

ACCESS AGREEMENT 2013/14

Introduction

The University of Roehampton is committed to widening participation and ensuring fair access to higher education. With a strong history of attracting students from a wide range of social and cultural traditions, Roehampton has already achieved considerable success in recruiting large numbers of students from diverse backgrounds and under-represented groups, and is committed to their success as evidenced by its strong record in retention and employment.

The most current benchmark data (2010-11) indicates that:

- 1. 96.4% of young, full-time first degree entrants to Roehampton come from state schools and colleges, substantially above the national average of 88.7%;
- 2. The proportion of young, full-time first degree entrants from the NS socioeconomic groups classification 4, 5, 6 or 7 at Roehampton is 35.4%, substantially above the national average of 30%;
- 3. 25% of full-time first degree entrants are mature students, with the majority having no previous experience of higher education;
- 4. The University has been particularly successful at attracting BME students:

 Roehampton has twice the average proportion of BME students (37% of students who declare their ethnicity are from BME backgrounds, compared to the national average of 18%);
- 5. The University's non-continuation rate is 7.7% (representing those no longer in HE), which is superior to the national average (8.6%).

In 2010 over 50% of the first year intake qualified for a full maintenance grant (having a household income below £25k).

Fee limits, tuition fees above £6k

Roehampton is a distinctive university with a strong sense of collegiality and a commitment to social justice. Through its strong dedication to its students, and given their diverse backgrounds, the University has been very successful in building the social capital and increasing the life chances of its students. A Roehampton degree therefore offers substantial value to graduates while at the same time benefitting society at large.

The University is committed to keeping fee levels as low as reasonably possible so as to promote access. However, the University is also conscious of the need to cover costs, to manage the uncertain HE environment, and to invest in the quality of the teaching and learning of its students. The University is expecting to lose more than 95% of its HEFCE teaching funding by 2014 and must in future be entirely reliant on tuition fees. At the same time we are taking significant steps to reduce costs and drive up other income. Between 2010 and 2012, staff and other costs have been reduced by over 15%. As well as managing the sustainability of the University, we are looking to provide students with high levels of support to enable them to secure a successful and fulfilling career. At the same time we aim to set a fee that is fair and reasonable, as well as transparent and easily understood.

Consulting Roehampton students on the new fees structure in the Access Agreement

The University undertook a great deal of work in preparation for the introduction of higher fees in 2012. In addition to extensive discussions at Senate, Council and Student Senate, we consulted widely among staff, and engaged a leading consultancy firm to conduct extensive market research among more than 1500 current students, enquirers, applicants and their parents. In addition, we were able to draw on the emerging findings of an externally sponsored research project, looking at the attitudes of 16-18 year olds in one of the poorest parts of our city, undertaken by researchers in our Department of Social Sciences.

In 2011 the University introduced the Student Partnership – a unique approach to engaging our student body in the running of the University. Part of establishing the partnership was the creation of Student Senate where 30 students meet with the University's senior team on an agenda jointly prepared by the Vice Chancellor and the Student Union President. Proposals for fees and scholarships are debated in this group to ensure the University receives guidance and support from the student body.

Based on this extensive research, and given that the majority of our students are from under-represented groups, the University has concluded that the best way to continue its success in widening participation is to focus on keeping fee levels as low as possible, rather than to redistribute a high proportion of fees paid by some students to others. It is understood from previous experience and from recent guidance that bursaries have been an ineffective tool for widening participation. Having considered the guidance from OFFA, and in light of its retention record and diversity profile, the University decided to redistribute over 12% of additional fee income over the £6,000 threshold to OFFA countable groups. More will be redistributed in years one and two of the new scheme, as existing mandatory bursary commitments are seen through.

Given its mission and the nature of its student population, the University is committed to delivering value for money in how it prices its degrees. In order to maintain and develop the quality of its current offer, Roehampton intends to charge fees across two bands:

- -Band A £8,500; fee for honours degrees for 2013-14
- -Band B £7,500; fee for foundation degrees for 2013-14

We intend to charge a lower level of fee for Foundation Degrees as a way of encouraging access. Fee levels may rise annually in line with RPI.

To maintain an average fee of £8,250 so as to ensure that the University can recover places removed from its core student number the University will make available two new types of tuition fee waiver scholarships.

The first will support progression to the University from local institutions and will be awarded by the institutions themselves. This is in recognition that as the University's entry standards continue to rise we need to establish support for our traditional partner colleges and schools to maintain our commitment to widening participation.

Additionally, we will make available bursaries of £3,000 available for male BA Primary Education students who are in receipt of a full maintenance grant. The bursary will be paid to the student at a rate of £1,000 a year, at the start of each academic year on successful re-enrolment. We will not be making financial support available to PGCE students.

Further, we will make available tuition fee waiver scholarships to underpin our increasing investment in sport and in particular to support elite athletes by creating an environment in which they can still study.

Under the new scheme the vast majority of our fee waivers therefore will go to OFFA countable groups.

We are committed to offer £2000 cash bursary per year to every student entering in 2013-14 with grades at ABB+, as defined by HEFCE.

Equality and diversity

The University of Roehampton believes that its admissions policies, together with its outreach and retention activities, fees and financial support are fair and are aligned with its obligations under the Equality Act 2010, as borne out by data returned to HESA in 2010-11. This is kept under review. Care leavers are a group of students that the University has recently worked more closely with to promote access to HE, and to support to succeed at Roehampton. Achievement of the Buttle UK Quality Mark is testament to the University's commitment to this group of students.

Outreach

The University has developed a strong widening access programme. As part of its Strategic Plan, in 2006 the University adopted the goal of reaching every student in the Roehampton ward, which has one of the lowest participation rates in the country. This goal has now been achieved, in large measure through Aimhigher activities with partner institutions. The University is continuing that work and is now committed to funding these and further outreach activities from additional fee income, which will surpass the existing level of investment.

Outreach activities are kept under review to ensure focus remains on key target groups; new activities are developed where appropriate. In particular, since achieving the Buttle UK Quality Mark for Care Leavers in HE in 2011, the University is placing greater emphasis on attracting applications from Care Leavers. This is a dichotomous approach, through intra-University effort, and through working collaboratively with key

partners: Aimhigher London South Limited, Buttle UK and schools and colleges. The University is a subscription member of Aimhigher London South Limited and Buttle UK.

Similarly, we are now developing outreach to address another target group: males studying ITT at both undergraduate and postgraduate level. Details of this outreach are included below.

Detailed information of Roehampton's access measures can be found in the University's WPSA 2010, with updated information in the Widening Participation Interim Statement 2012, but a brief overview is included below. Much of the access work focuses on a number of key areas through partnerships and outreach initiatives with schools and FE colleges particularly in south and west London – the University's home region:

- Roehampton Student Ambassador Scheme: trained students work in schools and on campus with groups of school children and young people on various activities.
- **Shadow a Student**: school and college students 'shadow' Roehampton students for a day and encounter different HE teaching methods in 'live' sessions, as well as study and social activities.
- **Subject Masterclasses**: these are designed to enhance understanding in GCSE subjects.
- Activities for Gifted & Talented Students: these include masterclasses in various areas such as modern languages, English, psychology, philosophy and creative writing.
- **Taster & Progression Days**: these are run in response to school requests and specifically for schools in our region that are identified as having low progression rates to HE.
- Student Finance sessions and Student Life Q&A sessions: with current undergraduates.
- **Academic Mentoring**: in-school sessions in various subject areas; Roehampton undergraduates work with secondary schools in the region to offer academic support to pre-GCSE students.
- Year 12 and Year 13 Induction Days: on-campus whole year group days to introduce students to and prepare them for university life.
- Primary School Students' Campus Visits: initial visits with generic information and activities.
- Activities for Primary School groups: age—appropriate activities designed by the University of Liverpool.
- Mock Interview sessions: confidence building sessions.
- Community Sport activities: working with local community and sports clubs.
- **Disability Support**: The University of Roehampton has full Access Centre Status. The Centre undertakes assessments for DSA and ensures that students with disabilities are assisted to participate in and complete HE programmes successfully.
- **Disability outreach:** Working both independently, and collaboratively with Aimhigher London South Limited, other HEIs, schools and colleges, we engage in activities to promote HE to students with disabilities.
- Care Leavers and Looked-After Young People: The University of Roehampton has achieved the Buttle UK Quality Mark for Care Leavers in HE. We are committed to raising the aspirations and achievement of Care Leavers, to increasing the applications by Care Leavers to Roehampton, and to the support and retention of Care Leavers at Roehampton. Working collaboratively with Aimhigher London South Limited, Buttle UK, schools, colleges, local authorities and others with responsibility for Care Leavers and Looked-After Young People, the University undertakes a range of activities to promote access to, and support at, HE to these groups of students.
- Male students into ITT (UG): In 2011-12 we had a new entrant intake for males studying undergraduate ITT of 15%. Recognising the need to encourage more male students into Primary

Education, we aim to increase our percentage of male UG ITT students by 1% for each year until 2015/16. We will undertake a range of activities involving more male ITT students/alumni as positive role models in school/college outreach, with particular emphasis on boys' groups/classes; and our Education staff will talk at schools, colleges and HE Fairs promoting teaching as a career for men. Consistent with our aim to increase the percentage of male students studying ITT at Roehampton, we will endeavour to increase and include male ITT students in all of our outreach activities (and retention) wherever possible.

- **Progression Agreements:** Designed to help maintain a balance of students with traditional and non-traditional qualifications within our student body. We are working with FE colleges to better understand the perceptions of their BTEC students towards HE in the current climate, and we will develop progression agreements with them designed to support their transition to HE.
- Partnerships with schools: The University of Roehampton is committed to working closely with schools and colleges to foster collaborations that engender good practice, opportunities for inter-institution staff development, and the provision of sound information, advice and guidance to potential university students. The University has established a Secondary Schools and University Partnership group and has signed Memoranda of Understanding with participating schools – more details can be found in the Roehampton University WPSA 2010.

Retention

The University has made significant improvements in its student retention. The latest figures show that the University's non-continuation rate is better than the national average. This is a significant achievement, particularly considering its relatively high proportion of non-traditional students. It is a clear indication of how studying at Roehampton is a path to improved social capital and a worthwhile qualification. Furthermore, the University will continue to allocate substantial funds to enhance the learning experience through investment in staff and the learning environment. One mechanism for improving non-continuation rates includes a thriving peer mentor system in place for students across all subject areas. Others include access to extensive academic and pastoral support, including the personal tutor system, Academic Learning Advisers, and Student Welfare Officers.

Within these measures, the University will particularly strive to engage existing male ITT students to act as peer mentors for new male entrants to ITT in order to continue to improve retention rates for that group. ITT students, as with all students at the University of Roehampton, are made aware of the variety of academic and pastoral support available and are encouraged to take this up as needed. The value placed on this support was rated as good or higher by 93% of PGCE Secondary students in an exit survey conducted in June 2011.

Additionally, the University is exploring ways of working to support access to and retention on the four SCITT programmes that it currently supports.

Employability

The University is committed to supporting its students to succeed on their courses and then move on to a fulfilling career. Roehampton intends to build on its already strong record in employability. Out of our 2010-11 graduates, 91.4% were in employment or further study six months after graduation. We have this year

created a new Student Development Office to enhance the support provided to students in developing their employability skills, bringing together the employment and careers service, placements, student entrepreneurship, volunteering and wider activities like extracurricular sports. In addition the University will be offering more opportunities for students to study abroad for a semester and is also looking at increasing opportunities for students to be employed on campus so as to provide both income and work experience.

National Scholarship Programme

The University has been allocated 166 scholarships for 2013-14. We wish to keep our scheme simple and transparent: a complex system of selection would only add to the confusion inherent in the new funding system, as well as incur high administration costs, which we do not believe is an appropriate use of student fee income. We therefore welcome the Secretary of State's announcement that 'the programme will remain flexible in its initial years'. To keep in line with our financial model we will need to spread our contribution equally over two years – the recipients' second and third years of study. This also encourages retention and helps students at each stage of their studies. We will distribute the scholarships based on a combination of household income and prior attainment, which supports our strategy to encourage aspiration among underrepresented groups. In doing so we will acknowledge attainment through achievement at A level as well as other qualifications.

The University will allocate the National Scholarship Programme recipients a £1,000 cash bursary during their studies with the remainder of the award allocated as tuition fee waivers. The cash bursary will be made up of £300 in years 1 and 2 of their studies and £400 in their final year. Tuition fee waivers will be £2,700 in year 1, £1,200 in year 2 and £1,100 in year 3.

Awards will be made to the top 166 new entrants in year 1 by their tariff score that are in receipt of a full maintenance grant.

Targets and Milestones

The University is committed to:

- Consistently out-performing the national average on a range of widening participation indicators: ethnicity, state school attendance, percentage of students from socioeconomic groups 4,5,6 and 7
- Consistently meeting the national average rate for non-continuation
- Consistently meeting the national average rate for employment.

Targets and milestones will be developed to reflect these priorities. Details are included in the attached template.

1. Monitoring and Evaluation arrangements

The University will be monitoring annually the composition of its full-time home undergraduate population, using a range of internal and external WP indicators. Monitoring will be undertaken by the University

Planning Office, and data will be regularly viewed by the appropriate individuals and committees across the University.

2. Provision of information to prospective students

Full details of the levels of financial support available to prospective students of Roehampton University will be published in a variety of formats. These will include:

- Marketing and promotional literature
- Prospectuses
- Web-based information

Information presented for prospective students will be clear, concise and enable them to make informed choices based on accurate financial information. The University has brought in digital and marketing specialists to help re-design promotional material and especially using digital communities to help achieve this goal.

Government allocation of NSP funding will be matched in full. The government allocation will provide the basis for a student bursary in year one (£300) with the rest being allocated in fee waivers. Our contribution being paid in subsequent years of the course £300 in year 2 and £400 in year 3, applied pro-rata with the rest being allocated in fee waivers. This method encourages retention and helps students at each stage of their studies.

OFFA Access Agreement 2013/14 - Annexes B & C

Institution name: Roehampton University

Institution UKPRN: 10007776

Table 6 - Milestones and targets

Validation checks:

10. A reason for changing any prefilled data must be recorded in column L for both tables 6a and 6b.

Validation check passed.

Notes:

These tables have been pre-populated using the information you provided to us in your 2012-13 access agreement.

You will, however, need to consider whether you wish to amend or add targets to reflect:

- the inclusion of part-time and/or ITT courses within your access agreement
- any significant changes to the nature and size of your cohort, for example in response to changing student number controls
- more joint targets around collaborative outreach work
- targets to improve equality and diversity in your access agreement

Table 6a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

					Yearly milesto	ones/targets (r	numeric whe	e possible, howe	ever you may		
Please select milestone/target type from the drop down menu	Description (500 characters	Is this a collaborative target?			use text)	2013-14	2014-15	2015-16	2016-17	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.
		, and the second								The latest HESA stats show that we have a	
	Consistently out-perform the national		2009/10	51% white						UG intake that is 55% White well under the	
Ethnicity	average of the proportion of UG entrants from BME backgrounds	No	entrants	entrants	<60%	<60%	<60%	<60%	<60%	national average of 80% and also below our target	
	3									The latest HESA stats show that we have a	
										UG intake that is 96.4% from state schools	
State School (HESA Table T1b)	Maintain our current level of UG entrants from State Schools	No	2009/10 entrants	95.1%	>95%	>95%	>95%	>95%	>95%	and colleges well above the national average of 88.6% and above our target	
State School (FIESA Table TTb)	entrants from State Schools	NO	Cilliants	95.176	79376	79376	29370	29376	79576	The target for this measure is to out perform	
										our benchmark. The latest HESA stats show	
	Consistently out-perform our									that we have a UG intake that is 35.4%	
NS-SEC (HESA Table T1b)	benchmark for UG entrants from socio- economic groups 4,5,6 and 7	No	2009/10 entrants	35.1%	35.2%	35.2%	35.2%	35.2%	35.2%	from NS-SEC claases 4,5,6 and 7, this is slightly behind our benchmark of 35.8%.	
NO-OLO (IILOA TABIE I IB)	economic groups 4,5,6 and 7	140	entrants	33.170	33.270	33.2 /0	33.270	33.270	33.270	The latest HESA stats show that only 7.7%	
										of our UG intake are no longer in HE in the	
None and investigation All (UEQA Table Top)	Consistently meeting the national	N.	2008/09	0.40/	7.00/	7.00/	7.00/	7.70/	7.00/	following year below our target which is	
Non continuation: All (HESA Table T3a)	average rate for non-continuation	No	entrants	8.1%	7.9%	7.9%	7.8%	7.7%	7.6%	Awaiting HESA PI to be released for the	
										sector - at time of writing we are exceeding	
	Employment - consistently meeting the		2008/09							our target with 91.4% of graduates in work	
Other (please give details in the next column)	national average rate for employment	No	Graduates	88.4%	>90%	>90%	>90%	>90%	>90%	or further study	
	We aim to increase the percentage of male UG ITT entrants by 1% each										
Undergraduate ITT: Gender (e.g. male primary teachers)	year until 2015/16.	No	2011-12	14.6%	15.6%	16.6%	17.6%	18.6%	18.6%	nothing to update	
	We aim to increase the percentage of										
Undergraduate ITT: Other (places give details in the payt	male UG ITT entrants in receipt of a Full Maintenance Grant by 1% each										
Undergraduate ITT: Other (please give details in the next column)	*	No	2011-12	9.40%	10.4%	11.4%	12.4%	13.4%	13.4%	nothing to update	

Table 6b - 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.

					Yearly milesto use text)	nes/targets (n	umeric where	possible, howe		Commentary on your milestones/targets	If you have made any changes to the prefilled data around your milestones/targets, or included
Please select milestone/target type from the drop down	Description (500 characters	Is this a collaborgativ	Basalina							or textual description where numerical description is not appropriate (500	additional milestones/targets, please
menu	maximum)		year	Baseline data	2012-13	2013-14	2014-15	2015-16		characters maximium)	indicate why here.
The first of the f	maximum	c target:	ycai	Dascinic data	vve aim to	2013-14	2014-13	2013-10	2010-17	characters maximum)	
					reach more						
					LAYP and CLs						
					each year as						
					the uptake of						
					our outreach sessions						
					increases,						
					with a						
					concomitant						
					rise in the						
						Activities as in	Activities as in	Activities as in	Activities as in		
						previous	previous	previous	previous		
						years, which	years, which	years, which	years, which		
						will be kept	will be kept	will be kept	will be kept		
						under review.	under review.	under review.	under review.		
					publications.	We will	We will	We will	We will		
						monitor the	monitor the	monitor the	monitor the		
					monitor the number of	number of 'hits' to the	number of 'hits' to the	number of 'hits' to the	number of 'hits' to the	Having achieved the Buttle UK Quality	
						Care Leavers	Care Leavers	Care Leavers	Care Leavers	Mark, recognising our commitment to	
						page of the	page of the	page of the	page of the	attracting care leavers to HE and supporting	
						our website	our website	our website	our website	them to achieve success as students, we	
						and in	and in	and in	and in	will reach more care leavers and looked-	
					and in	subsequent	subsequent	subsequent	subsequent	after young people with IAG through	
	Targeted to reach young people in the				subsequent	years will	years will	years will	years will	outreach and web presence, and for those	Looked-after children and care leavers are
	care system. Working with Aimhigher				,	report	report	report	report	at the University we will publicise the	under-represented at HE, as recognised by
	London South Limited to provide					numbers and	numbers and	numbers and	numbers and	support available at Roehampton through	HEFCE. For this reason, and as part of our
	academic, IAG and support outreach				numbers and		set yearly	set yearly	set yearly		commitment to these groups shown
	to Looked-After Young People and				, ,	milestone	milestone	milestone	milestone		through Roehampton's achievement of the
Outreach / WP activity (collaborative - please give details in the next column)	Care Leavers in local authority and foster care.	Voc	2012-13			based on those.	based on those.	based on	based on		Buttle UK Quality Mark, this activity is being be funded.
in the flext column)	loster care.	Yes	2012-13		based on	8 LA contacts	10 LA	those. 13 LA	those. 15 LA	managers.	being be funded.
						to attend	contacts to	contacts to	contacts to		
						campus -	attend	attend	attend		
	Developing and enhancing					based	campus -	campus -	campus -		
	relationships with local authority (LA)				We invited LA		based	based	based		
	contacts to promote HE to young					activity.	information	information	information		
	people in care. The first activity is a				responsibility	Therefore, it is		activity.	activity.		
	visit in May 2012 for LA contacts to						Therefore, it is			This and the handle are an area and area	
	the university. Contacts will meet				LAYP, from all	an increased number of	1 '	expected that		This activity has the same general goal as	
	academic staff, student support and welfare staff, Student Union staff, and					number of CLs and LAYP	an increased	an increased number of	an increased number of	the activity above, i.e. to facilitate improved communications with care leavers and to	Looked-after children and care leavers are
	outreach staff with a view to providing					will be made					under-represented at HE, as recognised by
	them with updated information about					aware of the		will be made		Roehampton for this group of students. As a	
	university and the support and				,	support	aware of the	aware of the	aware of the	result of these activities, we would expect to	
	opportunities available to students,				increase these		support	support	support	see an increase in care leavers (as declared	
Outreach / WP activity (other - please give details in the	with an emphasis on students from the			5 LA contacts	numbers year		available to	available to	available to		Buttle UK Quality Mark, this activity is
next column)	care system.	No	2011-12	attended	on year.	Roehampton.	them at	them at	them at	Roehampton.	being be funded.

					We will	We will	We will	We will	We will		
						identify and	identify and	identify and	identify and		
						develop	develop	develop	develop		
						relationships	relationships	relationships	relationships		
					and activities	and activities	and activities	and activities	and activities		
						with care	with care	with care	with care		
						managers,	managers,	managers,	managers,		
					_	maintaining these	maintaining	maintaining	maintaining		
					these relationships	relationships	these relationships	these relationships	these relationships		
						and adding	and adding	and adding	and adding		
						new ones as	new ones as	new ones as	new ones as		
								appropriate. It			
								is not possible			
						to estimate	to estimate	to estimate	to estimate	This activity has the same general goal as	
						numbers	numbers	numbers	numbers	the activity above, i.e. to facilitate improved	
					accurately	accurately	accurately	accurately	accurately	communications with care leavers and to	Looked-after children and care leavers are
					given that the	given that the	given that the	given that the	given that the		under-represented at HE, as recognised by
	Working to develop relationships with				existence of	existence of	existence of	existence of	existence of	Roehampton for this group of students. As a	HEFCE. For this reason, and as part of our
	care managers of residential homes				such	such	such	such	such	result of these activities, we would expect to	
	for young people and foster care					institutions is		institutions is		see an increase in care leavers (as declared	
Outreach / WP activity (other - please give details in the	managers, to promote HE to looked-					not within our	not within our				Buttle UK Quality Mark, this activity is
next column)	after young people.	No			control.	control.	control.	control.	control.	Roehampton.	being be funded.
	Wo will continue to support outrooch in										
	We will continue to support outreach in order to raise aspirations of those in										
	our local community. Currently, this										
	work includes: a project developed by										
	the University of Liverpool specifically										
	for use with primary school children										
	(Professor Fluffy); sport and dance										
	outreach both on- and off-campus with										
	a variety of age groups; HE taster										
	sessions and campus visits with local										
	secondary schools; and participation									School-age children in the Roehampton	
Outreach / WP activity (other - please give details in the	HE and careers fairs with local schools									ward, via work with schools and community	
next column)	and colleges.	No	2011-12	500	500	500	500	500	500	groups.	
mox column)	and conogoc.	110	2011 12	000	000	000	, 000	3 000	000	910400.	under represented at UE, as recognized by
	Participation in Looked After Children										under-represented at HE, as recognised by HEFCE. For this reason, and as part of our
	Participation in Looked After Children (KS3) events to encourage										· ·
	achievement raising and aspiration to										commitment to these groups shown through Roehampton's achievement of the
Outreach / WP activity (other - please give details in the	HE. Events co-ordinated by Aimhigher										Buttle UK Quality Mark, this activity is
next column)	London South Limited.	Yes			60	60	60	60	60		being be funded.
next column)	London South Limited.	165			00	00	, 00	00	00	,	
											under-represented at HE, as recognised by
	Participation in Looked After Children										HEFCE. For this reason, and as part of our
	(post-16) events to encourage										commitment to these groups shown
C. L. L. (MD. di in C. iii. L. iii. ii. iii. iii. iii. iii.	achievement raising and aspiration to										through Roehampton's achievement of the
Outreach / WP activity (collaborative - please give details	HE. Events co-ordinated by Aimhigher										Buttle UK Quality Mark, this activity is
in the next column)	London South Limited.	Yes			40	40	40	40	40		being be funded.
	Aspirations Conference, co-ordinated										This activity is complementary to
Outreach / WP activity (collaborative - please give details	by Aimhigher London South Limited.										Roehampton's WP commitment to reach
in the next column)	With other HEIs.	Yes			150	150	160	160	160		under-represented groups.
											Roehampton has long been involved in
											collaborative projects with Aimhigher to
											support students with specific learning
	Participation in Year 12 Conference										difficulties. This is an extension of that
											involvement which the University remains
Outreach / WP activity (collaborative - please give details	for students with SpLD (Specific				55	55	60	60	60		committed to.
in the next column)	for students with SpLD (Specific Learning Difficulties).	Yes			33	00					
· · · · · · · · · · · · · · · · · · ·		Yes			33	00					This activity is being funded as it is
· · · · · · · · · · · · · · · · · · ·					33						This activity is being funded as it is complementary to Roehampton's
· · · · · · · · · · · · · · · · · · ·	Learning Difficulties).				33						complementary to Roehampton's
· · · · · · · · · · · · · · · · · · ·	Learning Difficulties). Participation in Vocational Progression				33						complementary to Roehampton's
in the next column)	Learning Difficulties). Participation in Vocational Progression Conferencefor Year 12 L3 Learners				85	85	5 85	5 85	85	5	complementary to Roehampton's commitment to working with BTEC learners
in the next column) Outreach / WP activity (collaborative - please give details	Learning Difficulties). Participation in Vocational Progression Conferencefor Year 12 L3 Learners (BTEC). Co-ordinated by Aimhigher						5 85	5 85	85		complementary to Roehampton's commitment to working with BTEC learners to encourage aspiration to HE and to support their transition.
in the next column) Outreach / WP activity (collaborative - please give details	Learning Difficulties). Participation in Vocational Progression Conferencefor Year 12 L3 Learners (BTEC). Co-ordinated by Aimhigher						5 85	5 85	85		complementary to Roehampton's commitment to working with BTEC learners to encourage aspiration to HE and to support their transition. Roehampton's WP commitment to reach
in the next column) Outreach / WP activity (collaborative - please give details	Learning Difficulties). Participation in Vocational Progression Conferencefor Year 12 L3 Learners (BTEC). Co-ordinated by Aimhigher						5 85	5 85	85	5	complementary to Roehampton's commitment to working with BTEC learners to encourage aspiration to HE and to support their transition. Roehampton's WP commitment to reach under-represented groups. The University
in the next column) Outreach / WP activity (collaborative - please give details	Learning Difficulties). Participation in Vocational Progression Conferencefor Year 12 L3 Learners (BTEC). Co-ordinated by Aimhigher London South Limited.						5 85	5 85	85		complementary to Roehampton's commitment to working with BTEC learners to encourage aspiration to HE and to support their transition. Roehampton's WP commitment to reach under-represented groups. The University feels that the opportunity to provide IAG to
Outreach / WP activity (collaborative - please give details in the next column)	Learning Difficulties). Participation in Vocational Progression Conferencefor Year 12 L3 Learners (BTEC). Co-ordinated by Aimhigher London South Limited. Participation in Year 13 'Applying to						5 85	5 85	85		complementary to Roehampton's commitment to working with BTEC learners to encourage aspiration to HE and to support their transition. Roehampton's WP commitment to reach under-represented groups. The University feels that the opportunity to provide IAG to students at such a crucial age is vital,
in the next column) Outreach / WP activity (collaborative - please give details	Learning Difficulties). Participation in Vocational Progression Conferencefor Year 12 L3 Learners (BTEC). Co-ordinated by Aimhigher London South Limited.							5 85	85		complementary to Roehampton's commitment to working with BTEC learners to encourage aspiration to HE and to support their transition. Roehampton's WP commitment to reach under-represented groups. The University feels that the opportunity to provide IAG to

									This was a large state of the s	
									This year we have seen a decline in	
									applicants studying for BTEC qualifications.	
									Research found that BTEC students (and	
									often their teachers) perceive that they are	
									unlikely to achieve the required entry score,	
									and consequently are not applying to our	
									programmes. Keen to maintain a balance of	
									BTEC students within our student body, we	
									will develop progression agreements with	
									local schools/colleges that include activities	
Outreach / WP activity (collaborative - please give details	Progression Agreements with local								to support the needs of their BTEC	
in the next column)	schools and colleges.	No		4	5	6	6	7	students in their transition to HE.	
in the next column,	conocis and coneges.	110					,	<u>'</u>	otadente in their transition to TIE.	
				We aim to	We aim to	We aim to	We aim to	We aim to		
								reach more		
						reach more				
							potential male			
								ITT Primary		
				Education	Education	Education	Education	Education		
						students,		students,		
							· · · · · · · · · · · · · · · · · · ·	through new		
				activites and				activites and		
							publicity, year			
							on year and to			
					see an	see an		see an		
						increase in		increase in		
						applications	applications	applications		
				and		applications	1 1 1	and		
				J. 1 J.	and		and			
									In 2011-12 we have a new entrant intake for	
						line with our	line with our		males studying undergraduate ITT of 15%.	
				aim to	aim to	aim to	aim to	aim to	Recognising the need to encourage more	
				increase our	increase our	increase our	increase our	increase our	male students into Primary Education, we	
				percentage of					aim to increase our percentage of male UG	
				male UG ITT					ITT students by 1% for each year until	
				students by			students by		2015/16. We will undertake a range of	
				1% for each				1% for each	activities involving more male ITT	
				year until	year until	year until	year until	year until	students/alumni as positive role models in	
								2015/16 from	school/college outreach, with particular	
									emphasis on boys' groups/classes; and our	
				uie baseille	nie baseinie	uie baseille	une paseinie	uie baseille	Education staff will talk at calculations	
0 / 1 / / / / / / / / / / / / / / / / /				percentage of	percentage of	percentage of	percentage of	percentage of	Education staff will talk at schools, colleges	
Outreach / WP activity (other - please give details in the	Outreach to attract male applicants to			14.6% in 2011-	14.6% in 2011-	14.6% in 2011	14.6% in 2011-	14.6% in 2011	and HE Fairs promoting teaching as a	
next column)	undergraduate ITT study.	No		12.	12.	12.	12.	12.	career for men.	