

University of Hull: Access Agreement 2018/19

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Section 1: Introduction – Strategic Priorities.

The University of Hull continues to play a key role within the city and surrounding region. Building on our refocused 2017/18 Access Agreement and taking into account OFFA Strategic Guidance¹ we will continue to deliver attainment raising initiatives, whilst extending our college sponsorship and community partnerships, and seeking new ways to understand the challenges faced by our students as we demonstrate our ability to deliver our widening participation strategy in our 2018/19 Access Agreement.

The University of Hull Strategic Plan 2016 – 2020 continues to reinforce our commitment to widening participation, social mobility, equity and fair access. This is strongly reflected in the University’s Mission Statement:

The University of Hull’s Royal Charter describes its purpose and mission to “...advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large”. We interpret our mission in a modern context with a renewed focus on excellence in learning, teaching, research and enterprise, a transformative student experience and being an internationally engaged anchor institution for our surrounding regions. Faithful to our founding principles, we remain committed to raising educational aspirations, especially in the communities that we most directly serve. We will ensure that we remain accessible to all students with the potential to succeed, regardless of their financial circumstances.²

The 2018/19 University of Hull Access Agreement reflects priorities and guidance set out in the OFFA Strategic Guidance,³ Schools that work for everyone,⁴ the OFFA Strategic Plan 2015 – 2020,⁵ Working in Partnership: Enabling Social Mobility in Higher Education⁶ and the Access Agreement Guidance documents.⁷

The University of Hull will continue to work towards meeting the Prime Minister’s social mobility goals, to double the participation of students from disadvantaged backgrounds and increase by 20% the number of students from ethnic minority groups by 2020.⁸ To this end, the outreach activity delivered through our Access Agreement, National Collaborative Outreach Programme and Coastal Opportunity Area⁹ will enable us to broaden both our range of collaborative partners and types of partners we work with, thereby ensuring that under-represented groups in need of support are not missed.

¹ Offa office for fair access Strategic guidance: developing your 2018-19 access agreement

² <http://strategy.hull.ac.uk/mission>

³ OFFA Publications 2017/01 OFFA Strategic Guidance

⁴ Schools that work for everyone. Dfe. 2016 www.gov.uk/government/consultations

⁵ OFFA Strategic Plan 2015 - 2020

⁶ Working in partnership: enabling social mobility in higher education – the final report. Universities UK 2016/10

⁷ How to prepare and submit your access agreement. www.offa.org.uk/universities-and-colleges/prepare

⁸ National Collaborative Outreach Programme 2016

⁹ Opportunity Areas – www.gov.uk/government/news/education-secretary-announces-6-new-opportunity

Section 2: Fees, Student Numbers and Fee Income

2.1: Intended tuition fee charges for new fee-regulated entrants in 2018/19

The University of Hull intends to charge the standard tuition fee of £9,250 to new full-time honours degree undergraduate entrants in 2018/19, ¹⁰including 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 £6,165 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:¹¹

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 2018/19 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.

¹⁰ The University may apply an increase to this fee rate for entry in 2018 in line with the inflationary measure set by Government and may apply an annual increase for continuing students at the amount permitted by Government each year. The University can only guarantee EU students that they will continue to be charged home fees whilst the current government fee regulations remain in force.

¹¹ The University may apply increases to fees in line with the amount set by Government

Section 3: Access, Student Success and Progression Measures

3.1: Assessment of Access, Retention and Progression 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, students in receipt of disabled students' allowance, part time students and has a particular strength in recruitment of students from low participation neighbourhoods.

HESA Performance Indicators 2017 (2015/2016 Entrants for all measures except T3b and T5 which are 2014/2015 entrants)

Student Grouping	UoH	Eng	Benchmark	Variance From Benchmark	Variance From England Average
T1a – Participation - Young FT First Degree Entrants From State Schools Or Colleges	93.4	89.8	93.4	0.0	+3.6
T1a – Participation - Young FT First Degree Entrants From Specified Socio-Economic Classes	No Longer Published				
T1a – Participation - Young FT First Degree Entrants From Low Participation Neighbourhoods	19.9	11.3	13.0	+6.9	+8.6
T2b – Participation – Mature FT First Degree Entrants from Low Participation Neighbourhoods	22.6	12.2	13.7	+8.9	+10.4
T3b – Non-Continuation - Young FT First Degree Entrants From Low Participation Neighbourhood	10.1	8.8	9.4	-0.7	-1.3
T5 - Projected Outcome - Full-time first degree entrants	79.8	80.7	77.2	+2.6	-0.9

The most recent HESA Performance Indicators show the University continuing to improve compared to previous years;

- The participation indicator for 'young full-time first degree entrants from state schools or colleges' is in line with our benchmark, and is 3.6 percentage points higher than the England Average
- The participation indicator for 'young full-time first degree entrants from low participation neighbourhoods' has continued to increase from 18.1% in 2013/14 to 19.7% in 2014/15, and now stands at 19.9%. This is 8.6 percentage points above the England Average, and 6.9 percentage points above our benchmark

- The participation indicator for ‘Mature FT First Degree Entrants with No Previous HE from Low Participation Neighbourhoods’ remains very strong and is 8.9 percentage points above the benchmark, and 10.4 percentage points above the England Average.
- 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’ increased from 9.4% in 2013/14 to 10.1%. Despite this, the gap between the benchmark has reduced to only 0.9 percentage points.
- The ‘projected outcomes’ indicator has decreased from 82.9% in 2013/14 to 80.3% in 2014/15, but continues to exceed our benchmark of 77.2%.

Assessment of Progression into Employment and further study – DLHE 2105/16

	1st Quintile POLAR FT/ home/ first degree students	Total FT/ home/ first degree students
% EPI	94.1%	96.1%
% Positive Destinations	69%	76.0%

2015/16 is the first year that we have compared the progression rates of 1st Quintile POLAR students against our published DLHE scores. While the figures for WP students compare favourably nationally, the percentages are still below those for all Full Time Home First Degree Students.

The University is now analysing graduate outcomes against a number of characteristics, including ethnicity, disability, male/female and POLAR. We note the variation in graduate outcomes when considering POLAR, i.e. These students are less likely to be in graduate level employment compared to non-POLAR students and we have invested in a number of initiatives to support these students in an attempt to create a more level playing field. This includes actively promoting particular employability initiatives to these students and using WP alumni to support us in our work.

We recognise the challenges faced by Widening Participation students in gaining access to professional networks and in securing graduate level in employment. Delivering high quality student support and employability services to WP students, both pre-entry and throughout their time at the University remains a key priority for the Careers and Employability Service.

Our Retention Strategy.

In recent years the University has successfully increased recruitment into Foundation Year programmes. This has allowed a wider cohort of students (in terms of social background, ability and qualifications obtained) to access higher education at the University of Hull. Foundation year students are supported through their study onto degree programmes and thereafter in order to enable them to achieve their potential. It is inevitable however that the increasingly mixed cohort will have an impact on retention and the overall degree projected outcomes. In order to address this, the level of student support in areas delivering foundation year programmes has been increased, and we are confident that progress against these targets will be made in future years.

Since students from disadvantaged/under-represented groups are proportionately at greater risk of non-continuation, the University of Hull will invest in analytics to enable the identification of students at risk of non-continuation. Evidence has shown that learning analytics can help empower universities by identifying individuals who are indicating that they are risk of 'dropping out' and even failing to achieve full academic potential. Support and guidance will be provided by our Student Engagement Officers, Wellbeing Advisor and Inclusivity Officer and suitable interventions will be directed to whole cohorts of students as well as interventions to individual students at risk.¹²

The University's Student Engagement Officers (SEO) aim to encourage students to engage and actively commit to their studies, and play a crucial role in supporting students as part of the University's central provision within Faculties, offering an additional point of contact for support and enabling student access to other services. Each SEO works closely with Academic Support Tutors (AST's), Associate Deans and Directors of Student Engagement, and play a key role in staff-student committees.

Students who engaged with the SEO's completed a survey to demonstrate the impact and effectiveness of provision in student retention and success which showed¹³:

- 54% were less likely to withdraw
- 63% felt confident that they could successfully complete their studies
- 51% went on to access their Academic Support Tutor (AST)
- 59% went on to access other University support services

The University is implementing the attendance monitoring element of the SEAtS student engagement analytics software¹⁴, and the cause for concern model. The system is intended to be fully functioning at the beginning of the 2017 academic year. We will also be using an artificial intelligence approach to management of risk attributes to help identify some of our most vulnerable students who, as a result of their backgrounds, profiles or circumstances on entry (for example a disclosure of issues with socialisation, mental health issues etc.) a drop in engagement would trigger an alert to either academic and / or support staff that the student needs to be contacted to check to see if all is well

¹² How universities are using analytics to boost fair access and retention – <https://www.jisc.ac.uk/blog/how-universities-can-use-learning-analytics>

¹³ 364 Student Respondents

¹⁴ SEAtS Student Engagement Software - <https://www.seatsssoftware.com/#section-about-seats>

3.2: Our Student Lifecycle

The University of Hull continues to take a whole institution student lifecycle approach in our commitment to access, student success and progression.

Pre-entry and Access

Our widening participation and outreach work begins at Year 5 primary and continues with targeted, regular interventions through to Year 13, including potential and prospective mature learners. Activities range from large on campus events to raise awareness, increase confidence and aspiration to Higher Education, to smaller targeted activities including attainment raising, progression pathways and awareness of graduate level careers and professions. Outreach activities are implemented to support both students and educational institutions at key transitions points throughout the school curriculum.

On-programme & progression for University of Hull Students including In-reach Activity.

Student retention, experience and achievement are key aspects of the student lifecycle and form part of the academic learning journey. Throughout their undergraduate studies, students are provided a range of support opportunities to include studentships and scholarships; financial and social support; advice and guidance surrounding careers and employability; in addition to traditional university student support services. Students are encouraged to engage with a variety of activities and initiatives alongside their academic studies to enable them to develop wider skills in order to realise their full potential, whether this be geared towards transition and progression to postgraduate study or employment. A key area of focus over the next two years will be the identification of opportunities for students during their programme of study to engage with 'In-reach' activities, aimed at enhancing their employability skills and personal profile. Such in-reach activities may relate to the programme of study or provide opportunities to engage with other areas to broaden the students' knowledge and skills

3.3: The University's Strategic Approach to Access. Student Success and Progression Measures including Target Groups.

In order to meet the targets of the 2018/19 Access Agreement the University has set the following priorities:

3.3.1: Access – Outreach: Raising Attainment in Schools and Colleges

In our Strategic Plan for 2016-2020¹⁵, the University of Hull remains committed to our principle of a whole institution approach to widening participation. We believe this approach supports the sector, the institution and community by engaging with local and regional learners and those beyond to support progression to higher education and helps us to ensure that higher education remains accessible to all students with the potential to succeed regardless of their socio-economic background.

To this end we will:

- Engage in long term sustained collaborative outreach with learners from primary school through 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 use HEFCE analysis and interactive maps to determine these areas.
- Offer and deliver the University of Hull Access and Widening Participation (AWP) Outreach Programme to our networks of schools, academies, partner colleges, and community and partnership collaborations and beyond.
- Support activity which reaches out and raises the educational and career aspirations of our disadvantaged / under-represented groups, 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 offering guidance, advice and counselling and, where appropriate, financial support.
- Develop new sponsor and partnership arrangements with colleges, schools, academies and community groups.¹⁶
- The University has over 50 staff sitting on school governing bodies, these are a mix of Primary, Secondary, Sixth Form Colleges, FE Colleges and UTC's. We aim to develop and deliver a support network for these staff and explore how our participation can be expanded.

¹⁵ University of Hull Strategic Plan 2016 – 2020. Shaping the Future

¹⁶ For further information, see- Collaborative Outreach and Partnership Work. Increasing our Investment in Access & Widening Participation Activity.

- Develop and deliver a Level 3 UCAS Accredited Programme to support Progression to Higher Education for Year 12 and 13 pupils at Key Stage 5. Initially in collaboration with our Principal Partner College Network (2017) and our Community Sports Programme (2018). This programme will allow pupils to work towards an additional qualification that will count towards UCAS tariff.
- Develop and deliver a University Accredited programme to support Attainment and Progression to FE and beyond for years 7 to 11 at Key Stages 3-4, with a view to increasing Progress 8 and Attainment 8 scores. Initially in collaboration with our Principal Partner College Network Feeder schools. (1 x Feeder School September 2017, increasing to 6 schools in 2018) and our Community Sports programme (2018).

3.3.2 The University of Hull ‘Disadvantaged / Under-represented’ Groups:

The University has identified a number of profiles of students who form part of our disadvantaged and under-represented student groups. These groups will be closely monitored in terms of pre-entry, engagement and achievement as part of our student awareness and engagement activity. The profiles of students who are included within this group have been identified in national data / statistics as either being at risk of non-continuation or to their lower than expected participation and / or attainment. We are also creating a postgraduate framework to support our under-represented groups’ progress to postgraduate study. The profile groups which will be monitored include:

- Low income backgrounds
- Lower socio-economic groups/ neighbourhoods where HE participation is low
- Black and minority ethnic groups
- Mature and part-time learners
- Care leavers and those estranged from their families
- Student Carers
- White working class boys (see below)
- First generation scholars
- Disabled students which may include those with mental health problems, specific learning difficulties and those with Autism Spectrum Disorder

White working class boys

White working class boys are the lowest performing group at the end of compulsory education, with only 10% of the most disadvantaged white British males progressing to higher education. Not only is this significantly less than the most advantaged white males, it is also significantly less than the progression to HE of disadvantaged males from other ethnic background. Other factors that act as deterrent to entry in HE include financial barriers, and access to informal information and role models who have experience of higher education and can communicate its tangible benefits.¹⁷

¹⁷ [The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016. - page 5](#)

As seen above, the University of Hull's 2018/19 Access Agreement will also respond to the government's call for the HE sector to specifically target white working class boys to increase their participation in higher education.

Despite the new government requirement to specifically target white working class boys, there is no consensus agreement as to a working definition of this group. A range of measures are in use, but not all have robust data to back them up, building on the research carried out by OFFA and the University of Sheffield.¹⁸ The University of Hull will adopt the following combination measures to define 'white working class boys':

- Ethnicity: White
- Gender: Male
- POLAR3: Quintile 1

On this measure in 2015/16 the percentage of the University of Hull home undergraduate intake was 7.5 as opposed to the National benchmark of 10 percent of white British males from the lowest SES quintile.¹⁹

The University of Hull is currently developing a number of projects to increase the proportion of white working class boys accessing HE. The Community Sports Partnership with West Hull Rugby Club is one example. It is hoped that by undertaking activities in a non-school setting, we will be able to reach boys who may have become disengaged from a traditional education setting. Many young people look up to their sports coaches and mentors, so these role models reinforcing the benefits of education, and HE in particular, may resonate more readily with them. It will also allow us to engage with parents in a relaxed environment and provide them with advice and guidance on progression to HE.

In addition to this, the University will continue to use Department of Education contextual data to identify and target local schools with large percentage of White working class boys.

¹⁸ <https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/topic-briefing-white-british-students/#evidence>

¹⁹ Crawford, C., & Greaves, E. (2015). *Socio-economic, ethnic and gender differences in HE participation*. London: Department for Business, Innovation and Skills.

3.3.3: Student Success & Progression.

To support on-programme University of Hull Students we will:

- Provide a structured framework of support for all students, with specific elements targeted at our disadvantaged / under-represented groups, underpinned by inclusive practice and taking into account the principles of equality, diversity and socio economic background.
- Deliver integrated, on-programme academic support for our disadvantaged / under-represented groups with specific reference to induction/transition, engagement and progression.
- Maintain the Hardship Fund set in 2017/18, available to Home and EU undergraduate students.
- Support and encourage our disadvantaged/ under-represented groups to experience new opportunities and environments through study abroad and international summer school programmes.
- Allocate a student engagement officer to support each of the disadvantaged/ under-represented group at an institutional level, to include development of frameworks to support each groups; delivery of targeted events and provision of targeted communications for each group highlighting dedicated events, opportunities and support infrastructures.
- Introduce a dedicated institutional internship programme which is targeted at our disadvantaged / under-represented groups which is competitive and the successful candidates will receive a fully integrated and supported development programme.

Progression Measures for University of Hull Students: Transition to postgraduate study or employment:

We will 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.

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. Given the often limited nature of graduate opportunities in the Humber Region and the need for mobility in the increasingly global job market, we continue to support activities which enable 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 and China, 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.

All new students are enrolled onto the pre-arrival online induction which provides a diverse range of information, guidance and support to prepare students for their time at the University of Hull. The module encourages students to start thinking about their future career aspirations and provides information and guidance on accessing the careers, employability and entrepreneurship service, in addition to encouraging engagement with the Hull employability award.

Careers and Employability Advisers work closely with academic tutors and other staff, including Student Experience Officers 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 continue to deliver the project started 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 focussed marketing and ongoing support for our disadvantaged/ under-represented 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 our disadvantaged/ under-represented groups 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 disadvantaged/ under-represented groups. 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. Our disadvantaged/ under-represented 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 studies.

The Employer Internship Scheme offers flexible on-course, summer and graduate placements with local employers. Support and funding is available and targeted at our disadvantaged/ under-represented 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 our disadvantaged/ under-represented students.

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 2018/19 to include flexible opportunities in the University allowing students to study and gain experience at the same time. Some of our disadvantaged/ under-represented 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.

3.4: Collaborative Outreach and Partnership Work - Increasing our Investment in Access & Widening Participation Activity.

Our outreach work extends through primary year groups, to Year 13 and beyond. In May 2017 we will audit all outreach work delivered by and on behalf of the university, including all outreach activity funded through the access agreement. The audit will inform the development of an Access and Widening Participation (AWP) Outreach Programme to support all future attainment and aspirational raising AWP outreach activity from September 2017. By 2018/19 the AWP outreach programme will fully encompass specific HEFCE and institutional targeting for:

- Principal Partner College Network – strategic relationships with schools.
- Primary, secondary and further education institutions – student specific if appropriate.
- Community activity – learner specific if appropriate.
- Underrepresented and disadvantaged target groups.

Access and widening participation outreach activities will be targeted appropriately to support long-term and sustained interventions across the pre entry student lifecycle.

The University of Hull Outreach Programme will support access into Higher Education by raising attainment and aspirations to all those who have the potential to progress including sector and institutional target groups, and will include the following:

Hull Children's University

The University of Hull is an official partner of the Hull Children's University²⁰.

In collaboration with the University of Hull, the Hull Children's University (HCU) and the Scarborough Children's University provide children with the opportunity to participate in a range of educational experiences outside the classroom. Approximately nine hundred children from ten schools in areas of deprivation in Hull and the East Riding will benefit from these experiences. 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.

All interventions will be recoded onto the University of Hull HEAT Database.

²⁰ The Children's University – Hull -<http://www.hullchildrensuniversity.com/>

University of Hull students can participate in the HCU free elective module worth 20 credits towards their degree. As part of this students volunteer and mentor on a minimum of two HCU experiences. Currently there are thirty nine University of Hull student volunteers.

HCU Activity Examples

- Kip on a Ship²¹
- The London Experience²²
- Healthy Lifestyles²³

Scarborough Children's University

A multi-agency aspiration-raising programme working with disadvantaged North Yorkshire school children to encourage a love of independent learning, and engagement in wider cultural opportunities. Currently engaged with 12 schools on the Coast and in Ryedale we aim to expand the programme to include more schools and more support-partners in 2017/18; with a medium-term aim of establishing in 25+ schools and engaging around 1500+ pupils in key deprived areas.

Principal Partner College Network – Sponsorship Arrangements.

In late 2016 the University of Hull successfully launched a Principal Partner College Network with three FE colleges. This is a strategic relationship, rather than a formal sponsorship as defined by the DfE. A further college will become a partner in 2017. The University of Hull has sponsored the creation of learning spaces in each of the Colleges and a programme of support activity has commenced.

Principal Partner College Network – Humber Region.

- Recent consultations with the Principals of each of the Colleges has led us to develop a new model for collaborative working with the Colleges. We aim to develop a comprehensive programme of student activity, staff development and targeted investment in resources that will significantly raise attainment and aspiration across all four colleges. This will include new collaborative activity across the partnership to enable joint staff development and support activity and the sharing of best practice.
- An additional Attainment and Aspiration fund will enable each individual College to bid for up to £15,000 to support specific access and widening participation objectives. A further fund of £20,000 in year 1 and £25,000 in year 2 and 3 will enable the four Colleges to submit funding proposals to deliver joint projects across the partnership to support access and widening participation objectives.

²¹ Kip on a Ship - <http://www.hullchildrensuniversity.com/kip-on-a-ship/>

²² The London Experience – <http://www.hullchildrensuniversity.com/london-experience/>

²³ Healthy Lifestyles - <http://www.hullchildrensuniversity.com/healthy-lifestyles/>

- Our framework of evaluation will be adopted across the Principal Partner College Network to measure impact and effectiveness of all activities delivered. All activities will be recorded on the HEAT Database. The activity work will begin in September 2017.
- The Development of a Level 3 UCAS accredited 'Progression Programme' to support attainment and progression to Higher Education will allow students to achieve an additional qualification. This will be delivered to Year 12 pupils, and will begin in September 2017.
- The programme will be piloted in small groups in each of the three colleges in the first year, then rolled out to a fourth college in the second year.

Principal Partner College Network – Outside the Humber Region.

- The University of Hull is looking to expand the concept of the Partnership College Network and initial discussions have been held with three colleges outside the Humber region. This approach will allow us to develop a framework to ensure consistent working practices if approved. This work is still in its infancy, and the operational timescales have yet to be agreed with the Colleges.

Scarborough & North Yorkshire Partnerships Office (SNYPO)

In July 2017 the University of Hull is discontinuing its HE provision at its former Scarborough Campus and from July 2017 Grimsby Institute of Further and Higher Education will be providing Further and Higher Education from this site.

Grimsby Institute of Further and Higher Education are launching a new Further and Higher Education College. However, the University is still acutely aware that The North Yorkshire Coast is a nationally-identified cold-spot, for both young progressions to HE, and social mobility.

In addition to validation the HE provision made by GIFHE the University has responded by continuing to address Access and Widening Participation issues in the region by establishing a dedicated outreach team based in Scarborough and to cover the whole of North Yorkshire with a particular focus on key areas of deprivation including; Scarborough, Whitby, Filey, Northallerton, Thirsk, Skipton, Selby, and parts of Ryedale. The Access and Widening Participation Team based at Scarborough is overseen directly by the Head of Access, Funding and Support at the Hull Campus. The core activities will be:

- Schools / college engagement
- Access, widening participation and outreach activities
- Data / activity capture & logging [effectiveness of activities]
- Student ambassadors
- Scarborough Children's University

SNYPO outreach and widening participation work will continue to span all age groups. Primary aged pupils' activities will focus on the rapidly-expanding Scarborough Children's University.

Secondary aged pupils - the focus in North Yorkshire will be on continuing to develop our collaborative work through The North Yorkshire Coast Higher Education Collaboration (NYCHEC). This collaborative widening-participation initiative by Hull, York and York St John Universities will continue and will dovetail with new work being brought to the area through the University of Hull Federation of Regional Colleges Network (FORCE) and Higher York NCOP work. The scheme currently operates across school-years 7 to 11 in all state-funded North Yorkshire Coast schools - incorporating activities ranging from: campus visits to family engagement events; subject tasters; assemblies, CPD events and in-school workshops. It also incorporates a smaller progressive WP programme called High Five which targets WP pupils for interventions over the full five years of their secondary school life. Discussions are already underway with University of Hull FORCE and Higher York NCOP regarding where these programmes can add value to each other. We will continue to monitor and evaluate and harmonise NYCHEC with our university's HEAT tracking system.

College-aged pupils in North Yorkshire - SNYPO's focus will be on provision of Information, Advice and Guidance (IAG) to students at our partnership institution the Scarborough University Technical College. We will also provide access and opportunities to visit and experience activities on the University of Hull Campus, Scarborough TEC, and other North Yorkshire Colleges.

Adult learners - we will build on existing partnerships with adult learning providers (e.g. NYCC Adult Learning Service) and IAG networks (e.g. NY Community Learning Partnership), along with a range of employers, local government, charities, community and interest groups to influence broader social outcomes and engage the university as an anchor in the region.

North Yorkshire Coast Collaboration (NYCC)

The collaboration between the Universities of Hull, York and York St John will continue with renewed vigour. The NYCC outreach collaboration continues to work along the coastal areas to develop and deliver outreach activities to secondary schools, parents and guardians of learners and support teacher/staff development within these schools. This work will continue alongside additionally funded government programmes including the National Collaborative Outreach Programme (NCOP)²⁴ and activity funded through the Opportunity Area Social Mobility Programme²⁵. A systematic approach to the use of collective contextual data will allow the NYCC collaboration to refocus the outreach provision to enable all available funding opportunities to be maximised and targeted for maximum impact. New partnership opportunities within the collaboration will be identified – expansion of current activities, employer, third sector and community groups engagement.

²⁴ National Collaborative Outreach Programme (NCOP) <http://www.hefce.ac.uk/sas/ncop/>

²⁵ Social Mobility Opportunity Area Programme <https://www.gov.uk/government/news/social-mobility-package-unveiled-by-education-secretary>

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 will introduce its own pathway programme to health professions and medicine in line with the University of York. This will coincide with the opening of the new Health Campus and Allam Medical Building in 2017. The annual HYMS Summer School will continue to provide widening participation students the opportunity to learn more about the medical profession and the application process and deliver

- UKCAT workshop
- Clinical Skills Experience at Castle Hill Hospital²⁶
- Junior Doctor Talk
- Academic sessions

The HYMS Scholarship continues to offer additional financial support to students from a low income background regardless of previous higher education experience.

The Federation of Colleges

The University has committed to working in close partnership to ensure availability of HE provision to students who would otherwise be unable to access that provision due to constraints on their ability to attend established HE providers in their locality. 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 LEPs and associated Enterprise Zones, 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 Higher and Degree Apprenticeships agenda and regeneration taking place across the region. At the heart of the network is the notion of new and relevant progression opportunities, backed by a high quality assurance framework. This is supported by processes for enhancing curriculum development (focused on priority learning areas and the use of digital technologies to enhance learning teaching and assessment) and collaborative professional development including research and scholarly activity. The Federation members are working together to develop Higher and Degree Apprenticeships in local LEPs' initial priority areas of Engineering and Nursing.

²⁶ Castle Hill Hospital, Cottingham, Hull.

<http://www.nhs.uk/Services/hospitals/Overview/DefaultView.aspx?id=RWA16>

The University of Hull's validation of HE in FE colleges is supporting local area 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.

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 established FORCE as a network for collaborative outreach to take higher education to the learner 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.

The FORCE membership and management structures have taken on the oversight of the HEFCE National Collaborative Outreach Partnership (NCOP) initiative with HE in FE partners being responsible alongside the University for the delivery of NCOP collaborative engagement activities and events across the Humberside area. The partners include, Bishop Burton College, East Riding College, Doncaster College University Centre, Grimsby Institute University Centre, Hull College Group, North Lindsey College, Rotherham College and Selby College.

Community Sports Partnership (West Hull Rugby Club) - Pilot Project

West Hull ARLFC have been a major part of amateur rugby league both locally and nationally for over four decades. Located in a city which is the 11th most deprived in the country, the club engages on a regular basis with young people and adults from across the city through its pursuit of developing sport, in particular Rugby League.

The Community Partnership pilot project is initially for a two-year period April 2016 – March 2018. The University of Hull will work with West Hull ARLFC to enable and facilitate access to both the university and the club sites, for the regular delivery of activities and events (sports focused and otherwise) for individuals involved with the club, the wider associated community and the current students of the university (In-reach activity). The project is a unique community based project to enable delivery of an Access & Widening Participation Programme that seeks to raise the attainment and aspirations of young people.

It is hoped that undertaking activity in a non-school setting will help us to reach young people who may have disengaged within a formal education setting. Many young people look up to their sports coaches and mentors, so having these role models reinforce the benefits of education, and HE in particular, may resonate more readily with them. It will also allow us to engage with parents in a relaxed environment and provide them with advice and guidance on progression to HE.

The proposed partnership will demonstrate a joint commitment to raising awareness of higher education and aspirations to increase attainment through participation in sport and community engagement. This will provide opportunities to undertake a variety of participation based projects and share experience and good practice with a range of stakeholders such as the Rugby Football League, Active Humber and Sport England. Subject to discussions with local schools, we will look at variety of measures to assess of the success of the programme including increased Progress/Attainment 8 scores, and progression into Higher education.

The Associate Institutions Network (AIN)

The Associate Institutions Network (AIN) is pre-HE group of sixth form colleges, FE colleges, UTCs, schools and academies, which works jointly with the University of Hull across the region. The Network is committed to providing a learner progression relationship with the University through a framework of activities. The University is currently reappraising this network in the context of membership and 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. In September 2017 we will receive the exam results for our first cohort of learners coming through the Humber UTC.

The UTCs operate non-educationally selective policies for the year 10 intake 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 (44%) compared to a national average of 38.1% for schools with similar profiles.

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

- Humber UTC, Scunthorpe - Specialising in Engineering and Energy and Renewables (opened Sept 2015).²⁷
- Scarborough UTC, Scarborough - Specialising in Advanced Engineering, Design & Control (opened Sept 2016).²⁸
- The Ron Dearing UTC, Hull - Specialising in Digital Technology and Mechatronics (opening in Sept 2017).²⁹

²⁷ Humber UTC Scunthorpe - <http://humberutc.co.uk/>

²⁸ Scarborough UTC - <http://www.scarboroughutc.org/>

²⁹ The Ron Dearing UTC - <http://www.utcolleges.org/utcs/the-ron-dearing-utc/>

The University of Hull is committed to working with the UTCs by providing strategic management through the Governing Body, providing academic curriculum and project support in the specialisms of engineering and mechatronics along with partner employers to shape the development of the curriculum and encourage a passion for learning. Bespoke events and activities on the University Campus support the students and inform career progression.

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 University sponsored UTCs are still in their infancy, with pupils at The Humber UTC being the first to sit GCSEs in June 2017. As the other UTCs come on board, we would look to measure the impact of UTCs and our sponsorship through the number of pupil attending an UTC, GCSE attainment, progression in FE, and OFSTED reports. Over a longer term we would also look at progression in HE through HEAT.

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.

The Carers Trust

The University of Hull intends to work with a variety of external agencies to highlight and publicise our commitment to our potential and current student carers. The Carers Trust encourage universities to actively promote and engage with pre entry and on-programme student carers. The Carers Trust database provides a platform for universities to register the support and services available to carers.

AccessHE – London

The University of Hull is an active member of the AccessHE network. This is the largest regional widening access 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 both develop strong reciprocal collaborative

relationships with other HEIs in London and also participate in joint activities with shared goals. As part of the National Collaborative Outreach Programme the University of Hull will deliver two Summer School Programmes to 120 students from London in 2017. The University is committed to maintaining its involvement with AccessHE to 2018/19.

In 2018-19 AccessHE will be convening action forums across a range of outreach areas. These will include working with Black and Minority Ethnic (BME) learners, supporting care leavers and estranged students, student ambassador work, the evaluation of widening access work and supporting disabled students. AccessHE will also convene joint projects involving its members including AccessHE Online³⁰, which is a suite of 9 online courses for widening participation learners and AccessHE Creative focusing on access to the arts and creative subjects in HE and STEM revision courses at level 3 and 4.

AccessHE will also be focusing more on supporting its members in the areas of retention, success and progression in 2018/19. We anticipate that there will be a new action forum in this area in 2018/19 and also a number of joint projects which will improve the ability of our members to support learners from widening access backgrounds through the whole student lifecycle. Such work will include plans to develop shared approaches to strategic developments in access work that links outreach more effectively with learning and teaching, and also careers support for under-graduate learners.

3.5: National Collaborative Outreach Programme

A successful bid for HEFCE funding for the National Collaborative Outreach Programme (NCOP)³¹ has created an opportunity to develop additional outreach opportunities. Alongside work delivered through our access agreement, we will also deliver the NCOP for the Humber region. The recruitment of a new team of twelve staff to deliver NCOP work, will ensure that we have the capacity to guarantee NCOP activities provide additionality and complementarity to the activities and outreach work delivered under the access agreement. The NCOP team manager will report directly to the Head of Access, Funding and Support, who will have responsibility for ensuring the NCOP team works closely with the Access, Funding and Support Office and the Schools and Colleges Liaison Service and for ensuring coordination and cohesion across the different strands of our outreach work. Where there are areas of potential overlap, we may look to match fund projects (or offer/ deliver additional activities as appropriate) from the different funding streams as appropriate (based on the nature of activity and target cohort of pupils). This is to streamline the offer to schools, who may not perceive the difference between the areas of funding or have limited time in which to engage.

As ever, our work under the access agreement will focus on the holistic student journey – from primary school to employment. We will continue to deliver to this broad base of target pupils under our access agreement to ensure that the narrow focus of the NCOP does not eclipse the broader outreach we have been delivering and plan to continue to develop. A

³⁰ The University of Hull in conjunction with AccessHE has developed a Chemistry GCSE/ A level Chemistry Revision MOOC. 'Molcraft' which is currently being trailed in London and Hull.

³¹ National Collaborative Outreach Programme (NCOP) <http://www.hefce.ac.uk/sas/ncop/>

systematic approach to the use of HEFCE and institutional contextual data will allow the University to maximise both Access Agreement and NCOP funding.

3.6: Opportunity Areas – Scarborough.

In October 2016, the Education Secretary The Rt Hon Justine Greening MP announced that 6 social mobility ‘coldspots’ (Blackpool, Derby, Norwich, Oldham, Scarborough, and West Somerset) would become opportunity areas, which will see local partnerships formed with early years providers, schools, colleges, universities, businesses, charities and local authorities to ensure all children and young people have the opportunity to reach their full potential.

The Scarborough & North Yorkshire Partnerships Office (SNYPO) will continue to plan and deliver existing outreach and WP initiatives and will also expand on key initiatives including Scarborough Children’s University. SNYPO will also align itself to major North Yorkshire Coast public and third sector initiatives including

- Scarborough Opportunities Area Programme (Government Office £ multi-million social mobility partnership-initiative)
- The University of Hull National Collaborative Outreach Programme (FORCE).
- Higher York National Collaborative Outreach Programme
- Scarborough Pledge (NYCC £750,00 improving schools and aspirations programme)

The University of Hull’s SNYPO office will work with key partners in North Yorkshire including other universities, employers, statutory bodies and private businesses to provide outstanding outreach in schools, colleges and the community in North Yorkshire in order to raise aspirations and attainment, to widen participation and improve HE Access.

3.7: Supporting Access, Student Success and Progression

The University has and will continue to 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. A strategic approach to investment across ‘on programme’ activity for disadvantaged/ under-represented students will include spend across three key themes; faculty / professional service innovation projects which have significant transferability across a range of student groups; integrated institutional priority themed activity (focused around annual strategic objectives / imperatives); institutional internship programme investment. A dedicated leadership team has been identified to lead this group, which has a specific remit for on-programme activity and engagement in contrast to a combined approach which has been utilised previously.

Key elements with particular relevance to the 2018/19 Access Agreement include:

Activities and interventions targeted at full and part-time learners from disadvantaged and / or under-represented backgrounds across the student lifecycle. These include:

Before new students arrive as part of our engagement we ask students a range of questions to gain insight into any additional needs they have yet to disclose in addition to any support needs, anxieties or issues they have via the online induction platform. Where appropriate we contact students before they arrive to provide reassurance, and elicit any specific needs they may have in order to put support in place for when they arrive. We also contact specific groups of students pre-arrival, for example those on the autistic spectrum and mature students offering the opportunity for new students to attend welcome events and / or summer schools.

We have developed an online screener which provides data which acts as an indicator to the likelihood of a positive diagnosis of SpLD. Students are directed towards the screener as soon as there is a strong indicator the applicant will select the University of Hull. The specialist team will make recommendations as to the need or otherwise of an educational psychology assessment and of which the cost (to a maximum of £300) will be refunded once the applicant registers at the University of Hull. This enables adjustments and support frameworks to be put in place much sooner, and ideally before arrival so students can benefit from support at the earliest opportunity.

Identification of pre-entry attributes which may pose a higher risk of non-continuation / completion - as part of our work around student engagement, we are working to highlight / flag students who may be at greater risk of non-continuation / completion as a consequence of their entry profile, from academic, personal and social perspectives. Information provided by HESA in regard to those groups of students at higher risk will also feature as part of this activity. This information will be obtained through both UCAS disclosed information and that gathered as part of the initial, pre-entry online induction package.

A pre-entry online induction platform is in place and we are developing a platform to support transition which will be integrated with the Academic Support tutor system. Students have informed the development of the online induction package and we will continue to work with students in this vane. The construction of the online induction is based around themes and filtering of questions which are relevant based upon student responses to ensure students are only asked for information which is relevant to them.

The induction and transition team have worked closely with faculties and academic schools to develop an institutional framework to support induction and transition, which clearly differentiates between institution level information from academic based information and of which subsequently informs on campus induction during the first weeks of term which are key to ensuring an effective and supported transition into HE.

Dedicated welcome events for mature students and those on the autistic spectrum. This work will be extended to other groups identified under the under-represented / disadvantaged student groups. The future events will be designed based upon feedback from students within those groups in relation to their needs and preference around induction and transition.

Early warning systems for poor attendance and timely intervention – a new system has been purchased which will enable automated capture of student attendance at teaching events in addition to other signals from a range of data sources which

provide evidence of a student engaging with their studies (or otherwise) and can inform academic support tutor meetings, discussions with support services and prompt the need for interventions at a much earlier stage in the student lifecycle.

Extending the scope of Student Engagement Officers to provide additional support and guidance to all students, with a particular reference to disadvantaged / under-represented groups and those groups who may be at higher risk of non-continuation or reduced engagement. The team assist with academic transition, support social integration, and focus on the critical stages and non-completion risk factors related to the student lifecycle.

Extending the scope and reach of the induction and transition team with regard to the institutional framework for induction and transition across the student lifecycle. Integrated working across academic and professional service areas, in particular student services, to enable an institutional approach to student led, personalised induction and transition.

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.

Development of a technical solution to support academic tutors, student engagement officers and student support staff in the identification, monitoring and support for disadvantaged / under-represented groups on programme.

Development of our integrated package of support for students with specific learning differences (SpLD) (which includes initial screening to identify potential SpLD, funded assessments for diagnosis, support via 1:1 and/or group support) to include personal learning support plans for students presenting with lower ability who do not have a diagnosis of SpLD but require additional, more specialised support.

Section 4: Financial Support

4.1: 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.

4.2: Balance of Support between Financial Support and Non-Financial Measures.

Of the £6.77m anticipated institutional spend from fee income above the basic fee in 2018/19, £1.4m is proposed for outreach, £1.6m for student success, £250,000 for progression, and the balance of £3.47m for studentship awards. The University's 2018/19 plans continue the 2017/18 Access Agreement decision to redistribute financial resources away from financial support.³² 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.

4.3: Financial Awards for those with residual household income of less than £25,000³³

The University will continue to offer studentships to Year 1 students to support transition. In 2018/19 the University will offer one year studentships of £1,000, RHI-dependent studentships to those entering full and part-time programmes where the FTE tuition fee is payable.³⁴

In 2018/19, 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.

4.4: Financial Awards for those with RHI of less than £42,600, dependant on academic attainment

The University will offer a Merit Scholarship³⁵ to Year 1 students to celebrate attainment and support transition. In 2018/19 the University will offer one-year Merit Scholarship of

2,000, RHI-dependent and attainment of 120 UCAS tariff points to those entering full and part-time programmes where the FTE tuition fee is payable.³⁶

³² 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?

³³ The University of Hull Studentship - <http://www2.hull.ac.uk/student/money/ug/studentship.aspx>

³⁴ The University may apply increases to fees in line with the amount set by the Government each year.

³⁵ The University of Hull Merit Scholarship - <http://www2.hull.ac.uk/student/money/ug/meritscholarship.aspx>

³⁶ The University may apply increases to fees in line with the amount set by the Government each year.

In 2018/19, students who are eligible for the financial award based on household income and attainment, will receive their award as cash, (paid in 2 payments in their 1st year 50% in October and 50% in February). The full scholarship will be paid in the 1st year of study.

The University will also offer an Achievement Scholarship³⁷ to students to celebrate attainment and support. In 2018/19 the University will offer a three-year Achievement Scholarship of up to £4,000, RHI-dependent and attainment of 152 UCAS tariff points to those entering full and part-time programmes where the FTE tuition fee is payable.³⁸

In 2018/19, students who are eligible for the financial award based on household income, attainment and continued academic attainment, will receive their award as cash, (paid in 2 payments in each year that they are entitled to receive payment). The full scholarship will be paid in full during the course of study depending on the student continuing to meet the eligibility criteria³⁹.

4.5: 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 2018/19.

4.6: Financial awards for Hull York Medical Students (HYMS) for those with residual household income of less than £25,000⁴⁰.

For undergraduate students starting in 2018/19 on the HYMS Bachelor of Medicine and Bachelor of Surgery (MBBS), the universities of Hull and York will issue a £2,400 RHI-dependent bursary per year for 5 years of study. These awards 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.

4.7: Evaluating our Financial Support and Evidence of its Impact.

The University of Hull uses a mixture of qualitative and quantitative methods to evaluate the impact of its financial support offer. Since 2012/13, an annual questionnaire has been sent to all studentship (bursary) and scholarship students, and retention rates are analysed. In 2015/16, quantitative analysis looked at retention rates in two ways;

³⁷ The University of Hull Achievement Scholarship

<http://www2.hull.ac.uk/student/money/uguk/achievement.aspx>

³⁸ The University may apply increases to fees in line with the amount set by the Government each year.

³⁹ The University of Hull Achievement Award -

<http://www2.hull.ac.uk/student/money/uguk/achievement.aspx>

The award is paid in cash; £2,000 in the first year and £1,000 each in the second and third years of study, subject to successful progression with an average mark of 60% or above in each academic year.

⁴⁰ HYMS Award - <https://www.hyms.ac.uk/undergraduate/for-successful-applicants/fees-and-funding>

- a comparison of overall retention rates against all those who received a studentship (bursary) / scholarship.
- a comparison of retention rates for a sample of students who were just below the financial threshold needed to receive a means tested bursary, with a sample of those just above.

Our analysis found that for all students who received a financial award, the year one retention rate was 93.5%, compared with 90.3% for those who did not receive a bursary/scholarship.

However, when we compared a sample of students with a Residual Household Income between £0 to £500 below the financial threshold, with a sample of those up to £500 above, we found that the retention rate was lower for those who received the bursary (92.9%) than for those who did not (100%)

By increasing the sample to £1000 above and below the threshold, the retention rate for bursary students was still lower (93.3%) than for those who did not receive a financial award (95.2%)

While our qualitative data showed that bursaries/ studentships and scholarships are greatly appreciated and give considerable help to students, it is difficult to demonstrate that financial awards have had an impact on our retention when using quantitative data. As a consequence, in our 2017/18 Access Agreement the decision was made to move more resources to funding outreach activity given that these projects contain clear criteria and objectives that can be measured to ensure that resources have a genuine impact on retention.

We continue to survey our first year students⁴¹ who received a studentship or scholarship from the University, in order to evaluate the impact of the financial support on their HE decision making. The outcome of the survey corresponds with both the outcomes of CFE and Edge Hill University report on the Evaluation of the National Scholarship⁴² Programme and supports the conclusion that university financial awards have little impact on student decision making⁴³.

In addition, we will use data analysis to compare the retention rates of cohorts with similar economic backgrounds against previous years in order to identify the impact of the changes made to our financial support package.

⁴¹ A return rate of 11.7%.

⁴² CFE and Edgehill University Report - <http://www.hefce.ac.uk/pubs/rereports/year/2016/nspevaly4/>

⁴³ University of Hull Financial Aid Survey 2016/17 - 46% of respondents stated that they did not know and 17% stated they were unsure about how much financial support they would receive prior to them starting their course.

Section 5: Targets and Milestones.

5.1: Resource Plan and Institutional Targets

The University is committed to working towards the milestones presented in tables 7a and 7b of the resource plan. In line with the requirements of the Office of Fair Access all new and existing targets can be mapped the following student lifecycle themes;

- Raising Attainment
- Pre-entry
- Long Term Outreach
- Collaboration
- On-Programme
- Progression

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) 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 percent
Projected outcomes (HESA table T5)	Seek to improve projected outcomes by 4 percent
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	Seek to increase the proportion of acceptances from Home students with a self-declared disability
Ethnicity	Seek to increase the proportion of acceptances from Home students from a BME background
Postgraduate	Seek to increase the proportion of Post graduate participants from low participation neighbourhoods
White economically disadvantaged males	Seek to increase the proportion of white economically disadvantaged males accepting a place at the University of Hull. (Defined as having an ethnicity of white, sex of male, and from a 1st quintile POLAR3 area) (number of students)

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

Table 7b – Input Milestones	
Ethnicity	Increase the number of outreach activities involving schools with a high proportion of BME pupils
Low participation neighbourhoods (LPN)	Provide financial support to under-represented students to access applicant days and interviews (number of students)
Low income background	Provide financial advice and guidance to support progression onto PGT to students from under-represented backgrounds (number of students)
Multiple targets	Support engages with increasing numbers of under-represented students to provide support at key induction & transition points.
Low participation neighbourhoods (LPN)	Increase the percentage of Widening Participation students undertaking course of study that includes professional/industrial experience.
Low participation neighbourhoods (LPN)	Increase the number of widening participation students who receive financial support to access an international internships.
Multiple targets	Support engagement with increasing numbers of under-represented students who have been identified as being at risk.
Multiple targets	Increase the progression into Higher Education for Individuals involved in the University of Hull Community Programme. (number of students)
Attainment raising – commitment	Develop and embed an attainment raising progression pathway with local institutions that engages with Key stage 4 pupils (number of pupils)
Attainment raising	Develop and embed an accredited attainment raising progression pathway with local institutions that engages with Key stage 5 pupils (number of pupils)
Multiple targets	Increase the proportion of students undertaking European study abroad who are from a Widening Participation background. (percentage of students)
Multiple targets	Use the University of Hull Principal Partner College Network programme to increase the percentage of 1st Quintile POLAR3 students who progress into Higher Education. (percentage of students)
Low participation neighbourhoods (LPN)	Increase our engagement with parents of under-represented pupils (number of activities)
Multiple targets	Engage with primary age pupils from widening participation schools through the Children’s University in Hull and Scarborough (number of activities)

Section 6: Monitoring and Evaluation Arrangements

Monitoring and Evaluation Arrangements.

The University of Hull will monitor progress towards achieving the milestones articulated within the 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 Head of Access, Funding & Support, 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.

6.1: Evaluation: Ensuring expenditure is informed by evidence.

It is the intention to embed the institutional practice of widening participation research and evaluation throughout the whole student lifecycle. This will ensure that all expenditure is informed by evidence and evaluation.

This work represents a significant step change in the evaluation framework of widening access and outreach activities at the University of Hull. We will continue to adopt a broad institutional based approach to data capture in order to support our monitoring, reporting, evaluation and analysis of impact, as we develop and implement our new evaluation framework.

This approach will be further strengthened by the use of external benchmarking datasets⁴⁴ to understand the impact of our outreach activities, on programme and progression support against external frameworks and measures these will be used to inform and direct future spend.

6.2: Engagement in monitoring and evaluation networks

AccessHE – Impact London Project

The University is an active member of the Impact London Project which focuses on the study and design of evaluation. The 'Theory of Change' Evaluation Framework will be used to evaluate the impact of our widening participation programmes. Kirkpatrick's Model of evaluating the effectiveness of 'training and educational programmes' will be used to evaluate and analyse the effectiveness of specific targeted outreach activities. This framework will begin in September 2017.

⁴⁴ HEFCE and additional data sets to provide external demographic and contextual data.

The HEAT Database.

The University of Hull is a member of the Higher Education Access Tracker (HEAT) membership service which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity.

The University of Hull expects to begin recording data about its outreach and participants on the HEAT database from September 2017. This will be entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT will help the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We will be able to track student progression to any HEI to assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole.

Being part of the HEAT service also enables the University to engage with collective WP sector research. By using data from all members as an aggregate, the HEAT service is now able to explore new multi-dimensional ways of defining under-representation, disadvantage and differential outcomes and the effect that outreach can have on different groups of participants.

By subscribing to HEAT we can take an evidence based approach to planning outreach delivery so that we can continue to invest in outreach activities that optimise progression of disadvantaged cohorts.

The National Education Opportunities Network (NEON).

We are currently working with and continue to support NEON's Impact and Evaluation Working Group which provides a valuable cross-sector opportunity to discuss and develop evaluation approaches.

We continue to work with NEON and the Access Academy Evaluating Outreach Working Group. The evaluation work focuses primarily on:

- Framing the question and setting the strategy
- Collecting the data
- Analysis the data
- Dissemination and Impact

This framework will begin in September 2017.

6.3: Activity Evaluation Framework

The University of Hull will continue to invest in dedicated resources to support the research and evaluation of all widening participation, student success and progression activities as follows:

Currently and continuing:

- Datafiltr Software – Pre entry institution and student geographical data
- HEAT Database – Starting September 2017

From September 2017 and continuing:

- SEATS Software – Student Engagement Software
- 1 x FTE Evaluation Officers - Evaluation of widening participation, student success and progression activity. Management and administration of the HEAT Database.
- 1 x FTE Pre-Entry Academic Data Officer – Learning Analytics will be used to identify students from disadvantaged / under-represented groups to ensure they are successful following enrolment. This understanding will be used to identify appropriate support to enhance measures of retention and attainment.⁴⁵

From September 2018 and continuing:

- 1 x FTE On-programme Data Officer – a lifecycle continuation of the Pre-Entry Academic Officer to identify on-programme support for students from ‘Families who are just about managing’ (as above).
- 1 x FTE Evaluation Officers - Evaluation of widening participation, student success and progression activity. Management and administration of the HEAT Database.
- 1 x FTE Widening Participation Officer⁴⁶ - support increased outreach work along coastal region

⁴⁵ How universities can use learning analytics to boost fair access and retention – <https://www.jisc.ac.uk/blog/how-universities-can-use-learning-analytics-to-boost-fair-access-and-retention>

⁴⁶ SNYPO – University of Hull - Scarborough North Yorkshire Partnership Office

Section 7: Equality, Diversity and Inclusion

The University of Hull is committed to ensuring that we fully embrace the principles of equality, diversity and inclusion in our daily practices, activities and policies. The University is built on a philosophy that embeds fairness and equality into all areas of our work and at every stage of the student and staff life cycle. Today our commitment to equality is at the heart of our mission and values as a modern international university.

We are committed to providing and maintaining an inclusive learning and working environment, where equality is promoted, diversity is valued and discriminatory behaviour is not tolerated.

The University's strategic equality objectives for 2017–2020 are:

- To embed equality and diversity across the campus.
- To improve our response to external drivers.
- To promote the values that will underpin a diverse and inclusive organisational culture.
- To enhance the diversity and inclusion experience of staff and students.

The University's Equality Scheme⁴⁷ sets out how we will put these values into practice and the actions and activities we will take to uphold equality, prevent discrimination and promote greater understanding between the people in our community.

Commitments made by the University include adoption of the Race Equality Charter which will specifically help concentrate efforts on widening participation from BME communities, improving the experience of BME students and reducing the attainment gap between white undergraduates and other ethnic minorities. The University is currently undertaking two studies which will feed into this. One project is looking specifically at the BME attainment within the Faculty of Health Science, while the other is looking at the experience of BME students in the Faculty of Science and Engineering. Both of these studies will be completed by October 2017 at which point recommendations will be drawn up and an action plan will be produced to address the issues.

The University is also a Stonewall diversity champion and our partnership with Stonewall provides the campus with additional support and expertise to enable LGBT students to reach their full potential.

The University has also signed up to the government scheme of Disability Confident to ensure we can work in partnership with the government and other organisations to provide the best experience possible for our students.

⁴⁷ The University's Equality Scheme 2017 -2020 sets out how we will put these values into practice and the actions and activities we will take to uphold equality, prevent discrimination and promote greater understanding between the people in our community.

Section 8: Provision of Information to Prospective Students

The University publishes full information about Fees (including aggregate costs) and the value, operation and criteria for studentships 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 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.

Section 9: Access Agreement Development and Consulting with Students

The University of Hull 2018/19 Access Agreement was developed through a series of consultative working groups involving a wide cross section of University staff involved in the recruitment and support of students and in the delivery of access and outreach activities. Further consideration of the Access Agreement was provided by the University Finance Office, Strategic Development Unit and Access, Funding and Support Office.

Representatives of the University of Hull Student Union (HUU) are formal members of both the Access Outreach & Retention Group (Vice-President Welfare & Community) and the Access Agreement Strategy Group (Vice-President Education) and have been further consulted at critical stages of the process.

The Access Agreement 2018/19 was prepared, based on all relevant guidance⁴⁸, for the University of Hull Access Strategy Group chaired by the PVC Education. The resulting Agreement was approved at an Access Agreement Working Group and subsequently at the Access Agreement Strategy Group. This final Access Agreement is approved by the University Executive Group.

⁴⁸ The University of Hull - Strategic Plan 2016-2020

OFFA Strategic Guidance: Developing your 2018-19 Access Agreement. 2017/01

OFFA How to Prepare and Submit your Access Agreement: a step by step guide. 2017

OFFA Strategic Plan 2015 – 2020. 2015/02

Schools that work for everyone. DFE 09/2016

Working in Partnership: Enabling Social Mobility in Higher Education

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)	Main target type (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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Seek to maintain high proportion of participants from state schools	No	2013-14	92%	92.6%	92.8%	93%	93.2%		
T16a_03	Access	Low participation neighbourhoods (LPN)	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%	19.3%	19.6%	20%	20%		This is already a very stretching target and we do not feel it is appropriate to increase it above 20%. This matches the overall proportion of students from a 1st Quintile Low Participation Neighbourhood.
T16a_04	Access	Mature	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%	22.2%		
T16a_05	Student success	Low participation neighbourhoods (LPN)	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%	7.5%	7%	6.8%		
T16a_06	Student success	Other (please give details in Description column)	HESA T5 - Projected degree (full-time, first degree entrants)	Seek to improve projected outcomes	No	2013-14	82.9%	84%	84.5%	85%	85.2%		
T16a_07	Access	Disabled	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%	10.5%	11%	11%	N/A		As per discussion with OFFA, this target will not be extended beyond the originally agreed milestones, A New target will be set after this time
T16a_08	Access	Ethnicity	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%	16.5%	17%	17.5%	N/A		As per discussion with OFFA, this target will not be extended beyond the originally agreed milestones, A New target will be set after this time
T16a_09	Access	Low participation neighbourhoods (LPN)	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%	18.6%	18.8%	19%	19.2%		
T16a_10	Access	Care-leavers	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	40	42	42	44		
T16a_11	Access	White economically disadvantaged males	Other statistic - Other (please give details in the next column)	Seek to increase the proportion of white economically disadvantaged males accepting a place at the University of Hull. (Defined as having an ethnicity of white, sex of male, and from a 1st quintile POLAR3 area) (no of students)	No	2015-16	7.6%	7.8%	8.0%	8.2%	8.4%	8.6%	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Ethnicity	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	Yes	2013-14	5	13	15	15	16		
T16b_02	Access	Low participation neighbourhoods (LPN)	Operational targets	Provide financial support to under-represented students to access applicant days and interviews	No	2013-14	260	290	300	300	450		As per discussion with OFFA we have changed to wording to reflect policy change
T16b_05	Progression	Low income background	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	200	200	200	210		
T16b_06	Student success	Multiple	Student support services	Support engages with increasing numbers of under-represented students to provide support at key induction & transition points.	No	2013-14	250	330	360	360	380		
T16b_07	Progression	Low participation neighbourhoods (LPN)	Operational targets	Increase the percentage of Widening Participation students undertaking course of study that includes professional/industrial experience.	No	2013-14	6.8%	7.1%	7.2%	7.3%	N/A		As per discussion with OFFA, this target will not be extended beyond the originally agreed milestones
T16b_09	Student success	Low participation neighbourhoods (LPN)	Operational targets	Increase the proportion of students undertaking European study abroad who are from a Widening Participation background.	No	2013-14	18.2%	18.8%	19%	19%	19.5%		
T16b_10	Progression	Low participation neighbourhoods (LPN)	Operational targets	Increase the number of widening participation students who receive financial support to access an international internships.	No	2013-14	8	25	25	25	27		
T16b_12	Student success	Multiple	Student support services	Support engagement with increasing numbers of under-represented students who have been identified as being at risk.	No	2015-16	300	380	400	450	480		
T16b_13	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Increase the level of progression into Higher Education for Individuals involved in the University of Hull Community Programme. (no of students)	Yes	2016-17	0	0	5	10	15	16	This is new activity that is due to commence in 2017/18, therefore we will not be able to start measuring its impact until 2018/19
T16b_14	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Develop and embed an attainment raising progression pathway with local institutions that engages with Key stage 4 pupils (number of pupils)	No	2016-17	0	10	60	-	-		As per discussions with OFFA, this is a interim target that will enable us to work with schools to develop our attainment raising programme. The milestones set demonstrate our commitment to growing the activity over the next two years, after which we will set targets for attainment.
T16b_15	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Develop and embed an accredited attainment raising progression pathway with local institutions that engages with Key stage 5 pupils (number of pupils)	No	2016-17	0	50	70	-	-		As per discussions with OFFA, this is a interim target that will enable us to work with schools to develop our attainment raising programme. The milestones set demonstrate our commitment to growing the activity over the next two years, after which we will set targets for attainment.
T16b_17	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Use the University of Hull Principal Partnership programme to increase the percentage of 1st Quintile POLAR3 students involved who progress into Higher Education. (% students)	No	2015-16	39%	0	41%	42%	43%	44%	This is new activity that is due to commence in 2017/18, therefore we will not be able to start measuring its impact until 2018/19
T16b_18	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Increase the engagement of parents of under-represented pupils (no of activities)	No	2016-17	0	5	10	15	20	25	
T16b_19	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Engage with primary age pupils from widening participation schools through the Children's University in Hull and Scarborough	No	2014-15	18	20	20	20	20	20	

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.