

DURHAM UNIVERSITY

ACCESS AGREEMENT WITH THE OFFICE FOR FAIR ACCESS 2018-19

CONTEXT

1. Durham University is a highly selecting institution, with demanding degree programmes. It works hard to identify potential students with the greatest merit and potential amongst applicants from all backgrounds. The University's Academic Strategy sets out two objectives that relate to Widening Participation in the student body. It states the intention to make Durham University a leading university of choice for an increasingly diverse student population and to maximise the learning gain for all students regardless of background or level of study. As one of the key drivers of change the strategy identified a need to improve access from under-represented groups, particularly through the greater use of contextual data. The Academic Strategy set out a number of actions responding to this driver, including: the introduction of differential guaranteed offers to students of outstanding potential in target categories; expanding the number of students in the Supported Progression Scheme; and developing tailored IT-supported systems to build relationships with target enquirers and applicants.
2. The University's current approach to widening access is threefold. Firstly, through various outreach initiatives it generates applications from students with merit and potential from under-represented groups who might not otherwise apply. For example, the University's flagship Supported Progression Compact Scheme provides a progression route for a targeted cohort of the most able, but least likely to apply students from the North East, Cumbria and Yorkshire. Through this scheme the University is increasing applications from state educated students from households in lower socio-economic groups from regions with traditionally low rates of HE participation¹. It has demonstrated tangible success over a number of graduating cohorts.²
3. Secondly, the University adopts a holistic approach to assessment of merit and potential, including the use of information about the context of prior academic achievement. Academic achievement and future potential are critical factors in determining which applicants receive offers of places. The University recognises that, as a highly selecting institution, it must have a dynamic approach to action at the point of admission to widen participation and complement its existing outreach and financial support. This will be developed further.
4. Thirdly, financial support packages are provided to support student success from target access groups.

¹ The North East and Yorkshire and the Humber have the lowest participation rates for young entrants to HE (29.4 and 30.0 per cent respectively), compared to the England average of 34.2% (see <http://www.hefce.ac.uk/media/hefce/content/pubs/2012/201226/POLAR3.pdf>). The rate for the North West (which includes Cumbria) is 32.5%, which is also less than the national average.

² Supported Progression embodies several key features deemed as effective by the Sutton Trust, as laid out in their report *Evaluating Access* (December 2015). <http://www.suttontrust.com/researcharchive/evaluating-access/>

WHAT IS NEW IN THIS ACCESS AGREEMENT?

5. **The University will develop partnership working with regional schools, especially in County Durham, through a number of strands of collaboration, particularly looking at how the University can support attainment in schools.** The University intends to develop stronger partnerships with local schools, building on established links such as the Supported Progression Scheme, the collaborative work of the University's School of Education, the work of Durham's Centre for Evaluation and Monitoring (CEM), and the voluntary activity of the University's staff and students.
6. **The University will explore opportunities for engaging with different models of school governance.** A significant number of school governorships are held by University staff. The University intends to encourage, support and develop this work.
7. **The University will make guaranteed reduced offers to applicants from under-represented groups, working with staff to establish the most effective criteria, but including ACORN categories 4 and 5 and Low Participation Neighbourhoods.** Students admitted below the typical offer still have a high probability of success in achieving a first or upper second degree. Therefore there is scope for the University to consider reducing entry requirements for less advantaged and/or under-represented categories of student. On this basis the University plans to make greater use of contextual information in its decision-making processes for the 2017/18 admissions cycle onwards to support the achievement of admissions targets it has set itself in this Access Agreement. The University will extend the use of guaranteed and differential offers to students of outstanding potential in target categories, using multiple indicators of disadvantage, not least ACORN classification and LPN.
8. **The University will expand the number of students on the Supported Progression Scheme, redirecting resource from less effective activity.** Supported Progression has been highly effective in creating a pathway for under-represented students to enter Durham. The Programme has expanded considerably over its seven year life. To continue to build upon this success the Supported Progression Scheme will grow to allow more students to take advantage of the opportunities it provides. Based on evidence of impact, the University intends to fund expansion in Supported Progression by redirecting resource from less effective outreach activity. For example in 2017-18 the University will reduce high cost residential outreach activity where multiple indicators of performance fail to evidence significant impact.
9. **The University will offer additional £1,000 college accommodation bursaries to all first year students for whom the SLC 'residual household income' is between £25,000 (the current bursary threshold) and £35,000 and it will limit the maximum value of all bursaries, including those of the Supported Progression Scheme, to £2,000.** Based on the latest research regarding the impact of bursaries on student success, the University intends to limit the maximum value of bursaries, including those of the Supported Progression Scheme, to £2,000. Students with a residual household income of less than £25,000 are currently eligible to receive a £2,000 bursary through the Durham Grant Scheme. Additional £1,000 college accommodation bursaries will be awarded to all first year students for whom the SLC 'residual household income' is between £25,000 (the current bursary threshold) and £35,000.

10. **The University will establish some new scholarships, which will be competitive academic scholarships for students from under-represented groups.** The University will seek philanthropic funding to establish some new scholarships, which will be competitive academic scholarships for students from under-represented groups.
11. **The University will create a new Centre for Learning and Teaching which will develop research-based innovations in teaching and learning for students and staff and have among its objectives: the enhancement of the educational attainment of students from under-represented groups and the development of inclusive teaching.** The Centre will draw together resources from the Foundation Centre, the current Study Skills support provided through the Careers Service, the English Language Centre, the Learning Technologies Team and the Centre for Academic, Researcher and Organisation Development (CAROD). The Centre will be given direction through academic leadership introducing research-based innovations in teaching and learning that will serve staff and students. The Centre's initiatives will enhance the educational attainment of students from underrepresented groups and develop inclusive teaching. It will have a direct impact on the success of students from under-represented groups, not least in helping them to secure good final degree outcomes.
12. **The University will establish internship and placement opportunities specifically designed for students from under-represented groups.** This targeted progression activity will be delivered through our Careers, Employability and Enterprise Centre (CEEC).

Section 1: Fees, student numbers and fee income

13. To maintain the value of its fees in real terms, the University will apply annual increases in line with the inflationary measure set by the Government each year. Fees for 2018/19 will be dependent on the outcome of TEF2 which the University has entered, but we would expect to charge the maximum fee cap set by the Government, which is currently £9,250 for full time students.
14. The University does not plan to recruit part time undergraduates in 2018-19, but should any undergraduate student be studying on a part time degree programme, then a pro-rata fee will be charged equivalent to 75% of the full time fee. Fees for 2018/19 will be dependent on the outcome of TEF2 which the University has entered, but we would expect to charge the maximum fee cap set by the Government, which is currently £6,935 for part time students.
15. The University intends to charge a tuition fee for all full-time PGCE entrants equivalent to the current full time undergraduate fee. Fees for PGCE entrants in 2018/19 will, therefore, be dependent on the outcome of TEF2 which the University has entered, but we would expect to charge the maximum fee cap set by the Government, which is currently £9,250.
16. For Home/EU undergraduates undertaking a year abroad as part of their degree programme, the University will charge 15% of the full time fee. Fees for 2018/19 will be dependent on the outcome of TEF2 which the University has entered, but we would expect to charge the maximum fee cap set by the Government, which is currently £1,385 for study year abroad students.
17. For Home/EU undergraduates undertaking a placement year as part of their degree programme, the University will charge 20% of the full time fee during their placement year. Fees for 2018/19 will be

dependent on the outcome of TEF2 which the University has entered, but we would expect to charge the maximum fee cap set by the Government, which is currently £1,850 for placement students

Section 2: Access, student success and progression measures

2.1 ASSESSMENT OF THE UNIVERSITY'S ACCESS AND RETENTION RECORD

18. The University has a strong narrative in terms of its work on access, student success and progression, but its measured performance shows that low proportions of its students come from underrepresented or disadvantaged groups.
19. In its latest guidance, OFFA asks the University to consider multiple dimensions of disadvantage in its approach to widening participation, particularly to target widening participation work at white males from socio-economically disadvantaged backgrounds, black and minority ethnic (BME) students (especially in terms of degree outcomes) and students with disabilities (particularly those with mental health issues, specific learning difficulties and/or who are on the autistic spectrum). The University currently has work taking place in all these areas.
20. The HESA key performance indicators (HESA KPIs) relating to the access agreement cover:
 - Access indicators for students from under-represented groups in Higher Education
 - Non-continuation rates and projected outcomes
 - Destination of Leavers from Higher Education.
21. The following assessment makes use of the HESA 'benchmark' to evaluate the relative performance of the University. The 'benchmark' is an average for the sector weighted according to the subject(s) of study, qualifications on entry and age on entry of the University's students.³ As an average, there will inevitably be institutions above and below this 'benchmark', so achieving this cannot be a target. The benchmark is useful as a means of comparing sector-wide student profiles and retention.

Low Participation Neighbourhoods and Acorn Classification

22. As an indicator of social mobility, the University wishes to increase the percentage proportion of Low Participation Neighbourhoods (LPN) enrolments. This is measured through the participation of local areas (POLAR) classification which groups areas across the UK based on the proportion of the young population that participates in higher education. The proportion of young, new entrants to the University from POLAR3⁴ LPN in 2015/16 was 5.1%, compared to the benchmark of 6% which is a significant increase on 2014/15 (4.4% against a benchmark of 5.9%). This means that despite some fluctuation in our most recent 2015-16 Access Agreement Monitoring Return the University has met both its yearly LPN targets for this period. Furthermore monitoring of 2016 entrants suggests that the

³ Where the HESA "location adjusted sector average" is used this takes account of the where a university's students comes from in addition to the other factors.

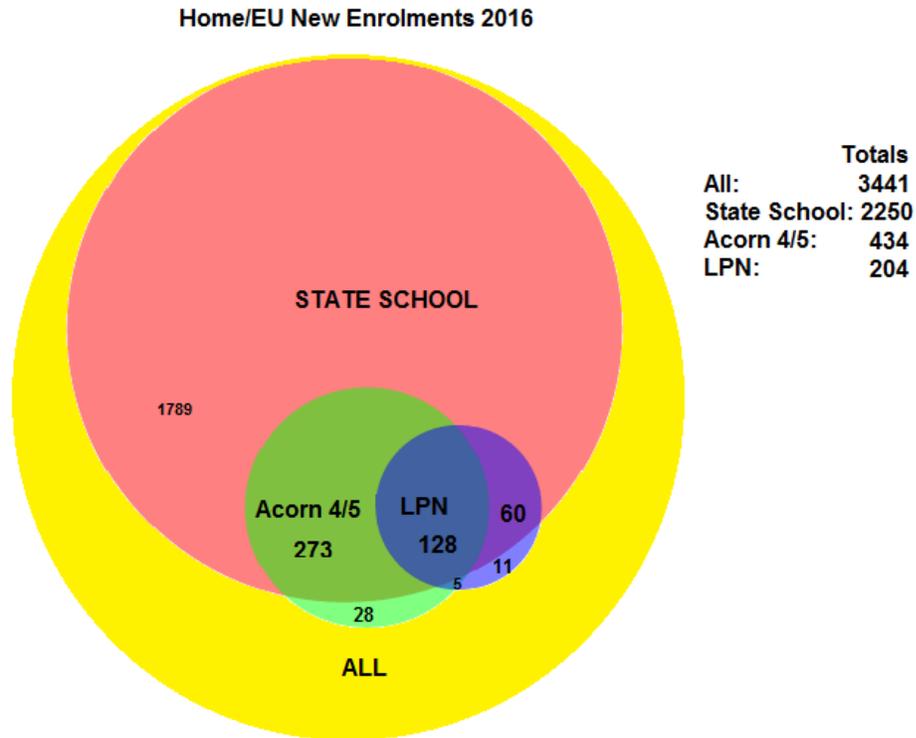
⁴POLAR3 is the most recent iteration of POLAR.

University's LPN numbers are being maintained, if not actively improving. With this in mind the University intends to continue to improve LPN participation. This became a key target in the 2016 and 2017 Access Agreements and it will remain a priority for this Access Agreement.

23. The University uses ACORN (A Classification of Residential Neighbourhoods) data to measure, more accurately, progress made in reaching socio-economically disadvantaged young people. For the purposes of measurement the University is using ACORN Groups 4 and 5 as the most socio-economically disadvantaged groups. Durham's ACORN data shows steady improvement in the proportion of entrants in the academic year from postcodes classified as ACORN categories 4 or 5 as a proportion of all entrants from postcodes classified within the ACORN dataset. An improvement of 0.6 percentage points compared to the previous year means that 11.3% of new entrants came from postcodes classed as ACORN 4 and 5. This has grown from a 2012-13 baseline of 7% and has improved every year. Notwithstanding this improvement the University intends to continue to prioritise ACORN Groups 4 and 5 as an important measure. It is the intention that a more dynamic approach to targeted offer-making will focus heavily on ACORN Groups 4 and 5.

State School Entrants

24. Against an adjusted sector average of 74.1%, the University's proportion of young, full-time undergraduate degree entrants from state school backgrounds was 63.1% in 2014/15. A state school participation level of 63% of entrants was set as a target in earlier access agreements. The grade distribution characteristics of school types and high levels of achievement required to enter the University mean that this is still a challenging level to increase. 2015-16 saw a one-year slip to 60.5% against a location adjusted sector average of 75%. The University's internal data show that in 2016/17 the proportion of young, full-time undergraduate entrants from state schools has rebounded to 64%. Through its planned use of multiple indicators of disadvantage, the University expects that its proportion of state schooled enrolments will increase. This will be reinforced by strengthening links with local schools in addition to extensive outreach work.
25. The following Venn diagram shows the relationships between State School, LPN and Acorn 4/5 categories in the undergraduate cohort that entered in 2016.



Students in Receipt of Disabled Students’ Allowance

26. The proportion of full-time first degree students in receipt of Disabled Students’ Allowance (DSA) in 2015/16 was 5.1% against a benchmark of 5.3%. The total number of students who disclose a disability to the University exceeds the numbers of full-time first degree students who are in receipt of DSA. By the end of Michaelmas Term 2016/17, 1,888 students had registered with the University’s Disability Support Service. This figure reflects an ongoing rise in the number of students seeking support with regard to disability and represents almost 15% of the total student population.

BME Students

27. The Government is encouraging universities to increase the ethnic diversity of their undergraduate student bodies. So although BME participation does not feature in the HESA KPIs, the University was pleased to note that the proportion of young BME entrants increased from 10.23% in 2014-15 to 11.24% in 2015-16. Increasing ethnic diversity is a challenge for a University that is located in an area where the local population is not very ethnically diverse. An independent internal analysis showed that Durham receives a low proportion of applications from BME applicants. The analysis showed that students from BME backgrounds are equally likely to receive offers of admission as white applicants, but do not apply at the same proportional level as white students. The University is addressing this issue as is outlined later in this Access Agreement through targeted school contact.

Student Success

28. Student retention is one of the University’s strengths. Only 2.1% (2014/15) of its young full-time first degree entrants did not continue with their studies beyond their first year. Financial reasons account

for a small proportion of withdrawals; the majority are academic or personal. In absolute terms the retention rate of students from Low Participation Neighbourhoods, 2.8%, is less strong but still good.

Student Progression and the Destination of Leavers from Higher Education Survey

29. Using the TEF data as a measure of comparative progression 93.9% of LPN students went onto employment or further study compared with 93.5% of students not from LPNs. 81.3% of LPN students went on to highly skilled employment or further study compared with 82.2% of non LPN students. These differences are not significant.

Conclusion

30. The HESA KPIs show that student success and progression are not the primary issues on which the University has to focus. It has a good participation rate by disabled students. BME students make up a low proportion of the student body, and although this is geographically influenced, it requires attention. Enrolments from low participation neighbourhoods need to increase, and this will be a major focus. Enrolments from the Acorn 4/5 classification have been the recent focus of interventions which have resulted in some significant improvement. The proportion of state school entrants is comparatively low, and although this is a crude and at best indirect measure of disadvantage, it is one that the media focuses on and consequently has reputational impact. Overall, the key performance indicators make it clear that Durham's core issue is access rather than success or progression. The University's future work will focus on access to Durham from under-represented groups measured by LPN (POLAR 3) and ACORN postcode classification, and taking account of other indicators of disadvantage.

2.2 IMPROVING ACCESS TO DURHAM

Contextual Information

31. Durham University uses contextual data in admissions and has already developed systems to use this data in its selection process to ensure that applicants with the greatest merit and potential for undergraduate study receive offers. The University intends to pursue these developments further by looking at all predictors of success at undergraduate level as a basis for selection. We will make greater use of targeted offers and contextual data, including guaranteed and differential offers to students of outstanding potential in target categories, using multiple indicators of disadvantage.
32. The University has commissioned two projects which will help to inform policy about the use of contextual data. Universities set entry requirements in terms of achieved A-level grades but often need to rely on predicted A-level grades and, to a lesser extent, prior achievement at GCSE when making initial admissions decisions. This may be problematic if predicted A-level grades and/or GCSE grades are poor predictors of subsequent A-level achievement. The potential non-congruence of these indicators of applicant ability is more problematic still if certain applicant groups are more likely than other groups to do better at A-level than their predicted A-level grades and GCSE results would imply.
33. The second project has analysed data on the prior achievement and degree outcomes of recent cohorts of Durham University graduates to understand how strongly prior attainment correlates with degree achievement and what threshold level of prior attainment is needed to achieve a 'good' (first

or upper second) degree classification for a particular degree course. The indicative findings show that students admitted with less than AAA at A Level still have a high probability of success in achieving a first or upper second degree. Therefore there is scope for the University to consider reducing entry requirements for less advantaged and/or under-represented categories of student without fear of setting such students up to fail in their degree programmes. There are some discipline specific caveats around prior subject requirements such as in sciences, mathematics and languages. This research will inform policy decisions about how much standard offers could be varied for socio-economically disadvantaged applicants without jeopardising their likely degree performance.

34. Using the evidence base provided by the above projects, the University plans to make greater use of contextual information in its decision-making processes for the 2017/18 admissions cycle onwards to support the achievement of targets it has set itself in this Access Agreement. We will extend the use of guaranteed and differential offers to students of outstanding potential in target categories, using multiple indicators of disadvantage, including ACORN categories 4 and 5 and Low Participation Neighbourhoods.

Raising Attainment

35. The University recognises that attainment at school or college is a key factor in the educational opportunities available for a student considering work or study. As a selective University with a high entry tariff the issue is fundamental to our ability to widen participation. The introduction of programmes such as Supported Progression and the Sutton Trust Programme, detailed below, were in direct response to the burden placed on able students, with the potential to study at Durham, to achieve our high entrance requirements despite coming from schools with low overall achievement.

The Supported Progression Compact Scheme (SP)

36. The University's flagship access scheme remains the Supported Progression Compact Scheme, which is a series of intensive activities focused on able, least likely to apply, disadvantaged students from targeted areas. The Scheme uses multiple indicators of disadvantage and aims to increase applications from students from state schools, Low Participation Neighbourhoods, and ACORN category 4 and 5 postcodes in regions with traditionally low rates of HE participation. Impact is achieved among students participating in the Scheme and their peers, as an intended outcome is removing real and perceived barriers to accessing Durham degrees. The Scheme provides an integrated portfolio of contacts with individual students in Year 12, continuing to Year 13 and then to registration at the University. Of particular note, students are able to demonstrate their merit and potential through work at first year undergraduate level. If they meet the required standard they will receive a guaranteed reduced offer. This particularly benefits LPN and ACORN 4/5 students from schools which do not perform strongly in measures of average levels of academic achievement, as it takes away a reliance on A-Level as the sole indicator of ability and future potential.
37. Numbers of participants and consequent enrolments at the University are summarised below. Growth is observed since the first cohort in 2011.

Year of entry to the University as an undergraduate student	Participants in Supported Progression	Completed Supported Progression Summer School	Applications to Durham from Supported Progression Participants	Applications Target	Undergraduate enrolments at Durham of Durham Supported Progression Participants	Enrolments Target
2011	54	47	40	-	31	-
2012	114	110	95	-	56	-
2013	150	131	112	80	69	70
2014	188	172	149	105	95	90
2015	269	248	190	140	104	95
2016	275	253	202	150	106	100
2017	283	254	149 ⁵	160	n/a	105

38. The enrolment into degree programmes from participant schools has increased by 37% since the launch of the Supported Progression Scheme, compared with the growth in the overall first year entrant cohort over the same period of only 13%.
39. We aim to continue to build upon this success by striving for greater numbers of successful enrolments. This will primarily be achieved by increasing the number of applicants and places available on the Scheme. With a larger pool of applicants we will select more students from ACORN 4/5 and LPN backgrounds. As all participants in the Scheme are from state schools, any increase in enrolment numbers will directly impact the number of state school students entering the University. All future development will be based on evaluation of impact, with a measure of success being that we have increased enrolments of under-represented students while maintaining academic standards.
40. Following our commitment in the 2017/18 Access Agreement, there has been an increased emphasis on delivery of content that aims to improve students' attainment. A number of sessions have been developed in collaboration with the University's Counselling Service, English Language Centre and Careers, Employability and Enterprise Centre. In 2015-16 (2017 entry) Supported Progression students

⁵ 227 students actually received a guaranteed offer, but 38 of these were in the School of Medicine, Pharmacy and Health. As this School has moved to Newcastle applications are now to Newcastle hence the drop in total applications to Durham. With a combined total of 187 we have met our Access Agreement target of 160.

were provided with sessions on key skills to support effective study such as 'critical thinking', 'academic writing', 'writing in STEM subjects' as well as other key skills for success such as 'time-management' and 'presentation delivery'. These sessions have been retained and refined for 2016-17 (2018 entry) and the offering has been expanded to include further sessions on 'effective study', 'exam preparation' and 'positive procrastination'. In addition, key staff will be trained to deliver sessions on 'speed reading' and 'improving memory' with a view to delivering these by 2017-18.

41. All sessions are designed to facilitate a strong performance by students in their summer school assessments in the first instance. Sessions also aim to provide students with a framework for success in their post-sixteen qualifications and to support transition to undergraduate study. However, it is recognised that attainment raising activity is most effective when delivered within the context of a given academic focus. The Supported Progression team intend by 2018-19 to investigate ways to enhance attainment raising activity within academic subject strands by consulting teachers of post-sixteen cohorts and by working closely with academic staff who deliver sessions.
42. By 2018-19 we intend to have a dedicated portfolio of activity, created with the input of teachers and Durham academics, that directly targets Y12/13 attainment. We intend to measure this by comparing a student's GCSE achievement with their A-Level tariff on entry. In particular we hope to close the gap between the lower SP offer and the actual grades achieved demonstrating that we have increased enrolments not just from target groups by lowering the admissions offer, but also by raising their attainment as well.
43. Additional developments for Supported Progression in 2016/17 include:
 - a stronger academic ethos throughout the whole Year 12 programme in order to encourage A-Level attainment;
 - further expansion of the reach of Supported Progression (SP) by working more with Yorkshire (we hope that this will also indirectly support our aim to increase the number of BME students enrolling on the programme as we work with schools with a high degree of ethnic diversity);
 - high-impact Year 13 interventions to sustain motivation;
 - more student places available, increasing from 280 to 340, funded through the redirection of resource away from lower impact activity (we believe this will have a particular positive impact on the number of LPN and ACORN 4/5 enrolments).
 - guaranteeing 4 places for every sixth form in County Durham.
44. Since Supported Progression started there have been 456 students who have enrolled at the University having attended Supported Progression. The first former Supported Progression students to graduate did so in 2014. Including that cohort, there has now been a total of 120 Supported Progression students who have graduated from the University.

45. The breakdown of degree classification for those who have graduated is: 17 students achieving a 1st Class Honours Degree (14%), 74 students achieved a 2:1 (62%) and 24 students achieving a 2:2 (20%). Four students have achieved a Third Class degree and one student obtained an Ordinary Degree. There are 307 Supported Progression students currently registered at the University across all years.
46. The final degree results are encouraging. They are only marginally below the level of a “typical” cohort of Durham graduates. The majority of these students came in with results below the prospectus offer and achieved a good honours degree.
47. There have been 26 withdrawals from the University by Supported Progression students across all entry cohorts (5.7%). Fourteen are stated to be for reasons related to academic failure and twelve are for a variety of other personal reasons. Considering the background of many Supported Progression students, this 94.3% success rate is a good outcome, but the University will look at ways to improve retention of SP students.
48. In terms of progression, the destinations data for Supported Progression graduates is very good. Looking at those graduating in 2014 and 2015, 88% went into work and/or further study compared to 87% of all University leavers⁶.

Sutton Trust Programme

49. As a national counterpart of the compact scheme’s regional focus, Durham University hosts Sutton Trust summer schools for Year 12 students.
50. The first Durham Sutton Trust summer school took place in 2012 and since then 134 students have enrolled at the University having previously attended the summer school. The first cohort led to 20 enrolments in 2013; of these sixteen have graduated and three remain active at the University⁷.

Year of entry to the University as an undergraduate student	Participants in Durham University Sutton Trust Summer School	Successfully Completed Durham University Sutton Trust Summer School	Applications to Durham from Durham University Sutton Trust Participants	Undergraduate enrolments at Durham of Durham Sutton Trust Participants	Enrolments Target ⁸
2013	165	162	33	20	n/a
2014	154	152	81	27	27
2015	247	242	175	36	35

⁶ Information taken from the national Destinations of Leavers from Higher Education (DLHE) Survey.

⁷ Also one student deceased.

⁸ Access Agreement Targets for Sutton Trust enrolments were introduced in 2014-15.

Year of entry to the University as an undergraduate student	Participants in Durham University Sutton Trust Summer School	Successfully Completed Durham University Sutton Trust Summer School	Applications to Durham from Durham University Sutton Trust Participants	Undergraduate enrolments at Durham of Durham Sutton Trust Participants	Enrolments Target ⁸
2016	359	356	230	52	42
2017	348	348	204	n/a	45
2018 (2017 deferred entry)	n/a	n/a	5	n/a	48

51. The Sutton Trust programme has so far been successful, though its success is modest compared to Supported Progression. In response to this the programme’s impact will increase as we focus on boosting three key areas as follows.
52. Firstly, marketing will focus on targeted areas of recruitment such as the GCSE and ACORN criteria. Competition for places on Durham’s Sutton Trust summer schools is high and the University intends to prioritise students who meet both criteria.
53. Secondly, whilst the Sutton Trust summer school will continue to be the focus of the programme, the University will introduce additional interventions before, during and after the summer school. Approaches to be used include: extended e-mentoring provision provided by the Brightside Trust in advance of the summer school, a tutoring programme for students following the summer school⁹ and a termly e-newsletter.
54. Thirdly, the University will introduce an assessed project for the 2017 summer schools similar to that offered by Supported Progression. Students attending a Sutton Trust summer school at Durham will therefore have the opportunity to work more closely with a specific academic department in order to complete the summer school assessment. Students who successfully complete the assessment to the standard required by the academic department will be eligible to receive a guaranteed offer from that department with a reduction equivalent to two grades. We hope that this will particularly support the recruitment of talented LPN and ACORN 4/5 students by allowing them to demonstrate their merit and potential in a real world University setting.
55. We also intend to develop this programme to add a greater focus on attainment raising. By 2018 we will be able to use two cohorts’ worth of data to see the added benefit that Supported Progression brings to student attainment through its longer programme in comparison with the less intensive Sutton Trust Programme. This will directly impact the future of the Sutton Trust Programme as it may be that to support attainment we need to redesign the structure of delivery. As the Sutton Trust

⁹ Currently running as a one year pilot for 2016 summer school cohort.

programme is UK-wide and Supported Progression is limited to parts of Northern England this comparison will also determine if there are any geographical variations that affect attainment and whether we need to create different interventions to raise attainment.

BME Students

56. The University expanding the scale of targeted outreach activity with schools with a higher than average proportion of BME students. Under a project title, 'Increasing Diversity', the University is building sustainable relationships with teachers and pupils in targeted schools. Site visits to schools in Yorkshire, Manchester, the West Midlands and London (Hackney and Tower Hamlets) have been undertaken and presentations delivered to raise awareness of progression opportunities. More focused activity is underway with these schools, including the development of a student ambassador programme providing BME students with role models currently studying at Durham University. The University has targeted events offering students from selected schools the chance to visit the campus and get a taste of our academic programmes. This type of event has been increasing in popularity each year and is evidence of a growing relationship with target schools. We are continuing to work in partnership with the Social Mobility Foundation to deliver a residential event for majority BME students identified by the SMF as being academically able and interested in programmes offered by Durham University. We are basing activity on the findings of focus group activity undertaken in 2015 and continued into 2016 with students from under-represented backgrounds, with an intention to expand the programme into a larger range of schools across the country. This activity is being supported by research currently being undertaken within the University to help us best target our activity with BME students to deliver the greatest impact in terms of increasing applications to Durham. Part of this research will investigate any difference in attainment between different ethnicities and the potential impact that this might have on entry to Durham as a University with generally high entry requirements. Using this research we hope to be able to develop the scheme to take this into account and by 2018-19 to create interventions that support both attainment and aspiration.

Open Days and Communication with Enquirers and Applicants

57. Durham University's campus-wide Pre-Application Open Days and Post Offer Visit Days provide high quality opportunities to visit the University, and in 2016 more than 29,000 visitors attended a Pre-Application Open Day and 4,000 a Post Offer Visit Day. They are open to students from all backgrounds, and are intended to make the University accessible to potential students who may not typically regard Durham as a possible choice. They deliver guidance on student finance, career planning and offer Higher Education advice for parents and carers. Student finance and student support arrangements are structured to try to pre-empt cost being perceived as a barrier to entry.
58. Steps continue to be taken to widen access and encourage attendance from those students less likely to receive robust information, advice and guidance, for example students from state schools and lower socio-economic backgrounds. Those less likely to enrol after application are particularly encouraged. A

travel bursary for targeted groups is in place (up to £100 per student). About 100 of these were awarded in 2016.

59. The University is enhancing its IT systems to communicate better with enquirers and applicants from under-represented groups. We will capture and analyse data across the stages of the enquirer to enroller journey so that we can use the information to target our recruitment activity effectively. We will offer pre-residence support to students from socio-economically disadvantaged and other targeted backgrounds, using digital technologies and new on-line content to raise application numbers and improve conversion rates from target groups.

Foundation Centre

60. The University's Foundation Centre focusses on the enrolment of mature home students and has a strategic objective of providing a pathway for under-represented groups. The Centre contributes strongly to the number of students entering the University from under-represented groups. Analysing the four home Foundations Year cohorts from 2008-09 to 2011-12, 26% were from an LPN background, and 28% from an Acorn 4/5 background.
61. The Centre continues to focus substantial recruitment and outreach effort on online resources and social media. The Centre's pre-arrival portal was extended during 2015-16, and now allows prospective students to access an even wider range of interactive online material providing them with information about Durham University as well as individual academic disciplines and even interactive classroom experiences.

Colleges

62. The Colleges of Durham University play a critical role in supporting activity designed to increase applications and enrolments from under-represented groups and in providing opportunities for students from those backgrounds to succeed in their studies. The foundation of all outreach work at the University is the student body, and the Colleges provide a locus for the activities in which current students engage with target students. Fair access residential activity such as Supported Progression, Sutton Trust Summer Schools, Access Partnerships and engagement with teachers and advisers is based within the Colleges. College communities are a focus for pre-application open day and post-offer visit day activity with considerable involvement from Junior Common Rooms. These are key events with considerable influence in encouraging applications and acceptances and valuable opportunities to overcoming perceived barriers to entering the University for students from under-represented backgrounds.

2.3 ACCESS MEASURES TO IMPROVE WIDENING PARTICIPATION IN HIGHER EDUCATION

Collaboration with Schools

63. The University intends to consider all forms that collaboration with schools might take, utilising the strengths of the University to improve the attainment of students from disadvantaged and under-represented groups. The Dean and Deputy to the Pro Vice Chancellor (Education) will lead a working group to review thoroughly the University's links with schools. This working group will report back in April 2018 leading to developments for the 2019-20 Access Agreement. In particular, the University

intends to develop stronger partnerships with local schools, building on established links such as the Supported Progressions Scheme, the collaborative work of the University's School of Education, the work of Durham's Centre for Evaluation and Monitoring (CEM), and the voluntary activity of the University's staff and students. The University already plays an important part in supporting secondary education through its School of Education. More specifically, the Centre for Evaluation and Monitoring (CEM) is an independent research group devoted to the improvement of teaching and learning for children and young people, and it works closely with educational stakeholders delivering assessments, monitoring systems, training and support to create positive outcomes for all pupils

64. The University intends to explore how partnership working might be supported. It will give target schools privileged access to the University's access programmes, for example, guaranteeing places on the Supported Progression Scheme which would lead to generous contextualised offers for participants and financial support when the participants enrolled in the first year of a programme of studies.
65. Historically the University has had strong links with a variety of schools through staff members being involved in school governorship. A number of schools include a representative of Durham University as a fixed member of their governing bodies and there are many more members of Durham staff who volunteer as governors of schools outside of their working life. The University sees this as a valuable opportunity to strengthen links with schools, particularly in the North East. As a first step the University will create a single database of known school governors. This will allow us to monitor and develop the number of governors as well as address any notable gaps in geographical location or school type. Once we have a comprehensive list of governors the University will offer support, guidance and resources to ensure any member of Durham staff feels empowered not just to represent the University, but also higher education more broadly. It is hoped that staff will find such support useful and bring added expertise to their respective schools. The University will also ensure that it listens to staff who volunteer as governors in order that we are able to understand the needs and context that schools work in. Once we have a support system in place the University will look to expand the number of governors it has through a carefully coordinated internal campaign that offers advice and support to staff who previously would not have considered the opportunity. The University is currently looking at models to deliver this campaign, including the possibility of linking with a charity responsible for placing school governors. Our commitment to expanding the University's pool of school governors will be overseen by the Dean and Deputy to the Pro Vice Chancellor (Education) who is currently leading a working group investigating strategic links with schools. We hope that by the time of the next Access Agreement we will have identified current school governors and have a system in place to encourage other staff to take up this opportunity.

North East Raising Aspiration Partnership (NERAP) and the National Collaborative Outreach Programme (NCOP)

66. Durham University officially joined the North East Raising Aspiration Partnership (NERAP)¹⁰ in January 2014 (a collaborative network working with Newcastle University, Northumbria University, Teesside University and the University of Sunderland). The North East Raising Aspiration Partnership works together to ensure that every young person has the opportunity to make informed decisions about Higher Education. NERAP was part of the National Networks for Collaborative Outreach (NNCO) and was officially recognised by HEFCE as the single point of contact for higher education outreach in the region.
67. The Partnership continued to refine its targeted approach to activity delivery, working across a number of key strands in 2015-16. These included:
- Teachers and advisers;
 - looked After Young People and foster families;
 - young carers;
 - students with special Educational Needs and/or disabilities;
 - parents and carers;
 - raising aspirations (primary and secondary school strands);
 - supporting under-represented groups (white working-class boys).
68. A HEFCE report (published in January 2015) on trends in young participation states that the North East is the region where young people are least likely to access higher education. It was in response to this that the partnership successfully bid for funding to be part of the National Collaborative Outreach Programme (NCOP) in order to support the ambition to double the participation of students from disadvantaged backgrounds entering higher education by 2020, with the initial funding (£7.7 million) to December 2018.
69. The project started in January 2017 and includes a particular focus on some of the areas highlighted as needing specific attention such as: the under-representation of white British men and ethnic minority groups.
70. The North East Collaborative Outreach Programme will focus outreach activity in areas where HEFCE's analysis has shown participation in Higher Education to be particularly low overall, and lower than would be expected given KS4 attainment levels in those areas. The Programme is focused on supporting a very specific cohort of young people in Years 9 – 13 to make a rapid improvement in higher education progression rates. The Programme will provide a large portfolio of activity that will support both aspiration and attainment.

¹⁰ www.nerap.ac.uk

71. The Programme will initially run from January 2017 to December 2018 and will involve the development of a Regional Progression Framework and related activities designed to provide intensive support for young people to encourage progression to higher education.

Advancing Access

72. Advancing Access is a project that grew from funding as part of a HEFCE NNCO project. It is a partnership of 24 leading universities working with schools and colleges.
73. Advancing Access provides a variety of CPD resources and online events for teachers and advisers to help them support students' progression to leading universities. The information and guidance on the website¹¹ helps teachers advise learners making their key stage 4, key stage 5 and university choices.

Durham University Library and Museums

74. During the 2015-2016 academic year the University Library Learning Team engaged with 21,585 primary and secondary school students and delivered over 450 different sessions through their onsite and outreach schools programme. The success of the programme continues to attract new schools with sessions being run for 46 newly engaged primary schools. The team had contact with schools from every LEA in the North East as well as schools in North Yorkshire, Lincolnshire and St Alban's.
75. In addition to the core programme, the team supported research projects from the Geography, History, and Archaeology departments, developing resources based on current research that are now being used by schools across the country.

Science Outreach

76. The Durham University Schools' Science Festival hosted over eight hundred and fifty 13-15 year old school students from 27 secondary schools across the North East. The event is aimed at inspiring the next generation of scientists through hands-on practical workshops showcasing Durham University's research expertise.
77. Science into Schools is a series of modules offered across the Faculty of Science to third year undergraduates. The participating undergraduate students spend 40 hours on placement in a local school, working with a partner teacher. The school is provided with a knowledgeable and enthusiastic student who offers practical assistance in the classroom and helps to engage the pupils in STEM subjects.
78. As part of their University degree the undergraduates involved are assessed on their placement performance. In addition to this it is also our intention to assess the impact that the placements have upon the young people involved, particularly regarding their levels of attainment.

¹¹ www.advancingaccess.ac.uk

Experience Durham

79. Experience Durham has a lead role in delivering student volunteering, with a considerable proportion of this volunteering being student-led projects engaging state primary and secondary school students. Student Volunteering run a number of projects, working with schools and young people across County Durham.
80. In the year 2015/16 Experience Durham facilitated the use of volunteers in over 30 schools and ran activities on site at Durham University. Volunteering to support educational attainment falls into three main areas: teaching assistants within classes, after-school clubs and one to one tutoring. In 2015/16 Experience Durham had 687 students volunteering on projects with children, with 478 of these specifically on educational based projects.

Colleges

81. Individual colleges conduct a wide range of different activities relevant to widening participation. An example is the Young Persons' Project run at Van Mildert College. This programme is designed to raise aspirations of students from disadvantaged North East schools, and is based around school visits and a residential activity. Other colleges engage with schools in different ways such as by inviting schools to visit colleges.

2.4 STUDENT SUCCESS MEASURES

Research Based Bursary Targeting

82. The University recognises the value of targeted outreach activity. Over time it has reduced the value of bursaries in order to commit more resource to outreach work. The reduction in bursaries has had no demonstrable impact on recruitment of students from lower household incomes, which accords with OFFA's own research findings. The impact of bursaries on retention and attainment has been evaluated again through the University's participation in a research project run by the Institute of Education (Richard Murphy and Gill Wyness, *Testing Means-Tested Aid*, 2016)¹², where evidence suggests that bursaries have a measurable effect on good degree outcome. The study showed that "unconditional financial aid in the form of an annual bursary increases students' likelihood of obtaining a good degree by 3.7 percentage points for each additional £1,000 of aid awarded." As the value of the bursaries increase, the marginal impact decreases so that aid only has a positive impact up to £1,900. Whilst it may be counter-intuitive, the suggestion, therefore, is that the financial support offers more to student success than to recruitment.
83. In the past the University has previously committed to high value bursaries for Supported Progression entrants of £5,500 per annum. Based on the above research the University intends to reduce the value of these bursaries for the 2018 cohort so that the resource can be invested where it will be more effective. Following consultation with the Students' Union the primary concern for current students is the relatively high cost of living that they face. Students with a household residual income of less than

¹² <http://cep.lse.ac.uk/pubs/download/dp1396.pdf>

£25,000 are currently eligible to receive a £2,000 bursary through the Durham Grant Scheme. There is still some concern that under-represented students outside of this income bracket will struggle with living costs. In order to address this, a £1,000 college accommodation bursary is to be awarded to all first year students for whom the SLC 'residual household income' is between £25,000 (the current bursary threshold) and £35,000.

Study Skills Support

84. As the University is successful at recruiting increasing numbers of students from under-represented groups so it wishes to increase the support in place to ensure that these students achieve their potential in their studies and match the degree outcomes of students from other backgrounds. Post-entry support measures will be targeted on study skills support and pastoral support for students in the under-represented groups. Academic Advisers have been introduced, who are a student's first point of contact for advice on all academic matters, such as academic progress, academic plans and goals, programme of study and modules, as well as supporting progression planning. These are complemented by college staff who provide support on pastoral issues and personal development. College staff work with the University's student financial support service to ensure that all existing students have access to the financial support information that they need. The University hopes that these measures will play a role in encouraging under-represented groups to apply, who may be unnecessarily concerned about their ability to cope with a demanding programme of studies.
85. Launched in September 2014 the Academic Skills Programme provides a study skills support service that enhances the academic skills development of undergraduate students, before and during their study at Durham.¹³ Working with academic departments, colleges and support services (IT Training Team, Disability Support, English Language Centre, Library and Counselling Service), the programme provides a study skills support service responsive to the needs of a diverse student body, as an aid to retention and a means of maximising potential. The programme comprises workshops, one-to-one support and online resources. So far 574 UK students have participated in the programme. Of these 136 (24%) are from the Supported Progression target areas: North East, Yorkshire and Cumbria. The programme is particularly targeted at those students who are not meeting their academic aspirations including those progressing from the Supported Progression Scheme and its Foundation Programmes.
86. The Transition to HE online e-learning course supports incoming first years before they arrive in Durham. The course is designed to help students develop study skills and to successfully make the transition into higher education. It includes videos of current staff and students, interactive activities and discussion boards and covers the following themes: preparing for academic study, independent learning, digital literacy and preparing for arrival. The course is available to all incoming students in September 2016 and 95% of incoming undergraduates accessed it. It is particularly beneficial to students with very few reference points regarding higher education.

¹³ <https://www.dur.ac.uk/academic.skills/>

87. The University is currently developing effective student profiling processes which will help in informing differentiated marketing and support facilities reflecting group and individual needs. Understanding the experiences, achievements and progression of students from different socioeconomic groups is a cornerstone of this approach.

Centre for Learning and Teaching

88. In order to bring together and enhance the work the University does to support student success, much of which is detailed above, the University intends to create a new Centre for Learning and Teaching, potentially drawing together resources from the Foundation Centre, the current Study Skills support provided through the Careers Service, the English Language Centre, the Learning Technologies Team and the Centre for Academic, Researcher and Organisation Development (CAROD). The Centre would be given direction through academic leadership introducing research-based innovations in teaching and learning that would serve staff and students. Within this broader remit its initiatives will enhance the educational attainment of students from under-represented groups and develop inclusive teaching.

2.4 STUDENT PROGRESSION MEASURES

89. The University has two new initiatives designed to improve the progression of students from under-represented groups. Firstly, it will commit resource to develop placement opportunities for students from disadvantaged backgrounds as a means of enhancing their employment prospects. This targeted progression activity will be delivered through our Careers, Employability and Enterprise Centre. Secondly, the University will actively promote its planned postgraduate fee discounts for students from under-represented backgrounds and its credit union financed postgraduate tuition fee loans.
90. The University will be offering 100 fee discounts of £3,000 which are intended to help ensure that cost is not a barrier to progression to postgraduate study. Applicants for the fee discounts must meet one or more criteria which relate to under-representation within the institution's taught masters population. Applicants must be progressing from an undergraduate course for which the applicant was charged the higher tuition fee applying since 2012/13, intending to study either full-time or part-time for a maximum of two years, and domiciled in the UK or European Union (EU) (classified as Home/EU for tuition fee purposes). In addition, applicants must also meet one or more of the following criteria which relate to under-representation within the institution's taught masters population: classified as either category 4 or 5 of the ACORN classification; have a residual household income of under £42,620 as assessed by the SLC; classified as a Care Leaver or assessed as having a disability. If more applicants qualify for the fee waiver than there are awards available then awards will be given to those judged to be in greatest need.
91. For Full-Time, UK self-financing students, the University facilitates applications for Postgraduate Tuition Fee Loan of up to £7,000, to cover the cost of fees, through its collaboration with NEFirst Credit Union Limited. The loan scheme is designed for full time students who will complete their postgraduate course within one year, but applications from part-time students will be welcomed and considered.

2.5 COLLABORATION

92. The University believes very strongly that a collaborative approach to fair access can be highly effective. To this end it has established an Access Partnerships Team, with a focus on third party collaboration, including:
- local, regional and national staff in schools and colleges;
 - other universities in the North East through the NERAP and NCOP;
 - the National College for Teaching and Leadership;
 - Teach First;
 - NOCN and the Forum for Access and Continuing Education (through the Foundation Centre);
 - the Sutton Trust (and indirectly through the Sutton Trust with the Wolfson Foundation, Garfield Weston Foundation, Barclays and HSBC) as well as universities in the Sutton Trust Summer Schools group;
 - the Brightside Trust;
 - National Network for the Education of Care Leavers (NNECL);
 - the Russell Group (especially through the Russell Group Widening Participation Association and the Russell Group Admissions Forum);
 - Supporting Professionalism in Admissions;
93. The Access Partnerships team focuses particularly on collaborative work with external stakeholders. It is through this approach that the University has been able to engage in a large amount of work with pre-16 cohorts as well as specific target groups such as students with disabilities or young carers. Building collaborative relationships maximises potential impact on the lives of young people and ensures best practice is shared between organisations. All Access Partnerships' projects share a common goal of supporting young people's informed decision-making and providing inspiring opportunities to engage with higher education. We offer activities for young people and parents/carers throughout the year, in collaboration with partners though also independently. Opportunities exist for students from Key Stages 2 to 5 (School Years 5-13). However, we have a particular focus on supporting local students in Key Stages 3- 4, that is, Years 9 - 11.
94. We actively target state schools across the UK to offer engagement activity that is both informative and provides support to those students who might otherwise not consider universities such as Durham. We continue to work with groups of schools such as the Tower Hamlets Schools Partnership, the Grammar Schools Heads Association, Making the Leap (social mobility charity), the Harris Federation and the Seren Network in Wales. We have successfully expanded delivery of engagement events for teachers with the introduction of an annual traveling conference. This ensures that teachers within areas of the country such as the South East of England are provided with localised opportunities to develop effective relationships with the University and to access key information about admissions

and progression to Higher Education. In addition we host up to 6 annual conferences for teachers and advisers, ranging from day events to residential subject-specific conferences both on site and within regional hubs.

95. As has already been outlined, the Sutton Trust is one of the University's most important partnerships, and this has resulted in the development and delivery of an annual conference for teachers and advisers from state schools and colleges. Through this conference and others run by the University we expect to engage on-site with at least 150 state school teachers and advisers each year.
96. Through the Sutton Trust we are able to work with a number of high demand universities on issues of access. The Sutton Trust Summer Schools group includes Bristol, Cambridge, Edinburgh, Imperial College, Kings College London, Nottingham, Oxford, St Andrews, University College London, Royal Veterinary College and Warwick. The universities meet and communicate regularly. We work on similar programmes, facilitated by the Sutton Trust, and so are able to share good practice and future programme developments.
97. The Russell Group collaborates on access activities such as the HEFCE funded NNCO Advancing Access project, designed to create resources for teachers and advisers in schools. Durham is involved in the Russell Group Widening Participation Association which allows for the sharing of good practice and resources with all the universities in the group working on access issues. In addition to regular meetings there are other events throughout the year that focus on developing successful common approaches to access work. Every two years we participate in the Group's annual conferences for teachers by providing expert guidance on applying to University. The University is also an active member of the Russell Group Admissions Forum, through which we are able to discuss and share best practice in delivering an admissions process that supports identifying the strongest students from all backgrounds, including the use of contextual information. This enhances our active engagement with the Supporting Professionalism in Admissions organisation, through which we continue to share best practice, most recently in a further review of the use of contextual information. Staff from Durham University have participated in the SPA National Expert Think Tank (NETT) considering Curriculum and Qualification Reforms.
98. As stated above, in 2015 Durham joined the North East Raising Aspirations Partnership which is a collaboration of Durham, Newcastle, Northumbria, Sunderland and Teesside Universities, which facilitated collaboration on the more recent National Collaborative Outreach Programme, which includes collaborative working with the FE Colleges in the region.
99. In addition to the numerous ways in which the University interacts with schools and colleges it intends to develop more strategic links in line with OFFA guidance and the recent encouragement given by the Government to sponsor or establish schools.¹⁴ In response to this the University will establish a working group to explore possible options thoroughly.

¹⁴ Department for Education: *Schools that work for everyone*, September 2016.

Section 3: Financial Support

3.1 FINANCIAL SUPPORT FOR STUDENTS

100. The University concluded, following consultation with its Students' Union, that the loan arrangements available through Student Finance England make fee waivers a less attractive offer to prospective students, whereas packages that provide financial support in cash or in kind are preferred.
101. The University has a financial bursary scheme for students who progress from the Supported Progression Scheme. They will receive a bursary of £2,000 per annum for the duration of their course. Any students progressing from the scheme who also qualify for funding from the Durham Grant Scheme will have their combined total bursary amount capped at £2,000.
102. Through the Durham Grant Scheme, the University will provide financial support packages of £2,000, either as subsidised accommodation or as a cash bursary, to all home¹⁵ undergraduate students entering in 2018/19, for each year of study, where the residual household income is below £25,000 per annum (as assessed by Student Finance England in accordance with its guidance on Assessing Financial Entitlement). Approximately 630 new students will be in this category in 2018/19.
103. The University will provide a £1,000 college accommodation bursary to all first year students for whom the SLC 'residual household income' is between £25,000 (the current bursary threshold) and £35,000.
104. Building upon the research received concerning the impact of bursaries on student success, the University intends to establish some new scholarships which will be competitive academic scholarships for students from under-represented groups. These will be funded from philanthropic donations.
105. In view of the ending of dedicated funding for the Access to Learning Fund (ALF), the University is providing substitute additional hardship funding for undergraduate students resident in the UK, where the residual household income has been assessed as no greater than £42,650 per annum. This will be a commitment of £100k per year.
106. The University will continue to monitor and evaluate the effect that financial support has on access, student success and progression. The University is particularly committed to ensuring that any changes to financial support have positive effects on students from socio-economically disadvantaged backgrounds. The University will use its current evaluation and monitoring procedures as outlined in Section 5 as well as taking advantage of both future internal and external research in this area.

TOTAL COUNTABLE EXPENDITURE

107. In 2018/19, the total commitment for financial support under the various Access Agreements will be of the order of £5.5 million. The commitment to outreach, student success, progression, and evaluation activities of around £6 million gives a total commitment under the access agreement of approximately £11.5 million. All this expenditure is countable under the guidance provided by the Office for Fair

¹⁵ Classified as home domiciled by Student Finance England and classified as Home or EU fee status by Durham University

Access. It consists of expenditure in previous access agreements that the University is continuing to make and expenditure on new access and student retention measures consistent with the guidance.

108. The Office for Fair Access guidance suggests that an institution with low or very low proportion of under-represented students should spend between 30 and 35 per cent of its fee income above £6,000 per fte on access commitments. The £11.5 million commitment represents 33.5% of additional fee income in 2018/19.

Section 4: Targets and Milestones

ACCESS TARGETS

109. The University is committed to making sustained progress in increasing the proportion of students from under-represented groups.
110. The OFFA guidance suggests that, in choosing what targets and milestones to use to evaluate the effectiveness of access measures, the University might consider both the HESA Key Performance Indicators and other statistical measures. The University will therefore set milestones and longer-term targets for enrolments from both HESA Low Participation Neighbourhoods (LPNs) and for lower socio-economic classifications as expressed through ACORN postcode classification 4 or 5, along with milestones and targets for its Supported Progression Compact Scheme and its Sutton Trust Summer Schools. The University anticipates that the achievement of the Supported Progression Compact Scheme and Sutton Trust Summer Schools milestones will lead to consequent improvement in the HESA KPIs.
111. The HESA measure for Low Participation Neighbourhoods is enrolments as a proportion of those who are Home/EU fee status, UK domiciled, and under 21 years of age using the POLAR3 dataset. The University's targets are to increase significantly the proportion of young entrants from LPNs as measured by the HESA KPI from 4.5% to 6.4% and to reduce the number of percentage points below the HESA KPI adjusted sector average (the 'benchmark') from 1.8 to bring it close to the benchmark by 2020/21. These are challenging targets, amounting to a 30% improvement on current performance in terms of the proportion of enrolments and if achieved will result in the largest proportion of LPN enrolments at Durham University since the introduction of the POLAR3 categorisation in 2009/10. Given this is an already challenging target we will monitor our performance before setting milestones for the longer term beyond 2021.
112. As a measure of lower social class, the University's target is for entrants in the academic year from postcodes classified as ACORN categories 4 or 5 as a proportion of all entrants from postcodes classified within the ACORN dataset. From a starting point of 7%, the target is to improve performance by 5.5 percentage points to 12.5% in 2021/22.
113. Proportional intermediate milestones for entrants from LPN postcodes (POLAR3) and from ACORN categories 4 and 5 are set for each academic year.
114. Whilst focusing on improving performance in these areas, the University also aims to increase the proportion of young entrants from state school or college as measured by the HESA KPI above 63%.

115. The targets relating to the Support Progression Scheme are as follows:
- a. Applications to Durham from those students who participated in the Supported Progression Scheme. By the 2021/22 application cycle: 200 per year.
 - b. Enrolments at Durham from those students who participated in the Supported Progression Scheme. By 2021 entry: 125 per year.
 - c. Enrolments at other selective universities from those students who participated in the Supported Progression Scheme, selective universities being defined by entry tariff score, as those with an institutional average of 375 tariff points or more. This target is always challenging as we currently rely on student replies, but the University is investigating new ways to improve accuracy. By 2021 entry: 40 per year.
 - d. Four places are to be offered to every state school, sixth form college or FE College with sixth form provision in County Durham. Places will be guaranteed, with students selected by the school or college.
 - e. In order to assess student attainment we have included a target based on students holding an offer from the Supported Progression programme being able to attain the level of the offer. The target will judge whether activity focused on academic attainment enables us to meet our enrolment target without having to make any further concessions to students who have successfully completed the Programme. In 2015 23 Supported Progression students were taken as “Near Miss” candidates out of a cohort of 104 (22.1%). In 2016 15 students from a cohort of 106 (14.2%) were accepted as Near Misses. By 2021 entry we intend to accept no more than 4% as Near Misses.
116. The target relating to the Sutton Trust Summer Schools is a minimum number of enrolments at Durham from those students who participated in the Durham Sutton Trust Summer Schools. By 2021 entry: 65 per year.
117. Proportional intermediate milestones in the period up to 2021/22 have been set for each academic year for the Supported Progression Scheme and for Sutton Trust Summer Schools targets.
118. The University has had a collaborative target for activity involving the North East Raising Aspirations Partnership of the five universities in the North East, for the number of beneficiaries of this activity. The target relates to the HEFCE funded NNCO project which formally ended on 31st December 2016 (though the Partnership agreed to fund the project independently until July 2017). 2016-17 will, therefore, be the last year we can report on this target. There was discussion to continue the project until 2017/18 through Partnership funds, but instead the Partnership will focus on the new HEFCE funded collaborative project, NCOP. Milestones from 2017 - 2019 therefore include the new HEFCE NCOP project.
119. The target relating to the number of children and young people involved in the University’s Museums educational outreach activity is a minimum number in 2021/22 of 20,000. Proportional intermediate milestones in the period up to 2021/22 have been set for each academic year.

RETENTION TARGET

120. The University already has an excellent retention rate and therefore its target for non-continuation is to maintain the current excellent record in absolute terms: young full-time first degree entrants not continuing with their studies beyond their first year no greater than 2%.

PROGRESSION TARGET

121. The University will aim to enrol 100 students who qualify for the postgraduate £3,000 fee waiver in 2018-19. At the same time the University will carry out an evaluation to determine long term effectiveness and sustainability.

Section 5: Monitoring and Evaluation Arrangements**OVERVIEW**

122. The University believes very strongly in using robust evaluation and monitoring to create impactful outcomes. Durham has refined its Access Agreement over many years based on evaluation and research, including the redirection of resource from less effective activity where necessary.
123. Durham's approach to monitoring and evaluation can best be described in three stages. Firstly any new approach to access, student success and progression is based, where possible, on current research. Whilst the University monitors publically available sector research and good practice, such as that published by the Sutton Trust, often policy will be driven by research and evaluation which draws upon the expertise of Durham staff. Activity around financial support, use of contextual information and support of BME students, for example, has been in part based on research conducted by the School of Education and the School of Applied Social Sciences.
124. Secondly, outreach activity that directly produces outcomes is subject to rigorous evaluation both during and post event. Evaluation of impact is embedded in all access programmes from the outset and it is through continuous monitoring and analysis that we improve and expand our outreach work. Participant stakeholders are asked for their feedback to assess how well the activity met their needs and expectations. This is especially important for activity where we need to assess the level at which we have positively affected student perceptions, aspirations and attainment. Evaluation activity includes focus groups, pre and post attitude surveys and post event surveys engaging a range of stakeholders.
125. Thirdly, progression against targets is monitored on an ongoing basis with monthly review of progress against socio-economic targets as well as thorough end of cycle evaluation. Outreach activity is monitored across the student lifecycle, so as well as recording the number of beneficiaries for a given programme, where possible, student enrolments, degree outcome and graduate employment are evaluated as well. A long term commitment to widening participation has allowed us to create longstanding projects which we have been able to grow based on evidence of successful outcomes.

CURRENT USE OF EVALUATION AND RESEARCH TO INFORM WIDENING PARTICIPATION STRATEGY

126. The University has employed the services of its Centre for Evaluation and Monitoring (CEM) on a number of different projects. The Centre, which works with schools nationally, has access to very large quantities of relevant background data against which to evaluate the University's access measures.
127. The University has also collaborated in an external research project to evaluate the retention benefits of bursaries. The Institute of Education study (Richard Murphy and Gill Wyness, *Testing Means-Tested Aid*, 2016) showed that "unconditional financial aid in the form of an annual bursary increases students' likeliness of obtaining a good degree by 3.7 percentage points for each additional £1,000 of aid awarded." As the value of the bursaries increase, the marginal impact decreases so that aid only has a positive impact up to £1,900.
128. The University's School of Applied Social Science has undertaken a detailed analysis of the barriers students from BME backgrounds face when applying to selective universities. The study showed that students from BME backgrounds are equally likely to receive offers of admission to Durham as white applicants, but do not apply at the same proportional level as white students. The report analysed the application rates to Durham as a proportion of all applications made to all institutions through UCAS: 0.4% of ethnic minority applicants applied to Durham compared to 1.0% of white applicants. However when they do apply to Durham, ethnic minority applicants are equally likely to receive offers of admission as white applicants (49.9% of those ethnic minority applicants who apply compared to 48.2% of white applicants). The low proportions of BME applicants results in a relatively low percentage of Durham entrants. The University is addressing this issue as is outlined earlier in this Access Agreement.
129. The School of Applied Social Sciences has also supported University strategy regarding the use of contextual data. Recent analysis suggests that applicants from comparatively disadvantaged and under-represented groups are significantly more likely than applicants from other categories to have their A Level grades over-predicted. This has implications on their ability to meet the conditions of their offer if their predictions are in excess of the conditions of offer. However, the study findings also indicate that students with less than AAA at A Level still have a high probability of success in achieving a first or upper second degree. Therefore there is scope for the University to consider reducing entry requirements for less advantaged and/or under-represented categories of student without fear of setting such students up to fail in their degree programmes.

FUTURE DEVELOPMENT OF AN EVIDENCE-BASED APPROACH TO WIDENING PARTICIPATION

130. Measuring the impact of longer-term outreach work with children in Key Stages 1, 2 and 3 is more challenging. In response Durham intends to make more use of research expertise in issues of fair access, widening participation, school pedagogy and school performance. Additionally we are about to subscribe to HEAT (Higher Education Access Tracker) which is a monitoring and evaluation service for subscribing Higher Education Institutions. This will particularly enable us to establish a greater evidence base for our pre-16 activity.
131. As has already been stated the University intends to draw further on its strengths as a research-based university by creating a Centre for Learning and Teaching which would use research-based innovations

in teaching and learning that would serve staff and students. By following a one-university approach several areas of the University will be able to come together to have a significant positive impact on learning and teaching. Within this broader remit its initiatives will enhance the educational attainment of students from under-represented groups and develop inclusive teaching styles.

The University is currently installing a customer relationship management system which will enable enhanced tracking and reporting of engagement rates by different student groups.

Section 6: Equality and Diversity

132. The focus of this Access Agreement is on representation from Low Participation Neighbourhoods and lower socio-economic groups. Durham University is aware of its commitments in this respect and also its duties under the Equality Act 2010 to advance equality of opportunity between people who share protected characteristics and those who do not. It is recognised that BME and disabled people are statistically overrepresented within lower socio-economic groups, and as such this Access Agreement is another mechanism to help the University develop its approach to equality and diversity.
133. Durham is committed to promoting equality and diversity and has recently restructured its arrangements for ensuring that these issues are seen and managed at the very highest levels of the organisation. These changes demonstrate leadership commitment to achieving excellence in equality and diversity and to ensuring this it is embedded as a strategic priority across the institution. The Deputy Vice Chancellor has overall responsibility for the agenda and now leads a newly constituted Diversity and Equality Advisory Group (DEAG) responsible for leading the continuing improvements in our approach across the institution. This Group reports to the University Executive Committee and to University Council and its membership includes Senior Officers from across the institution including the Pro Vice Chancellors of each Faculty. An Equality and Diversity Strategy is in place and the implementation plan that sits beneath this is aligned to our University Strategy, progress against this is measured as part of our annual planning cycle. We have a Dean for Equality and Diversity, who is supported by an Equality, Diversity and Inclusion team.
134. Durham has clear HR policies, effective team working and delegated responsibility for the agenda across the University and it is making progress in key areas. One of the key strategic objectives of the University's People Strategy is "embedding equality, inclusion and diversity into everything the University undertakes" and includes KPIs for increasing the percentage of female and BME staff baselined against comparator Russell Group universities. Examples of the University's commitment to equality and diversity include our promotion of Stonewall's Diversity Champion programme, achievement of Two Tick accreditation and renewal of our Institutional Athena SWAN bronze award. Last year our School of Government and Internal Affairs was one of the first non-stem departments in the country to receive a bronze award. Earth Sciences and Maths have successfully received a bronze award. Building on our successful departmental silver in Psychology, a number of departments across the University are working towards this accreditation. The University aims to have all departments holding at least a bronze Athena SWAN award by 2019 and plans to submit a Silver Institutional Award in 2018.

135. As stated above, the University is engaging in outreach activity designed to increase the number of applications from BME students. This work will be supported by research currently being undertaken within the University to help us best target our activity to deliver the greatest impact in terms of increasing applications to Durham. The University is also looking at how it can ensure we have facilities that meet the needs of students from all backgrounds and cultures. One of the updated priorities identified by DEAG is to develop an Access and Inclusion plan which will help the University to go beyond minimum standards when refurbishing and developing its estate. A recent example of this is the development of a new, flagship teaching and learning facility at the University which has incorporated extensive accessibility and inclusive features at a very early design stage following feedback from disabled students and other student representatives of those with protected characteristics.
136. The University's primary activity relating to mature students is the Foundation Centre. A key strand of the Foundation Centre's activity is to help mature learners return to education and there is direct progression from the Foundation Centre onto all University degree programmes.
137. The University continues to encourage and receive applications from disabled students. Almost 15% of the student body are now disclosing a disability. Within this cohort, we have experienced an increase in the number of students registering at the University who are on the autistic spectrum. In response we have developed a bespoke induction programme which autistic students can choose to engage with as part of their transition to the University. In addition, appropriately qualified and experienced staff in the Disability Support Service provide regular briefings for staff supporting autistic students.
138. Ensuring that we inspire inclusive learning communities and develop curricula which are accessible, challenging, engaging and meet the needs of diverse groups of students, in terms of design, delivery, content, mode of learning, assessment and achievement is a key aim. We have a proven track record of providing tailored support packages for individual students and arranging appropriate support. The Disability Support Service works proactively with students who declare a disability prior to enrolment to ensure all reasonable adjustments are anticipated, assessed and implemented in a timely manner. An additional Disability Adviser was approved in 2016 to enhance the existing provision and a key focus of this role is to support disabled students through the admissions process and their transition to the University.
139. The Government announced during 2014/15 a series of changes to the DSA which came into effect fully in 2016/17. The changes require the University to provide lower level, non-medical help support to students previously funded by the DSA by adopting more inclusive teaching practices. The University continues to monitor its approach in this area to ensure that an increasingly inclusive approach to teaching is adopted thereby minimising the number of costly individual adjustments required for disabled students. An Inclusive Learning and Teaching Group has been established, chaired by the Dean and Deputy to PVC (Education), and makes recommendations to Education Committee for enhancements to the teaching and learning approach. Recent developments include the agreement of a business case for the roll out of lecture capture within the University.
140. The University dovetails its support for disabled students with the University's wider approach to equality and diversity. Senior staff overseeing disabled student support are represented on DEAG and

influence the strategic direction adopted by the University in this area. A consequence of this collaboration was the establishment of an Access Review Group with responsibility for enhancing the accessibility of the University's estate for disabled staff, students and visitors.

141. Across the sector, universities are experiencing an increasing complexity of presentations; more students are pre-disclosing mental health conditions and increased levels of self-harm and suicidal thoughts. The University has recognised and responded to this situation. In 2015 it enhanced delivery of counselling services through the introduction of a Mental Health Adviser seconded from the NHS. The post was reviewed after one year and in 2016, as part of wider restructure of the Counselling Service, increased resources were committed to the Mental Health Advisory part of the service. An additional Mental Health Adviser will start in May 2017. In addition to their work in supporting students during their studies in Durham they are taking an increasingly proactive approach, contacting students in advance of their arrival in Durham and supporting students planning to engage in off-site activities and years abroad.
142. The University has a process in place which ensures that equality impact assessments (EIAs) are undertaken on key policies and procedures. These assessments consider the potential consequences of a change in policy or means of service provision across a range of factors, including protected characteristics. They help us ensure that any changes in our approach or policies should have the positive effect that we expect, and avoid any unexpected negative impacts. This helps us to ensure that equality considerations are embedded in everything the organisation does. EIAs conducted on previous Access Agreements have helped to inform the development of the approach contained within this Access Agreement.
143. The University collects, collates and publishes annual admissions statistics that include reporting on ethnicity, sex, declared disability and age group. Through this the University can monitor its admissions process to ensure that there is fairness and consistency of treatment for applicants from all backgrounds and that admission decisions are made on academic grounds. These statistics are reported annually to Education Committee, which reports to University Senate.
144. Participation in some of our access activities is only restricted to students on the basis of ACORN postcode classification and school type. This focus enables our activity to be targeted towards our milestones, which in themselves reflect backgrounds which are under-represented in the University's student profile. We will ensure that protected characteristics are recognised in the design and the selection decisions for entry to these activities.
145. The University is implementing the recommendations made by a Sexual Violence and Misconduct Taskforce which researched and reviewed existing policy and practice around receiving, investigating and resolving complaints of sexual violence. Significant progress has been made in delivering against the following workstreams: generating culture change; policy and procedure; training and education; support and communications. Actions to date include: the appointment of a Student Support Officer (Sexual Violence and Misconduct); the development of a bespoke sexual violence and misconduct policy and the delivery of specialist training to staff and students.

Section 6: Provision of Information to Prospective Students

146. Through its website, the University will publish clear, accessible and timely information for applicants and students on the fees that it will charge and the financial support that it will offer.
147. The University will also disseminate information via its outreach and recruitment activity, with a dedicated team of staff focused on this activity.
148. Within the University's Academic Office there is a student financial support service, which will work with staff in the University's constituent colleges to ensure that all existing students have access to the financial support information that they need. The development of guidance information provided through our programme of open days is key to providing clear and accessible support.
149. The University will also provide timely information to UCAS and SLC to populate their applicant-facing web services.
150. The University is developing its IT systems and processes to streamline and enhance the user experience with enquirers and applicants from under-represented groups. Data captured will enable timely and targeted messages to support students through their Durham visit or application journey. Enhanced tracking and feedback reporting through regular communications will allow us to further develop personalised content and monitor engagement rates. Future development of an online portal will allow us to develop targeted resources, using digital technologies and new on-line content to further support targeted applications and engagement.

Section 7: Consulting with Students

151. The foundation of all outreach work at the University is our student body, and our Colleges provide a locus for the activities in which our current students engage with our target students. Almost all access activities involve undergraduate students as guides and role models. Durham has a Student Ambassador scheme that offers a high level of training and support to enable Durham students to engage with the fair access agenda. Currently over 40% of our Durham Student Ambassadors were themselves part of either Supported Progression or the Sutton Trust programme.
152. Increasingly Student Ambassadors are being included in the planning process and are creating more activities that are student-led as part of Durham's residential access activities programme. We now use very few external providers for social activities and rely on student directed activities that simulate the life of a typical Durham student. In this way we can directly connect the student voice with the messages we give about the wider student experience at Durham.
153. Student Ambassadors are also being used in School and College visits and UCAS fairs, as a means to provide role models to a diversity of prospective students. We have also developed the role of "sabbatical officer" within the Student Recruitment and Access Office, whereby four recent graduates are recruited for a year to the Access and Student Recruitment team. This provides strong input from those who have recent experience of the decisions that a young person will have to make between 14 and 18 years of age.

154. The University ensured that the Student's Union were involved from the very start of the creation of this Access Agreement. A workshop to investigate new ideas featured a number of SU officers. New areas in this Access Agreement, particularly those around student support, reflect concerns and solutions put forward by the SU. At every stage this Access Agreement's path to institutional approval has featured student representation with approaches to widening participation, particularly student financial support, being endorsed by the SU.
155. The Head of Access has had productive discussions with members of the Students' Union about further integration of the student voice in widening participation and will meet regularly with Students' Union officers to share information and ensure that the student voice remains a strong one in designing activity.
156. The University also ensures that resources and materials used for centrally organised outreach work is available for use by student groups involved in outreach activity, including the University's successful and wide-reaching Student Community Action team.
157. Through its evaluation mechanisms the University is able to gather feedback from students participating in our access activities to inform the future development of these, so that they best meet the aims of the University and the needs of students we are working with.

Table 7 - Targets and milestones

Institution name: University of Durham

Institution UKPRN: 10007143

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	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Percentage proportion of young entrants from Low Participation Neighbourhoods in the academic year as measured by the HESA KPI	No	2013-14	4.5%	5.2%	5.6%	6.0%	6.4%	Baseline is 2013-14 as this is the most recent published data. Given this is an already challenging target we will monitor our performance before setting milestones for the longer term beyond 2021.	
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Percentage points below the HESA KPI benchmark for young entrants from Low Participation Neighbourhoods	No	2013-14	1.8	1.1	0.7	0.3	0.1	Baseline is 2013-14 as this is the most recent published data. Given this is an already challenging target we will monitor our performance before setting milestones for the longer term beyond 2021.	
T16a_03	Access	Socio-economic	Other statistic - Location (please give details in the next column)	Percentage proportion of entrants in the academic year from postcodes classified as ACORN categories 4 or 5 as a proportion of all entrants from postcodes classified within the ACORN dataset	No	2012-13	7.0%	11%	11.5%	12%	12.3%	12.5%	Baseline is 2012-13 as this was the year that the University started to use the ACORN dataset to inform selection decisions. Targets have been adjusted upwards to take account of better than expected progress made in this area.
T16a_04	Access	Socio-economic	Other statistic - Applications (please give details in the next column)	Applications in the admissions cycle to Durham from those who participated in the Supported Progression Scheme	Yes	2011-12	41	160	170	180	190	200	Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_05	Access	Socio-economic	Other statistic - Other (please give details in the next column)	New enrolments in the first year at Durham from those who participated in the Supported Progression Compact Scheme	Yes	2011-12	31	105	110	115	120	125	Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_06	Access	Socio-economic	Other statistic - Other (please give details in the next column)	Enrolments at other selective universities (average institutional tariff points on entry of 375+) from participants in the Supported Progression Compact Scheme	Yes	2011-12	2	40	40	40	40	40	Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_07	Access	Socio-economic	Other statistic - Other (please give details in the next column)	New enrolments in the first year at Durham from those who participated in the Sutton Trust Summer Schools	Yes	2013-14	19	45	50	55	60	65	Baseline is 2013-14 as this was the first year for participants in the Summer Schools to enrol at the University for undergraduate degrees. Targets have been adjusted upwards to take account of better than expected progress.
T16a_08	Student success	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Maintain the current excellent non-continuation rate	No	Other (please give details in Description column)	2%	Maintain 2%	Maintain 2%	Maintain 2%	Maintain 2%	Maintain 2%	Baseline data from 2009-10
T16a_09	Progression	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	Enrolments of students who qualify for the postgraduate £3,000 fee waiver	No	2015-16	0	100	100	0	0	0	The fee waiver is currently in place until 2018-19, having been extended for an additional year. The fee waiver will be reviewed against the intended aims in 2018-19, therefore milestones for 2019-20 onwards are not stated.
T16a_10	Access	Socio-economic	Other statistic - Other (please give details in the next column)	Number of guaranteed places offered to County Durham schools for the Supported Progression Programme.	No	2016-17	0	4	4	4	4	4	Four places to be offered to every state school, sixth form college or FE College with sixth form provision in County Durham. Places will be guaranteed, with students selected by the school or college.
T16a_11	Progression	Socio-economic	Other statistic - Progression to employment or further study (please give details in the next column)	The Graduate Prospects score for students who have progressed from the Supported Progression Scheme and enter employment or further study	No	2016-17	72.5%	75%	78%	80%	80%	80%	The Graduate Prospects score is a measure derived from the DLHE survey, used by the Times Good University Guide to rank employability.
T16a_12	Student success	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	Number of targeted placements/internships undertaken by students from Low Participation Neighbourhoods and/or from postcodes classified as Acorn categories 4/5.	Yes	2016-17	0	0	25	25	25	25	
T16a_13	Access	Attainment raising	Other statistic - Other (please give details in the next column)	Percentage of Supported Progression students who need further concessions beyond the Supported Progression offer to be accepted by Durham.	No	2016-17	14.2%	12%	10%	8%	6%	4%	This target will assess whether attainment raising activity included as part of Supported Progression supports academic achievement.

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	State school	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative target for NE Raising Aspirations Partnership (this is a target for the whole partnership)	Yes	2014-15	8623	19965	21000	TBC	TBC	TBC	Milestones up to 2016/17 included collaborative work as part of the HEFCE NNCO project. This project formally ended in 2016. Milestones from 2017 - 2019 include the new HEFCE NCOP project. Funding after this date has not been agreed so any targets after 2019 are yet to be set.
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Minimum number of children and young people involved in Museums educational outreach activity	No	2011-12	7000	12000	14000	16000	18000	20000	
T16b_03	Progression	Socio-economic	Other (please give details in Description column)	Promoting scholarships and other forms of financial support to taught postgraduate applicants and enquirers who meet fair access criteria.	No	2016-17	n/a	Activity in place.	Activity in place.	Activity in place.	Activity in place.	Activity in place.	This target refers to new links with state schools through the support of school staff. This will be delivered through supporting school governance, providing relevant expertise and offering CPD opportunities for school staff.
T16b_04	Access	State school	Outreach / WP activity (other - please give details in the next column)	Working group to explore possible modes of partnerships with schools	No	Other (please give details in Description column)	n/a	Activity in place.	n/a	n/a	n/a	n/a	This target refers to greater collaborative working with schools in the region
T16b_05	Access	Low participation neighbourhoods (LPN)	Operational targets	Implement a CRM system for targeted communications with enquirers and applicants from Low Participation Neighbourhoods and/or postcodes classified as Acorn categories 4/5.	No	2016-17	n/a	Pilot Year	Activity in place.	Activity in place.	Activity in place.	Activity in place.	
T16b_06	Access	Low participation neighbourhoods (LPN)	Contextual data	Use contextual data to make differential and guaranteed offers to students of outstanding potential in target categories, including Low Participation Neighbourhoods	No	2016-17	n/a	Pilot Year	Activity in place.	Activity in place.	Activity in place.	Activity in place.	

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.