion of acceptances from Home students from a BME background	No	2013-14	15%	16%	16.5%	17%	17.5%		
T16a_09	Access	Other statistic - Postgraduate (please give details in the next column)	Seek to increase the proportion of Post graduate participants from low participation neighbourhoods	No	2013-14	18%	18.4%	18.6%	18.8%	19%		
T16a_10	Access	Other statistic - Care-leavers (please give details in the next column)	Seek to increase the number of participants from a care leaver background	No	2013-14	36	38	40	42	42		

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (other - please give details in the next column)	Increase the number of outreach activities involving schools with a high proportion of BME pupils	No	2013-14	5	10	13	15	15	16	
T16b_02	Access	Operational targets	Provide financial support to under-represented students to access applicant days, taster days, admission interviews	No	2013-14	260	280	290	300	300	450	
T16b_03	Access	Student support services	Provide under-represented students additional support through online resources and personal pre-university induction at UG level (no of students)	No	2013-14	150	210	240	270	300	350	
T16b_04	Progression	Student support services	Provide under-represented students additional support through online resources and personal pre-university induction at PG level (no of students)	No	2013-14	0	150	200	200	200	210	
T16b_05	Progression	Student support services	Provide financial advice and guidance to support progression onto PGT to students from under-represented backgrounds (no of students)	No	2013-14	0	150	200	200	200	210	
T16b_06	Student success	Student support services	Support engages with increasing numbers of under-represented students to provide support at key induction & transition points.	No	2013-14	250	300	330	360	360	380	The original target incorporated two separate intentions. Under-represented students and those at risk. These have now been separated and a new target created.
T16b_07	Progression	Operational targets	Increase the percentage of Widening Participation students undertaking course of study that includes professional/industrial experience.	No	2013-14	6.8%	7%	7.1%	7.2%	7.3%	7.5%	
T16b_08	Access	Outreach / WP activity (collaborative - please give details in the next column)	Deliver Collaborative Outreach activities to target institutions as part of National Networks for Collaborative Outreach, and other partnerships	Yes	2013-14	0	12	15	15	15	20	
T16b_09	Student success	Operational targets	Increase the proportion of students undertaking European study abroad who are from a Widening Participation background.	No	2013-14	18.2%	18.6%	18.8%	19%	19%	19.5%	
T16b_10	Progression	Operational targets	Increase the number of widening participation students who receive financial support to access an international internships.	No	2013-14	8	20	25	25	25	27	
T16b_11	Access	Operational targets	Increase the number of activities involving schools with a high proportion of White working class boys	No	2015-16	30	35	40	45	50	55	New Target
T16b_12	Student success	Student support services	Support engagement with increasing numbers of under-represented students who have been identified as being at risk.	No	2015-16	300	350	380	400	450	480	New Target