

# **Draft 2012/13 Access Agreement**

**Submitted to the Office for Fair Access**



## University of Sussex: Draft 2012/13 Access Agreement

**The University of Sussex will continue to attract and support talented students, irrespective of their personal or financial background, and will become an exemplar of widening access to higher education.**

From 2012/13 the University of Sussex plans:

- to charge a standard Home and EU undergraduate fee of £9,000
- to relate all other Home and EU undergraduate fees to this benchmark and to raise these fees on a year-on-year basis, up to the maximum permissible
- to reinvest additional fee income equating to £6.5 million (at 2010/11 prices) in a programme of widening access activities

The main elements of this programme will be<sup>1</sup>:

- **Outreach and aspiration-raising activity: £1.6M**

We will increase our outreach work with both 11-16 and post-16 age groups via an expanded Schools & Colleges Partnership Programme, which provides advice and guidance around GCSE choices, mentoring support by Sussex students to raise achievement, and summer schools.

- **Financial support for low-income students: £3.1M**

The financial offer within our **First Generation Scholar Scheme** will be attractive to students from disadvantaged backgrounds, and will help low-income students (<£42.6K) to remain on course.

- **First Year:** a £1000 cash bursary, plus choice of £2000 rent reduction or £2000 fee waiver;
- **Subsequent years:** a £1000 cash bursary support for each year of study.

- **Retention and support for improved outcomes: £1.8M**

We will offer First Generation Scholars a menu of options to help with their academic and skills-development progress, including study skills, careers and leadership coaching; funded work placements, work-study and graduate internship opportunities.

In order to assess progress we have set the following **targets**:

Entrants from:	<b>NS-SEC groups 4-8</b>	<b>Low participation neighbourhoods</b>	<b>State schools</b>
<b>2009/10 baseline</b>	<b>19.3%</b>	<b>6.4%</b>	<b>88%</b>
<b>5-year target</b>	<b>25%</b>	<b>7.5%</b>	<b>90%</b>

Performance will be overseen by University Council and progress against our targets will be monitored by our Performance Committee. Management oversight will be led by our Pro-Vice-Chancellor (Teaching & Learning) and Academic Registrar.

<sup>1</sup> Figures quoted relate to steady-state investment.

**University of Sussex: Draft 2012/13 Access Agreement cross-referenced to evidence document sections**

	Evidence document section												
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# University of Sussex: evidence document supporting our 2012-13 Access Agreement submission

## 1. Our consultative process and analysis of key strengths and weaknesses

### 1.1 Consultative and governance processes

To progress the thinking required by OFFA guidance, the University set up an OFFA Access Agreement Working Group, chaired by our PVC Teaching & Learning and comprising: representative Heads of Schools, a senior academic expert in education outcomes, the Student's Union Welfare Officer, Academic Registrar, Director of Student Recruitment and our Head of Widening Participation/lead on AimHigher. Through its composition and active dialogue with the Students Union the Working Group took on board the views of current students. The viewpoints of prospective 'target' students were fed in partly by our widening participation team, and also through direct consultation with local FE students. Consultation with protected groups under Equalities legislation is covered in section 1.3 below.

The recommendations of the Working Group were presented to the University's Council on 24<sup>th</sup>/25<sup>th</sup> March 2011, via a formal paper, a presentation and full discussion. University Council fully endorsed the aims, principles and general structure of investment proposed for inclusion in this submission.

### 1.2 Self-assessment of the University's widening participation performance

A review of key access indicators shows firstly that **Sussex has considerable strengths in these WP areas<sup>3</sup>** (see **Appendix 1**):

<b>Entry from state schools and colleges</b>	88%, giving a benchmark-adjusted ranking of 2/122 HEIs.
<b>Entry from low participation neighbourhoods</b>	37/122 nationally based on benchmark-adjusted score. Amongst English 1994 & Russell Group HEIs Sussex ranks 9/32 for absolute score, and 2/32 when benchmark-adjusted.
<b>Mature full-time undergraduates</b>	The latest comparative figure ( <i>HESA Planning Plus, 2008/9</i> ) of 23% mature entrants places Sussex 6/32 among 1994/Russell Group HEIs.
<b>Disabled entrants</b>	Very high by national comparisons: 6.4% of Sussex UGs in receipt of DSA, vs national norm of 4.7%; 12% of Sussex students overall with a flagged disability, vs national norm of 7%.
<b>Care leavers</b>	Holders of Frank Buttle foundation kitemark status for 3 years.
<b>Retention</b>	Our 4.4% 1 <sup>st</sup> year non-continuation rate puts us in the top sector quartile for both young and mature students, and low-income and low-NS-SEC groups are retained at the same rate as others.

In relation to recruitment of students from lower NS-SEC groups, our 2009/10 HESA lower NS-SEC performance indicator is 19.3%. Using benchmark-adjusted national indicators, the 2009/10 NS-SEC figure ranks Sussex 88/117 nationally, and 18/32 amongst English Russell + 1994 Group HEIs.

<sup>3</sup> Figures based on 2008/9 comparative national data (2009/10 data not being available at the time in question).

Based on this review and assessment of performance, our post-2012 priorities must include:

- **The need to invest heavily in additional outreach activity to raise our recruitment of students from lower NS-SEC groups.** This needs to have a **particular focus on building long-term links via work with 11-16 schools**, to build aspirations and support qualification choices before GCSE-level commitments are made.
- **The importance of maintaining our current excellent performance at student retention** , in particular for target WP groups – which has led us to give careful consideration to the issue of retaining retention-related means-tested bursaries (see section 2.2 below).
- **The need to support employment outcomes for WP groups.** In conducting our data review we note that, with the onset of the latest recession, the rate at which our 2009 graduates from lower NS-SEC groups had moved directly into employment fell from 49% to 41% having hitherto level-pegged with other social groups. Employment progress for higher NS-SEC groups was unaffected. Although we are encouraged to see some recovery for 2010 leavers (when the proportion of the lower NS-SEC group going directly into employment rose again to 44%), there is a clear message about the relative fragility of employment outcomes for students whose backgrounds are weaker in terms of ‘social capital’. Our plans explicitly address this issue.

### 1.3 Equalities analysis

The transition to the 2012 fees arrangements poses several possible risks in relation to the protected equalities groups. These risks include: that the new fee regime may deter a given group from entering HE altogether; that a given group may be influenced to focus on certain kinds of provision as opposed to others (e.g. to avoid longer programmes, or programmes with less clear employment focus, to the detriment of other subject areas), or the risk that, having entered HE, one or more equalities groups might be less well-placed to achieve completion and success.

The University has reviewed research<sup>4</sup> on the price-sensitivity (which is closely related to ‘debt-averseness’) of the various protected equalities groups. The data indicates the following differences in price-sensitivity between different groups.

- **BME groups:** there is variability of price-sensitivity amongst BME groups, although not a simple ‘BME vs White’ split; Black students appear generally more willing to pay higher fees (indeed, more willing than White students), whereas Asian ethnic groups are less willing.
- **Gender:** women are somewhat more price-sensitive than men (despite empirically standing to gain more than men, in terms of the difference that a degree will make to lifetime earnings). However, the difference is only of moderate significance.

Although not a protected characteristic under the Equality Act 2010, we also note that the same research shows that students from lower participation neighborhoods are distinctly more price-sensitive than those from high-participation neighbourhoods.

We reviewed our current internal distribution of full-time undergraduates by protected equalities group, in a way that enables us to identify notable equalities groupings, either by subject area or by preference for shorter or longer degree programmes (see **Appendix 2**, which also summarises the points that emerge from this data).

We have conducted questionnaire surveys of Mature, BME and Disabled groups, seeking feedback on both the general impact of the 2012 fee and support regime on their HE plans, and about Sussex’s fee and access/support proposals. Two-thirds of respondents agreed with Sussex’s decision regarding its fee level and the same proportion approved of our planned support package. Less than 10% favoured a low-fee option. 60% did not think the 2012 arrangements would deter them from entering HE, but 25% felt they would be deterred and 15% were unsure.

This work has influenced the shape of our plans in section 2 below, guiding our choice of eligibility for financial support, and features designed to enable mature and disabled students to fully engage with student life in the first year. There is also a strong retention-focused element. This follows through to our package of targeted support for retention and success, including career outcomes, which will address the particular needs of equalities groups.

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<sup>4</sup> Analysis by Opinion-Panel Research of fee sensitivity data for 2006/7-2009/10. Unfortunately we were not able to find any robust research on the price-sensitivity of either disabled groups, or different age-groups. Likewise, we lack research findings, and have no local data, for the other protected groups covered by the 2010 Equality Act (religion/belief, sexual orientation, pregnancy/maternity, marriage/civil partnership, gender re-assignment).

## 2. Additional Access Measures proposed

### 2.1 Outreach and Aspiration-raising

We plan to significantly increase our investment in WP outreach work. We propose to make this investment via a refreshed **Schools & Colleges Partnership Programme**, with the following features:

- **A major expansion of our network of WP school/college partners, and increased volumes of activity.** This will involve significant expansion of our existing work with post-16 cohorts (looking for already-well-developed academic promise); and **a new and strong emphasis on long-term work with pre-16 age groups.** The engagement that we expect to have with our full partner schools will be both broad and deep, including:
  - Curriculum development input (particularly where schools are Academies);
  - Information, Advice and Guidance to students, timed to affect their GCSE-level choices;
  - Mentoring support by Sussex undergraduates focused on raising GCSE attainment for academically promising pupils from disadvantaged backgrounds;
  - In-reach and outreach activity: a menu of campus offerings (e.g. tasters, master-classes) and also outreach visits with varying specific aims (subject-focused, skills-based etc.)
  - Summer Schools – probably focused at the year 11/year 12 (AS-A2) transition;
  - Expansion of our existing SEAS e-community of young people interested in eventually joining Sussex (which already has ~4000 members);
  - Staff development work with teachers;
  - Becoming directly involved in schools’ engagement with their wider community, especially in terms of influencing parental views about the importance and viability of the HE option.

See section 4 for our statistical and milestone targets for this heading of activity.

In addition, **we will work with local partner HEIs to sustain the best aspects of collaborative Aimhigher activity**, e.g. regional staff development events that bring HE and school/college staff together, and jointly-organised and promoted summer schools.

- **Our geographical focus** for schools and college partnerships will include Brighton & Hove, East and West Sussex, and will extend via the M23 and M25 corridors into South and Inner London.
- **We aim to involve significant numbers of current Sussex students**, both as WP schools liaison ‘ambassadors’, and also as learning mentors in schools and colleges. See section 4 for activity targets.

## 2.2 Retention, achievement and post-graduation success: the 'First Generation Scholar' Scheme

Our 'First Generation Scholar' concept captures the retention and outcomes-focused elements of our access plans in a coherent and easily communicated scheme.

Students will be eligible for the First Generation Scholar scheme primarily by being a 'first in family' entrant to HE<sup>5</sup> (see the end of this section for detail on eligibility). The various elements of the scheme are designed to provide a menu of additional support options that students choose to access in order to benefit their own academic and skills-development progress. These will include:

- **Pre-entry:** being invited to a vacation summer school on campus
- **Financial Support**

Reflecting the key aims identified in section 1.2 - particularly the need to attract students from low-NS SEC groups, and to maintain our existing strength in retaining students from all backgrounds – we will offer this (means-tested) financial package:

- **First Year:** a financial package involving a £1K cash bursary, plus either a £2K (£50/week) rent reduction<sup>6</sup> OR a £2K fee waiver (see 2.3 for how this relates to the NSP guidance).
- **Subsequent years:** a £1K cash bursary support for each year of study.
- **Academic and employability support** - a package for target students that is **in addition** to the group- and web-based study skills and careers support available to all students.
  - **One-to-one study skills, careers/leadership and personal development coaching;**
  - **Work placement and work-study opportunities,** including mentoring in partner schools.
- **Success after graduating from Sussex:** this will include
  - **One-to-one graduate job-seeking support** from Sussex-based Careers coaches.
  - **Funded graduate internship opportunities and other assistance to access professional career routes.**

**Eligibility for our First Generation Scholar scheme:** if a prospective student tells us that his/her parent(s) /carer/guardian did not attend HE, then s/he is eligible to join the scheme<sup>7</sup>. To address the needs of a group that would otherwise be excluded, we propose that even where a prospective student has some HE in the family background, if family income is low, then the student can also join the scheme.

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<sup>5</sup> We can collect this information at an early stage via our outreach schemes, or later via the UCAS application process

<sup>6</sup> This could also be a family support package or possibly (subject to DSA rules) a disability-related benefit in kind.

<sup>7</sup> On the basis that all direct financial benefits are means-tested, i.e. only available if family income is <£42.6K.



## 2.3 How our First Generation Scholar financial offer relates to the National Scholarship Programme

In designing the financial element of our First Generation Scholar scheme we have taken on board the need to align with the guidance relating to the National Scholarship Programme (NSP), for which we have a provisional 2012 allocation of 115 places, rising to 345 steady-state.

### First Year offer

Our planned offer is fully compliant with the guidance around the benefits the NSP scheme offers in the first year. However, we do not wish to limit ourselves to offering a good first year package to only the ~690 students implied by strict match-funding of our NSP allocation. We anticipate a slightly higher number of entrants (~720) with a family income of <£25,000, so our first decision is to match-fund NSP places up to this larger figure (i.e. ~110% NSP match funding).

Although we appreciate that this goes beyond the bounds of the NSP scheme *per se*, we also view the £25,000 income threshold as very low, and wish to offer something to the wider group of students whose family income is less than £42,600 (the upper boundary of government tuition fee grant support). On current patterns, the income band between £25K and £42.6K equates to ~100 students. We intend to make a uniform £3K first-year offer (as described in section 2.2 above) to the whole group of ~820 (i.e. the NSP 720 <£25K plus the 100 with family income between £25K and £42.6K). Table 1 overleaf sets out the investment implied for the strand that will be counted as NSP matching, and the cost of the extended offer.

### Retention bursaries for subsequent years of study

Our review of our current retention performance (see section 1.2 and Appendix 1) provides *prima facie* evidence that our current low-income bursary provision of £1K per study year has been effective in recent years, particularly in relation to keeping our retention rates for low-income and low-NS SEC groups in line with other groups. Therefore, Table 1 overleaf shows an investment line for £1000-per-annum<sup>8</sup> retention bursaries for low-income students for study years 2 and onwards.

### Monitoring, research, review

We will commission expert internal research around our whole financial package, beginning with a review of the effectiveness of retention bursaries, and will review our plans and future Access Agreements in the light of the findings of this work.

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<sup>8</sup> Nb. we reserve the option to increase this for small groups with specific needs, e.g. care leavers.

## 2.4 Our proposed investment pattern

### 2.4.1 Table 1 Overview of our OFFA investment plans

#### 1. Additional fee Income projections

1.1 Net Old-system income	15563	10615	5542	1374	517
1.2 Net new-system income		7,383	14,478	19,867	21,448
1.3 Net additional fee income	15563	17998	20020	21241	21965

#### 2. Proposed pattern of investment

##### 2.1 Outreach & Aspiration-raising

##### 2.2 Student Financial Support

a) 1st year (NSP-linked) support package; income <£25K		1,800	1,500	1,100	1,100
b) 1st year (non-NSP) extended offering to income band £25K-£42.6K		300	300	300	300
c) (non-NSP) Bursaries for years 2 onwards			800	1,600	1,700

##### 2.3 Academic Progress & Successful Outcomes

2.1 Outreach & Aspiration-raising	750	750	1,600	2,100	1,650
2.2 Student Financial Support					
2.3 Academic Progress & Successful Outcomes	150*	150	400	1,035	1,800
3. Profile of winding-down of old-system bursary scheme	2,300	1,600	850	100	50
4 Total WP re-investment per year	3,050	4,600	5,450	6,235	6,600
5. WP reinvestment as % of total income (using OFFA calculation)	19.6%	25.6%	27.2%	29.4%	30.0%

\* not countable for OFFA purposes, but relates to advance investment in creating work-experience opportunities for 1<sup>st</sup> Generation Scholars

We confirm that all expenditure contained in the projections above, and described in detail elsewhere in this section, is countable under the guidance issued by OFFA, including paragraphs 37-38.

## 2.4.2 Notes on key features of investments proposed in Table 1

a) **2011/12 transitional costs** – this relates to investment that we anticipate being necessary during 2011/12 in order to sustain the most effective of the local Aimhigher legacy, and also to begin stepping-up to the major new investment and activity levels projected in the plan.

### b) Investments in re-purposing physical spaces (2013/14 and 2014/15)

We have included in our projections two separate investments in re-purposing and re-furbishing campus spaces. These developments are required in order to equip ourselves with suitable spaces to deliver specific aspects of our OFFA plans.

- i. **Outreach and schools partnership work:** we plan to create a substantial new space to host regular in-reach campus visits for all age groups. Having such a space will enable a step-change in the volume of in-reach activity, and the quality of visitors' experience. We have a location that will enable in-reach events to happen in the centre of campus but without taking teaching and learning facilities out of action for current students. We also have successful experience in creating flexible and innovative spaces<sup>9</sup> at modest cost. The estimated cost of this work is £100K in 2013/14 and £500K in 2014/15.
- ii. **Retention and outcomes:** we plan to extend and enhance our Study Hub (part of a just-completed £7.5M refurbishment of our Library) to create additional space for one-to-one study skills, personal development and careers coaching support to First Generation Scholars. The estimated cost of this work is £100K in 2013/14 and £500K in 2014/15.

**Timing:** although the spaces are separate, both developments are projected to complete in 2014/15.

## 3. Other information requested by OFFA

**3.1 Standard Home/EU fees.** We intend to charge a standard undergraduate home and EU full-time fee of £9,000<sup>10</sup>, and to relate all other Home and EU undergraduate fees to this benchmark.

**3.2 Part-time fees and support:** we do not envisage significant volumes of part-time first degree-level activity during the life of this Access Agreement, but for such provision we will approach fee-setting by relating study intensity to our standard HEU undergraduate fee in a pro-rata way – *plus* an amount to cover higher unit costs of part-time provision.

**3.3 Fee increases allowed by government.** As per OFFA guidance paragraph (34), we wish to reserve the option to apply any annual fee increases up to the limits allowed.

**3.3 Use of contextual data in selection decisions:** we confirm that we see no difficulty in using contextual data to make 'holistic' admissions selection decisions (within the bounds of legal advice).

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<sup>9</sup> such as the InQbate space created for our CETL (Centre of Excellence in Teaching and Learning)

<sup>10</sup> Including students registered in the Brighton & Sussex Medical School, operated jointly with the University of Brighton

## 4. Targets and milestones

The University of Sussex seeks to be an exemplar of widening access within the more selective part of the UK HE spectrum.

### 4.1 Our key institutional targets - proportions of entrants<sup>11</sup> from:

	State schools	NS-SEC groups 4-8	Low participation neighbourhoods																														
<b>2009/10 baseline</b>	<b>88%</b>	<b>19.3%</b>	<b>6.4%</b>																														
National rank	9 <sup>th</sup>	104 <sup>th</sup>	40 <sup>th</sup>																														
Peer group rank <sup>12</sup>	2 <sup>nd</sup>	27 <sup>th</sup>	3 <sup>rd</sup>																														
<b>Proposed revised 5-year target<sup>13</sup></b>	<b>90%</b>	<b>25%</b>	<b>7.5%</b>																														
<b>Interim targets</b>	<table border="1"> <thead> <tr> <th>12/13</th> <th>13/14</th> <th>14/15</th> <th>15/16</th> <th>16/17</th> </tr> </thead> <tbody> <tr> <td>88%</td> <td>88.5%</td> <td>89.0%</td> <td>89.5%</td> <td>90.0%</td> </tr> </tbody> </table>	12/13	13/14	14/15	15/16	16/17	88%	88.5%	89.0%	89.5%	90.0%	<table border="1"> <thead> <tr> <th>12/13</th> <th>13/14</th> <th>14/15</th> <th>15/16</th> <th>16/17</th> </tr> </thead> <tbody> <tr> <td>21%</td> <td>22%</td> <td>23%</td> <td>24%</td> <td>25%</td> </tr> </tbody> </table>	12/13	13/14	14/15	15/16	16/17	21%	22%	23%	24%	25%	<table border="1"> <thead> <tr> <th>12/13</th> <th>13/14</th> <th>14/15</th> <th>15/16</th> <th>16/17</th> </tr> </thead> <tbody> <tr> <td>6.5%</td> <td>6.7%</td> <td>7.0%</td> <td>7.3%</td> <td>7.5%</td> </tr> </tbody> </table>	12/13	13/14	14/15	15/16	16/17	6.5%	6.7%	7.0%	7.3%	7.5%
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<b>Rationale</b>	This target should consolidate our position at the top of national tables based on exceeding benchmark entry from state schools. Our scope for further rise on this indicator is limited, as independent schools educate 18% of the national A-level population.	This is the most stretching of the targets we have adopted, because it is the area in which we need to make most improvement. At steady state it would mean an additional 400 students from NS-SEC groups 4-8 in our student body. This 25% increase would move us well above benchmark.	This is a stretching target given the tight distribution of HEIs' performance on this indicator; it should place us ~2.0% above the benchmark, which should equate to the top 20 nationally, and being at or close to top of our peer group.																														

### 4.2 Additional local targets

Target group and current baseline	5-year target: proportion of entrants	5-year target: retention and outcomes
<b>BME students</b> (current baseline 12%)	Target increase to 15%	Retention target to match other groups, i.e. < 5% young and <10% mature student 1 <sup>st</sup> year non-completions. Employment outcomes for target groups to be in line with other groups.
<b>Mature students</b> (current baseline 23%)	To rise within peer group top quartile	
<b>Disabled students</b> (current baseline 12%)	To rise within the national top quartile	

<sup>11</sup> 'Entrants' is used here to denote future student entrants who are eligible for the UK student loan scheme.

<sup>12</sup> 'National rank' is based on variance from relevant national benchmark (2009/10 data); 'Peer group' is the 32 English Russell & 1994 Group members.

<sup>13</sup> i.e. target to be achieved by 5 years from start of the 2012/13 new fee and investment regime.

### 4.3 Activity-related and ‘trajectory’ targets

In addition to these specific activity-based and ‘trajectory’ targets, we will be looking at a range of other data indicators to monitor and evaluate our progress. See section 4.4.

	<b>End-of-5-year target</b>	<b>Interim targets (+ milestone-point)</b>
<b>Outreach activity</b>		
Numbers of partner schools and colleges	40 Full Partner schools and 40 Associate Partner schools.	End 2011/12: 20 Full Partner schools and 20 Associate Partner schools.
<i>Volume of engagements with</i> Students	Raise individual enrolments in our SEAS outreach scheme from 4000 to 7000, and average number of engagements per year from 3 to 8.	End 2012/13: SEAS enrolments approaching 5000 and average engagements per year >5 .
School staff	All full partner school staff to be invited to be part of an annual staff development opportunity.	The end-of-period target will apply to full partner schools as we go along.
Parents	All parents of target students in full partner schools to be invited to at least one annual information event.	End 2011/12: develop an effective communications and CRM facility for parents of WP outreach groups.
WP mentoring contact hours	30,000 contact hours (cf. 3000 now).	End 2013/14: 15,000 pupil contact hours.
<b>Retention and outcomes</b>		
Study Skills, personal development, careers and leadership engagements	>90% of First Generation Scholars involved in one or more of these opportunities by their final year.	End 2012/13: 50% involvement End 2013/14: 75% involvement
Funded internships and work placements for WP groups	>30% of First Generation Scholars involved in one or more of these opportunities by their final year.	End 2014/15 (the first year that 2012 entrants will access placements): 20% of First Generation Scholars to be involved .

An additional ‘action’ target is to ensure that by the beginning of 2012 we develop and roll-out a **communication strategy** and **customer-relationship-management** approach for partner schools, and the wider group of enquirers from WP groups.

### 4.4 Monitoring mechanisms

- a) Monitoring progress against recruitment/student mix targets:** indicators we shall use include:
- admissions data (applications from target schools, and selection patterns; ‘decliners’ surveys);
  - measures of activity in schools/colleges and surrogate ‘trajectory’ measures, including school results (especially ratios of students achieving GCSE A\*-C including English & Maths<sup>14</sup>);
  - qualitative work on the effectiveness of interventions with 11-16 and post-16 groups;

**(b) Monitoring progression and outcomes:** we shall regularly and consistently monitor the progress/performance of disadvantaged (and equalities) groups in relation to: retention data; annual grade performance of cohorts; degree outcomes; employability DLHE figures. We shall also receive qualitative work on the effectiveness of First Generation Scholar offerings and interventions.

<sup>14</sup> This is a strong indicator of subsequent progression-rates to HE.

As mentioned in section 2.3, we shall commission expert internal research around our whole financial package, beginning with a review of the effectiveness of retention bursaries, and will review our plans and future Access Agreements in the light of the findings of this work.

## **5. Information provision and governance arrangements**

### **5.1 Information provision.**

We confirm our commitment to provide prospective entrants (2012 entry onwards – i.e. with earliest possible effect in Summer 2011, subject to OFFA approval) with clear, accessible and timely presentation of information relating to our fees and support schemes (including the aggregate cost of tuition). This information will be clear with regard to exact levels of fees and financial support that we are offering students in each year of study. Modes of communication will include:

- Website and web-prospectus;
- Direct communications with both current applicants for 2012 entry and enquirers;
- Information available at our Summer Open Day
- Other direct/tailored communications to widening participation groups via our Aimhigher and SEAS contact lists.

We also commit to meeting all relevant deadlines for providing information on our fees and student support arrangements to UCAS and the Student Loan Company, from Summer 2011 onwards.

### **5.2 Governance arrangements.**

The senior University committee that will have governance oversight of our performance against the commitments of this Access Agreement will be our Performance Committee, which reports directly to University Council. Management oversight will be led by our Pro-Vice-Chancellor (Teaching & Learning) and Academic Registrar. There will be parallel reporting to relevant internal bodies with remits for Equalities and Teaching and Learning.

## Appendix 1: Widening Participation performance indicators

**Table T1a - Participation of under-represented groups in higher education: Young full-time first degree entrants**

year of entry	From State Schools or Colleges					From NS-SEC classes 4, 5, 6 & 7					From low participation neighbourhoods					indicators above benchmark
	% first degree entrants	national rank & quartile	location adjusted benchmark	difference	national rank & quartile	% first degree entrants	national rank & quartile	location adjusted benchmark	difference	national rank & quartile	% first degree entrants	national rank & quartile	location adjusted benchmark	difference	national rank & quartile	
2003-04	84.7		76.0	8.7		17.9		20.6	-2.7		7.3		7.8	-0.5		1/3
2004-05	84.9		75.9	9.0		17.9		20.1	-2.2		5.7		7.5	-1.8		1/3
2005-06	84.8		76.7	8.1		20.0		20.6	-0.6		5.6		5.2	0.4		2/3
2006-07	86.1		77.3	8.8		22.3		21.6	0.7		5.6		5.3	0.3		3/3
2007-08	86.2		79.8	6.4		16.7		22.0	-5.3		5.8		5.6	0.2		2/3
2008-09	88.1	80th; 3rd q	80.8	7.3	2nd; 1st q	23.8	97th; 4th q	25.7	-1.9	88th; 3rd q	6.8	79th; 3rd q	5.8	1.0	37th; 2nd q	2/3
2009-10	88.0	82nd; 3rd q	81.2	6.8	9th; 1st q	19.3	105th; 4th q	22.7	-3.4	104th; 4th q	6.4	85th; 3rd q	5.9	0.5	40th; 2nd q	2/3
<b>Note on peer group rank:</b>	<b>Consistently in top quartile of Russell/1994 group HEIs.</b>					<b>Normally mid-table amongst Russell/1994 group HEIs.</b>					<b>Consistently in top quartile of Russell/1994 group HEIs.</b>					

**Table T3a - Non-continuation following year of entry: Full-time first degree entrants**

year of entry	Young entrants			Mature entrants			All entrants		
	% no longer in HE	benchmark	difference	% no longer in HE	benchmark	difference	% no longer in HE	benchmark	difference
2002-03	7.0	6.7	0.3	16.5	17.4	-0.9	8.8	8.7	0.1
2003-04	6.5	5.1	1.4	15.7	15.2	0.5	8.4	7.2	1.2
2004-05	6.0	4.7	1.3	16.2	14.5	1.7	8.4	7.1	1.3
2005-06	5.5	4.6	0.9	17.1	14.9	2.2	7.5	6.3	1.2
2006-07	2.9	4.6	-1.7	10.6	15.1	-4.5	4.1	6.3	-2.2
2007-08	3.9	5.1	-1.2	7.1	14.5	-7.4	4.4	6.7	-2.3
2008-09	3.7	4.7	-1.0	9.5	13.0	-3.5	4.7	6.3	-1.6

For several years our performance across these headings puts us in the top quartile nationally, with particular strength in mature retention.

### Employability data

We have looked at the recent relative success of students from different NS-SEC groups in relation to graduate DLHE 'first destinations'. We are found that the progress of students from lower NS-SEC groups going direct into employment fell by 8% in 2009. However, we are encouraged that the preliminary analysis of 2010 DLHE data shows that the rate of students from lower NS-SEC groups going into employment has recovered somewhat, to 44%.

	NS-SEC group	Employed	Further Study	Work & Study	Other	Unemployed
2007	High	52%	14%	5%	24%	5%
	Low	49%	11%	11%	23%	6%
2008	High	49%	18%	5%	23%	6%
	Low	49%	15%	6%	25%	4%
2009	High	49%	16%	6%	22%	7%
	Low	<u>41%</u>	17%	8%	27%	7%

## Appendix 2 – (a) Equalities overview of distribution of protected groups in the student body

School	Department	Total Students	Duration of Study		Mature		Not Mature		Female		Male		White		Non-White including mixed race		Learning Related Disability		Physical Disability Unspecified or Multiple Disability		Not Disabled		Learning Related Disability		Physical Disability Unspecified or Multiple Disability		Not Disabled	
			Mature	Not Mature	Mature	Not Mature	Female	Male	Female	Male	White	Non-White including mixed race	White	Non-White including mixed race	Learning Related Disability	Physical Disability Unspecified or Multiple Disability	Not Disabled	Learning Related Disability	Physical Disability Unspecified or Multiple Disability	Not Disabled								
School of Business, Management and Economics	Business and Management Economics	329	3 years	17	312	5%	95%	153	176	47%	53%	252	77	82%	18%	20	3	3	303	6%	1%	1%	92%					
School of Education and Social Work	Education Social Work and Social Care	139	3 years	8	131	100%	0%	8	129	100%	0%	8	100%	0%	8	0	0	0	7	0%	13%	0%	88%					
School of Engineering and Design	Engineering and Design	162	3 years	22	140	14%	86%	14	148	9%	91%	119	27	82%	18%	16	1	6	139	10%	1%	4%	86%					
School of English	English	602	3 years	62	540	10%	90%	447	155	74%	26%	537	47	92%	8%	44	8	13	537	7%	1%	2%	89%					
School of Global Studies	Sussex Centre for Language Studies	102	4 years	6	96	6%	94%	83	19	81%	19%	85	11	89%	11%	5	3	3	91	5%	3%	3%	89%					
School of Global Studies	Anthropology	210	3 years	23	187	11%	89%	160	50	76%	24%	186	14	93%	7%	15	2	7	186	7%	1%	3%	89%					
School of Global Studies	Centre for the Comparative Study of Culture, Development and the Environment	19	4 years	1	18	5%	95%	19	2	89%	10%	20	1	95%	5%	2	0	1	18	10%	0%	5%	86%					
School of Global Studies	Geography	266	3 years	8	258	3%	97%	184	82	69%	31%	250	15	94%	6%	14	2	9	241	5%	1%	3%	91%					
School of Global Studies	International Relations	205	3 years	45	160	22%	78%	117	88	57%	43%	143	31	82%	18%	15	3	5	182	7%	1%	2%	89%					
School of History, Art History and Philosophy	American Studies	182	4 years	10	172	5%	95%	110	72	60%	40%	167	14	92%	8%	14	4	3	161	8%	2%	2%	88%					
School of History, Art History and Philosophy	Art History	112	3 years	11	101	10%	90%	99	13	88%	12%	104	6	95%	5%	9	4	1	98	8%	4%	1%	88%					
School of History, Art History and Philosophy	History	374	3 years	34	340	9%	91%	197	177	53%	47%	355	17	95%	5%	24	7	12	331	6%	2%	3%	89%					
School of History, Art History and Philosophy	Philosophy	186	3 years	18	168	10%	90%	91	95	49%	51%	163	16	91%	9%	18	4	4	160	10%	2%	2%	86%					
School of Informatics	Informatics	266	3 years	59	207	22%	78%	28	238	11%	89%	207	48	81%	19%	22	5	13	226	8%	2%	5%	85%					
School of Law, Politics and Sociology	Law	448	3 years	47	401	10%	90%	288	160	64%	36%	334	91	79%	21%	20	7	9	412	4%	2%	2%	92%					
School of Law, Politics and Sociology	Politics and Contemporary European Studies	264	3 years	22	242	8%	92%	96	168	36%	64%	218	29	88%	12%	29	4	6	225	11%	2%	2%	85%					
School of Life Sciences	Biochemistry	237	3 years	21	216	9%	91%	133	104	56%	44%	189	40	83%	17%	16	4	0	217	7%	2%	0%	92%					
School of Life Sciences	Biology and Environmental Science	287	3 years	43	244	15%	85%	184	103	64%	36%	239	30	89%	11%	24	4	15	244	8%	1%	5%	85%					
School of Life Sciences	Chemistry	60	3 years	5	55	8%	92%	23	37	38%	62%	53	6	90%	10%	4	2	1	53	7%	3%	2%	88%					
School of Mathematical and Physical Sciences	Mathematics	173	3 years	7	166	4%	96%	71	102	41%	59%	141	29	83%	17%	7	3	3	162	4%	2%	2%	92%					
School of Mathematical and Physical Sciences	Physics and Astronomy	68	4 years	5	63	7%	93%	25	43	37%	63%	53	14	79%	21%	2	1	3	62	3%	1%	4%	91%					
School of Media, Film and Music	Media and Film	353	3 years	24	329	7%	93%	191	162	54%	46%	312	29	91%	9%	30	2	8	313	8%	1%	2%	89%					
School of Media, Film and Music	Music	71	3 years	9	62	13%	87%	31	40	44%	56%	63	6	91%	9%	5	0	1	65	7%	0%	1%	92%					
School of Psychology	Psychology	615	3 years	53	562	9%	91%	510	105	83%	17%	535	71	88%	12%	54	13	15	533	9%	2%	2%	87%					
Grand Total		7183		797	6386	11%	89%	4076	3107	57%	43%	6028	880	87%	13%	515	111	180	6377	7%	2%	3%	89%					



## Appendix 2 – (b) Key points emerging from analysis of data distribution of protected Equalities groups in the student body

The table in section (a) above reveals:

- **Age** (% Mature): three distinct sub-groups of subjects attract older students: (a) specific vocational programmes in Social Work and Education; (b) subjects with significant entry via specially-designed foundation years (Informatics, Physics); (c) subjects that many students only become aware of after leaving school (Development Studies, International Relations).
- **Gender**: the aggregate University average of 57% female to 43% male in fact hides a number of subjects where the gender imbalance is significant, in both directions (female-dominated subjects are highlighted in green; male-dominated in orange). In all cases, the differences seen here mirror national patterns of gender distribution across subjects.
- **Ethnicity**: although no subject strongly breaks away from the overall average of ~13% BME, there is a discernable pattern of raised proportions of BME students in Science subjects, and subjects with a clear employment focus (e.g. Business & Management, Law).
- **Disability**: the only subject area that deviates from the background norm in terms of having a raised proportion of students who have notified us of a disability is Social Work.
- There is no significant current variance between equalities groups in terms of enrolment on programmes of different durations.





## Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

<b>Name of institution</b>	University of Sussex
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Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

### **Part one: Introduction to your agreement**

#### **A. Your current position in relation to access and, where appropriate, retention**

*Please use this section to set out any specific issues or aims for your access agreement work in respect of ITT that aren't already set out in your existing agreement for 2012-13. This section doesn't have to be long; however, it will help us to understand what your access agreement is setting out to achieve in respect of ITT. You may wish to consider whether there are separate issues for undergraduate and postgraduate ITT.*

*You may also wish to cross-refer to the issues or aims stated in your main agreement, if appropriate.*

The University of Sussex has set out these ambitious targets in the existing Access Agreement:

Entrants from:	NS-SEC groups 4-8	Low participation neighbourhoods	State schools
<b>2009/10 baseline</b>	<b>19.3%</b>	<b>6.4%</b>	<b>88%</b>
<b>5-year target</b>	<b>25%</b>	<b>7.5%</b>	<b>90%</b>

These targets include postgraduate ITT students.

### **Part two: Fee limits, spend on access and financial support for ITT trainees**

#### **B. Fees you are proposing to charge for your ITT courses**

*Your access agreement should set out the tuition fees you intend to charge new entrants to a) undergraduate and b) postgraduate ITT in 2012-13. There is no requirement or expectation that your fee for undergraduate or postgraduate ITT should be the same as for your other courses – this is a matter for you to decide.*

- a) No undergraduate ITT provision
- b) Postgraduate ITT fees will be £9000

### C. Amounts of additional fee income to be spent on access measures

*Taking into account any new access agreement investment relating to ITT, as well as your existing agreement, what is your estimated spend on access measures as a proportion of your income over £6,000 per fee?*

*As a broad guideline, for undergraduate ITT, our starting expectation is the same as that set out in our original guidance on how to produce an access agreement for 2012-13 (see OFFA 2011/01, paragraph 39). For postgraduate ITT, we would expect you to recycle a minimum of around 10 per cent of your fee income over £6,000 on access or retention measures. (Note: we will be taking a holistic view when considering whether your proposed spend is in line with our expectations. In other words, we do not necessarily require you to ring-fence set amounts for undergraduate or postgraduate initial teacher training. You simply need to make sure that the overall levels of spend – including ITT – are in line with our expectations.)*

The estimated expenditure on bursaries and retention measures for ITT postgraduate students will be approximately 30% of new fee income (as understood by the OFFA guidance). This is in line with our equivalent commitment for undergraduates. Our total expected new income for ITT postgraduate students from 2012/13 is £435,000 (i.e. 145 students x £3000). The re-investment of 30% of this income represents £130,000 per annum, which will be structured in this way:

- a) **The student support element** will comprise of a £600 bursary for students with a family income of £25,000 and below. We estimate 70 students (48% of our expected intake of 145 students) will be eligible for this bursary, representing a re-investment of **£42,000 per annum**.
- b) In terms of **enhancing retention and student outcomes through to employment**, we will also commit to re-invest **£88,000 per annum** in services to improve retention and outcomes.

### D. Financial support for trainees

*In this section you should set out:*

- *what you plan to spend on targeted fee waivers, bursaries and in-kind support for a) undergraduate and b) postgraduate trainees in 2012-13*
- *the amounts of support and the eligibility criteria for new entrants.*

*You may wish to state whether the financial support for these trainees is the same or differs from your existing agreement.*

We will be offering trainees with an income below £25,000 a bursary of £600, double the current £300 bursary offered to PGCE students.

### **Part three: outreach and retention**

#### **E. Outreach and retention work**

*If you are proposing to introduce additional outreach or retention work in respect of ITT, over and above the outreach/retention work you have committed to in your existing 2012-13 access agreement, please include details here.*

*Alternatively, please indicate where your outreach or retention work in respect of ITT is already covered by your main agreement.*

*For the purposes of an access agreement, outreach work includes any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years.*

*By retention, we mean the additional (new) retention measures you commit to put in place to improve student retention and success (ensuring that trainees from under-represented groups access the full benefits of higher education).*

The University of Sussex is committed to supporting access to the professions. To this end the work with PGCE students is a priority. We will be focusing our investment on retention and also supporting students into employment. The outreach plans included in the original access agreement also relate to progression to PGCE courses.

We will be investing £88,000 per annum of the additional fee income received from ITT students on retention. The pressure on students taking PGCE courses is particularly intense and we would like to provide them with additional support. We will also be exploring ways to support students when they apply for work both whilst they are at university and for those who do not immediately secure a teaching job in the September after graduation.

The University of Sussex has committed 8% (2013-14) of additional fee income to additional outreach measures. Some of the planned activities are directly linked to encouraging students from our target groups to consider postgraduate ITT including –

- An expansion of the University's tutoring and mentoring scheme rising from 3,000 contact hours in 2010-2011 to 30,000 contact hours in 2015-16. This scheme gives undergraduates the opportunity to get some practical experience of teaching and many have already progressed to PGCE courses and GTTP placements. The scheme currently includes a Maths and English element and will be expanding to include a Science strand.
- The University is also working to maintain its applications from BME students (currently above our target). A key strand of our outreach work is directed to

schools in London and Croydon which is partly because of the density of BME students. Once at university the First-Generation Scholars will be actively encouraged to become widening participation ambassadors and tutors as part of the work study programme.

### **Part four: Targets, milestones and monitoring**

#### **F. Targets and milestones**

*You may choose to develop specific additional targets and milestones which assess your performance in ITT over time – particularly if ITT trainees make up a significant proportion of your overall student body.*

*Alternatively, you may have targets and milestones in your existing 2012-13 access agreement which you now also wish to apply to undergraduate and/or postgraduate ITT trainees.*

*These targets may be statistical – based on how representative your entrants are and/or your retention performance – and might include annual or interim milestones to help you monitor whether you are making progress.*

*You may wish to include criteria around the numbers of trainees in receipt of a full or partial maintenance grant, as financial data will need to be collected to determine bursary support and the data will also be accessible through the Student Loans Company for HEBSS subscribers. You may also wish to consider the TDA guidance at Annex C which gives information on specific groups that are underrepresented in the teaching profession.*

**In this section, please state whether you intend to develop additional targets and milestones, or the extent to which you intend to use targets and milestones in your existing agreement which you now wish to extend to apply to undergraduate and/or postgraduate ITT trainees. Where you have new or amended milestones and targets, you should set these out in your Excel template (Annex B) at Table 6.**

We will apply the targets and milestones in the main 2012-13 access agreement. See Section A.

#### **G. Your monitoring arrangements**

*In your existing 2012-13 access agreement, you set out how you intended to monitor your fulfilment of your agreement. If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.*

**Part five: Information to students**

**H. Provision of information to trainees**

*As set out in our initial guidance for 2012-13 access agreements (OFFA 2011/01), you must publish clear, accessible and timely information for applicants and trainees on the fees you will charge and any financial support you will offer. This information should make it clear exactly what level of financial support you are offering trainees in each year of their studies. As well as providing clear and up-to-date information through your own information channels (websites, prospectuses etc), you also committed to provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services. We will assume that this commitment extends to GTTR, where appropriate.*

*If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.*