STAFFORDSHIRE UNIVERSITY
ACCESS AGREEMENT 2018-19

Introduction

1. Staffordshire University has developed an ambitious new statement of its strategy, expressed in its Strategic Plan 2016-2020 approved by the Board of Governors in September 2016. In the section on Connecting Communities, the plan states that the University will:

   - work with our Schools, Colleges and Partners to continue to RAISE ASPIRATIONS and improve progression in the region into Higher Education
   - be connected LOCALLY contributing to local social and economic development and to improve the local education standards of our community
   - offer flexible, inclusive and ACCESSIBLE COURSES supporting study anytime and anywhere.

2. These strong statements of intent direct the University's approach to widening participation in higher education and to the promotion of social mobility. The refreshed approach is described in this 2018-19 Access Agreement. As the new statement of strategic direction was approved after the 2017-18 Access Agreement was submitted, there have been certain changes of emphasis and balance between this Access Agreement and the previous one.

3. To ensure a coherent high quality experience for all students at each stage of their education, the University has established the Student Journey programme, described in more detail later. It spans the range from outreach and recruitment through transition to University, retention of those recruited, supporting academic success and the development of wider employability attributes leading to employment or further study. These stages fully align with the access, student success and progression dimensions of the OFFA guidance.

4. The University has established a wide network of partner institutions, including local sixth form and further education colleges and through those partnerships is able to provide flexible and diverse routes to higher education. The University is also particularly active in the provision of part-time higher education, despite the funding disparities that have caused other providers to reduce their part-time provision. The University is proud to have been an early proponent of fast track degree programmes and is now embracing the opportunities supported by the Apprenticeship Levy to develop a wide range of higher and degree apprenticeships working with local and national employers.

5. The University has noted that OFFA in its strategic plan for 2015-2020 expects higher education institutions to increase the proportion of learners from under-represented and disadvantaged groups who enter, succeed in and are well prepared to progress from higher education to employment or postgraduate study.

6. The University also notes that Access agreements are expected to have at least one target for each stage of the student lifecycle and for long-term outreach. The expectation in 2016 of an increased focus on outcomes continues in this year's guidance as does the expectation of the use of the latest evidence and evaluation to inform access agreement decisions.

7. The University further notes that 2017 guidance expects an increase in work to raise attainment in schools and colleges for those from disadvantaged backgrounds including sponsorship of schools where there are issues around attainment and progression or other significant partnerships with schools. In this regard the University has already sponsored a Multi-Academy Trust, the Staffordshire University Academy Trust (SUAT) and is in discussion with partners in relation to the Stoke Opportunity Area, the Local Enterprise Partnership and Education Trusts.

8. The University is actively engaged in collaboration with HEIs in the East Midlands, West Midlands and the North West as the Widening Participation Collaborative Group. The partner institutions work collaboratively to organise and deliver campus visits to target schools, as well as targeted events for young people in care. Events are co-evaluated and form an integral part of the collaborating universities outreach programmes with schools. The partners further strengthen this arrangement through sharing best practice and co-evaluate the impact on widening access across the institutions and the sector as a whole.

9. DRIVER is a partnership project, led by Coventry University and between four colleges (Stoke on Trent College, Coventry University College, The 6th Form College Solihull and Halesowen College) and four universities (Staffordshire University, Coventry University, Birmingham City University and Wolverhampton University) supported by the HEFCE Catalyst Fund, designed to address barriers to student success and focusing on the transition from college to university. This collaborative project started in March 2017 and is due for completion by December 2018.

10. Staffordshire University is the Outreach Hub-Lead in the Higher Horizons+ Consortium, part of HEFCE's National Collaborative Outreach Programme (NCOP). The consortium was awarded £11.8m in January 2017 to deliver targeted collaborative outreach in Staffordshire, Cheshire, and Shropshire until December 2020. While work carried out by the NCOP will not contribute to this Access

Agreement, and vice versa, the NCOP project and Access Agreement work seek to complement each other and allow for joined up working in achieving HEFCE, OFFA and the University's Access and Outreach goals.

Fees, student numbers and fee income

11. Staffordshire University prepared its 2018-19 Access Agreement and presented it to its Board of Governors at the same time as the Board was being asked to approve its fee schedule for 2018-19. The University can thus confirm that it intends to continue to charge the maximum permitted level of fee, currently £9,250, to its full-time undergraduate Home/EU students. It charges pro rata by credit value for part-time students, with the maximum part-time fee in a year being £6,750. A lower fee of £5,500 is charged for the foundation year for certain programmes.

12. The University intends, in the event of any further fee increase permitted as the TEF arrangements are introduced, to apply any increase in fees to continuing students who started in 2017/18 or any subsequent year and will ensure that this intention is clearly notified to all potentially affected students, taking full account of the Competition and Markets Authority guidance to HE institutions.

13. The Resource Plan provides full information on estimated numbers of students in each category and the associated estimate of fee income. The information from Tables 3a and 3b from the Resource Plan is presented below.

Total Number of Students		Academic Year				
		2017-18	2018-19	2019-20	2020-21	2021-22
Full-time	All students	7534	7949	8403	8644	8796
	Above basic fee	6786	7318	7834	8075	8278
Part-Time	All students	3390	3597	3725	3629	3671
	Above basic fee	267	450	550	636	722
Total Students	All students	10924	11546	12128	12273	12467
	Above basic fee	7053	7768	8384	8711	9000

Fee income above the basic fee (or higher fee income , HFI) £	Academic Year				
	2017-18	2018-19	2019-20	2020-21	2021-22
Full-time	19,062,260	20,876,395	22,642,645	23,577,325	24,569,080
Part-Time	484,329	726,817	887,557	1,010,395	1,130,538
Total higher fee income	19,546,589	21,603,212	23,530,202	24,587,720	25,699,618

Access, student success and progression measures

Assessment of performance

14. The University performs well against most HESA benchmarks for widening participation at entry to University, with a strong performance in recruiting students from state schools and from lower socio-economic backgrounds, and mature students. It considers that it could do more to recruit students from certain minority ethnic groups. It recognises that, with the exception of Games Design, it does not attract sufficient white males from less affluent backgrounds and looks to the development of higher and degree apprenticeships as a means to improve access to this group particularly.

15. Where it particularly considers that it needs to focus attention is on the success of students from widening participation backgrounds once they enter university. The University recognises that it needs to do more to improve retention of both young entrants and mature students.

16. It also intends to do more to support the development of employability skills in its widening participation students to help 'level the playing field'. The University's recent collection of data for the DLHE survey is expected to show a significant improvement in the outcomes for all its students, particularly progression to graduate jobs. But its limited analysis so far suggests that this success may not be even, and those from widening participation backgrounds may not be entering the range of professional graduate jobs that should be expected if higher education is going to support social mobility.

Strategic Approach to Access, Student Success and Progression

17. The University's approach to access, student success and progression follows the clear direction of its new Strategic Plan, described in the Introduction above.

18. The University has consulted with OFFA regarding the opportunity afforded by the new Strategic Plan for the University to adjust significantly the balance of

expenditure and activities in its Access Agreement to better align with OFFA guidance and make faster progress in fair access.

19. The strategic approach, within the framework of the Strategic Plan, is set by the Student Journey programme comprising six significant strands of work:

- Early interventions and progression agreements
- Induction (from application through welcome week to spiral induction)
- 24/7 Access – student led timetabling and open campus
- Academic Journey (including engagement monitoring; programme and teaching quality; the 'admin' journey)
- Staff culture & values
- Employability.

20. These are complemented by a Measuring Impact strand as the University recognises the benefit of further investment into developing a more in-depth evaluation framework for all activities and improving the granularity of data in its data warehouse required to support better targeting of activities. It seeks to ensure that all expenditure is informed by evidence and supported by appropriate evaluation and intends that the impact of the financial support it has been providing will be evaluated to determine its impact.

21. All the activities planned as part of the Student Journey programme will be Equality & Diversity impact assessed. With a strategic focus on widening participation, it is intended that activities will have a beneficial impact on groups including white males and others from socio-economically disadvantaged backgrounds, those from black, Asian and minority ethnic backgrounds, students with disabilities and those with mental health issues, care leavers, mature students and those with caring responsibilities.

Estimated spend on access, student success and progression measures and on financial support

22. The accompanying Resource Plan gives full details of the University's estimated expenditure overall on access, student success and progression and the amount within that spend which is OFFA-countable. The Resource Plan also gives the intended expenditure on financial support (fee waivers, bursaries, scholarships and hardship funds). The pattern of balance of activity is summarised below with figures drawn from Tables 5a, 4a and 6b.

23. The University has committed to spend 19.4% of its higher fee income in 2017-18 to support widening participation. With an expected rise in higher fee income from 2018-

19 to 2021-22, the University expects to be able to maintain expenditure at around 19% in relative terms while increasing the spend by over £1m in absolute terms.

Financial support expenditure £'000	Academic Year				
	2017-18	2018-19	2019-20	2020-21	2021-22
Fee waivers	295	46	20	0	0
Bursaries	629	264	130	0	0
Scholarships (Social Capital Fund)	0	150	150	300	300
Hardship Fund	150	300	300	300	300
Total	1,074	760	600	600	600

OFFA-countable expenditure summary £	Academic Year				
	2017-18	2018-19	2019-20	2020-21	2021-22
High fee income	19,546,589	21,603,212	23,530,202	24,587,720	25,699,618
Access	1,300,000	1,500,000	1,700,000	1,750,000	1,850,000
Student success	800,000	1,200,000	1,400,000	1,450,000	1,500,000
Progression	550,000	640,000	750,000	850,000	850,000
Financial support	1,074,000	760,000	600,000	600,000	600,000
Total expenditure	3,724,000	4,100,000	4,450,000	4,650,000	4,800,000
Total expenditure as a % of HFI	19.1	19.0	18.9	18.9	18.7

24. The tables above show a re-balancing of expenditure that takes account of the assessment of performance described above and takes account of the OFFA guidance. Thus expenditure is increased on access (outreach) and progression (employability) and increased significantly on student success (retention). This rebalancing is supported by a move away from bursaries which will be no longer be available to new students from 2018-19. This reflects lack of robust evidence of their impact on access. Hardship funding is though being increased to assist retention and a social capital fund introduced providing scholarships to support employability to encourage disadvantaged students to take up placement and other work experience opportunities.

Examples of access and other activities that will be funded
Access

25. The University's Outreach & Recruitment Plan includes a focus on improving attainment pre-University from primary upwards and on raising aspiration. This starts in primary schools with the Children's University being a valued approach at this stage.

26. The Great Minds Bus Tour is a regular and highly popular part of the University's approach to informing students of the opportunities available through higher education.

27. The University already sponsors Staffordshire University Academy Trust, a multi-academy trust and engages with a wide range of schools through staff serving as governors and students providing mentoring and tutoring to boost aspiration and attainment.

28. The University will expand its support for designated higher education zones in partner colleges, providing branded and high quality space for student advice, mentoring and tutoring.

29. The University intends to introduce a Passport to University scheme providing partner schools and colleges with continuing and progressive engagement for students building their aspiration and attainment and guaranteeing a University place to those who complete the programme.

30. The Step Up programme for mature students is a long-standing part of the University's Access activity and a target relating to this is retained in this Access Agreement. It provides taster courses, builds skills and smooths transition.

31. The University also continues to offer summer schools to Year 12 pupils and a target relating to numbers engaged is retained in this Access Agreement.

32. The University is leading the higher education sector in its development of higher and degree apprenticeships. These routes will be promoted in the University's information, advice and guidance work with schools and colleges, and are expected to increase participation in higher education.

Student Success

33. The intended increase in Student Success expenditure will particularly support the development of engagement monitoring and follow up by guidance advisors. The University intends to develop its capability in learner analytics to analyse the wealth of data it holds on student engagement. This will enable it to identify students at risk and intervene in a timely manner. For example the School of Health & Social Care recognises the retention risk associated with students on placement and has

developed FLO texting to help students feel valued and connected while away from the University.

34. The University has established a peer mentoring scheme where students in later years are trained to act as mentors for new students on their programme, a scheme that benefits both mentors and mentees. It seeks to extend this scheme more widely across the University.

35. The University is considering introducing the highly regarded and effective Youth at Risk programme to work with young people from widening participation backgrounds to assist retention and develop resilience and confidence.

36. With recent changes in support for students with disabilities, the University will continue to complement what students can access through Disabled Students Allowance, providing for example assistive software and equipment and coordinating the staff and students who volunteer to provide special support for example as readers and scribes.

37. The University also intends to increase the support it provides to students facing mental health issues, a growing area of concern at this University and across the sector.

38. One small but important group who will continue to receive support throughout their journey to and through the University are care leavers where help may be pastoral, financial or in the form of extended access to student accommodation and tailored to the needs and wishes of each student.

39. The University recognises the issues faced by mature students and those with caring responsibilities and takes this into account through student support networks and in the provision of an on campus nursery.

40. The University intends to carry out a significant analysis of its data on the retention and academic performance of students from black, Asian and minority ethnic backgrounds, where there is published evidence nationally that certain groups are more at risk and underperform. The University will then be better placed to determine the most effective interventions to redress differences in retention and attainment.

Progression

41. All programmes are designed in association with employers, professional bodies and other stakeholders to ensure that graduates will be well-prepared to proceed to employment.

42. The University, true to its leading role in a digital and cloud-based infrastructure supporting digital approaches to learning, will continue to develop digital literacy that will provide its students with recognised skills, including certification such as that provided by CISCO and Microsoft.

43. The University runs a dedicated employability week, including a Careers Fest and specialist recruitment fairs such as Grad-Ex and intends to develop these further, embedding more activities in academic programmes to ensure that students of all disciplines are able to consider and plan for their employment and further study opportunities.

44. The University provides all graduates with a HEAR, Higher Education Achievement Report which provides a record of other employability enhancing activities such as volunteering, peer mentoring, participation as office-bearers in sports and societies, being a student representative or Student Union office-bearer.

45. The University recognises its responsibility to highlight to students from all backgrounds the importance of developing graduate attributes through activities of this kind. The introduction of a social capital fund is designed to improve the take up of work experience, placement or internship, particularly involving an international dimension.

46. The University recognised the need to further promote the opportunity of postgraduate study to its final year undergraduates and will invest in a range of activities to support progression and will continue to provide financial support through an alumni discount on fees.

Financial support

47. The University has been reducing its expenditure on student bursaries, in line light with both the University's equivocal evidence from its evaluation of the impact of bursaries and the research cited by OFFA which suggests limited impact.

48. The University intends to remove bursaries altogether for new entrants from 2018-19 onwards, maintaining only its commitments to continuing students until they graduate.

49. The University will instead increase its Hardship Fund from £150,000 per annum to £300,000 from 2018-19 recognising the demands placed on the current fund, noting that it must now extend to students previously on NHS bursaries.

50. Similarly (as stated above) the social capital fund will be set up to provide to students to access internships, exchanges, work placements and international

experiences that enhance employability. This fund will be phased in, starting with £150,000 in 2018-19 available as scholarships of up to £1000.

Targets and milestones

51. The targets in Table 7a of the Access Agreement are drawn from HESA performance indicators as shown below. There is no target for Progression in the set.
52. HESA no longer publishes NS-SEC-4-7 data.   The University will therefore use POLAR data as its base level for disadvantage and under-representation in higher education. The NCOP programme is addressing a number of these areas through its work in the wards identified in the HEFCE gap analysis. Progress monitoring will ensure a link between the NS-SEC time series (previously used). POLAR series and NCOP are evaluated both together and separately.

	Table 7a **targets**	**Baseline data**
Access	Proportion of young, full-time, first degree entrants from state schools	98.8%
	Proportion of young, full-time first degree entrants from LPNs (POLAR3)	21.6%
	Proportion of mature students entering undergraduate programmes	19%
Student success	Proportion of young, full-time first degree entrants no longer in HE after the first year of study	9.1%
	Proportion of mature, full-time first degree entrants no longer in HE after the first year of study	14.8%
	Proportion of young, full-time first degree entrants from LPNs, no longer in HE after the first year of study	9.6%
Other	Proportion of students entering undergraduate programmes in receipt of DSA	6.4%

53. The University's previous Access Agreements have used a list of 16 other targets listed in Table 7b in the Resource Plan accompanying the 2017-18 Access Agreement. These are all measures of activity, number of participants as oppose to impact It is proposed that we should cease to use these targets with the exception of two which relate to activities that will be continuing in 2018-19.

54. These are T16b_02 (Number of participants in mature activities) and T16b_10 (Number of participants in Yr 12 summer schools) as we intend to continue two programmes, Step Up (for mature learners) and Staffs Uni Academy Residential, both of which receive very positive feedback from participants and those who support them, but add metrics for tracking progression.

	Continuing target from Table 7b
Access	Number of participants in mature and Year 12 activities (Step Up, Summer Schools etc)

55. Largely though the University intends to use the Key Performance Indicators developed to measure the University's progress with its Strategic Plan and supporting strategies to create a framework for targets for the University's Access Agreement. The detailed analysis to set definitions and baselines for these new targets is underway.

	Targets for Access Agreements from 2018-19 based largely on the KPIs used in the University's Strategic Plan and Supporting Strategies
Access	New target to measure the University's success in supporting white males from less affluent backgrounds to take up Higher or Degree Apprenticeships: percentage of apprentices who are white males from less affluent backgrounds to exceed by at least 2 percentage points the percentage of white males from less affluent backgrounds in the local population.
Student Success	*University Strategic Plan key performance indicator: 20% of our full-time undergraduate on campus students will have undertaken either study, work placement or exchange opportunity abroad* Access Agreement target: 20% of the group of students from widening participation backgrounds among our full-time undergraduate on campus students will have undertaken either study, work placement or exchange opportunity abroad, with progress towards the 20% figure progressing at the same pace as for the University as a whole. This ensures a focus of activity towards those who need most support in redressing disadvantage. Note: This is an aspirational target as the baseline figure is around 2%, and even with the support of the Social Capital Fund, it is not expected that the 20% target will be met by 2021-22.
	University Strategic Plan key performance indicator: Every course will achieve 90% or greater timely completion Access Agreement target: Completion of the group of students from widening participation backgrounds will achieve 90% or greater timely completion at the same pace as for the University as a whole. This ensures a focus of activity towards those who need most support in redressing disadvantage.
	University Strategic Plan key performance indicator: 70% or greater for 'good degrees' across our courses Access Agreement target: The proportion of students from widening participation backgrounds who achieve a good degree will reach 70% or greater at the same pace as for the University as a whole. This ensures a focus on activity towards supporting student attainment and success among those who need it most. Access Agreement subsidiary target: The proportion of students with a disability who achieve a good degree will reach 70% or greater at the same pace as for the University as a whole. This ensures a greater focus on understanding the factors affecting disabled students' academic success so that appropriate interventions can be developed.
Progression	*University Strategic Plan key performance indicators: Every course will be in the top 50% for graduate level employment after the first six months as measured by the DLHE Survey* Access Agreement target: The proportion of students from widening participation backgrounds who achieve graduate level employment will match that of the University student body as a whole and at the same pace of improvement as for the University as a whole. Access Agreement subsidiary target: The proportion of students from Black, Asian and Minority (BAME) backgrounds who achieve graduate level employment will match that of the University student body as a whole and at the same pace of improvement as for the University as a whole. This ensures a greater focus on understanding the factors affecting BAME students access to the range of graduate opportunities in the labour market so that appropriate interventions can be developed.

Monitoring and evaluation arrangements

56. The Pro Vice Chancellor Student Experience is the member of the University Executive responsible for the delivery of the commitments made in the University's Access Agreement and hence for its monitoring and evaluation. There are two key committees through which the activities will be planned, monitored and evaluated. The first is the Recruitment Strategy Group which oversees widening participation as an integral part of the University's recruitment strategy. This committee does not have student representation but commissions and reviews market research with prospective students and receives feedback from participants in the University's outreach work with schools and colleges. The later stages of the Student Journey, broadly from the point at which students have accepted an offer of a place, is overseen by the Student Experience Committee. This new committee will take over from the Learning, Teaching & Assessment Committee from the start of 2017-18 and will have student representation. It will also review feedback from students, such as through the regular survey on Welcome Week and transition activities and the University's own Student Viewfinder Survey which complements the National Student Survey by seeking the views of non-final year students.

57. The University is investing in the EMWREP service to support monitoring and evaluation of outreach programmes and activities and design of research.

58. The University has already developed a customer segmentation model to distinguish between student profiles and tailor its approaches accordingly. For example the University's increasingly popular Games Design and related programmes are of particular interest to white males from poorer backgrounds, supporting an increase in this target group. Another segment identified in the University's segmentation typifies mature students with caring responsibilities, some of whom take advantage of the University's wide range of part-time opportunities.

59. The University intends to develop further its understanding of the Student Journey of its widening participation students at each stage from pre-entry (to support targeted Outreach) through their transition and study (to support retention and student success) and their preparation through development of employability attributes for employment or further study (Progression).

60. The University draws on its own research as well as published studies such as the recent topic briefing published by OFFA (April 2017) on White British students from low socio-economic status groups, itself based in part on research undertaken for HEFCE. It has also taken account of research on the impact or rather lack of impact

of bursaries on access to HE and has adjusted its approach to financial support accordingly.

61. The cost of the increased staff team who will review existing research and carry out the University's own research, data analysis, evaluation and assessment of impact will be an identifiable part of the University's expenditure in each of the categories of Access, Student Success and Progression.

Equality & diversity

62. The University has paid due regard to equality and diversity in designing this Access Agreement, noting its responsibility under the Equality Act 2010.

63. The University in seeking to widen participation has several areas of particular focus with some targeted activities directed at: students from Black, Asian and Minority Ethnic backgrounds, white males from less affluent backgrounds, care leavers, mature students and those with caring responsibilities and students with disabilities. It considers that its activities have a positive impact on equality and diversity.

64. The University is required when developing any plan or presenting any paper or report to consider the impact of what is proposed on equality and diversity generally and on protected equalities groups in particular. Generally the impact is judged to be either neutral or positive.

65. The University has an Equality & Diversity Committee which monitors the University's Equality & Diversity Strategy and considers the impact of all the University's activities and hence those within its Access Agreement.

Provision of information to prospective students

66. The University is mindful of its responsibility to provide clear and accessible information for existing and prospective students and has taken deliberate steps to review all such material to take account of its responsibilities under the Consumer Act 2015 and the Competition and Markets Authority Guidance to HE institutions. It welcomes the recent HEFCE Good practice guide on publishing information for prospective undergraduate students (March 2017).

67. The Recruitment Strategy Group is taking a systematic approach to the development of the University's website and the protocols for preparing and approving material for publication on this and other media such as prospectuses and on social media.

68. The University is undertaking a review of the course approval process by which a new programme is developed, approved, and presented to students and stakeholders.

Consulting with students

69. The University prides itself on its partnership with its Student Union and the extent of student representation throughout its committee structure. The PVC Student Experience, Deans and Service Directors meet regularly with Student Union staff and sabbaticals, this has now been formalised in a SU Liaison Committee, which provides an opportunity to discuss the direction of travel in the development of the Access Agreement and particularly in the activities within it relating to retention, attainment and employability. The University's intentions with respect to student engagement monitoring to support retention have been a recent topic of discussion.
70. The Access Agreement has been presented to the University's Board of Governors of which there are two student union representatives including the Students' Union President.

Table 7 - Targets and milestones

Institution name: Staffordshire University

Institution UKPRN: 10006299

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Proporotion of young, full time first degree entrants from state schools	No	2013-14	98.8%	98%	98%	98%	98%	98%	
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Proporotion of young, full time first degree entrants from LPNs	No	2013-14	21.6%	21.5%	21.5%	21.5%	21.5%	21.5%	
T16a_04	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	Proporotion of mature students entering undergraduate programmes	No	2013-14	19%	19%	19%	19%	19%	19%	
T16a_05	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Proporotion of young, full time first degree entrants no longer in HE after the first year of study	No	2012-13	9.1%	8%	8%	8%	8%	8%	
T16a_06	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Proporotion of mature, full time first degree entrants no longer in HE after the first year of study	No	2012-13	14.8%	13.5%	13%	12%	12%	12%	
T16a_07	Other/Multiple stages	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	Proporotion of students entering undergraduate programmes in receipt of DSA	No	2013-14	6.4%	7.5%	7.5%	7.5%	7.5%	7.5%	
T16a_08	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Proporotion of young, full time first degree entrants from LPNs, no longer in HE after the first year of study	No	2012-13	9.6%	8.5%	8.2%	8%	8%	8%	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Mature	Mission targets	Number of participants in mature and Year 12 activities (Step Up, Summer School etc)	No	2012-13	110	250	300	400	400	400	
T16b_02	Access	White economically disadvantaged males	Management targets	Percentage of apprentices who are white males, from less affluent backgrounds to exceed 20%	No	2016-17	13.6%	14%	15%	16%	17%	18%	
T16b_03	Student success	Low participation neighbourhoods (LPN)	Management targets	Students from widening participation backgrounds among our full-time undergraduate on campus students will have undertaken either study, work placement or exchange opportunity abroad	No	2016-17	2.1%	3%	4%	5%	6%	7%	
T16b_04	Student success	Low participation neighbourhoods (LPN)	Management targets	Continuation rates of the group of 1st year full time UG young students from widening participation backgrounds	No	2015-16	86%	87%	88%	90%	90%	90%	

T16b_05	Student success	Low participation neighbourhoods (LPN)	Management targets	The proportion of students from widening participation backgrounds who achieve a good degree will reach 70% or greater at the same pace as for the University as a whole	No	2015-16	62.4%	63%	64%	65%	67%	67%	
T16b_06	Student success	Disabled	Management targets	The proportion of students with a disability who achieve a good degree will reach 70% or greater at the same pace as for the University as a whole	No	2015-16	59%	61%	62%	63%	65%	66%	
T16b_07	Progression	Low participation neighbourhoods (LPN)	Management targets	The proportion of students from widening participation backgrounds who achieve graduate level employment will match that of the University student body as a whole	No	2015-16	-5.4%	-5%	-4%	-3.50%	-3%	-2.5%	
T16b_08	Progression	Ethnicity	Management targets	The proportion of students from Black, Asian and Minority (BAME) backgrounds who achieve graduate level employment will match that of the University student body as a whole and at the same pace of improvement as for the University as a whole	No	2015-16	-7.7%	-6.60%	-5.00%	-4.00%	-3%	-2%	

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Although the universities KPI is completion, HESA and the sector do not break this down by LPN. Therefore for OFFA we will be using continuation rates as this is seen as an indicator of completion