



Birkbeck
University of London

Access agreement for undergraduate programmes

This access agreement provides information on Birkbeck's three year degree programmes as required under current regulations, in the context of all of Birkbeck's undergraduate student body. The College specialises in flexible university study. Most students are part time, attending in the evenings and at weekends. As discussed with OFFA, the College does not make a distinction between outreach, retention and financial support for full and part time students and has therefore presented them holistically in this access agreement. The intention is to meet current requirements for access agreements while avoiding making artificial distinctions.

Part I: Introduction and context

- 1 The College's founder, George Birkbeck, declared "*Now is the time for the universal benefits of the blessings of knowledge*". When Birkbeck opened its doors for the first time in 1823, it provided learning opportunities to people previously denied access. This early vision of the power of education to transform and improve lives remains at the heart of the College's mission; a commitment to social mobility and widening access, valued by the Government today, has been the College's core business for 188 years. We are committed not only to teaching excellence but to the innovative organisation and flexible delivery of our teaching in ways that genuinely respond to the needs, changing circumstances and funding realities faced by our students. Birkbeck welcomes the opportunity to submit an access agreement that reflects its fundamental values and commitment to widening participation and access.
- 2 The **principal aims** of Birkbeck are to:
 - Provide flexible higher education courses which meet the changing educational, cultural, personal and career needs of adults; in particular those who live or work in the London region.
 - Enable adult students from diverse social and educational backgrounds to participate in our courses.
 - Maintain and develop excellence in research and provide the highest quality research training in all our subject areas.
 - Make available the results of research, and the expertise acquired, through teaching, publication, partnerships with other organisations and the promotion of civic and public debate
- 3 Birkbeck is a global top 200 university and 'London's Evening University' where undergraduate students mostly work during the day and study in the evening. Birkbeck has long encouraged applications from students without traditional qualifications and has a wide range of programmes to suit most aspirant students. As

London's only specialist provider of flexible part-time, evening higher education, the College has a student body as diverse as the population of the capital city itself. Birkbeck recruits the majority of its students outside of the UCAS system. However, as part of its commitment to flexible study patterns it is now offering undergraduate degree programmes through UCAS. Our UCAS entrants are typically aged 21-30, and are students who did not enter HE directly as school leavers.

- 4 Since 2007 the College has achieved sustained growth in its non-traditional student population. Against a national picture where part-time participation has been at best static and, in some areas in decline, enrolments at the College have grown by 63% from 2006/7 to 2010/11. The most recent comparable data for the sector demonstrates growth of 8.2% over the same period.
- 5 A key feature of this growth has been a concerted focus on genuinely broadening access rather than deepening participation within an already diverse student community. In September 2007 the College launched its major widening participation initiative - Birkbeck Stratford. Birkbeck has added new modes of part-time evening study in new subject areas to the east London HE, targeted at an area of London with the lowest levels of higher education participation. Birkbeck's enrolments in east London have been impressive moving rapidly from 692 in Year 1 to 1334 in Year 2. The project has also had a major impact on encouraging east London people to study at Birkbeck's central London campus. Birkbeck has increased recruitment to its Bloomsbury programmes from east London's low participation postcodes by 20%. Birkbeck Stratford has provided the platform from which to launch a range of creative outreach initiatives, for example the development of access programmes in Sure Start Centres across London. In 2013 the Birkbeck/UEL partnership will come to maturity with the opening of a new joint building 'University Square, Stratford'.

Current work to widen access and improve social mobility

- 6 Since 2008, there has been a strategic focus on improving the recruitment & retention of undergraduate, non-traditional, part-time, adult learners through a sustained and integrated 'student experience' initiative. This has three key strands:
 - 6a **Recruitment – pre-entry Information, Advice and Guidance and Outreach**
 - i **Focus on the pre-entry phase of the non-traditional student experience** Part-time students apply directly to their university of choice and not through the UCAS system. They are often not in school or college when they apply so they find little support on offer. Birkbeck applicants rely heavily on the College for information, advice and guidance. It can take a non-traditional Birkbeck student 3 years to move from first point of contact to actually applying, yet the application most often arrives only a few weeks before the student wishes to commence study, when the student is clear that family, work and finances make study possible.
 - ii Birkbeck has developed excellence in its specialist approach to integrating all the strands of work that bring its students to study. It pulls together all its marketing, outreach and transition work. and delivers an extensive

range of pre-entry services to move non-traditional students from enquirer to successful enrolment. The College provides application workshops from March until August. Qualified Careers Advisers provide information, advice and guidance to enquirers at Open Evenings to ensure they get it right first time. Summer study skills support focuses on enhancing academic literacies to ensure students are well prepared for their transition. For non-traditional students, the pre-entry phase is of critical importance to retention and success.

- iii The College has developed energetic and effective marketing, outreach and transition approaches that work with mature, part-time learners and hard to reach groups. The College targets community groups, libraries, unions and runs a high profile outdoor advertising campaign on London's public transport to encourage possible students to get in touch. Messages have been developed and fine-tuned over the years and encourage students to 'turn the end of the day into the beginning of your future' at 'London's evening university'.
 - iv **Creating bridges into university** The College has established a range of 'getting started' programmes that reach out to the most disadvantaged and non-traditional learners, wherever they are in London, and create bridges that enable them to aspire to a university degree. The College's Higher Education Introductory Studies (HEIS) programme acts as an access-type programme and is now available across London. Success on these programmes often leads students straight onto the second year of an undergraduate degree programme.
 - v Since 2007, these courses have been successfully delivered on-site in Sure Start Nursery Education Centres. By offering this provision in areas where participation in Higher Education is low, the College provides the opportunity for new learners, who have family responsibilities, to take a step forward into learning in their own communities, before they continue their studies in either Central London or east London. Over 90% of students who take HEIS modules in these centres are currently eligible for financial support to pay their fees because they are in receipt of benefits or are on low incomes. This statistic demonstrates the extent to which the College provides study opportunities which can lead to qualifications, work and greater financial security for parents and families currently living on low incomes.
 - vi Offering HEIS programmes in a range of community and further education venues has created new students for the College and opened up access to university in ways consistent with the College's history and mission. Adults who might otherwise be excluded from Higher Education participation are finding their way onto degree programmes.
- 6b **Retention - understanding the retention of part-time and non-traditional students**

- i The College's specialist approach to retention confirms its strong commitment to recruiting and maintaining a socially and culturally diverse student population. The College recognises that retention is a key factor in assuring and enhancing successful learning for its diverse student body and ensuring equity of access to learning support for its students. The College is committed both to recruiting more non-traditional students and to ensuring the best possible support in enabling them successfully to complete their studies. As a leading part-time provider of higher education, the College aims to be at the forefront of the development of student support systems and processes which underpin improved part-time student retention and completion. Good retention rates reflect a positive student experience and high levels of student satisfaction.
- ii In 2010 the College launched a retention strategy designed to support its commitment to a diverse student body, aiming to provide an outstanding student experience which is academically, personally and professionally rewarding. To this end, the College has created, developed and implemented a number of integrated projects that will roll out over four years.
- iii These projects focus on year 1 undergraduate degree students, as research has shown these students to be the group most vulnerable to dropping out. The projects:
- support the transition to study for year 1 undergraduate students, as research shows that pre-entry is a time when retention work can be most effective
 - raise awareness and enhance the understanding of effective pedagogies for first year undergraduates
 - embed and enhance the development of learning support in the institution, its Schools and departments
 - support first year undergraduate students with mentors, buddies and advisors
 - support staff by disseminating best practice.
- iv **Leadership and structure to support recruitment & retention**
 In a major restructuring in 2010, Birkbeck appointed academic and administrative posts to provide clear and focussed leadership to further support integrated recruitment & retention work in its academic Schools. In each of the five schools, there is a strong academic lead (Assistant Dean Recruitment & Retention) and a strong administrative lead (Assistant School Manager Recruitment and Retention) to work closely with the relevant central services including a post and a project manager dedicated to retention. Based on the proportion of time spent by these staff on student retention, spending in this area is estimated to be £200K per annum. This has helped facilitate a cross-college cultural shift to focus on these issues. A joined up approach to both recruitment and retention is embedded in new structures and the processes that underpin them.

Since 2008 there has been a Recruitment Monitoring Group and since 2010 there has been a Retention Strategy Group with a Retention Operations Group sub group. These new cross-college, integrated groups help ensure the effective delivery of recruitment and retention work.

6c **Specialist Pedagogy**

- i The College recognises that for widening access to be sustained and deep-rooted, it needs to ensure the ongoing development of inclusive curricula and learning and teaching practices. This is a particular focus for first year provision. The College has developed 'Introduction' modules that are specifically designed to encourage new learners to become active, critical enquirers into their own learning experiences and into how these experiences have been affected by the circumstances of their lives, past and present. The identities and the experiences that learners bring with them to the College are, therefore, actively drawn upon as a resource for learning and teaching. These modules are also designed to provide insights into the evolving, sometimes contested cultures and conventions of the British Higher Education system and to debates about what constitutes 'knowledge' in students' broad disciplinary field of interest. This provides the stimulus for students to begin to practise the kinds of critical, inquiry-led learning processes prioritised in HE, while they are supported to develop the kinds of written, oral and applied computer skills needed for successful undergraduate study. Where students are keen to link their studies to the achievement of new employment opportunities, these modules also provide structured career-related learning materials.
- ii Work in critical pedagogy is embedded within the institution and the College works both to enhance pedagogic approaches for its learners, and also to develop critical approaches to learning for practitioners and professionals.

7 **Partnership working:**

Birkbeck has developed an extensive set of partners across London. Partnership work has always been directly funded by the College, not via the AimHigher initiative. Therefore Birkbeck's partnership work will continue much as it does today, unaffected by the loss of AimHigher funding

Birkbeck works in close collaboration with partner 'Bloomsbury Colleges' and with the University of East London with whom it is running a partnership project in Stratford. .

The College has developed a set of partnerships with key Further Education College, initially in East London as part of the Birkbeck, Stratford project and more recently, pan-London. This work is a way to promote part-time HE to students for whom full-time was not an option. Birkbeck works closely with access course colleagues to identify students who would particularly benefit from Birkbeck's unique provision.

Birkbeck hosts the Linking London Lifelong Learning Network (LLLLN), a unique collection of partners from small adult focused organisations to large multi-purpose further education colleges and research intensive universities. LLLLN also works collaboratively with an extended network of relevant stakeholders and organisations. As a large and diverse partnership of educational providers we are strategically positioned to encourage and support change aimed at improving progression opportunities for all learners. The Network has brokered progression agreements

for students on Access to HE diplomas and NVQs to twelve of our foundation and first degrees and the first students from these agreements entered the College in 2011-12.

Birkbeck also works closely with Sure Start centres and educational charity IntoUniversity to provide introductory routes into HE for very non-traditional learners who otherwise would have no access to university education.

Birkbeck's partnership with Trade Unions targets working adults who are looking to develop their careers through flexible higher education.

8 Student Financial support

Birkbeck currently has a very generous, mission- driven bursary system for undergraduate students. 22% of Birkbeck's current undergraduate students receive full fee remission. The bursary scheme "tops up" recipients of the Part Time Grant to the full level of the College's part time fee. The College funds this scheme from a combination of College, donor and Government Access to Learning funding. The College expects to spend £1.6M on this old system in 2011-12 and £1.3M in 2012-13 as students begin to work their way through the system.

9 Donor support

Birkbeck attracts significant support of around £300k each year from donors for bursaries, student hardship and course related costs. Birkbeck will continue to work hard to maintain and grow this philanthropic income to support students.

Part 2: Access Agreement

Our programme portfolio

- 10 Against a backdrop of significant and demonstrable commitment to widening access and social mobility, Birkbeck will use this access agreement to describe its approach to fee setting in 2012 for undergraduate programmes and how it will invest a significant proportion of that new fee income in the future of this mission critical work.
- 11 As an institution focused on evening learning and teaching and with a majority of part time students, we have taken a broad and holistic approach to considering our tuition fee income and our intentions for continued and new spending on outreach, retention and student financial support. The undergraduate student body is, as to be expected, diverse. In 2012 we expect half of our undergraduate entrants (full time equivalent) to be enrolling on first and foundation degrees and the other half on modules and programmes leading to Certificates of Higher Education, some of them structured programmes and some of them flexible modular provision which students take at their own pace. The College's outreach team works to bring students to all of these courses, as appropriate to individual experiences and aspirations.
- 12 Birkbeck's standard part time degree model is 75% intensity, enabling students to complete in four years. Since 2010-11 the College has also admitted students via UCAS onto intensive three year versions of our part time undergraduate degrees. Birkbeck is planning to expand this provision and offer three year degrees in 20 subjects in 2012-13, while also working on flexible options for part time and intensive students to slow down their pace of study if their life commitments change and complete in up to six years.
- 13 At present it is only these three year programmes that are regulated by OFFA. Although the formal part of this agreement is restricted these to programmes, we wish to set out the full context of our plans at this stage rather than make what is, for us, an artificial separation of full and part time. Overall, in 2012-13, Birkbeck expects to earn £21.7M from undergraduate entrant fee income - of which £4.5M is from fees above the £6K baseline - and plans to spend £1M on student financial support on 2012-13 entrants, building up over four years as students populate the new system. We also plan to continue our already substantial investment in outreach and to increase and consolidate our commitment to retention as the work described above comes to fruition.
- 14 Investment will include:
- maintenance of the major programme of outreach and retention work
 - Encouraging participation in higher education within key areas of London through the work of the dedicated outreach and widening participation team
 - development of highly focussed new areas of outreach and retention work
 - development of a communication programme for part-time students about the new student finance package (this is essential as current BIS communications focus on full-time young students and their parents)

- highly targeted use of National Scholarship Programme money and matched funding
- bursaries and scholarships that suit its particular student body

Fee strategy

- 15 We will be implementing a tiered fee structure in 2012-13, continuing from the principles already established in the College for differential pricing taking into account our academic, widening participation and lifelong learning missions. FTE fees will range from £2600 and £4400 for some Certificate of Higher Education modules and programmes to £6000, £8000 and £9000 for other Certificates and degrees. The lowest fee represents a price of £650 for a 30 credit module from a Certificate of Higher Education. These Certificates attract a diverse range of students: some choose to take one or two Certificate modules every year either to build up credit for a Certificate of Higher Education, potentially leading to entry to the second year of a degree, or to pursue lifelong learning. Some Certificates of HE are designed as access and progression routes including the HEIS programme described above. Some are taken up by students of all ages engaging in lifelong learning and others lead to a professionally relevant skill or qualification, such as Counselling and Life Sciences for Health Care Professionals.
- 16 Our degree portfolio relies on our strong research reputation as a member of the 1994 group of research intensive universities and in the top 25 in the last RAE. The pricing structure is based on criteria including social participation at the lower level and outcomes likely to lead graduates into professional careers at the upper level. Where Certificates and Foundation Degrees are progression routes to degrees, we are assigning a lower fee to the progression route.
- 17 We are planning an average fee of £6,600 FTE, taking our part time and full time provision into account. This will feed into the agreement we submit after part time fees are regulated.

Programme type	Fee FTE	Student number FTE
First_degree	6 000	35
First_degree	8 000	702
First_degree	9 000	769
Foundation_degree	6 000	98
Foundation_degree	8 000	75
Foundation_degree	9 000	18
CertHE_DipHE	2 600	436
CertHE_DipHE	4 400	642
CertHE_DipHE	6 000	193
CertHE_DipHE	8 000	313
CertHE_DipHE	9 000	1

We will review these fee rates every year and, if appropriate, will increase them in line with inflation and in accordance with the rates set by the Government.

Student finance

Bursaries

- 18 We already have a generous bursary system for old system students and will honour this as students work their way through the system. Currently, part time students are eligible for of up to £1,250 per annum for which they are means tested by the Student Loans Company. Our bursary scheme aims to “top up” recipients of the Part Time Grant to the level of the College’s part time fee. Through this scheme we currently make awards to more than 1000 entrants and also honour commitments to continuing students provided they remain eligible for the grant. We fund this scheme from a combination of College, donor and Government Access to Learning funding. We expect to spend £1.6M on old system part time student financial support in 2011-12 and £1.3M in 2012-13 as students begin to work their way through the system.
- 19 We expect to receive £240K of Government funding for the National Scholarship Programme and will match this with an additional £240K, expecting this to increase incrementally over four years as cohorts build up in our three and four year programmes. We intend to spend this resource, £480K in 2012-13, on fee waivers and are currently modelling options around waivers of half of the value of the tuition fee. We expect to offer about 200 such awards, on criteria including low income, fulfilling outreach targets and progression from one of our access programmes or from a programme offered by an FE institution with whom we are developing progression agreements.
- 20 We also intend to spend £760K in 2012-13 on cash bursaries, to be used by recipients to fund their costs of learning, which may include equipment, books, travel and childcare, or as partial payment against fees. We are planning to make £1000 awards pro rata to FTE to some 1000 students on low incomes. We are assessing how part time students can be means tested to enable us to target these awards appropriately. We have based this offer on feedback from students that they prefer a choice in how to spend their bursary awards, including funding the day to day costs of learning.
- 21 With these two schemes we plan to support more than one third of undergraduate entrants in 2012-13, spending £1M in the first year and increasing spending as additional cohorts of students enrol.
- 22 Birkbeck will also continue to provide bursaries to full time students already in the system and in receipt of the full or partial maintenance grant. For those students receiving the full maintenance grant and paying the maximum tuition fee, we will continue to pay above the minimum bursary and agree to pay at least the difference between the full maintenance grant and the full fee. For those students receiving partial state support and paying the maximum tuition fee we will pay a means-tested bursary scaled to the bursary of those in receipt of the full maintenance grant.
- 23 We also intend to maintain the following:

- A College Awards Fund for discretionary payments to new and old system students who face hardship due to change of circumstance circa £200k-250k each annum.
- A number of bursaries funded by donors and alumni of the College circa £300k each annum.
- Distribution of any available government allocated funds from Access to Learning Fund in supporting course costs for part time students

This agreement and its broader context

- 24 It is challenging and probably misleading for Birkbeck to separate money spent on widening access and social mobility work by part-time and full-time programme. The outreach and retention programmes use similar tactics to target potential part-time and full-time students. There is significant crossover of student type between mode of study and the College is working to facilitate more flexibility in students' intensity of study over the course of their programmes of study.
- 25 Birkbeck's student body is predicated on broad access and non traditional students. We have considered our institutional identity in terms of the guidelines in "how to produce an access agreement" on the proportion of additional fee income to be dedicated to access and support and believe, given our overall fee levels and the nature of our mission, we should be aiming for the mid-point of 22.5% of additional spending . When we submit our overall access agreement including full and part time we expect to exceed the recommended 22.5% of spending of additional fee income. We have appended for context a "dry run" of the annexes required for this agreement setting out fees, student numbers and planned spending, using FTE and spending numbers planned for the whole of our undergraduate student body.
- 26 As noted above, we are planning for £21.7M new system fee income of which £4.5M is income above the baseline fee. For the purposes of the agreement being submitted now, the annexe tables are based on our projections of full time student numbers which indicate that in 2012-13 12.5% FTE of undergraduate entrants will be on programmes that are currently regulated by OFFA. We have therefore apportioned 12.5% of our planned spending to this agreement. This effectively under-estimates the proportion of additional income to be spent on access and support overall. The application of our fee setting criteria and the fact that many of our full time fees are for programmes where graduate outcomes lead to professional careers leads to an average fee of £8400 for full time programmes, whereas in the broader context of our full and part time fees, including our many access and lifelong learning oriented programmes, the average fee is £6600.

Provision of information to students

- 27 2012-13 will be the first year that part time students have access to student loans. We are investing significant staff resource into developing communications for part time and mature students. We are working directly with BIS, UCAS, UUK and SLC to influence effective communication with part-time students at a national level. Part-time students make up nearly 40% of the undergraduate student body nationally so this is important work. Communications for the HE sector are currently only targetted at school leavers and their parents. Part-time students are mostly not in

school or college when they apply and need full support to understand and access the new fees and funding regime. Benchmarking shows that our advertising and recruitment spending is higher than other HE institutions and this is because our students are recruited directly and not via UCAS. We need to reach out to students directly to tell them about the opportunities of part time evening Higher Education. We will develop an extensive campaign to ensure our students are properly informed about their eligibility for loans, how to access them and what the implications of loans and payback arrangements are. We will also dedicate resource to ensuring students are well informed about the National Scholarship Programme and our own bursary schemes.

Outreach work

- 28 The Outreach and Widening Participation team is a dedicated resource with five members, rising to six in 2012-13 to accommodate additional work on links with FE Colleges, funded by College and donation income. We plan to spend £480K overall on outreach in 2012-13. The team focuses its work, which is intended to facilitate access to all of Birkbeck's programmes, on the following:
- Students in areas with low participation in HE as defined by Government demographics (largely the boroughs of East and North East London)
 - Low-income households (by targeting social housing areas, for example)
 - Non-ELQs
- 29 Alongside their general outreach work other activities include:
- Work with FE Colleges including development of progression agreements, advising FE staff on part time provision so that they can advise students, taster events and Access Days;
 - Brokering the delivery of Higher Education Introductory Studies programme in community settings, including for parents of children in Sure Start centres; primary schools and adult education centres;
 - Working with INTO UNIVERSITY – a charity focusing on mentoring and supporting disadvantaged school pupils from primary school through to University; targeting the parents of these children;
 - Working with Job Centre Plus in East London, encouraging people on benefits to look at part-time study as a means to improving their career prospects;
 - Working with Trade Unions, targeting low paid workers to encourage them to progress to HE. We offer a 10% fee discount to these entrants.
- 30 The team have worked hard to understand the needs of prospective students from WP backgrounds and then develop work that would benefit them. In doing this, they have identified key areas and groups they wish to develop new and long term work with to ensure students are supported from their first enquiry through to applying to Birkbeck.
- 31 *Further Education Colleges* - Birkbeck has a commitment to support people with non-traditional entry qualifications (including vocational studies) and the FE sector is predominantly where this happens. After building up strong relations with this sector, the team is looking to strategically embed this work through this new project which will support and develop FE students, individually, to become successful

students at Birkbeck, through personalised progression agreements, activities, lectures and support throughout the application process.

- 32 *Bespoke careers advice 'Pathways to Professions'* – The team has piloted work to determine the Information Advice and Guidance needs of adults at the pre-entry stage. They have done this through outreach events, both at the College and in the local community (Sure Start centres, parents in primary schools, trade unions). This is to understand peoples' motivations to study and the advice and support they need to make the right decision about what educational paths are needed to achieve their goals. This project will become an expanded mainstream activity, as little face-to-face IAG provision is available for adults to access which this work will try to tackle.
- 33 *'Head Start' demystifying HE workshops* – building on our knowledge and experience the team have developed a series of workshops that will be based within the College and at local community venues (see above). These are designed to target local adults who are unsure about returning to study and the commitments and skills involved including careers advice, lectures and talks from alumni. The outcome will be to ensure people have a rounded and honest account about returning to study but also the long term benefit of making such a commitment.
- 34 The team will continue to run a large and varied calendar of events throughout the year ranging from information stands to bespoke talks for community groups and education advisors.

Retention and other student support

- 35 The College's aims and progress so far in student retention is described in Paragraph 6 in the first section of this document. We have adopted and will maintain an integrated approach to pre-entry advice, orientation, induction and retention measures and intend to work more to ensure that there is sufficient pre entry guidance on the new system for prospective students. Much of the important retention work at Birkbeck happens in the pre-entry phase. We also have specialist support including English Language and English for Academic Purposes pre-entry courses and similar support for mathematical subjects, as well as a dedicated disability office offering individual advice and support. Our new 'Get ahead. Stay ahead' website supports the pre-entry and transition phase. Our Student centre and website <http://www.bbk.ac.uk/mybirkbeck/> draws all student support services and information together.

Milestones

- 36 The College is committed to monitoring the effect of the fees and financial support available for full-time and part-time students receiving state support. The College will collect baseline data on the family income of each cohort (students entitled to Government financial support) and numbers receiving bursaries and monitor this over time using internal Management Information Systems. We have obtained Mosaic demographic data on our students, with detailed information about patterns of income, spending, housing, education and other social circumstances; and will be giving detailed consideration to this as we continue to plan our provision and student support for the future. We also aim to develop better ways of tracking students

targeted by outreach activities or in receipt of bursaries and fee waivers to assess the impact of our interventions.

Institutional Monitoring Arrangements

- 37 Progress towards milestones will be monitored using College Management Information Systems, reviewed annually by the Student Experience and Widening Participation Committee and reported through Academic Board to the governing body. The relationship between reporting on this access agreement and reporting on the widening participation strategic assessment will need to be established by OFFA, HEFCE or BIS soon.

Table 5b - Other milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (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)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Contextual data	Birkbeck encourages applicants without previous education or non traditional entry qualifications to apply. We recognise the importance of life experience and passion for a subject. Our certificate programmes support this transition to full UG study	2010/11	2683 headcount, 38% of total UG population	Increase by 1%	Increase by 1%	Increase by 1%	Increase by 1%	Increase by 1%	Most HEIs consider A Levels the primary route into HE. At Birkbeck we encourage those with non-traditional level 3 and below to take up study with us. This reflects our mission and is compatible with our outreach work and activities.
Outreach / WP activity (other - please give details in the next column)	Outreach Events - Continue to develop the team's calendar of awareness raising events and identify new areas for activities	2010/11	185 events, 3127 individuals met	185 events, 2900 people	185 events	185 events	185 events	185 events	The Outreach and WP team organises an annual calendar of events. They target areas of high deprivation and low adult participation local libraries, shopping centres, community organisations, fairs and exhibitions. Our work going forward includes new targeted interventions alongside to complement the outreach work.
Outreach / WP activity (collaborative - please give details in the next column)	Learning Cafes - identify community partners and subject areas for delivery of these free awareness raising classes	0	0	5 Learning cafes devised, implemented and reviewed. 65 participants.					This new project is about bringing Birkbeck to the community. Delivering with our local partners in areas of deprivation, there will be a series of free, informal subject taster sessions aimed at raising adults' aspirations and understanding of HE study further. At the end participants will be signposted and supported to accredited progression routes.
Outreach / WP activity (other - please give details in the next column)	Non-ELQ UG Application workshops - further develop the materials for these workshops and increase frequency and number of participants	2010/11	78 - based upon participants so far this academic cycle	240 participants	240 participants	240 participants	240 participants	240 participants	Adults are rarely supported in making applications to part-time study (not in schools, colleges etc). We intend to expand this new provision and support more adults. Now we have an understanding of the needs and demands of prospective students when applying to HE, this provision will become better targeted and more widely promoted now we have this depth of knowledge.
Outreach / WP activity (other - please give details in the next column)	WP targeted Sixth Forms - continue to attend events, fairs, provide lectures have selected progression agreements and advice to sixth form staff	2010/11	9 - WP targeted Sixth Forms, 360 staff and students	11 - WP targeted Sixth Forms, 440 staff and students	11 WP targeted sixth forms	11 WP targeted sixth forms	11 WP targeted sixth forms	11 WP targeted sixth forms	This work is based upon the needs of sixth form students who cannot afford or are unable to commit to day-time study as they have home responsibilities or need to work to contribute to their living costs. Working with these highly targeted groups means we are still delivering to the Birkbeck's mission whilst offering an alternative to young people who might otherwise lose out.
Outreach / WP activity (other - please give details in the next column)	Further Education Colleges - we currently work in partnership with 15 colleges. These are targeted as hubs of WP and non-traditional students. We deliver fairs, talks, advice sessions for front line staff, finance talks, lectures and support workshops	2010/11	32 events delivered, 3700 people met	35 events to be delivered, 3800 people	35 events	35 events	35 events	35 events	This building of relationships has been a central part of the Outreach and WP team's work. Targeting students with non-traditional entry qualifications in some of London's poorest areas has brought a lot to Birkbeck in terms of strategic planning and developing a greater understanding of those students' needs.

Strategic partnerships (eg formal relationships with schools/colleges/employers)	UnionLearn - continue to run events, short courses and attend meetings with Union Learning Representatives to raise the profile of part-time study to low skilled and low paid staff.	2010/11	8 Union members took up the discount.	24 - to be reviewed for following year's target	24 (to be reviewed)	24 (to be reviewed)	24 (to be reviewed)	24 (to be reviewed)	The mission of UnionLearn and Birkbeck are very similar in their commitment to educating working adults, especially those in low paid, low skilled employment. To consolidate this partnership, Birkbeck signed a memorandum of understanding in 2010 with UnionLearn. As a result, Birkbeck offers a 10% discount across all levels of study to union members looking to develop their skills. These numbers refer to non-ELQ members who were not entitled to financial from the government or their employer.
		2010/11	247 Union members took part in specific events	300 - to be reviewed for following year's targets	300 (to be reviewed)	300 (to be reviewed)	300 (to be reviewed)	300 (to be reviewed)	
									These projections are built upon 2 years of work and team capacity to deliver quality events
Outreach / WP activity (other - please give details in the next column)	Head Start workshops - devise, implement and review this new project. Targeting the most vulnerable and mainly delivered in the community, it aims to support prospective students in demystifying HE, offer support around finance, careers support, study skills, lectures and then how to apply.	0	0	5 series - devise, implement and review	5 series (to be reviewed)	5 series (to be reviewed)	5 series (to be reviewed)	5 series (to be reviewed)	Rather than offering a one-off intervention, this programme supports prospective students step by step over a number of weeks to build up their confidence and awareness of returning to study and then life as a student.
Other (please give details in the next column)	Widening Participation website - develop a new website to reflect our commitment to the recruitment, learning and success of our diverse student body	0	0	Begin the development of a new site	Maintain site	Maintain site	Maintain site	Maintain site	
Outreach / WP activity (other - please give details in the next column)	Pathway to Professions - embed and expand this careers planning and transition to HE study project	2010/11	15 (120 attendees)	20 sessions to be delivered (aim for 200 attendees)	20 sessions	20 sessions	20 sessions	20 sessions	Adults have limited access to advice and support about education and careers. This programme targets WP and non-ELQs and offers them the opportunity to receive free professional careers advice in workshops and as 1:1s and then take that leap to apply. This is to ensure their goals, ambitions and decisions are well informed and mapped out.
Student support services	My Birkbeck website - continue to develop and grow the content of the site to ensure it meets the needs of prospective and current students	2009/10	Annual web statistics: 2009/2010: 982,560 visits, 2,923, 500 page visits; 2010/to date (May 2011) 1423	Annual web statistics: 1,300,000 visits, 3,000,000 page visits	1,300,000 visits	1,300,000 visits	1,300,000 visits	1,300,000 visits	This online, accessible gateway, organised by functions not departments, that gives students easy access to all student support information and online tools they need and supplements School-owned information and signposts where relevant
Student support services	Get Ahead: Stay Ahead interactive study skills and student support website. Grow and develop further online material to increase number of users	no baseline year, went live in May 2011		100,000 page views	100,000 page views	100,000 page views	100,000 page views	100,000 page views	This is a brand new website that is one strand of the College's first retention strategy projects: Supporting the transition to study of year 1 undergraduate student. Interactive tools for prospective and first year UG students aiding transition into HE and supporting students on course familiarising students with HE, addressing concerns about study, encouraging reflections on overall goals and motivation and conveying a sense of the study skills necessary to succeed.

	Get Ahead programme - increase number of participants on this summer programme for UG applicants offering them a series of workshops and tours to prepare for entry in the autumn term.	2010/11	160 students	190 students	200 students	200 students	200 students	200 students	200 students	This is a new programme that is one strand of the College's first retention strategy projects. Students are signposted to support services at Birkbeck, are introduced through workshops to the range of skills that they will need for successful study and get to explore the building and library.
	Stay Ahead winter programme - for first year undergraduate students addressing concerns that are particularly pertinent at this time of year, e.g. related to the first piece of coursework or about being on the right course. The programme aim to aid transition from term 1 to term 2	2010/11	196 attendances	250 attendances	250 attendances	250 attendances	250 attendances	250 attendances	250 attendances	This is a new programme that is one strand of the College's first retention strategy projects. Targeting first year UG students to increase the College's retention rates, it focuses on concerns that are particularly pertinent at this time of year, e.g. related to the first piece of coursework or about being on the right course.
Outreach / WP activity (collaborative - please give details in the next column)	My Progression - devise, implement and review new strand of progression activity with FE colleges. Offering individual progression and support to students studying non-traditional level 3 courses with financial incentives	0	0	Negotiate and develop delivery plans with 5 core FE Colleges	Monitor success, review existing plans and develop more as appropriate	Monitor success, review existing plans and develop more as appropriate	Monitor success, review existing plans and develop more as appropriate	Monitor success, review existing plans and develop more as appropriate	Monitor success, review existing plans and develop more as appropriate	The FE sector remains central to the Outreach and WP team's work and Birkbeck's mission. Their current situation is precarious and every FE College is responding differently to the changes which are occurring. The team needs to adapt and respond by offering something unique to each College and their students. This project aims to do this and support sustainability within the FE sector.