

University of Hull: Access Agreement 2015/16

'From primary school to employment'

1: Introduction

The University of Hull is situated on two campuses, in Hull and Scarborough, both of them areas of relatively low population density and relatively low educational aspiration. In 2014, the total student population stands at approximately 17,500 learners. Reflecting its strategic aims and objectives, the University continues its commitment to be an Anchor Institution within the region and as such to promote and support opportunities to progress to and succeed within higher education for disadvantaged groups.

".....to ensure that all those with the potential to benefit from higher education have equal opportunity to participate and succeed....."

This is not only to the benefit of individual learners from underrepresented backgrounds. Our society and especially the wider Hull and Humber area will need all the talent available to support the economic growth, improve social cohesion and the quality of life in general. The university sees continued investment in Access and Student Success as one of its pillars under its commitment to the region.

In March 2014 The Department of Business Innovation and Skills published the National Strategy for Access and Student Success in Higher Education. The strategy recognises that widening participation should encompass the whole student lifecycle: from preparing to apply and enter higher education; receiving study support and achieving successful completion; to progressing to postgraduate education or employment. The national strategy considers how higher education providers and stakeholders can make improvements across these three broad stages – access, student success and progression.

The strategy also recognises that it is essential to understand which approaches and activities have the greatest impact, and why. An improved evidence base, and a robust approach to evaluation, are critical in helping the sector and partners understand which of their activities are most effective and have the greatest impact on access, student success and progression, so enabling effort to be focused on these areas.

It is also considered vital by the strategy to develop a more joined-up approach to the provision of effective information, advice and guidance through the schools and further education sectors and into and beyond higher education. Although much has been done to provide high quality information, prospective students need individualised advice and guidance if they are to make informed and appropriate choices not only as undergraduates, but also to progress to postgraduate study.

It is within the context of this strategy that the University of Hull 2015/16 Access Agreement has been developed. The university will organise its Outreach and Retention activity into a 'student lifecycle approach' from primary school to employment. We have developed an integrated approach to outreach, access and student support, with each element informing the other. Collaboration with our partner school and college network is at the heart of this student life cycle approach with a greater emphasis on joint information, advice and guidance, and stronger engagement with

employers. Our impact and evaluation strategy is embedded in this approach, and aims at identifying whether our outreach and student success activities contribute to upward social mobility. To enable tracking and evaluation the university has decided to participate in the Higher Education Access Tracker, (HEAT). To increase its evidence-based practice and systematic evaluation of activities the data collected through HEAT will be aligned with the data and lessons learned from two University of Hull pilot projects. The Student Analytics Experience pilot and the pilot of the faculty of Health and Social Care 'Prepare to Care'. Both university projects are funded through the Access Agreement. Employment success and career development data will be included in the impact assessment and evaluation.

2: Fees, Student Numbers and Fee Income

2.1 Intended tuition fee charges for new fee-regulated entrants in 2015/16

The University of Hull intends to continue to charge a standard tuition fee of £9,000 for new full-time honours degree undergraduate entrants in 2015/16, 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 to entrants on:

Foundation Degree programmes (£7,000 per year)

Foundation Year 0 programmes (£6,000)

Non-standard fees will continue to be charged for:

Year abroad/placement years (according to Government guidance and depending on a student's year of first entry to their programme.)

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

2.2 Student Numbers

The resource plan gives:

- The estimated numbers of full-time students at each fee level, (including any with fees at £6,000 and below);
- The estimated numbers of regulated part-time students, for whom we anticipate the fee will exceed £4,500;
- The resulting estimated fee income above the basic level for full and part-time courses.

2.3 Fee Rises

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

3: Access and Student Success Measures

3.1 Level of expenditure

An assessment of our record in access and retention suggests it is appropriate to continue an overall expenditure of 21.6% of income above basic fees. We consider all expenditure included is 'countable' for the purposes of this agreement.

3.2 Assessment of access and retention record.

The University has a good record of achievement across a broad range of access indicators when compared to the national average and benchmarks. The University has performed consistently strongly for recruitment from state schools, low participation neighbourhoods, mature students, students in receipt of disabled students allowance and part time students.

HESA Performance Indicators 2012/13				
HESA PI TABLE	Student Grouping	UoH	Benchmark	Variance From Benchmark
T1a	Young FT First Degree Entrants From State Schools Or Colleges	92	92.6	-0.6
T1a	Young FT First Degree Entrants From Specified Socio-Economic Classes	33	35.4	-2.4
T1a	Young FT First Degree Entrants From Low Participation Neighbourhoods	18.4	12.3	6.1
T3b	Non-continuation (Young FT First Degree Entrants From LPN)	9.3	7.9	1.6
T5	Projected Outcome(full-time first degree entrants)	82.4	81.9	0.5

Although some of the access targets are below the benchmark, the most recent Higher Education Performance Indicators data for the targeted access measures show an improvement on the previous year;

- The participation indicator for 'young full-time first degree entrants from state schools or colleges' increased from 91.0% in 2011/12 to 92.0% in 2012/13, and is now only 0.6% below the benchmark.
- The participation indicator for 'young full-time first degree entrants from specified socio-economic classes' has increased from 29.2% in 2011/12 to 33% in 2012/13, but remains below the benchmark by 2.4%
- The participation indicator for 'young full-time first degree entrants from low participation neighbourhoods' has increased from 15.1% in 2012/13 to 18.4% in 2012/13, and remains well above benchmark of 12.3%

We will work to improve these targets in 2015/16 by increasing the number of collaborative activities we carry out with local partnerships, by implementing progression pathways with partner colleges, and by extending our sustained outreach activity arrangements with at least 3 named target schools, colleges, academies in inner city areas.

The University's retention record also remains strong and the latest HESA data for the targeted measures reveal further improvement;

- The non-continuation rate for 'FT first degree young entrants from low participation neighbourhoods' has improved from 9.8% to 9.3%, but remains outside the current benchmark (7.9%)
- The 'projected outcomes' indicator has improved from 81.9% (successful outcomes) to 82.4%, exceeding the benchmark (81.9%)

The University will continue to work to improve these milestones, and has set new targets, reflecting additional priorities for 2015/16

3.3 Our strategic approach to Access and Student Success

The University of Hull continues to make a strategic commitment to access and student success as articulated through its strategic plan. While our current outreach activity in schools and colleges is of high quality, our evaluation has identified that there is a lack of systematic approach towards schools and partner colleges in terms of the student lifecycle. As a consequence, there are a high volume of stand-alone ad hoc activities, but no consistent key messages around aspirations for both undergraduate and postgraduate study. Our financial guidance and advice is excellent but limited to undergraduates, and there is currently no strategic approach for fair access to postgraduate study.

In order to address these points the 2015/16 Access Agreement has set the following priorities;

- Ensure that we remain accessible to all students with the potential to succeed regardless of their socio-economic background
- Reach out and raise educational and career aspirations within the potential target groups of young and mature learners, taking into account the principles of equality and diversity and socio economic background.
- Engage long term with learners from primary school to 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 named target schools and colleges in selected geographical areas.
- Support students (and parents) to make informed decisions on progression onto HE, career choices and financial planning in terms of guidance advice and counseling and where appropriate financial support.
- Actively collaborate with a variety of stakeholders underpinning the student life cycle, creating synergy through bilateral relations and through network activities.
- Provide (financial) support, advice and guidance to students when on programme, including preventive measures in addition to problem solving to ensure retention and completion.
- Student retention /success issues inform fair access.
- Provide career services to students in support of employability and/or continuation to post graduate studies.
- Support students to make informed decisions on progression into PGT, career choices and financial planning in terms of guidance advice and counseling and where appropriate financial support.
- Maintain the Access to Learning fund (ALF) at £ 400K for at least five years, available to both undergraduate and postgraduate students

The University will work towards these priorities by introducing a student lifecycle approach to access and student success

3.4 The Student Lifecycle

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

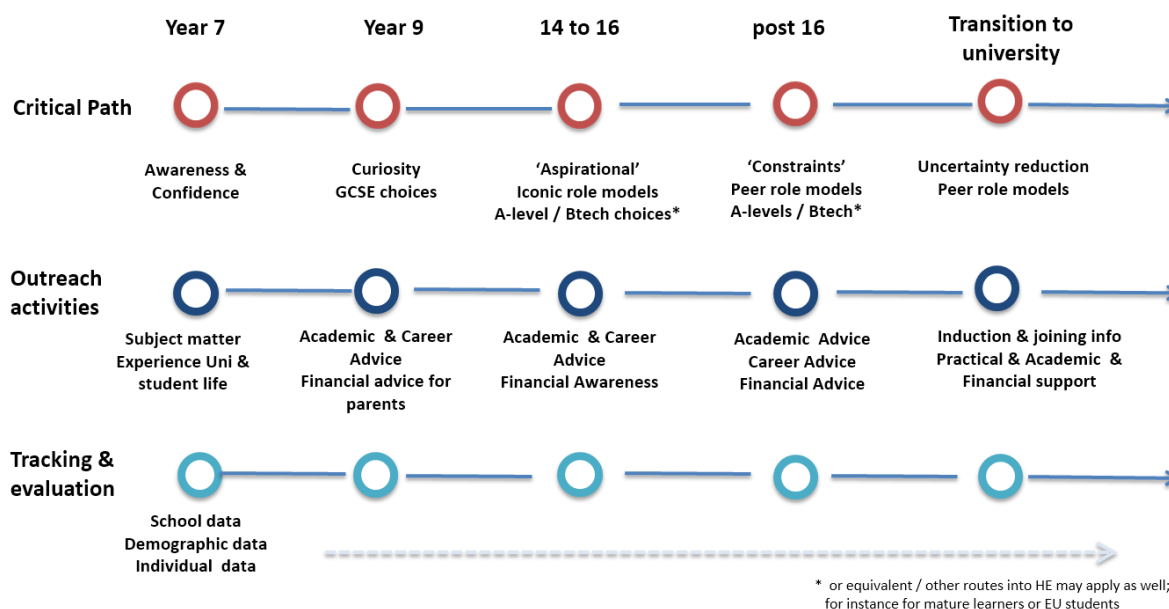
- Pre-university
- On programme undergraduate
- Transition to employment and postgraduate studies

The diagram on page 5 shows the first stage of the student lifecycle – Pre-university. The cycle will be used to plan and inform a portfolio of Access and Student Success activities. It will be implemented in a balanced way across target schools, colleges and other partners, and will be tracked and evaluated to assess impact.

Student Life Cycle Approach

from primary school to employment

Pre-university



The portfolio of activities will be supplemented by financial support for learners from disadvantaged backgrounds in the form of

- Travel grants to enable participation in information, guidance and selection activities
- Scholarships and bursaries for undergraduate students (£2100 pa)
- On programme financial support for travel to the university; care leaver; child care; and disability.
- On programme financial support for career advice, work placements and or study abroad.

The diagram on page 6 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 and progression to either employment or postgraduate study

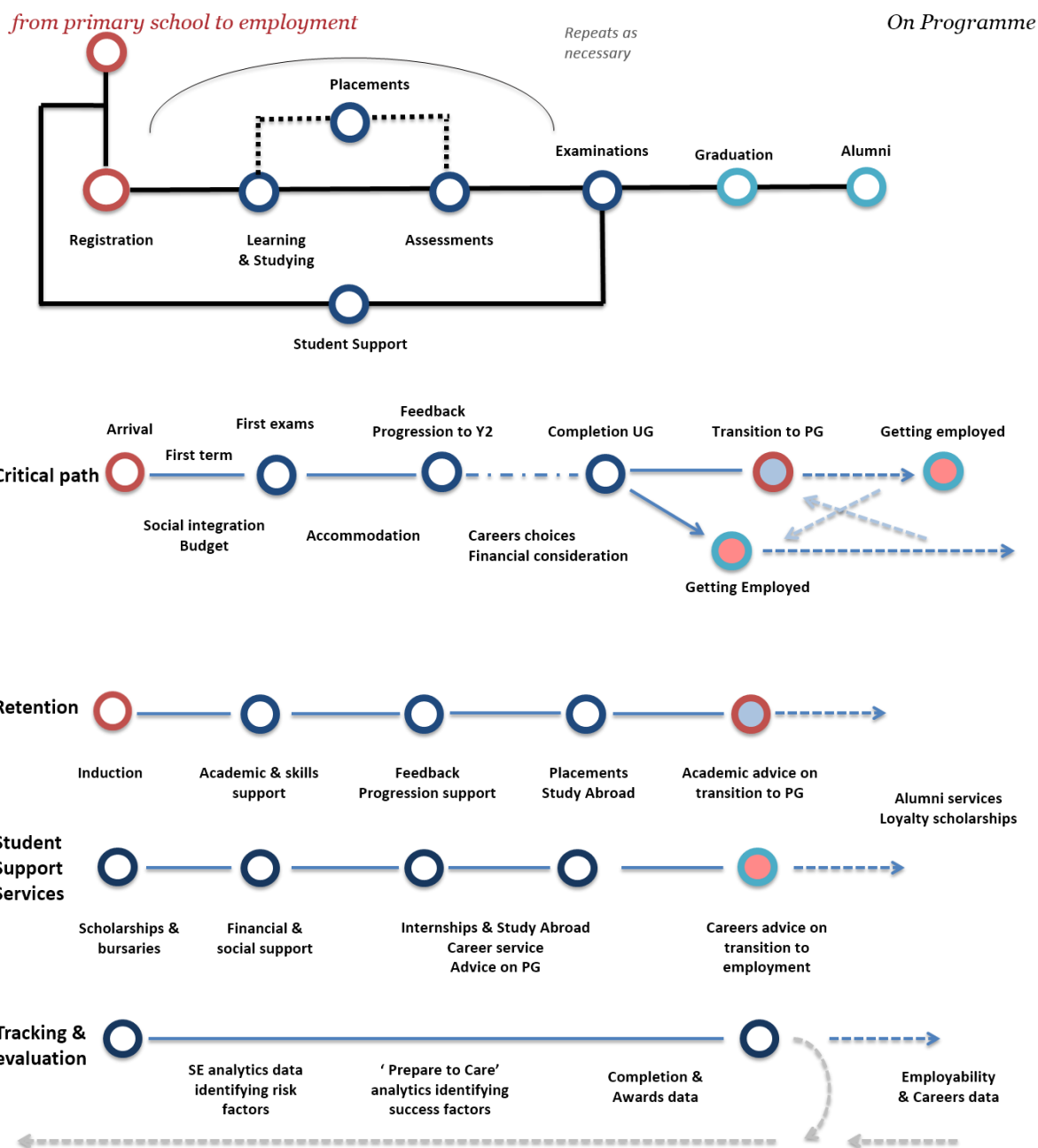
3.5 Balance of support between financial support and non-financial measures

Of the £6.3M anticipated institutional spend from fee income above the basic fee in 2015/16, £1.2M is proposed for outreach, £1.6M for student success and progression, and the balance of £3.5M for student bursary/scholarship awards.

3.6 Outreach

Both Hull and Scarborough campus are located in areas of high social deprivation and relatively low academic achievement. The University continues to expand its work with learners from under-represented groups to raise aspirations and attainment amongst those with the potential to enter higher education.

Student life Cycle Approach



In 2015/16 the University will spend £1.2M of its fee income on Outreach activity. Much of our work takes place in local schools, colleges and communities, where we are working to increase the amount of outreach work delivered in a sustained way with learners over a number of years, including with primary learners. In addition, our outreach team are increasingly targeting their activities on the schools, academies and colleges with high proportions of learners eligible for free school meals (pre-16), as well as looking at ways to specifically target groups of learners from low participation neighbourhoods (identified using POLAR 3 data) We will also look to deliver sustained outreach activities in specific geographical locations with a view to targeting young people from BME backgrounds.

Outreach activities include summer schools, in-school mentoring, master-classes and campus visits, as well as the provision of IAG, particularly in the fields of student finance and careers advice. The period covered by this agreement will also see an increase in outreach work with potential part-time and mature learners from under-represented groups.

3.6.1 Collaborative outreach working between HEIs

Excellences Hub

The University has committed to continued regional collaboration to maintain and further develop our successful Excellences Hub partnership between the Universities of Hull, Leeds, Sheffield and York for gifted and talented young people to help enrich pupils' experiences in school/college. This partnership has been widely viewed as the most successful of the Regional Hubs and the University was invited to advise the Department for Education and the Cabinet Office on policy in this area. It is coordinated from York and will continue to target high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the "most able, least likely" group of students to selective HEIs. A key aim of this work will be to encourage young people to consider entering selective HEIs and to better prepare them for study at a research intensive university.

North Yorkshire Coast collaboration

The Collaboration between the Universities of Hull, York and York St John has continued to work across the coastal area and expanded its programme to develop activities in all year groups of secondary schools and has started working with parents/ guardians of learners. The Coastal Collaboration is currently being coordinated by the University of Hull, however, moving forward the partnership will be developing provision into other areas of the North Yorkshire region led by York St John University to further deepen the Collaboration.

In addition:

The University is working with 'NorthClass' HEIs, as well as local councils, to assimilate good practice around the visibility of outreach to those from a care background.

Individual University of Hull staff participate in NEON events to maximise opportunities for update and engagement with WP colleagues across the HE sector.

The University of Hull will continue to collaborate with the Hull Children's University to provide activities to primary pupils in schools located in neighbourhoods with significantly low participation.

3.6.2 Links with schools and colleges

The University of Hull has three formal strategic arrangements to support its links with schools and colleges:

Federation of Colleges

The University of Hull's Federation of Colleges is a partnership of eight HE in FE providers, the University of Hull and Higher York. The Federation fulfils its strategic aims of supporting economic development across the Humber Local Economic Partnership, 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 has a 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.

Associate Institutions Network (AIN)

This pre-HE group of sixth form colleges, FE colleges, schools and academies works jointly with the University of Hull to address social and economic challenges in the region through providing:

- Activities for young people to raise aspiration and awareness of learning opportunities at HE level
- Direct recruitment activities to encourage progression post-16 and to the University of Hull
- A forum for collaborative debate on pertinent education policy and practice

The AIN has 40 members, several of which are key targets for the University in terms of its commitment to provide a learner progression framework of activities, due to their location in areas of significant deprivation and high proportion of learners on free school meals.

Thomas Ferens Academy

The University, in partnership with Wyke and Wilberforce Sixth Form Colleges, sponsor the new Thomas Ferens Academy, serving the varied communities of North Hull.

The Academy opened in September 2012 in a purpose built, high tech learning environment funded through the Hull BSF programme. Through Governance of the Academy, providing joint Academy/University and sixth form college activities for students, supporting initial teacher training, professional development, engaging in scholarly activity and research opportunities for teachers and support staff, the sponsors will play an important role in the life of the Academy.

The University and its co-sponsors will work with the Academy and have significant influence in enhancing the learning and social experiences of young people in North Hull over the coming years.

UTC

The UTC is a sponsoring partner in the recently approved Humber UTC to be located in Scunthorpe. In addition it is a partner in a UTC bid to be submitted by Scarborough business and is in discussion regarding a possible bid for a UTC in Hull.

3.6.3 The Hull York Medical School

The Hull York Medical School Code of Practice on undergraduate Admissions clarifies 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.'

3.7 Student Success and Progression

The University will continue to ensure positive outcomes for learners across the student lifecycle by investing £1.65M of its institutional spend from fee income above the basic fee on Student success and Progression. Key elements with particular relevance to the 2015/16 Access Agreement include:

- Increasing in the number of Student Experience Officers in academic areas with remits to provide additional support and guidance to primarily foundation and first year students from WP backgrounds. 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.
- The design and delivery of a number of activities and interventions targeted at full and part-time learners from under-represented backgrounds (including all those eligible for University bursaries) 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
 - Engagement activities (e.g. The Student Parent Forum)
 - Early warning systems for poor attendance
 - Survival Guide
 - Peer Mentoring pilot in partnership with Skills Team

It is intended that these activities will build the confidence of these learners in addition to identifying any support issues, leading to their improved retention and completion.
- The development of a 'Student Life Partnership' which will replace the University's current Warden-based pastoral provision in University residences, and which will be based on a proactive comprehensive student support framework. The partnership will engage a range of professional services such as Student Accommodation, Careers and Employability, the Study Skills team, Hull University Union, academic partners in departments and the university solicitor. It will draw on planned developments from the key University strategic plans such as the Employability and the Retention Strategies. The basic principle is to combine a number of 'best practice' approaches to support students in respect of retention and progression, with a particular remit to support WP and the diverse student population.
- Improving the resource and expertise dedicated to capturing data associated with our intervention activities with targeted groups. All interventions with students from all target groups will be recorded systematically in order that their effectiveness can be measured. Evaluation will be used to identify the events that lead to student success and inform future planning.
- A three year Faculty of Health and Social Care Student Profiling Project. The project will develop an integrated approach to enhance recruitment, selection and retention within healthcare education through the development of an interactive resource and student monitoring system. The project will;
 - Monitor students throughout learning journey to identify the profile and attributes of successful students.
 - Develop a series of interactive resources outlining the experiences of students and graduates.
 - Develop resources to support the orientation of placement students at the pre-application and placement preparation stages.
 - Develop web area profiling tools, talking heads and other resources (identified through intelligence obtained during the project) to support and enhance decision making.
 - Devise a self-evaluation profiling tool towards enhanced recruitment & selection.
 - Monitor student progress and achievement, targeting specific timely interventions for student support.

- The introduction of the Access to Postgraduate Taught Programmes Project. This is a phased project to encourage Widening Participation students into the University's Post Graduate Taught programmes, supporting them through the full process from initial decision-making to successful graduation. The project would significantly improve the quality of the contact offered to this group of students, and ensure their concerns were addressed individually and they were welcomed into the community of postgraduates by their departments.
- The recruitment of additional resource to provide specific financial advice and guidance on postgraduate study to students from under-represented backgrounds

3.8 Financial support for University of Hull Students

Whilst acknowledging the national evidence on the lack of impact of bursaries on learners decisions to enter Higher Education, our experience of supporting large numbers of learners from under-represented groups over many years, together with strong arguments from our student union, suggests strong retention and successful outcomes require the provision of financial support during the learning period. Although changes to government policy have reduced the amount of spend available for bursaries, we intend to maximise the number of first year £2,100 support packages available to those from low income, as well as dedicate funds to increasingly targeted outreach and retention activities. These support packages are at a higher rate than required by government, and will be offered to all students meeting the eligibility criteria and the range of support measures available through these schemes will be expanded.

The University fully supports the introduction of a National Scholarship Programme for Post Graduate Students and will publish further information on the website once national guidance is available.

3.8.1 Bursaries to those with residual household income of less than £25,000 pa:

With around one third of our current intake from qualifying under-represented groups the University is particularly concerned to ensure the maximum number of Year 1 students are supported to ensure retention and success. In 2015/16 we therefore propose to continue to issue one year £2,100 RHI-dependent bursaries available to those entering full and part-time programmes where the FTE tuition fee is £9,000.

3.8.2 Breakdown of bursary award

For 2015/16, the full amount of £2,100 will be made available as cash. In line with government guidance, EU students will only receive this amount in the form of a fee waiver.

3.8.3 University of Hull scholarships to those with RHI of less than £42,600

Where bursary eligible entrants offer grades AAB at A level (or equivalent) the bursary will be replaced with a 3 year scholarship worth £6,300 in total. Year 1 of the scholarship replicates the Year 1 bursary outlined above, with a further £2,100 awarded in each of Years 2 and 3.

3.9 Financial support for Hull York Medical School students

For undergraduate students starting in 2015 on the HYMS MBBS, we propose to issue a £2,400 RHI-dependent bursary per year for 5 years of study. These are available to students regardless of their registration at the University of York or the University of Hull. This amount will be made available as cash. 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.

3.10 Student eligibility for awards

The University of Hull intends to make bursary or scholarship awards to all 2015/16 entrants who fully meet the eligibility criteria.

3.11 Applications for awards

Awards will be assessed automatically on registration and there is no requirement for applicants/entrants to apply for awards.

The University does not intend to hold back awards for use later in the academic year.

3.12 Queries and appeals

The University recognises the need to ensure queries and appeals relating to bursaries and scholarships proposed under the Access Agreement are dealt with fairly. Clear guidance is provided on the processes involved and transparent, unambiguous and accessible information on the rules, terms and conditions applicable to awards.

4: Targets and Milestones

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

State School (HESA Table T1a)	Seek to maintain high proportion of participants from state schools
NS-SEC (HESA Table T1a)	Seek to increase the proportion of participants from specified socio economic classes
LPN (HESA Table T1a)	Seek to increase an already high proportion of participants from low participation neighbourhoods
Non continuation: LPN (HESA Table T3b)	Seek to improve non-continuation by 2%
Projected outcomes (HESA table T5)	Seek to improve projected outcomes by over 4%

In addition the University propose a number of new milestones – reflecting the increase in the underrepresented groups being targeted

HESA T2a - (Mature, full-time, first degree entrants)	Seek to maintain the high proportion of mature participants undertaking a first degree
Other statistic - Care-leavers (please give details in the next column)	Seek to increase the proportion of participants from a Care-leaver background

Other statistic - Disabled (please give details in the next column)	Seek to increase the percentage of registered disabled students (%) (Full-time first degree)
Other statistic - Ethnicity (please give details in the next column)	Seek to increase the proportion of Full Time First Degree BME participants
Other statistic - Postgraduate (please give details in the next column)	Seek to increase the proportion of postgraduate participants from low participation neighbourhoods

With regards to the milestones and targets currently in table 7b. Some of these are no longer 'fit for purpose' and therefore require amendment/replacement.

It is proposed to extend the milestones to include the additional 'input' measures. The full list is provided below

Table 7b – Input Milestones	
Operational targets	Engage annually in a programme of sustained outreach activity arrangements with at least 15 named target schools, colleges and academies (year 7 and above);
Student support services	Increase the proportion of undergraduates undertaking a one year work placement or six months study abroad who are from a low participation neighbourhood
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Excellences Hub - extension of existing activities with enhanced wp targeting Excellences Hub targeted IAG events
Outreach / WP activity (collaborative - please give details in the next column)	Delivery of aspiration raising modules for primary schools located in particularly disadvantaged areas of Hull in partnership with Hull Children's University
Outreach / WP activity (other - please give details in the next column)	Engage annually in a programme of sustained outreach activity arrangements with at least 3 named target schools, colleges, academies and other partners (year 7 and above) in WP focussing on under-represented ethnic backgrounds
Outreach / WP activity (collaborative - please give details in the next column)	Implement three progression pathways with partner colleges, especially focused on WP
Other (please give details in the next column)	Provide financial support to under-represented students to access applicant days, taster days, admission interviews
Student support services	Support services engages with increasing numbers of under-represented students who have been identified as being at risk.
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)
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Extension of collaborative activities with the Federation of Colleges, Associate Institutions Network, Thomas Ferens and HYMS around Information, Advice and Guidance, and Progression Pathways

5: Monitoring and Evaluation Arrangements

The University of Hull will monitor progress towards achieving the milestones articulated within Access Agreement. The Access Agreement Steering Group, Chaired by the University's Pro-Vice-Chancellor for Engagement, 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 key question is whether the university successfully contributes to upward social mobility of the learners it has reached out to. 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 this access and student success agreement?
- Which risk and success factors can be identified for entering HE, drop out and completion and how do these relate to and inform our outreach and our retention interventions?
- How and to what extent do our outreach and retention activities contribute to upward social mobility in terms of employability and careers?

Dedicated University staff currently analyse annual HESA data and compare it against application and entry statistics throughout the year to determine the extent to which progress is being made against benchmarks, targets and milestones. This evidence informs management decision making on issues relating to student access, retention and success.

The Access, Support and Funding Office provide regular updated information on target schools and colleges and post-delivery evaluation is carried out by providers of all access-funded activities. This information is shared with the Access, Funding and Support Office.

The university recognises the need to strengthen the evaluation of its activity, and welcomes HEFCE's decision to support the national roll-out of the Higher Education Access Tracker (HEAT) Once available, the University of Hull will participate in the Higher Education Access Tracker as the basis of our work on tracking, impact assessment and evaluation of student success. The HEAT Service offers a collaborative targeting, monitoring and evaluation service for Higher Education Institutions (HEIs) in support of their outreach, fair access and retention targets. The HEAT service

provides data, systems and information to underpin an evidence base for WP practice and reporting. Through collaboration with others, the service will enable us to share best practice in the pursuit of efficient and effective targeting, monitoring and evaluation systems and protocols

The data and information gathered through HEAT will allow the university to take an evidence based approach to WP planning and outreach delivery. To increase its evidence-based practice and systematic evaluation of activities the data collected through HEAT will be aligned with the data and lessons learned from two University of Hull pilot projects. The Student Analytics Experience pilot and the pilot of the faculty of Health and Social Care 'Prepare to Care'. The student Experience Analytics pilot project identifies the risk factors regarding retention and completion. The 'Prepare to Care' pilot identifies the success factors for retention and completion. Both projects will result in a set of tools that help monitor and deal with on programme issues and possible intervention, they also are expected to feedback to the pre-university outreach activities. Employment success and career development data will be included in the impact assessment and evaluation.

5.2 Person/Bodies responsible for delivery

The senior person and bodies responsible for delivery of the University of Hull Access Agreement for 2014/15 are Professor Ian Pashby, Pro-Vice-Chancellor for Engagement, and the Access Agreement Steering Group commissioned by the University Executive.

5.3 Student Representation on monitoring/evaluation groups

Students are represented on University Council, Senate and relevant University committees via their Hull University Union representatives. In addition, the Vice-President Education of Hull University Union is a member of the Outreach and Retention Working Group whose remit includes the monitoring and evaluation of Access interventions and their impact.

6: Equality and Diversity

In 2011/12, following the publication of the Equality Act 2010 and revised University of Hull Corporate Strategy, 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 and Widening Participation Strategic Assessments (AA/WPSA) and the inclusion of a new milestone on BME participation in the 2015/16 Access Agreement demonstrates a continuing commitment to Equality and Diversity.

The University is increasing its monitoring of the impact of intervention activities which will improve our ability to target successful activities at groups with protected characteristics.

7: 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 (common) paragraph around eligibility is included in communications with those to which it wishes to make an offer 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.

8: Consulting with Students

The Vice-President for Education of the Hull University Union has been an active member of the Outreach and Retention Group, through which they have contributed both national and local perspectives on the University's proposals and requested changes to arrangements where they considered it appropriate.

Access agreement 2015-16 resource plan (submission 1st May 2014)
(Table 7) Targets and milestones

Institution name: University of Hull
Institution UKPRN: 10007149

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

Number	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)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	HESA T1a - State School (Young, full-time, first degree entrants)	Seek to maintain high proportion of participants from state schools	No	2009-10	92.7%	93%	93%	93%	93%		Reflects that there is a longstanding record of high participation from state schools
2	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	2009-10	29.9%	31%	31.5%	32%	32%		As requested by OFFA, annual milestones have been stated.
3	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	2009-10	18.2%	19%	19.5%	19.5%	19.5%		The University remains ahead of benchmark and any increase is therefore a stretching target
4	HESA T3b - No longer in HE after 1 year & other neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Seek to improve non-continuation by 2%	No	2009-10	8.5%	7.5%	7%	6.5%	6.5%		This is a challenging target amongst the LPN group
5	HESA T5 - Projected degree (full-time, first degree entrants)	Seek to improve projected outcomes by over 4%	No	2008-9	77.9%	80%	81%	82%	82%		The target is challenging to achieve.
6	HESA T2a - (Mature, full-time, first degree entrants)	Seek to maintain the high proportion of mature participants undertaking a first degree	no	2012-13	22.9%	23%	23.5%	23.5%	23.5%		The University remains ahead of benchmark and any increase is therefore a stretching target
7	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	36	38	40	42		
8	Other statistic - Disabled (please give details in the next column)	Seek to increase the percentage of registered disabled students (%) (Full-time first degree)	No	2012-13	7.1%	7.2%	7.4%	7.6%	7.8%		The University has built in a small amount of improvement, given the uncertainty around the changes to DSA
9	Other statistic - Ethnicity (please give details in the next column)	Seek to increase the proportion of Full Time First Degree BME entrants	No	2012-13	14%	15%	16%	17%	18%		
10	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%	18.5	19%	19.5%	19.5%		

Notes

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

Table 7b - Other milestones and targets.

Number	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)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	Outreach / WP activity (other - please give details in the next column)	Engage annually in a programme of sustained outreach activity arrangements with at least 15 named target schools, colleges and academies (year 7 and above);	No	2010/2011	0	9	12	15	15		
2	Student support services	Increase the proportion of undergraduates undertaking a one year work placement or six months study abroad who are from a low participation neighbourhood	No	2012/13	14%	15%	16%	17%	18%		This milestone has been amended to make the definition clearer, and the targets much more measurable

3	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Excellences Hub - extension of existing activities with enhanced wp targeting	Yes	2010/11	800	900	900	900	900		This milestone has been amended. The total number of pupils who will receive an activity through the excellent hub will be 900, not 1800 as previously stated in error
4	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Excellences Hub targeted IAG events	Yes	2010/11	0	900	900	900	900		This milestone has been amended. The total number of pupils who will receive an activity through the excellent hub will be 900, not 1800 as previously stated in error
5	Outreach / WP activity (collaborative - please give details in the next column)	Delivery of aspiration raising modules for primary schools located in particularly disadvantaged areas of Hull in partnership with Hull Children's University	Yes	2010/11	0	8	9	10	10		
6	Outreach / WP activity (other - please give details in the next column)	Engage annually in a programme of sustained outreach activity arrangements with at least 3 named target schools, colleges, academies and other partners (year 7 and above) in WP focussing on under-represented ethnic backgrounds	No	2013/14	0	1	2	3	3		
7	Outreach / WP activity (collaborative - please give details in the next column)	Implement three progression pathways with regional partner colleges, especially focused on WP	No	2013/14	0	3	3	3	3		
8	Other (please give details in the next column)	Provide financial support to under-represented students to access applicant days, taster days, admission interviews	No	2013/14	260	270	280	290	300		
9	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	180	210	240	270		
10	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	100	150	200	200		
11	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	100	150	200	200		
12	Student support services	Support engages with increasing numbers of under-represented students who have been identified as being at risk.	No	2013/14	250	275	302	332	364		
13	Outreach / WP activity (collaborative - please give details in the next column)	Extension of collaborative activities with the Federation of Colleges, Associate Institutions Network, Thomas Ferens and HYMS around Information, Advice and Guidance, and Progression Pathways	Yes	2012/13	5	6	7	8	8		

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