

## **University of Northampton Access Agreement 2012-13**

### **Fee limits and fee income above £ 6,000**

The University of Northampton (UN) will charge £8,500 for its courses apart from all Foundation, HND, BSc Sports Therapy Top-up and BSc Sports Performance and Coaching Top-up, for which a fee of £6,000 will be charged. The UN will apply annual increases in line with the amount set by the Government each year.

### **Expenditure on additional access and retention measures**

UN will grant bursaries of £1,000 for all students (except recipients of the NSP award outlined below, NHS and TDA funded students) with a household income up to £25,000 on HEFCE funded programmes and paying an £8,500 fee, and £500 for students with a household income above £25,000, but less than £42,600 on HEFCE programmes and paying an £8,500 fee. This will be paid for all three years of the course if the student continues to be eligible.

No bursaries will be granted for courses with fees of £6,000.

In addition to funding a generous bursary programme and match funding the National Scholarships, we intend to invest £944,000 in additional access and retention measures as from 2012/13. We do not intend to substantially increase this amount in future years, since we view this as a complete programme from 2012/13. This is all additional countable expenditure.

The rationale for this level of investment is based on UN's previous track record in widening access and our ambition in enhancing retention and employability for disadvantaged groups. For the HESA Participation Performance Indicators UN was better than benchmark for all 15 PIs in 2008/9, including significantly better than benchmark for three indicators. In 2009/10 UN was better than benchmark for 9 HESA PPIs but worse for 6, showing that there was still a need for targeted outreach activity. Therefore, the Access Agreement for 2011/12 and this one for 2012/13 propose a balance of targeted outreach and retention activities which are realistic yet sufficiently challenging to ensure strenuous efforts will be made.

The UN's new financial investment levels in access (15% of the student fee) are based on the analysis that UN has a high proportion of underrepresented students (see 'Context' in Additional access measures section below) and wants to improve its retention and employability performance.

### **Additional access measures**

Context: The University of Northampton has a strong record in Widening Access as demonstrated by its diverse student body: 2009/10 enrolment

data shows a current undergraduate student intake comprising 51% mature students, 26% from Black and Minority Ethnic backgrounds and 8% disclosed disabled students. Interestingly, although the majority of students are recruited from within a 50 mile radius of UN, our intake of BME students is much higher than the number of BME inhabitants of the area. Conversely, our intake of students from the white working class population is disproportionately low considering the socio-economic demographics of the local area.

UN is also committed to Widening Participation so that all students, irrespective of their backgrounds, can develop their holistic potential and achieve both academic and pastoral success leading to future employability or further study.

The University of Northampton's new strategy for 2010 – 2015, 'Raising the Bar', sets a new and unique direction for a UK university: we aim to be the top university in the UK for social enterprise by 2015. We believe that this strategy gives us an exciting and unique access offer that will both attract and retain students from non-traditional backgrounds to higher education, and prepare them more effectively for graduate level careers in the future.

We are setting out on this journey for two reasons: firstly, we strongly believe we must provide an education that prepares our graduates for the new world of work, a world in which social enterprise is an increasingly important part; and secondly, because we are committed to playing an active part in the improvement of our local community. We believe that the provisions of our Access Agreement are a key element in the development of our local community, a community in which all people with the ability to benefit from higher education are encouraged and enabled to do so.

The implementation of Northampton's social enterprise strategy has three main elements: a new student offer; the integration of social enterprise into teaching and learning and research throughout the university; and a long-term strategic project with local authorities, businesses, the third sector, and individual citizens throughout Northamptonshire, delivering significant improvements to the life of the county through support for decentralisation through social enterprise and the building of social capital.

The new student offer is that from October 2011 all students of the University of Northampton will have the opportunity, *as part of their degree courses*, to work in a social enterprise, either one that we have set up, one that we support them to set up, or one operating in the local community.

Delivering this offer will develop new entrepreneurial competences in our student population, significantly enhancing their employability in graduate level jobs, with improved future income potential. In addition, many of our students will be able to earn through their work in social enterprises *while they are studying for their degree courses*.

We will be promoting the new student offer, highlighting the opportunities for 'earning while you are learning' carefully to our targeted non-traditional populations throughout 2011-2012 in preparation for the delivery of this Access Agreement in 2012-2013.

All the University's research centres are identifying how social enterprise can be integrated with existing research projects; and all new research projects are considering how social enterprise can be included.

The third main element of our strategy is the ***inSpire Northamptonshire*** initiative, a major new project delivered in partnership with Northamptonshire County Council and social enterprises, businesses, and public sector organisations throughout the county. The ***inSpire*** initiative supports new and existing social enterprises, and community and voluntary organisations, throughout the county.

Initiatives such as ***inSpire***, which is unique in the UK, enable us to provide the radical extension of the student offer outlined above. It enables us to provide our students with work placements and volunteering opportunities, carried out as part of their degree courses that will both enhance their career prospects and, in many cases enable them to earn. A key feature of our Access Agreement for 2012-13 will be a consistent and comprehensive communication campaign to promote our new student offer, deliberately targeting our key access/hard to reach populations.

One example of how the ***inSpire*** initiative will be integrated with our Access Agreement is that of our work with young people in the county through a social enterprise set up by the School of Social Science, NVYA. NVYA works with secondary schools in disadvantaged areas enabling young people aged 14 – 17 to take part in community improvement projects. These projects are long term, taking place over up to 12 months. They will have an overt objective of promoting higher education to the young people involved in the projects. Each community improvement project is supported by our students who both provide practical leadership and support (thus enhancing their competences) and working as role models to young people from disadvantaged areas. Students working on the projects accredit their learning via the University's level 4 Community Investment module.

A second example of how our social enterprise strategy will be integrated with our Access Agreement is through the work of 3e, a social enterprise set up by the Business School. 3e provides training, support and work placements to unemployed graduates. It has a very good track record and has recently won new contracts to continue its work. We will promote the work of 3e to students from disadvantaged groups to highlight that the University of Northampton supports its alumni after their graduation.

We see strong synergies between our social enterprise work and social inclusion and we are deliberately setting out to raise the aspirations and expectations of young people in our community so that they see higher education as a natural step in their career, rather than as something that

is exclusive. To summarize, our social enterprise strategy enables us to provide a unique and innovative (indeed, radical) approach to Access.

We formally launched our strategy at the House of Lords on 13<sup>th</sup> June 2011. On 16<sup>th</sup> June 2011 we were delighted to be receiving the UnLtd/HEFCE recognition award for the 'Outstanding HEI Supporting Social Entrepreneurship'.

This draft Access Agreement for 2012/13 relates to **full-time home/EU undergraduate students** and is based on the evidence that the commonly unifying theme underpinning access to university is household income. Therefore, our access and aspiration raising activities are targeted at the lowest earners in our communities and, as a result, include other sub-groups defined by gender, race etc.

The following principles also apply:

- The UN has an **inclusive** approach to the support it offers all students but within this framework will target dedicated activity to particular student groups facing specific access and participation barriers
- Activities are **evidence-based** so that pilot projects are evaluated, and then scaled up when success has been demonstrated
- **Value for money** considerations have helped to prioritise activities
- **Innovation** is encouraged through WP project funding opportunities
- **Collaborative working** with partners in the education and community sectors building on our WP legacy and our University strategy
- Widening Access (WA )and Widening Participation (WP) activities are **integrated with our social enterprise strategy**, as described above
- We will continue to invest heavily in front line teaching and academic support for our students. We believe that our Access Agreement is delivered by the **excellent quality and quantity of direct contact with academic staff** that our students enjoy. In 2011 the University was rated no. 1 for Added Value in the Guardian League table. We will continue to add value through our teaching and learning strategies.

The Raising the Bar strategic plan is based on a bold vision:

"By 2015 the UN will have transformed itself into an *internationally-facing* University committed to delivering outstanding *life-changing opportunities* in education, underpinned by a culture of *entrepreneurship, research, and social enterprise* recognized around the world for its *originality and impact*. Our ambitious and unapologetic stance combining *quality, diversity of provision, access and graduate employability* is the envy of the sector. We are admired nationally for our market-led, value-added offer and unswerving commitment to the *economic, social and cultural success of the region.*"

As noted above, the social enterprise element of our strategy underpins and significantly supports our Access Agreement. The internationalization element of our strategy will support the Access Agreement through the provision of financial support to enable students from target groups to take up work placements and study overseas. We will promote this offer heavily as part of our communication campaign.

UN has focussed its Access Agreement activities on the specific target groups identified in its Widening Participation Strategic Assessment (WPSA). These are:-

1. Students from socio-economically disadvantaged backgrounds: including some students from state schools, low social classes, low participation neighbourhoods, from backgrounds with no experience of Higher Education and care leavers<sup>1</sup>.
2. Mature learners
3. Black and Minority Ethnic (BME) students
4. Disclosed disabled students
5. White working class students (from Households in NS SEC categories 4-7)

The Access Agreement also describes the UN's generic outreach activities, which will include all WP target groups.

### **Outreach activities for WP target groups**

The following costed activities relate to all parts of the student cycle and all projects have monitoring and evaluation criteria.

#### **1. Socio-economic disadvantage: focus on students from the 0-20% quintile of the Index for Multiple Deprivation (IMD) and care leavers**

HESA PPI (Participation Performance Data) data show that UN is successful in attracting students from diverse socio-economic backgrounds. 2009 -10 data shows the UN is better than benchmark for 7 out of 12 HESA PPIs relating to full time students, including those for recruitment from state schools, from low social classes, from backgrounds with no previous experience of Higher Education and from low participation neighbourhoods. We now want to further widen our access profile by targeting the most disadvantaged students in the lowest IMD quintile. UN is committed to enhancing the retention, achievement and employability of students from socio-economically disadvantaged backgrounds. The following activities describe focussed interventions at all stages of the student cycle.

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<sup>1</sup> The Buttle Trust (<http://www.buttleuk.org/index.php>) defines care leavers as Looked After Children who have been in local authority care. The UN has been awarded the Buttle Trust kite mark for its proactive work with supporting care leavers in Higher Education

In 2012/13 UN will grant a total of 133 **National Scholarships** of £3,000 per scholarship to students who meet the following criteria:

- Students with a household income below £5,000 who are in receipt of a Special Support Grant (SSG) from Student Finance England.
- Paying fees of £8500

The aim is to support this socio-economically disadvantaged group, who might otherwise be deterred by high fees, to come to University. Full details of SSG criteria and how to apply will be made available on our website and awareness campaigns will be undertaken to ensure the message gets across.

Payment will be made as follows

Year 1: £2500 Fee Waiver, £500 Cash Bursary

Year 2: £2500 Fee Waiver, £500 Cash Bursary

The University matched contribution will be paid in Year 2.

In addition to the National Scholarship scheme:

- Our expanded Compact Scheme will target 50 socio-economically disadvantaged students, including care leavers, through working with 5 targeted schools in Northampton and Milton Keynes
- Through NVYA we will work with care leavers offering a series of aspiration raising activities, including mentoring. Further investment in staff would enable this work to be tracked whilst students are following an undergraduate programme.
- NVYA will provide a sequence of targeted aspiration raising activities for students from a variety of socio-economically disadvantaged backgrounds to support their progression into H.E.
- All our students, including disadvantaged students, will have their employability significantly enhanced through:
  - University and external paid and accredited work placements in social enterprises, as part of our new student offer
  - Accredited volunteering placements in social enterprises, as part of our new student offer
  - Employability focussed programmes tackling gender imbalances will be run as part of the STEM agenda e.g., Females into Computing , IT and Engineering and Males into Early Years and Primary Education, Nursing and Related Health Care Professions
- NVYA will provide a drop in service and support focus group and buddying activities for care leavers.

## **2. Mature learners**

The UN currently (2011) has 51 % mature students (aged 21 or over when they commence their studies). We know from the level of interest in previous Open Days for mature learners that there is a great appetite for enrolment to part-time courses which enable learners to balance work, family and study commitments. Previous outreach work with mature learners has demonstrated a greater need for contextualised one to one guidance appointments which can be sought out of work hours in community venues. The UN has also developed a part-time learners' strategy which has identified how the needs of part time learners can be met through diversification of the UN's course portfolio, delivery modes and infrastructure improvements. The following activities therefore build the UN's capacity to accommodate the particular needs of mature learners. We will:

- Provide one to one guidance for mature students on open days and other events
- Develop new information material for mature students on our website
- Provide open 'meet the University' events around the county during the evening and at weekends

### **3. Black and Minority Ethnic (BME) students**

Institutional data shows the UN has 26% BME students. This is a very much larger figure than in the county of Northamptonshire as a whole where the BME population is c 8%. Therefore, while we will continue to encourage and enable BME students to come to the university, this will be through our focus on access work with 0 – 20% quintile of the IMD.

In terms of achievement the UN has raised the number of BME students gaining 2:1 degrees. Our value added scores for BME students are higher than those for our non-BME students. However, we now intend to Raise the Bar and work with BME students to enable them to secure more good degrees (1 and 2.1). Raised attainment will open up more post-degree choices for BME students, and the UN will also encourage post-graduate study. As part of our social enterprise strategy we will deliver a mentoring scheme to boost the employability of BME students. We will:

- Work with the Northamptonshire Supplementary Schools Association (22 cultural schools with 1000 primary and secondary aged BME pupils and adults), extending our community improvement project scheme to run throughout the year. As part of this scheme, we will offer 20 young people p.a. the opportunity of gaining the level 4 Community Investment module
- Work with a wider range of Northamptonshire BME community and cultural organisations to raise awareness of the opportunities in Higher Education
- Follow up our involvement in the Higher Education Academy (HEA) Raising attainment of BME students' project by working with each School to raise the attainment of BME students and encouraging BME progression to Post-Graduate study
- Run a BME Mentoring Scheme to boost the employability of BME students

#### **4. Disclosed disabled students**

UN has 8% of students with a range of physical, mental and sensory disabilities. UN is keen to empower disabled applicants by informing them of the full range of educational, financial and social support we offer and will organise targeted Open Days and applicant visits. National and UN data show that students with mental health, dyslexia and autism are increasing and we wish to enhance our capacity to support these particular needs. We will:

- Deliver three Proactive Discover H.E events to which we invite potential disabled applicants and their parents to learn about UN courses and the range of academic, financial, practical and emotional support available
- Increase our capacity to support students with specific learning disorders and mental health issues by developing new skills among academic staff in all Schools
- Actively supporting our declared disabled students in work placements and volunteering opportunities with social enterprises, as part of our social enterprise strategy
- We will develop strategic partnerships with employers (e.g. the Papworth Trust) to make the transition from study to employment as seamless as possible for our disabled students
- We will conduct research about the disclosure of disability, and the factors affecting this and resultant consequences and disseminate the results to inform the work of our academic staff
- We will increase the funding available in the Access to Learning Fund, which proved to be insufficient in previous years
- Student researchers will produce case-studies tracking the student experiences of disabled students to check the policy-practice correlation. Such research will also inform future practice.

#### **5. White working class students** (from households in NS SEC categories 4-7)

Evidence from our Equality and Diversity unit shows that we have many fewer white working class students than would be expected, given the socio-economic demographics of our local area. This phenomenon reflects a national trend. We are concerned that all parts of our local community are targeted with aspiration raising activities and that the benefits of higher education are clearly communicated to all. We will:

- Run young peoples' activities in wards with a high percentage of NS SEC groups 4-7. These activities, delivered as part of our social enterprise strategy, will provide young people with student role models/mentors to enable them to realise the potential offered by higher education
- Target secondary schools in areas with a high percentage of the NS SEC groups 4-7 with outreach enterprise programmes that enable young people in years 11- 12 to gain accredited university module/part module awards
- Work with the Police, Libraries Service, Social Services, Young Offender Institutions and Care Homes to establish effective aspiration raising initiatives targeting NS SEC groups 4-7, in particular the hard to reach groups including NEETs



- We will develop robust data sets for this target group in relation to Access, Retention, Achievement and Employability performance indicators (PI).

### **Generic Outreach activities for all WP target groups**

The UN is eager to maintain a dialogue with schools, parents/guardians, and potential students as the education landscape changes with the role of the Local Authority changing. Our analysis of the new funding arrangements that will come into effect in 2012 is that, when the facts and implications of the new arrangements are carefully and effectively explained to potential students and their parents, they are not a barrier to access. We have run focus groups to test this analysis and the results have been very encouraging.

Therefore, we will devise and deliver a very extensive and on-going campaign of information to non-traditional learners and their key influencers to demonstrate how the new graduate tax works in practice and how it can be a force for social mobility.

Our social enterprise strategy, with the new student offer and the very positive impact on employability and the potential for 'earning while learning' will form part of this campaign of information.

We will continue to maintain a strategic connection with school leadership teams, including those in our local Academies, and to support vocational education through University Technical Colleges (Silverstone and Daventry). This tactic will enable us to reach many vocationally orientated students that would not normally see higher education as part of their future.

We will also:

- Appoint a Director of H.E – Schools Engagement , a senior position to facilitate ongoing dialogue about student progression to H.E to focus on aspiration and attainment raising with local schools through outreach activity that targets pupils from primary and secondary schools and teacher development/school improvement
- We will extend links with voluntary organisations dealing with mature learners in the county
- Building on our research e.g. with The Open University, into the effective mainstreaming of WP, we will disseminate our findings of the research across the sector. We will apply recommendations from the research to the strategic and operational WP work in UN
- We will work with our strategic partner Further Education Colleges (Northampton, Moulton, Tresham and Milton Keynes) to enable them to support the delivery of the UN's Access Agreement priorities and WPSA targets.
- Fund new WP projects run by our six academic Schools to encourage and enable the development of innovative retention projects.

## **Targets and milestones**

The UN uses a basket of measures to track its progress:-

- The HESA Participation Performance indicators (PPIs) track access for different target groups against the sector averages. UN's target is to maintain current performance and, where possible, improve against the 12 HESA PPIs
- New UN widening access and participation indicators.

### ***New UN Access and Participation Indicators***

The UN is committed to tracking the progress of WP students throughout the student cycle. Consequently, the University's Information and Planning Unit (IPU) is establishing data sets for each of our target groups in relation to Access, Retention, Achievement and Employability performance indicators (PI). The use of contextual data to track progress is also being investigated.

### ***UN WP Target Groups***

1. Socio-economic disadvantage: with a focus on 0-20% quintile IMD and care leavers
2. Mature learners
3. Black and Minority Ethnic students
4. Disclosed disabled students
5. White working class students (from Households in NS SEC categories 4-7)

### ***New UN Widening Access and Widening Participation Indicators***

#### ***Access PIs***

A1 Number of Applications from each target group

A2 Number of Enrolments from each target group

#### ***Retention PIs***

R 1 Undergraduate first year in-year retention

R 2 Target group Early Withdrawals as at 1 December

#### ***Achievement PI***

Ac 1 Number and proportion of good degrees (1 and 2.1 degrees) awarded to target groups

#### ***Employability PIs***

(Source: Destination of Higher Education Leavers Survey)

E 1 Numbers and proportions of target group in employment 6 months after graduation)

E 2 Numbers and proportions of each target group in graduate employment 6 months after graduation

E 3 Numbers and proportions of target groups pursuing post-graduate study either at UN or elsewhere

The UN's complete dataset is summarised in the table below:-

|                                  | A1 | A2 | R1 | R2 | Ac1 | E1 | E2 | E3 |
|----------------------------------|----|----|----|----|-----|----|----|----|
| <b>Target Group</b>              |    |    |    |    |     |    |    |    |
| IMD Quintile 0 20%               |    | *  | *  |    |     |    |    |    |
| Mature Learners                  |    |    |    |    |     |    |    |    |
| BME                              |    |    |    |    | *   |    |    |    |
| Disabled Students                |    |    |    |    |     |    | *  |    |
| NS SEC 4-7 (white working class) |    | *  |    |    |     |    |    |    |

From these 40 datasets the UN will **select annual milestones** to report on to OFFA each year. These annual milestones will include each target group and aim to maintain the UN's track record in widening access and improve retention.

**Priority milestones which the UN will report to OFFA on for 2012/13 are**

1. To maintain the proportion of enrolments from quintile 0 – 20% IMD (A2)
2. To increase the proportion of NS SEC groups 4-7 student enrolments (A2)
3. To increase the first year in-year retention of IMD 0 – 20% quintile (R1)
4. To close the gap in the good degree (1 and 2.1) attainment between BME and white students (Ac 1)
5. To increase the proportion of disabled students in graduate level employment six months after graduation (E2)

6. To maintain current performance and, where possible, improve against the 12 HESA PPIs

The rationale for choosing these priority milestones is explained below, and annual/ five year targets are identified in Table 5 in Annex B.

**1. To maintain the proportion of enrolments from quintile 0 – 20% IMD (A2)**

As noted above, we see strong synergies between our social enterprise work and social inclusion and we are deliberately setting out to raise the aspirations and expectations of young people in our community so that they see higher education as a natural step in their career, rather than as something that is exclusive.

**2. To increase the number of NS SEC groups 4-7 (white working class) student enrolments (A2)**

We are acutely aware of the evidence that the most excluded group of young people is increasingly the white working class. In Northamptonshire there are a number of wards with very low levels of university application (or aspiration) and we will be targeting these communities with new activities as part of our social enterprise strategy.

**3. To increase the first year in-year retention of IMD 0 – 20% quintile (R1)**

The UN is keen to ensure that students from the lowest IMD quintile are supported effectively academically and pastorally so that they transition into the second year.

**4. To close the gap in the good degree (1 and 2.1) attainment between BME and white students (Ac 1)**

Despite the higher added value scores achieved by our BME students, our achievement monitoring demonstrates a differential in the good degree attainment of BME students compared with white students. UN is committed to closing this gap by providing targeted academic support and raising the confidence levels of BME students.

**5. To measure the numbers and proportions of disabled students in graduate employment six months after graduation (E2)**

We are committed to boosting the employability of all our students and want to track if students with disabilities are accessing graduate jobs at a similar rate to non-disabled UN graduates.

**6. To maintain current performance and, where possible, improve against the 12 HESA PPIs (HESA PPIs for mature entrants will be covered in the Part time Access Agreement)**

The HESA PPIs provide locally adjusted sector benchmarks for UN's access work with WP target groups.

UN is also currently in discussion with other HEIs in the East Midlands region about co-sponsoring a joint database of outreach with WP target groups which was originally established through Aimhigher.

### **Monitoring and evaluation arrangements**

The activities detailed in this Access Agreement will be monitored on an annual basis and quantitative and qualitative progress will be reported to the Equality Diversity Action Committee (EDAC). EDAC is chaired by an Executive Dean that both sits on the University's Executive Team and reports director to our Vice Chancellor.

### **Provision of information to prospective students**

The University will ensure clear and comprehensive information is proactively distributed to all prospective and current student and influencer audiences, via:

- University website and social network sites
- Events, activities and communications (both hard copy and electronic) for regional schools and colleges, adult/community audiences and external advisers (e.g. teachers, careers advisers and voluntary/community groups)
- Face-to-face guidance appointments
- Effective enquiry handling via telephone, email and social networks
- Dissemination of information at Open Days and similar events
- Communications, both hard copy and electronic, to offer holders setting out fees and bursary scheme

### **Conclusion**

This is a comprehensive Access Agreement fully aligned with the University's strategy and endorsed by the University Executive Team.

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

| 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 |  |
| Socio-economic (other measure - please give details in the next column) | To maintain the proportion of students from 0-20% quintile IMD   | 2009/10       | 14.50%        | 14.60%   | 14.70%  | 14.80%  | 14.90%  | 15.00%  | Learners from this quintile are likely to be adversely affected by the increase in student fees, the loss of Educational Maintenance Allowances, the termination of Aimhigher and uncertainty about graduate employment prospects. |
| Socio-economic (other measure - please give details in the next column) | To increase the retention in year 1 of students from 0-20% quintile IMD                                    | 2009/10       | 90.10%        | 90.50%   | 91.00%  | 91.50%  | 92.00%  | 92.50%  | This target measures absolute retention for this specific target group. The UN will also monitor retention relative to other student groups.   |
| Ethnicity   | To close the gap in good degree attainment of BME and White students                                       | 2009/10       | 12.90%        | 12%  | 11%     | 10%     | 9%      | 8%      | This target will continue the UN's commitment to raising the achievements of all BME students  |
| Disabled  | To increase the proportion of disclosed disabled students in graduate employment 6 months after graduation | 2009/10       | 67.40%        | 69%  | 70.50%  | 72%     | 74%     | 75%     |  |
| State School (location adjusted) (HESA Table T1a)                       | To exceed LA benchmark   | 2009/10       | 97.7%( bench  | 97.7   | 97.8    | 97.8    | 97.8    | 97.8    | Given the very high proportion of students from state schools currently, we have not considered a target to increase this proportion even higher.  |
| NS-SEC (location adjusted) (HESA Table T1a)                             | To exceed LA benchmark   | 2009/10       | 37.1%(bench   | 37.2   | 37.3    | 37.4    | 37.5    | 37.6    |  |
| LPN (location adjusted) (HESA Table T1a)                                | To exceed LA benchmark   | 2009/10       | 13.9%(bench   | 13.9   | 14      | 14.1    | 14.1    | 14.1    |  |
| State School (location adjusted) (HESA Table T1b)                       | to exceed LA benchmark   | 2009/10       | 97.7%(bench   | 97.7   | 97.7    | 97.7    | 97.7    | 97.7    |  |
| NS-SEC (HESA Table T1b)   | To exceed LA benchmark   | 2009/10       | 36.9% (benc   | 37   | 37.1    | 37.2    | 37.2    | 37.2    |  |
| LPN (location adjusted) (HESA Table T1b)                                | To exceed LA benchmark   | 2009/10       | 14% (benchr   | 14.1   | 14.2    | 14.3    | 14.4    | 14.4    |  |

|   |   |         |                   |      |      |      |      |      |   |
|---|---|---------|-------------------|------|------|------|------|------|---|
| State School (other measure - please give details in the next column)   | To exceed LA benchmark for participation of Young Full Time Other Ugs                         | 2009/10 | 98% (benchmark)   | 98   | 98   | 98   | 98   | 98   | Given the very high proportion of students from state schools currently, we have not considered a target to increase this proportion even higher. |
| Socio-economic (other measure - please give details in the next column) | To exceed LA benchmark for participation of Young Full Time Other Ugs from low Social Classes | 2009/10 | 36% (benchmark)   | 39.4 | 39.5 | 39.6 | 39.7 | 39.7 |   |
| Location (other measure - please give details in the next column)       | To exceed benchmark for participation of Young Full Time Others Ugs from LPNs                 | 2009/10 | 14.1% (benchmark) | 15.1 | 15.2 | 15.3 | 15.3 | 15.3 |   |

**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 |   |
| Strategic partnerships (eg formal relationships with schools)           | UN pilot Compact Scheme with 5 schools  | 2011/12       | 50 students   | 60 new student   | 120 students  | 150 students  |         |         | The expanded Compact Scheme will involve 50 post-16 students and in year 1 mentoring launched with two schools and 60 extra younger students, in year 2 mentoring launched with a further 2 schools making 120 younger students in total and 50 post-16 and in year 3 mentoring launched with the final school, making 150 younger students in total and 50 post-16 students. |
| Outreach / WP activity (other - please give details in the next column) | Outreach with BME students and adults through the Supplementary Schools                         |               |               | 50   | 75            | 130           | 170     | 220     | This outreach would be delivered by the Social Enterprise but is dependent on its financial viability.  |
| Outreach / WP activity (summer schools)                                 | Targeted summer schools for Gifted and Talented students from low socio-economic backgrounds    |               |               | 30   | 40            | 80            | 80      | 120     | This outreach would be delivered by the Social Enterprise but is dependent on its financial viability.  |
| Outreach / WP activity (other - please give details in the next column) | Outreach with students from low socio-economic backgrounds                                      |               |               | 100  | 150           | 250           | 350     | 500     | This outreach would be delivered by the Social Enterprise but is dependent on its financial viability.  |
| Outreach / WP activity (other - please give details in the next column) | Social Enterprise outreach with mature learners   |               |               | 100  | 120           | 170           | 220     | 300     | This outreach would be delivered by the Social Enterprise but is dependent on its financial viability.  |
| Outreach / WP activity (other - please give details in the next column) | One to one guidance appointments with mature learners in the community, outside of office hours | 2011/12       | 4 appts/week  | 6 appts/week   | 8 appts/ week | 10 appts/week |         |         |   |



