University of Hull: Access Agreement 2016/17

1: Introduction

The University of Hull is situated in an area of relatively low educational aspiration and low participation into Higher Education. Reflecting its strategic aims and objectives, 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. 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 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.

The 2016/17 Access Agreement builds on National Strategy for Access and Student Success in Higher Education and 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 University will continue to organise its outreach and retention activity into a 'student lifecycle approach' from primary school to employment, and develop an integrated approach to outreach, access and student support, with each element informing the other. Our involvement in the National Networks for Collaborative Outreach programme will also follow this student life cycle approach, with the University placing a greater emphasis on joint information, advice and guidance, and stronger engagement with employers.

With the introduction of the Postgraduate Support Scheme in 2015/16 and Postgraduate Student Loans in 2016/17, the University recognises that 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. To this end we will continue to expand our provision of progression support available to our current students.

Over the past year the University of Hull has made progress towards improving its evidence base, and a robust approach to evaluation. This is critical in helping us understand which activities are most effective and have the greatest impact on access, student success and progression. The Higher Education Access Tracker (HEAT) will enable the University to identify whether the outreach and student success activities contribute to upward social mobility

2: Fees, Student Numbers and Fee Income

2.1   Intended tuition fee charges for new fee-regulated entrants in 2016/17

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 2016/17, 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 per year)
Sandwich courses (£1350 per year)
Erasmus and overseas study years (£1350 per year)

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

2.2   Student Numbers

The 2016/17 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 remains strong on its recruitment from state schools, low participation neighbourhoods, mature students, students in receipt of disabled students allowance and part time students.

HESA Performance Indicators 2013/14				
HESA PI TABLE	Student Grouping	UoH	Benchmark	Variance From Benchmark
T1a	Young FT First Degree Entrants From State Schools Or Colleges	92	92.5	-0.5
T1a	Young FT First Degree Entrants From Specified Socio-Economic Classes	34.2	35.2	-1
T1a	Young FT First Degree Entrants From Low Participation Neighbourhoods	18.1	12.1	+6
T3b	Non-continuation (Young FT First Degree Entrants From LPN)	9.5	8.1	-1.4
T5	Projected Outcome(full-time first degree entrants)	82.9	80.6	+2.3

While some of the access targets are just below the benchmark, the most recent HESA Performance Indicators data 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 remained at 92%, and is now only 0.5% below the benchmark.

- The participation indicator for 'young full-time first degree entrants from specified socio-economic classes' has increased from 33% in 2012/13 to 34.2% in 2013/14. It is now only 1% point below the benchmark, having increased 1.4% points.

- The participation indicator for 'young full-time first degree entrants from low participation neighbourhoods' has decreased from 18.4% in 2012/13 to 18.1% in 2013/14, and remains 6% points above the benchmark of 12.1%

We will work to improve these targets in 2016/17 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 target schools, colleges, and academies.

- 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' worsened in 2013/14 by 0.2% when compared to 2012/13, and remains 1.4% points below the benchmark.

- The 'projected outcomes' indicator has improved from 82.4% in 2012/13 to 82.9% in 2013/14, and now exceeds the benchmark (80.6%) by 2.3% points.

The University will continue work to improve retention and successful outcomes, and has revised and set challenging targets for 2016/17.

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. In order to meet the targets of the 2016/17 Access Agreement we have 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.
- Support students (and parents) to make informed decisions on progression onto Higher Education, career choices and financial planning in terms of guidance advice and counseling and where appropriate financial support.
- Fully cooperate in the National Network for Collaborative Outreach project.
- 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.
- 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.
- Create a 'menu' of high quality outreach activities and ensure there is a systematic approach towards access opportunities schools and partner colleges that builds and compliments the work of the NNCOs
- Support and encourage students to experience new opportunities and environments through Study Abroad programmes.
- Support students to make informed decisions on progression into PGT, career choices and finance through guidance advice and counseling.
- Maintain the Access to Learning fund (ALF) at £ 400K until 2019/2020, 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.
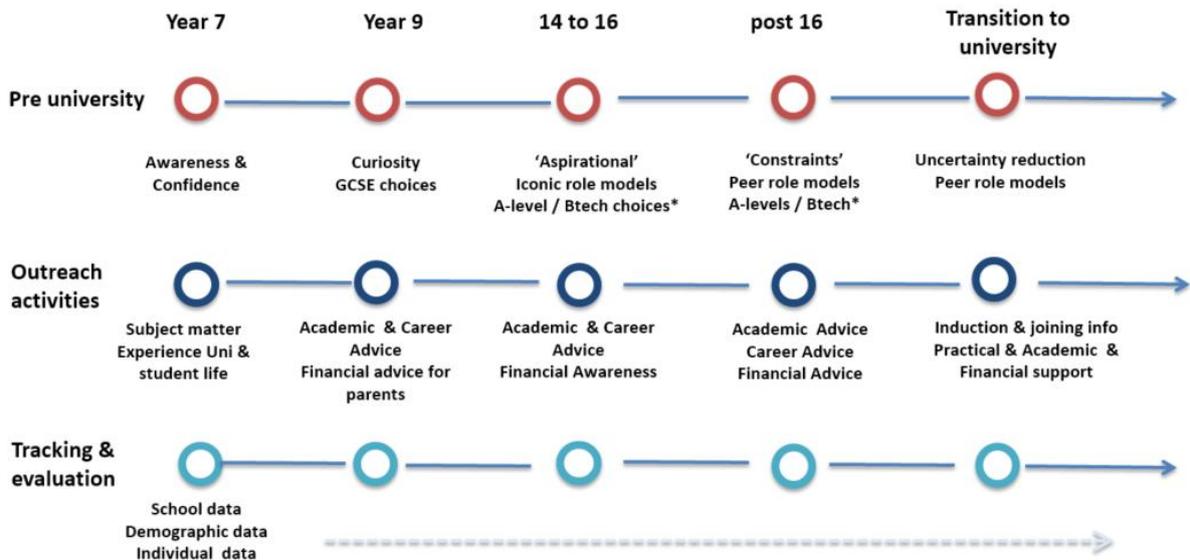
3.4   The Student Lifecycle

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

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 for applicants from Low Participation Neighbourhoods.
- Scholarships and bursaries for undergraduate students at £2100.
- 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.

It is anticipated that approximately £3.5m will be spent on this activity.

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 and progression to either employment or postgraduate study.

Student Life Cycle Approach

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

Of the £5.6m anticipated institutional spend from fee income above the basic fee in 2016/17, £1m is proposed for outreach, £1.1m for student success and progression, and the balance of £3.5m for student bursary/scholarship awards.

3.6   Outreach

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.

In 2016/17 the University will spend £1,025,000 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 are also continuing to develop 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   National Networks for Collaborative Outreach

In June 2014, HEFCE announced its allocation of £22 million across the academic years 2014-15 and 2015-16 to support networks for collaborative outreach. The primary aim of the funding is to ensure that all state-funded secondary schools and colleges understand how they can access HE outreach activity, and to simplify the way in which they can do so.

The funding enables institutions to enhance existing outreach networks, and to develop new networks where these do not exist. HEFCE has mapped these networks to identify areas where further support is needed and where targeted investment may be required.

As part of this programme, the University will be part of three Networks;

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

The University of Hull and its existing Federation of Colleges network have set up a Network for Collaborative Outreach for the wider Humber region. The University is the lead Institution for this network, with governance arrangements through the existing Federation of Colleges Board.
The network will;
- provide a single point of contact.
- establish a web presence, which will hold details of the individual and collaborative outreach activity available from each member institution.
- act as a source of information to all state-funded schools and colleges within its sphere of activity.

- actively seek to reduce duplication, identify gaps in provision and help its partner institutions to deliver more coordinated, coherent and sustained outreach programmes.

AccessHE

The University of Hull is a member of the AccessHE NNCO. AccessHE is part of London Higher, the umbrella organisation for HEIs in London. It was founded in 2011 after the end of Aimhigher in London, and acts as a Single Point of Contact (SPOC) for HEI members to circulate information regarding their outreach work to schools via weekly e-bulletins and a website. The aims of AccessHE are;

- To work with our members to support progression to HE for learners from under-represented backgrounds in London;
- To enable collaboration between HEIs, schools and colleges making access to Higher Education work more efficient and effective;
- To facilitate the development amongst learners from under-represented groups an awareness and understanding of the full range of HE opportunities available to them both within and outside London.

Membership of AccessHE will enable the University to work with schools with high proportions of BME pupils.

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.

It will develop a website which will act as a single point of information about outreach opportunities delivered by higher education institutions across the country for children in care and care leaver.

It will be particularly useful for Virtual School Heads in local authorities who have responsibility for the educational outcomes and progression of young people in care or leaving care.

A member of staff from the University of Hull Student Recruitment Directorate is the regional Deputy Chair of NNECL.

3.6.2 Other Collaborative outreach and partnership working

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.

Children's University

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

Federation of Colleges

The University of Hull's Federation of Colleges is a partnership of eight HE in FE providers. 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.

University Technical College (UTC)

The University of Hull is the lead University partner working with employers for three University Technical College (UTC) developments all with specialisms in Engineering and linked to the new industrial economic developments in the Humber estuary and North Yorkshire.

Humber UTC Scunthorpe 2015   **http://humberutc.co.uk/**
Specialism Engineering and Renewable Energies

University Technical College Scarborough 2016 **http://www.scarboroughutc.org/**
Specialism Advanced Engineering, Design & Control

The Ron Dearing Hull UTC 2017 **http://www.utcolleges.org/utcs/the-ron-dearing-utc/**
Specialism for the UTC will be Digital Technology and Mechatronics

The University is committed to working with the UTCs through member board and governing body representatives, as well as considerable commitment from lecturers and support staff from areas such STEM, education, student recruitment and widening participation. There is also commitment from students, and ambassadors in providing mentoring support and in raising aspiration activities.

The University to date, is the only one in England engaged in and supporting three UTCs.

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 £1.1m of institutional spend from fee income above the basic fee on Student success and Progression. Key elements with particular relevance to the 2016/17 Access Agreement include:

- Continuing to use Student Success Advisors 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 and selection.
    - Monitor student progress and achievement, targeting specific timely interventions for student support.

- The appointment of an additional post within the Access, Funding and Support Officer 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

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 backgrounds.

The University fully supports the introduction of Post Graduate loans and will publish further information on the University 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 2016/17 we therefore propose to continue to issue one year £2,100 pro-rata RHI-dependent bursaries to those entering full and part-time programmes where the FTE tuition fee is £9,000.

3.8.2 Breakdown of bursary award

For 2016/17, the full amount of £2,100 will be made available as cash.

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 2016/17 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 2016/17 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.

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 following updated targets and milestones (see table 7a and table 7b of Annex B)

Table 7a	
HESA T1a - State School (Young, full-time, first degree entrants)	Seek to maintain high proportion of participants from state schools
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
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
HESA T2a - (Mature, full-time, first degree entrants)	Seek to maintain the high proportion of mature participants from a LPN undertaking a first degree
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
HESA T5 - Projected degree (full-time, first degree entrants)	Seek to improve projected outcomes
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
Other statistic - Ethnicity (please give details in the next column)	Seek to increase the proportion of acceptances from Home students from a BME background

Other statistic - Postgraduate (please give details in the next column)	Seek to increase the proportion of Post graduate participants from low participation neighbourhoods

Table 7b	
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 engages with increasing numbers of under-represented students who have been identified as being at risk.
Operational targets	Increase the percentage of Widening Participation students undertaking course 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.

5: Monitoring and Evaluation Arrangements

The University of Hull will monitor progress towards achieving the milestones articulated within this Access Agreement. The Access Agreement Steering 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 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 of Hull will use 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.

5.2   Person/Bodies responsible for delivery

The senior person and bodies responsible for delivery of the University of Hull Access Agreement for 2016/17 are Pro-Vice-Chancellor for Education, 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

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. The University produces an Equality and Diversity Recruitment Evaluation on an annual basis, and this is used to help inform future targets and milestones.

In 2013/4, the 2015/16 Access Agreement was updated to include new milestones on disability and BME participation.

Through membership of the AccessHE NNCO based in London, and by targeting schools with high percentages of BME pupils, the University of Hull is working to increase the proportion of non-white participants in line with the sector averages.

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 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.

8: Consulting with Students

Changes to the University of Hull's financial award portfolio are informed through online surveys, focus groups, and interviews.

A recently commissioned piece of research will consult with students identify potential strategies and solutions that would help to overcome any barriers and challenges that BME students face on professional programmes such as Social Work and Nursing, with a view to improving retention

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.

Institutional, national and international student surveys are used to identify good practice and areas for improvement which informs future access and retention strategy.

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	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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	**HESA T1a** - State School (Young, full-time, first degree entrants)	Seek to maintain high proportion of participants from state schools	No	2013-14	92%	92.2%	92.4%	92.6%	92.8%	93%	
T16a_02	**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%	34.6%	34.8%	35%	35.5%	36%	
T16a_03	**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%	18.5%	18.9%	19.3%	19.6%	20%	
T16a_04	**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%	22%	
T16a_05	**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%	9%	8.5%	8%	7.5%	7%	
T16a_06	HESA T5 - Projected degree (full-time, first degree entrants)	Seek to improve projected outcomes	No	2013-14	82.9%	83%	83.5%	84%	84.5%	85%	
T16a_07	**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%	9.5%	10%	10.5%	11.%	11%	
T16a_08	**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%	15.5%	16%	16.5%	17%	17.5%	
T16a_09	**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%	18.2%	18.4%	18.6%	18.8%	19%	
T16a_10	**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	42	

Table 7b - Other milestones and targets.

Reference 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	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	7	10	13	15	15	
T16b_02	Operational targets	Provide financial support to under-represented students to access applicant days, taster days, admission interviews	No	2013-14	260	270	280	290	300	300	
T16b_03	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	300	
T16b_04	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	200	
T16b_05	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	200	
T16b_06	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	300	330	360	360	
T16b_07	Operational targets	Increase the percentage of Widening Participation students undertaking course of study that includes professional/industrial experience.	No	2013-14	6.8%	6.9%	7%	7.1%	7.2%	7.3%	
T16b_08	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	10	12	15	15	15	
T16b_09	Operational targets	Increase the proportion of students undertaking European study abroad who are from a Widening Participation background.	No	2013-14	18.2%	18.4%	18.6%	18.8%	19%	19%	
T16b_10	Operational targets	Increase the number of widening participation students who receive financial support to access an international internships.	No	2013-14	8	15	20	25	25	25	

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.