

UNIVERSITY OF WINCHESTER ACCESS AGREEMENT

Revised December 2007

Introduction

Unless otherwise indicated, student financial support outlined in this agreement is available only to students settled and ordinarily resident in the EU including the United Kingdom and studying a full time undergraduate course or full time PGCE course.

This Access Agreement applies to:

- All UK students who started their course after 1 September 2006. These students will be entitled to bursaries and scholarship under the headings 'Pre 2008/09 Entry'.
- All UK and EU students who started their course after 1 September 2007. These students will be entitled to bursaries and scholarship under the headings 'Pre 2008/09 Entry'.
- All UK and EU students who started their course after 1 September 2008. These students will be entitled to bursaries and scholarship under the headings 'Post 2008/09 Entry'.

Students deferring their entry from 2007/08 to start in September 2008 will be classed as 'Post 2008 Entry' students.

In accordance with the Secretary of State's guidance, this agreement assumes that OFFA has shared use of all data supplied by the University to HEFCE, the TDA and HESA.

Bursaries and scholarships

Full details of a range of bursaries and scholarships available to students are provided below. The numbers of students entitled and the total cost are estimated for each of them.

Consortium Colleges

The Hampshire Higher Education Consortium includes, in addition to the University of Winchester, the following colleges of further education:-

Basingstoke College of Technology
Eastleigh College

This Access Agreement does not cover the relevant higher education courses delivered by these colleges as they have not sought permission to charge higher than the standard fee.

FEE LIMITS

Students will not for the duration of their course be subject to any increase in the fee beyond that indicated in the Access Agreement and notified to them before they commit themselves to the course.

Fees for 2008/9

For the academic year 2008/9, the University will charge fees up to a limit of £3,145 for all Full Time Undergraduate higher education courses.

Fees beyond 2008/9

The fee limit for the duration of the Access Agreement following 2008/9 will not increase year on year by more than the rate of inflation while the current fee system remains in place.

Student Numbers

For the purpose of the Access Agreement, the student population has been estimated for each academic year. The figures below are broken down by cohort and the award calculations outlined in this document are based on these.

	2008	2009	2010
Year 1 cohort	1,311	1,311	1,311
Year 2 cohort	1,059	1,059	1,059
Year 3 cohort	861	861	861
Year 4 cohort	171	171	171
	3,402	3,402	3,402

Students under non-variable fee regime

Pre 2008/09 Entry Students

STUDENT FINANCIAL SUPPORT

Unless otherwise indicated, all of the bursaries and scholarships detailed below are cumulative..

While the bursaries and scholarships are intended to meet the specific student needs identified below, students will be free to use the money for any purpose they choose, including reducing the fee debt to be repaid to government in the future.

The University aims to allocate 27% of the additional income received from charging higher than standard fees to provide financial support for students from groups under represented in higher education. This expenditure is additional to any previous support. Student financial support for all students will amount to 37% of additional income received from charging higher than standard fees.

Where the total cost to the University for each bursary and scholarship is estimated below year on year the percentages given above relate to 2010/11 when three cohorts of students have entered the University under the award package rules for ‘Post 2008 Entry’ students.

Winchester bursaries

Students entitled to a full student maintenance grant

All students entitled to a full student maintenance grant will be entitled to a Winchester Bursary of £820 annually for the duration of their course. This will include the mandatory bursary set out by the Government.

Pre 2008/09 Entry

This will apply to students with a household income less than £18,360

Post 2008/09 Entry

This will apply to students with a household income less than £25,000

All students who qualify for these Winchester Bursaries will be from under-represented groups.

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
Full Winchester Bursary	807,712	807,712	879,963	879,963	905,631	905,631

Students entitled to a partial student maintenance grant

Pre 2008/09 Entry

Students with a household income of less than £39,305 but more than £18,360 will be entitled to an annual bursary of £410 for the duration of their course (plus a Winchester Scholarship - see below)

Post 2008/09 Entry

Students with a household income of less than £39,305 but more than £25,000 will be entitled to an annual bursary of £410 for the duration of their course (plus a Winchester Scholarship - see below).

All students who qualify for these Winchester Bursaries will be from under-represented groups.

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
Partial Winchester Bursary	249,216	249,216	224,789	224,789	192,061	192,061

Payment

Both of these bursaries will be payable at the end of May (subject to the Student Loans Company being able to make payments at these times as they will be part of the proposed national bursary scheme).

Winchester scholarships

Maintenance Support Awards

Pre 2008/09 Entry

All students, irrespective of their and their household's income, will be entitled to support with their living costs amounting to £925 for those on a three year course. Payments will be made as follows:

Year 1 £205

Year 2 £310

Year 3 £410

Year 4 £410 (applies to 4 year courses only and not to repeat years or extended 3 year courses)

Post 2008/09 Entry

All students, irrespective of their and their household's income, will be entitled to support with their living costs amounting to £615 for those on a three year course. Payments will be made as follows:

Year 1 £205

Year 2 £205

Year 3 £205

Year 4 £205 (applies to 4 year courses only and not to repeat years or extended 3 year courses)

All of the awards will be payable at the end of May of each year. The intention is that the funds offer extra help when financial hardship might be most pronounced.

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
Winchester Scholarships	950,055	476,928	908,970	456,303	732,465	367,697

King Alfred Scholarship

Pre 2008/09 and Post 2008/09 Entry

Students entering higher education at the University who are under 25 and who have been 'looked after' for at least 13 weeks since the age of 14 and who have left care (as defined by the Children (Leaving Care) Act 2000) will be entitled to a one-off King Alfred scholarship of £2,050 (in addition to any other bursaries and scholarships to which they may be entitled).

50% of the scholarship will be payable upon enrolment and 50% at the end of February in the first year of studies.

It is estimated that 5 students will qualify for this scholarship each year at a cost of £10,250. All students who qualify for King Alfred scholarships will come from under-represented groups.

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
King Alfred Scholarship	10,250	10,250	10,250	10,250	10,250	10,250

Winchester Partnership Colleges Scholarships

Pre 2008/09 and Post 2008/09 Entry

Any student who enrolled at the University after leaving one of the 27 compact partner FE and 6th Form Colleges will be entitled to a Winchester Partnership Colleges Scholarship of £105.

The scholarships will be payable at the end of May of the first year of study.

It is estimated that 50% of students who qualify for Winchester Partnership College Scholarships will come from under-represented groups.

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
Winchester Partnership Scholarships	26,250	13,125	26,250	13,125	26,250	13,125

Winchester Compact Scholarships

Pre 2008/09 and Post 2008/09 Entry

In addition to the Winchester Partnership Colleges Scholarship, any student who enrolls at the University after leaving one of the 27 compact partner FE and 6th Form Colleges and does so via the Compact scheme will be entitled to a Winchester Compact Scholarship of £205

The scholarships will be payable at the end of May of the first year of study.

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
Winchester Compact Scholarships	10,250	10,250	10,250	10,250	10,250	10,250

Teacher Education Scholarships

Pre 2008/09 Entry

Students under the 'Pre 2008/09 Entry' Bursary and Scholarship scheme who are in their fourth year of the BA Education will be entitled to a scholarship of £1,840, in recognition of the extra costs compared with the three year and PGCE qualified teacher status routes. The awards will be payable at the end of May of the fourth academic year

As indicated above, a 4th year BAEd student who also qualifies for the full means tested Winchester Bursary will receive a further £1,230 (the £820 Bursary plus a £410 Winchester Scholarship maintenance award).

The proportion of students who qualify for Teacher Education Scholarships who come from under-represented groups is estimated to be 50.2% amongst the full time University undergraduate student population as a whole.

Post 2008/09 Entry

This award does not apply to students Post 2008/09 entry students.

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
Teacher Education Scholarships	0	0	314,640	157,949	314,640	157,949

Hardship funds

The University will continue to provide additional Hardship Funds of £33,000 per annum, funded from additional fee income. These funds will be available to students on course to meet unexpected financial hardship. The availability of such funds will be an important safety net for students from poorer backgrounds and so enhance widening participation. It is estimated that 80% of students in receipt of support from the Hardship fund will be from under represented groups.

With the payment of the majority of awards being made in May of each academic year, the University will also extend the amount of Hardship Loans made available to support students from under-represented groups who require financial assistance before their bursaries and scholarships have been paid.

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
Hardship Funds	33,000	26,400	33,000	26,400	33,000	26,400

Total Expenditure

Award Name	2008/09		2009/10		2010/11	
	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups	Estimated Total	Estimated to Under-represented groups
TOTAL SPEND	2,086,733	1,593,881	2,408,112	1,779,029	2,224,547	1,683,364

OUTREACH ACTIVITIES

The University will seek to raise the aspirations of under-represented groups across the sub-region and more widely. In addition to the outreach and widening participation activities outlined below, the University has worked hard over recent years to put in place the support systems that are already helping students from economically and educationally deprived backgrounds to succeed once they have been recruited. These include a raft of equal opportunity strategies and action plans and a first rate student services operation which has never in recent years received less than the maximum possible rating from QAA subject review inspections.

The University aims to allocate 2% of the additional income received from charging higher than standard fees to fund additional outreach activities. This expenditure is additional to previous funding for such activities.

Current performance

Because of the work already done, the University already meets nearly all of its benchmark targets as determined by Hefce's *Performance Indicators in Higher Education in the UK*. This achievement reflects the considerable investment already made in outreach and related widening participation activities.

The Hefce performance indicators provide a consistent set of measures of the nature and performance of the sector. The indicators relating to outreach fall into four main categories: access indicators, non-continuation rates, outcomes and efficiency, and students in receipt of disability allowance. While only the first and last of these directly relate to outreach success, the other two are also important because they indicate the success or otherwise of the institution in achieving increased widening participation while also ensuring these students achieve, and that high academic standards are maintained. A nine year sequence of data is available, comparing the University with the sector as a whole, with similar institutions and other institutions in the sub-region. Only a summary is provided here.

Access Indicators

The access indicators provide information about the participation of certain groups that are under-represented in higher education relative to the population as a whole. 'Location-adjusted' benchmarks, in addition to the original benchmark, are included for the access indicators. These are designed to take account of the effects of an institution's location by including region of domicile as a third factor in the benchmark. The access indicators have been produced separately for young and mature students, and for full-time and part-time students. There are three access indicators for young full-time entrants:

- the percentage of entrants who attended a school or college in the state sector.
- the percentage from National Statistics Socio-Economic Classification Classes 4, 5, 6 and 7.
- the percentage whose home area, as denoted by its postcode, is known to have a low proportion of 18 and 19 year-olds in higher education.

The percentage of young full-time first degree entrants to University of Winchester from state schools or colleges has increased over the nine year period to 96%, well above its benchmark, compared with 88% for the country as a whole. With regard to the percentage of entrants from NS-SEC 4-7, the indicator for the sector is 30%. The proportion of entrants to University of Winchester is 32%, exceeding the location-adjusted benchmark of 29% for first degree entrants. The percentage of young full-time first degree entrants from low participation neighbourhoods

has increased slightly overall in the sector to 15%. The indicator for undergraduate entrants for the University has increased to 11%, slightly higher than the location-adjusted benchmark of 10%.

The proportion of mature full-time first degree entrants with no previous HE experience and from low participation neighbourhoods has remained stable at 17% overall in the sector. The indicator for University of Winchester has increased to 14%, above the location-adjusted benchmark of 10%. University access figures for mature part-time undergraduate students continue to meet the location-adjusted benchmark.

Non-continuation rates

Indicators for non-continuation rates measure the proportion of students who remain at an institution, transfer to another institution or leave higher education altogether after their first year. These are provided for young entrants, in terms of low participation neighbourhoods or not, and mature entrants, in terms of previous experience of HE or not. The indicators for the University have remained equal to or better than the overall benchmark for the nine years of data. The indicator for young entrants for 2004-05 entrants is 2% better than the benchmark of 8%. The non-continuation rate for mature entrants for 2004-05 is 2% better than benchmark of 14%. Overall, the University is better than its retention benchmark and is better than the sector average of 14%.

It is possible to measure institutional performance against benchmarks in terms of the ability to both widen access and retain students. The expected trend is that institutions with a percentage of entrants from low participation neighbourhoods (LPNs) that is better than benchmark will have a retention rate that is worse than benchmark. The performance of University of Winchester is better than the expected trend, as the indicator for young full-time undergraduate entrants from LPNs is slightly better than the location-adjusted benchmark and that for non-continuation following year of entry better than benchmark.

Projected learning outcomes

The nine year set of indicators for projected learning outcomes shows that the University has remained better than its benchmark, and the proportion of students who neither receive an award nor transfer has continued to remain lower (better) than the benchmark.

Outreach and Widening Participation

The University's Widening Participation strategy addresses social exclusion, race, disability and gender. The widening participation agenda is linked to the Aimhigher initiative, details of which are provided below. It is not possible to provide fully detailed estimates for the reach of outreach and widening participation activities at present as they are still in the planning stage. It is intended to invest 2% of the additional fee income in these and similar outreach activities which will be reported on through monitoring.

The table below is taken from the Universities Widening Participation Action Plan and outlines the targets that have been set.

Activity	Target
Involve all Aimhigher priority schools and colleges in activities, and as other Aimhigher-linked schools and colleges as possible	9 priority schools and 5 priority colleges involved in activities. At least 12 other linked schools or colleges
Provide non-residential taster days for Aimhigher schools and colleges	400 students attending
Provide residential summer schools for Aimhigher schools	130 students attending
Provide aspiration-raising activities for young people in public care and their carers	12 students attending residential summer school with at least 20 parents and carers attending part of the summer school. Pilot buddying scheme to be set up with The Green House children's home, using Student Ambassadors
Provide off-campus aspiration-raising activities	10,000 young people in Aimhigher schools and colleges to attend off-campus presentations and workshops Minimum of 75 Student Ambassador interactions 8 events for parents and carers
Target groups of students within Compact partner schools and colleges to receive guidance on progression and applications	Minimum of 5 sessions delivered
At least two non-Aimhigher on-campus events targeted at sixth form/FE students from Compact schools and colleges	2 on-campus events
Provide activities which engage with BME communities and encourage them to progress to the University, engaging the Afro-Caribbean and Asian Society where possible	Provide support and activities for women's section of Winchester Muslim Cultural Association Continue active membership of Winchester's BME Project Team and support Service Providers Fair
Continue to run Student Associates Scheme and meet targets. Where possible use Student Associates to raise aspirations through their with primary schools.	Meet project targets for recruitment and deployment of Student Associates
Meet commitments set out in Compact Agreement for Care Leavers relating to support services and accommodation	All care leavers to be aware of services available and to take these up as appropriate
Develop curriculum, flexible methods of delivery and access, to attract more students with vocational qualifications, particularly to Foundation Degrees in low participation neighbourhoods	500 students to be enrolled on regional programmes
Contribute fully to Lifelong Learning Network and meet any targets set for the University in the Progress2succeed plan	Successful delivery of targets set within Progress2succeed plan
Attend business and community events in low participation neighbourhoods to attract employers, and more students with vocational qualifications	Attendance at 6 business and community events in mid and North Hampshire
Recruit and deploy minority ethnic and disabled Student Ambassadors or Buddies	At least 2 BME or disabled Student Ambassadors or Buddies engaged in events
Work with partner colleges offering Access courses, HND and FD to encourage progression to Winchester	At least 4 presentations to be given to groups of Access, HND and FD students
Ensure that the University is aware of, and where appropriate involved in, curriculum developments at 14-19.	Active engagement with 14-19 consortia, with opportunities for INSET offered to school/college staff who need industrial/professional updating.

Aimhigher

The current Aimhigher partnership, led by University of Winchester on behalf of a wide partnership including all HEIs in the Hampshire/Isle of Wight sub-region, is only one manifestation of a strongly collaborative approach to outreach activities amongst the HEIs concerned.

In 1996, The University of Southampton led a consortium including Southampton Solent University (then Southampton Institute), University of Winchester (then King Alfred's College), the University of Portsmouth and the University of Chichester (then University College Chichester) to create the Wessex and Solent Partnership for Widening Participation, the aim of which was to promote access from disadvantaged and under-represented groups to higher education. Initial work with schools and colleges was focused on developing facilities and systems to support disabled students. From 1999 this was extended to encompass a range of activities including collaborative outreach, on-campus aspiration raising and access arrangements. The University of Portsmouth also led a related widening participation project for Portsmouth which included collaborative support from other HEIs in the sub-region.

In 2002 the introduction of the HEFCE/LSC funded *Partnerships for Progression* (P4P) provided an opportunity to build upon this history of collaboration, to strengthen the role of further education colleges and schools and to work more closely with new partners, such as the OU, the local LEAs, Connexions and the local Learning and Skills Council. University of Winchester has assumed leadership of this partnership for Hampshire and the Isle of Wight, providing the Chair (the Vice-Chancellor) and employing the Director and central team. This partnership has resulted in a considerable expansion of collaborative activities to promote access. The recent integration of P4P with the Education Action Zone/Excellence Challenge initiatives to form Aimhigher (Hampshire & Isle of Wight), together with a significant uplift in funding, has further enhanced the partners' capacity to promote measures to increase and widen participation in higher education.

Currently, there are eight Aimhigher Action Programmes, each with a number of collaborative projects and activities:

1. On Campus Aspiration Raising activities

Extended Summer School and Taster day programme held at Higher Education Institutions for young people in Years 8, 9, 10, 11 and 12 from Schools and Further Education.

The aim is for students to progress annually through successive years of the programme before successfully entering HE.

2. Off Campus Aspiration Raising activities

Outreach activities in Schools, Further Education and Community settings. The programme includes:

- talks and aspiration raising days in schools and colleges
- parent information sessions
- student ambassador programmes
- aspiration raising programmes in the community, led by voluntary organisations

3. Developing Progression Routes within the flexible curriculum.

Partners are working together to design, develop and distribute progression materials for specific career areas. Recent developments include a national qualifications wall chart

and a joint vocational progression route seminar with *Progress2Succeed* (Lifelong Learning Network for Hampshire & IOW).

4 Staff Development

This promotes staff awareness of the nature and challenges for learners in the changing School, FE and HE environment. Events include an annual conference to consider recent national and local initiatives to promote progression to FE and HE and to provide a forum for colleagues in different educational sectors to share experiences, good practice and ideas.

In addition staff development meetings are held to promote partnership working and understanding. In the past these have included Area partnership meetings and Child Protection Training. with access shortly available via www.aimhigherproject.org.uk

5 Information, Advice and Guidance

Led by Connexions (South Central), national and local Aimhigher guidance materials continue to be updated and disseminated through partnership with Connexions PAs and resource centres. The Students Aiming High Websites has been developed for teachers, careers advisors, prospective students and Aimhigher practitioners.

6 Research and Dissemination

In collaboration with other regions and partners we are working to enhance current targeting, tracking and evaluation tools to ensure that the right groups are targeted, and progress is evaluated.

7 Work Related Learning

The aim is to link the business community with young people and parents in schools and colleges by providing 'work related' learning. Activities include E-mentoring, 'Step Into' Enterprise Days and Working Lunches.

8 (i) Attainment Raising (NEW in 2006)

Four colleges with COVE status and one Local Authority are working on themed activities which are designed to promote jobs and progression into 'skill gap' areas in the South East as well as taking into consideration the new diplomas and the 14-19 curriculum. The following vocational areas are promoted:

Marine Technology
Construction and the Built Environment
Information and communication technology
Business, administration and finance

Also a project aimed at raising Mathematics attainment in schools is led by the University of Portsmouth - jointly funded by Aimhigher SE Region and Aimhigher Hampshire & IOW.

8 (ii) Improving Retention at College

Eight colleges are working to enhance the retention rates of students in transition from secondary to tertiary education. Participating colleges work with schools to improve retention through texting, mentoring and buddying schemes.

The collaborative widening participation activities of the four HEIs in Hampshire and the Isle of Wight provided a strong basis for a Lifelong Learning Network submitted to HEFCE's Strategic Development Fund. Called *Progress2Succeed*, it received approval in 2006 and is now in place with Aimhigher (Hampshire & Isle of Wight) and will run some joint events and projects, including a joint Conference for Adult Careers Guidance Officers plus a relaunch of the now joint *Advisory Pack for Work with Adult Learners*.

Diversity and Equal Opportunities

Race

The University's student population is 93.4% white compared with the national figure of 76.7%. The local population is 97.8% white. While these figures demonstrate that the University has had some success in attracting a disproportionate amount of students from ethnic minorities given its geographical location, more needs to be done. The University has a strong Race Equality policy and a detailed and focused action plan to promote good race relations and to increase the proportion of students from ethnic minority communities. The Policy & Action Plan are monitored by a Forum constituted of both staff and students with interest in Raced issues to ensure the policy is relevant to the issues raised at the institution and meaningful to those that study here. The University acknowledges that the behaviour and culture of organisations encapsulated by the term "institutionalised racism" exists to a greater or lesser extent in all organisations. The University is committed to identifying and dealing with these behavioural and cultural issues which, taken together, could lead to a state of institutionalised racism.

Gender

The University's female student population at 75.5% compares to 57.3% for the sector as a whole. The balance is skewed by a relatively high proportion of students studying primary teacher education.

Disability

According to Hefce's *Performance Indicators in Higher Education in the UK*, the indicator for Winchester for full-time undergraduate students in receipt of disability allowance is better than benchmark and 2% higher than the sector average. Across the HE sector, 5% of students have declared a disability. At University of Winchester the figure is 9.87%. The only category of disability where the University scores lower than the national average is *Wheelchair users/Mobility difficulties*, not entirely surprising at a University built on the side of a hill. Nonetheless, lift access makes all levels of the site accessible. The University has a residential unit capable of accommodating students with severe disabilities and their carers. The University will continue to endeavour to carry out specifically identified works which would facilitate a disabled students living and learning experience at the University.

PROVISION OF INFORMATION

Prospective students will be fully advised of the fee limits and bursaries and other financial support available for the duration of their course before they apply. This will include the aggregate cost of tuition fees for the whole period of study. Prospective students will be advised that they will not be subjected to increases in fees beyond any indicated in the agreement and notified to them before they commit themselves to the course. The University will supply information on the cost of living in the area.

Details of fees and financial support will be made available in a number of ways, including:

- Prospectus
- University of Winchester website, available by direct link from the UCAS and Student Loans Company websites (subject to their agreement)
- A detailed leaflet *Fees, scholarships, bursaries and other money matters* available on request and given out at open days
- All students who have informed UCAS that they wish to accept an offer of a place will receive a *Starter Pack* which includes more detailed information on fees and all sources of financial support.
- Targeted text messaging to current students

An on-line calculator will be provided to allow prospective students to work out the costs of their course and living in the area and the amount of financial support they are likely to receive depending on their individual circumstances.

The University is working with the Student Loans Company to develop a standard national format for explaining what financial support is available.

INSTITUTIONAL MILESTONES AND OBJECTIVES

Widening participation

1. Throughout the period of the Access Agreement, continue to meet or exceed all of the Hefce location adjusted performance indicators relating to access and participation where these are already being met.

By 20010/11, meet or exceed all of the Hefce location adjusted performance indicators relating to access and participation

These performance indicators are the main milestones by which the University will measure its performance in safeguarding and improving access.

2. Increase the number of non-standard entrants per year recruited to Level One programmes to 280 and at least maintain at that level for the duration of the Access Agreement.
3. Contribute fully to Progress2Succeed, the Lifelong Learning Network for Hampshire and the Isle of Wight, to enhance progression from vocational qualifications to higher education. Lead the Curriculum Group for Childhood, Youth and Community Studies and play an active part in the Curriculum Groups for Business & Management, Retail, Health & Social Care and Creative Industries. Secure Progression Agreements in each of these curriculum areas.
4. Work in partnership with local employers by developing and delivering appropriate provision, including sponsored degree programmes recruiting 20 students per year.

Outreach

1. Increase the number of Compact School and College partners from 27 to 30 and maintain the compact agreements throughout the period of the Access Agreement
2. Develop subject links with at least two 14-19 Consortia, offering staff development, tasters for Diploma students and HE advice at school options evenings
3. Increase the number of visits to schools and colleges linked to University of Winchester under Aimhigher arrangements to encourage engagement in widening participation activities. A minimum of 10,000 young people per year to receive off-campus presentations and workshops.
4. Recruit over 500 students from Aimhigher target schools and colleges for non-residential taster days per annum and maintain at least at that level for the duration of the period covered by the Access Agreement
5. Recruit over 100 students for annual residential summer schools and maintain at least at that level for the duration of the period covered by the Access Agreement

6. Provide a taster event for at least 12 children in care each year and maintain the standards required by the Frank Buttle Trust Quality Mark for Care Leavers in HE. Set up a pilot buddying scheme for children living in a residential care home.

Diversity

Disability

Continue to exceed the sector norm (5%) for the proportion of students who have declared a disability.

Race

Continue to exceed the regional percentage (2.1%) BME population.

UNDERTAKING TO MONITOR COMPLIANCE WITH THE AGREEMENT AND PROGRESS TOWARDS MILESTONES

University of Winchester undertakes to monitor compliance with the agreement through periodic reports from the Director of Finance and Strategy or his nominee being received by the University Management Group. An annual report will also be submitted to the Board of Governors.

Progress against the milestones will be included in these reports.