2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University of Southampton against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

University of Southampton's ambition and strategy as detailed in the 2019-20 access and participation plan:

2019/20 was a transitional year between our previous access agreements and our five year Access and Participation Plan starting in 2020/21. During 2019/20 we created a new Widening Participation and Social Mobility directorate, developed a new strategy to cover the five-year Access and Participation Plan and delivered activity in the Covid-19 pandemic. Whilst we have developed and refined the principles which underpinned our Access and Participation Plan for 2019/20, they continue to be a key part of our approach and overall direction.

The University will always recognise the importance of taking an evidence-based approach and this has informed how we develop and prioritise our programmes. We have established a new team to embed an evaluative culture and develop an evaluative framework using multiple theories of change. By continuing to use evidence to inform the targeting of our programmes for access and student success, we ensure that we are taking a focused and cost-effective approach.

The University of Southampton has been engaged in widening participation activity for more than 20 years. Over this time, we have been able to refine our activity and targeting for all our workstreams. We are committed to continuous improvement, and this will be a constantly evolving process.

The University of Southampton has taken a whole lifecycle approach to its access, student support and progression activities over many years. The establishment in 2019/20 of the Widening Participation and Social Mobility directorate brought together functions and activity which support the access, success and progression of students from underrepresented groups. As a result we are able to offer a more holistic service and work in a flexible and agile way. We recognise the cumulative value of integrating our approaches to these areas to benefit all, particularly those who are currently underrepresented in higher education. We believe this approach is critical to supporting students to succeed at University and in their subsequent careers.

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Southampton of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of Southampton's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Young full-time first degree entrants from state schools	2013-14	86.1%	86.0%	86.0%	Percentage	2019-20	87.2	Expected progress
T16a_02 (Access)	Young full-time first degree entrants from low participation neighbourhoods	2013-14	7.0%	8.5%	9.0%	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_03 (Student success)	Non-continuation rates of full-time first degree entrants	2012-13	2.5%	2.5%	2.5%	Percentage	2019-20	2.4	Expected progress
T16a_04 (Access)	UK First Year (FPE) students from black and minority ethnic backgrounds	2013-14	16.5%	16.5%	18.0%	Percentage	2019-20	25.7	Expected progress
T16a_05 (Access)	We will seek to increase the proportion of students from BME groups registered on ITT programme over the lifetime of this Access Agreement	2014-15	4.1%	6.5%	7%	Percentage	2019-20	11.7	Expected progress
T16a_06 (Access)	We will seek to maintain our performance in supporting students to successful completion of our ITT programmes	2014-15	81.2%	92.5%	92.5%	Percentage	2019-20	89.4	Limited progress
T16a_07 (Access)	Full-time UG entrants declaring a disability	2016-17	8.6%	9%	9%	Percentage	2019-20	19.5	Expected progress
T16a_08 (Access)	Proportion of young UK full-time first degree entrants from POLAR 3 Quintiles 1 and 2	2015-16	22%	24%	24%	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_09 (Access)	Young full-time first degree entrants from low participation neighbourhoods	2015-16	7.4%	8.5%	9.0%	Percentage	2019-20	7.5	No progress

T16a_10 (Student success)	Support for all students from under represented groups in developing a fully integrated model of early indication. Aim of project it to increase re-engagement rate for students at risk of dropping out	2016-17	28%	40%	40	Percentage	2019-20	48	Expected progress
T16a_11 (Student success)	Students from a BME background identified as less likely to succeed. We will work specifically with BM6 cohort to positively influence the success of BME students on this programme.	2016-17	66%	72%	74%	Percentage	2019-20	84	Expected progress
T16a_12 (Student success)	Targeted events programme and transitition facilitators to support transition to University and building of peer support groups	2016-17	70%	75	75	Percentage	2019-20	84.3	Expected progress
T16a_13 (Student success)	Targeted activity to support all under-represented groups and reduce withdrawal rates from programme	2015-16	N/A	4%	4%	Percentage	2019-20	1.3	Expected progress
T16a_14 (Student success)	Targeted activity to support students at risk of suspending, repeating or transferring from their course.	2015-16	22%	15%	12%	Percentage	2019-20	4.1	Expected progress
T16a_15 (Student success)	Exercise referral scheme for disabled students and those with mental health difficulties to support wellbeing and engagement in their study	2016-17	N/A	10% increase	10% increase	N/A (see description / commentary)	2019-20	10	Expected progress
T16a_16 (Progression)	Multiple Target type for all under-represented groups for 750 work experience opportunities	2016-17	27%	35%	40%	Percentage	2019-20	38	Limited progress
T16a_17 (Progression)	Multiple Target type for all under-represented groups for Mentoring Programme	2016-17	N/A (new)	35%	40%	Percentage	2019-20	28	No progress
T16a_18 (Success)	Commuting students have been identified via the bursary review as a group where significant drop out rates are still seen. Work will be undertaken to design an engagement strategy in 2019-20 to enable these students to remain engaged in their studies	2017-18	N/A (new)	5%	5%	Percentage	2017-18	7.5	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Year 6 - Learn with US Outreach	2014-15	850 participants	1650 participants	1700 participants	Headcount	2019-20	300	Limited progress
T16b_02 (Access)	Year 5/6 - IntoUniversity	2015-16	250 participants	400 participants	400 participants	Headcount	2019-20	297	Limited progress
T16b_03 (Access)	Year 7 - Learn with US Outreach	2014-15	31 participating schools	31 participating schools	31 participating schools	Headcount	2019-20	7	Limited progress
T16b_04 (Access)	Year 8 - Learn with US Outreach	2014-15	31 participating schools	31 participating schools	31 participating schools	Headcount	2019-20	31	Expected progress
T16b_05 (Access)	Year 9 - Learn with US Outreach	2014-15	31 participating schools	50 participating schools	50 participating schools	Headcount	2019-20	28	Limited progress
T16b_06 (Access)	Year 10 - Learn with US Outreach	2014-15	32 participating schools	50 participating schools	50 participating schools	Headcount	2019-20	11	Limited progress
T16b_07 (Access)	Year 7-10 - IntoUniversity	2015-16	100 participants	300 participants	300 participants	Headcount	2019-20	402	Expected progress
T16b_08 (Access)	Year 11-13 - IntoUniversity	2015-16	157 participants	295 participants	295 participants	Headcount	2019-20	144	Limited progress
T16b_09 (Access)	Year 11 - Learn with US Outreach	2014-15	32 participating schools	45 participating schools	50 participating schools	Headcount	2019-20	23	Limited progress
T16b_10 (Access)	Year 12 - Learn with US Outreach	2014-15	20 participating schools/colleges	28 participating schools/colleges	30 participating schools/colleges	Headcount	2019-20	30	Expected progress
T16b_11 (Access)	Year 12 - Learn with US Transiton	2016-17	N/A	75 events/activities	75 events/actvities	Headcount	2019-20	53	Limited progress
T16b_12 (Access)	Access to Southampton - Summer School	2013-14	110 participants	140 participants	145 participants	Headcount	2019-20	113	Limited progress
T16b_13 (Access)	Vulnerable children and young people (including children in care and young carers) and/or those who support them (via the Southern Universities Network)	2015-16	N/A	Share good practice across network and develop a project on partcipation in the Roma, Gypsy and Traveller communities and mental health in education across SUN schools and colleges	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	N/A (see description / commentary)	2019-20	2	Expected progress

T16b_14 (Access)	Termly meetings of Working Groups relating to: BME, Disability, Vulnerable Children and Young People, and Mature and part-time students	2014-15	N/A	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	N/A (see description / commentary)	2019-20		2	Expected progress
T16b_15 (Access)	Activities for black and minority ethnic students (via Southern Universities Network)	2015-16	N/A	Research project	TBC follow ing research project	N/A (see description / commentary)	2019-20		1	Expected progress
T16b_16 (Access)	Activities for potential mature and part-time learners (via Southern Universities Network)	2016-17	N/A	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	Headcount	2019-20		2	Limited progress
T16b_17 (Access)	Activities to support young carers	2015-16	N/A	20 participants	30 participants	Headcount	2019-20		0	No progress
T16b_18 (Access)	Student Finance Support	2014-15	10	26 participating schools/colleges	28 participating schools/colleges	Headcount	2019-20		2	Limited progress
T16b_19 (Access)	Activities for mature students	2014-15	3 participating colleges	6 participating colleges	6 participating colleges	Headcount	2019-20		0	No progress
T16b_20 (Access)	BM6 Widening Access Medicine Residential	2014-15	26 participants	35 participants	30 participants	Headcount	2019-20		0	No progress
T16b_21 (Student success)	Workshops in partnership with Academic Skills to increase academic success	2016-17	N/A	+50 students	+50 students	Headcount	2019-20		36	Limited progress
T16b_22 (Student success)	New system of Faculty/Support Services case management introduced to support early intervention work and student experience	2016-17	N/A	4 members of staff in post	40% of students re-engage after intervention	Percentage	2019-20		47	Expected progress
T16b_23 (Student success)	Peer-assisted study model to support students with disabilities, SpLD and Mental Health conditions	2016-17	0	15 Facilitators trained	20 Facilitators trained	Headcount	2019-20		16	Limited progress
T16b_24 (Student success)	Targeted Workshops for under-represented groups to support academic success	2016-17	3 workshops	6 workshops per year per protected characteristic	6 workshops per year per protected characteristic	N/A (see description / commentary)	2019-20		6	Expected progress
T16b_25 (Student success)	Online provision	2016-17	N/A	Review of existing packages	2 additional online modules	Other	2019-20		6	Expected progress
T16b_26 (Progression)	Number of Excel and volunteering placements	2016-17	Min 30% of all opportunities	Min 30% of all opportunities	Min 30% of all opportunities	Percentage	2019-20		14	Limited progress
T16b_27 (Progression)	Number of Business Innovation Placements	2016-17	Min 30% of all opportunities	Min 30% of all opportunities	Min 30% of all opportunities	Percentage	2019-20		21	Limited progress

T16b_28 (Multiple)	Financial targets regarding spend on underrepresented groups	2016-17	N/A	Spend indentified and tracked	Spend indentified and tracked	N/A (see description / commentary)	2019-20		1	Expected progress
T16b_29 (Access)	Literacy and Numeracy attainment raising activities for primary schools - Books and Stories & Shapes and Numbers	2015-16	4 participating cohorts	11 participating cohorts	15 participating cohorts	Headcount	2019-20		6	Limited progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,863,183.00	£1,589,000.00	-15%
Financial Support	£8,610,000.00	£8,376,000.00	-3%

4. Action plan

Where progress was less than expected University of Southampton has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_06	We will continue to support our students through the coming years and will work with schools to ensure our teaching reflects the realities of mid and post Covid learning
T16a_09	This target has been discontinued and eplaced by POLAR4 Q1 for 2020 onwards
T16a_16	In the next academic year we will be moving towards a proactive exit programme of activity focusing on gaps in progression for specifc underrepresented stduent groups. We are also investing in additional staff resources to work with employers and partners to secure additional work expirience opportunities during the upcoming year
T16a_17	We will be expanding our mentoring opportunities over the coming year as well as working to align mentoring programmes which exist across the institution. Our new WP programme Ignite also offers mentoring to 31 students from IMD Q1 areas to improve non-continuation, attainment and progression outcomes.

T16a_18	Additional focus on transition for these students will be completed this year which will form both academic and social activities to engage these students with our on campus acativities. We also also continuing to review the impacrt of online delivery and we expect more flexible delivery and recorded lectures to support continuation of those who commute to campus. Communting students will feature in our work to increase sustainbility in cluding improving access to campus.
T16b_01	Primary schools will continue to be an important area of work for us, and the work we do with them has a place in our overarching theory of change for meeting post 2020 APP commitments. We are developing a blended package of virtual and physical activity which will be available to target primary schools. We also work closely with IntoUniversity to support primary school children in Southampton and increasingly at their centres in other locations
T16b_02	Our partnership with IntoUniversity continues to provide a key part of our community orientated approach, and will develop as a blended mix of virtual and face to face actvity
T16b_03	We expect to be able to offer these sessions in the next academic year
T16b_05	Work with Y9 pupils will continue to have an important place in our overarching theory of change to meet our access targets in the post 2020 APP. Therefore, we are developing a robust blended programme of virtual and face to face activity in the mid and post-Covid landscape.
T16b_06	Work with Y10 pupils will continue to have an important place in our overarching theory of change to meet our access targets in the post 2020 APP. Therefore, we are developing a robust blended programme of virtual and face to face activity in the mid and post-Covid landscape
T16b_08	Our partnership with IntoUniversity continues to provide a key part of our community orientated approach, and will develop as a blended mix of virtual and face to face actvity
T16b_09	Attainment raising work with Y11 pupils will continue to have an important place in our overarching theory of change to meet our access targets in the post 2020 APP. Therefore, we are developing a robust blended programme of virtual and face to face activity in the mid and post-Covid landscape
T16b_11	Attainment raising work with Y12 pupils will continue to have an increasingly important place in our overarching theory of change to meet our access targets in the post 2020 APP. Therefore, we are extending our robust, blended programme of virtual and face to face activity in the mid and post-Covid landscape as we seek to work with greater numbers of WP target schools in respect of this activity.
T16b_12	Sustained activity including summer schools will continue to have an important place in our overarching theory of change to meet our access targets in the post 2020 APP. Therefore, we are developing a robust blended programme of virtual and face to face activity in the mid and post-Covid landscape.
T16b_16	Mature learners are a key target group for us in our APP 2020-2025 and we will continue to develop appropriate strategies to recruit and support them.

T16b_17	Young carers will continue to be a group we wish to support, and we have taken steps to develop a supporting plan across the stages of the lifecycle, which will be a blended mix of virtual and face to face support.
T16b_18	Financial literacy continues to be an important element of our work, and we will use digital resources (such as Black Bullion) to extend our reach in this area The WP team now include the financial support team, who will continue to provide financial literacy support where possible.
T16b_19	Additional staffing and financial resource has been allocated to support access and success for mature learners.
T16b_20	This event will continue to run although it will be virtual in 2021. We will review for future years.
T16b_21	We have reviewed our targets for each year to allow for a 20% growth in student numbers but also an increase in the range and type of workshops so that they are more diverse. We are also promoting the workshops in a more targeted way in response to student feedback. Student feedback is reviewed at the end of each semester so that the workshop themes offered can be reviewed on an ongoing basis in order to meet student need. We continue to explore different ways of supporting SpLD students to ensure it is diverse - this includes the continued growth of our drop in sessions, now daily.
T16b_23	The full programme has been adapted to support students remotely and the peer mentoring aspect of the offer developed to support students with wellbeing concerns to get back on track and as a preventative measure complementing out mental health strategy.
T16b_26	Our focus moving forward is to look at interventions and mechanisms to close our gaps in progression rather than focusing on a percentage of students to undertake an activity. We have also launched a new programme, Ignite, which guarentees internships for students from IMD Q1 areas and which will increase numbers in the 2020/21 academic year
T16b_27	As above
T16b_29	We are developing a blended package of virtual and physical activity which will be available to target primary schools. We also work closely with IntoUniversity to support primary school children in Southampton and increasingly at their centres in other locations.

5. Confirmation

University of Southampton confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
Yes
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes

Verification and sign off	
University of Southampton has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Mark E. Smith CBE
Position	President and Vice-Chancellor

Annex A: Commentary on progress against targets

University of Southampton's commentary where progress against targets was less than expected.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Withdrawal rates are slighly lower than than target in this area
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Covid-19 had a very significant effect on students on ITT. The University put a range of financial and pastoral support measures into effect.

Target reference number: T16a_09
How have you met the commitments in your plan related to this target?
Progress on recruiting students from POLAR3 Q1 postcodes has been limited due to a refocus in recent years on POLAR4 as a more recent metric for measuring participation
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Correspondingly applications and enrolments for students from POLAR4 Q1 neighbourhoods has been increasing over the last two years

Target reference number: T16a_16
How have you met the commitments in your plan related to this target?
Given the pandemic and the need to move to working virtually and the associated reprioritisation of resources and the reduction in availability of professional development opportunities (including internships), we were able to undertake as many work experience opportunities as identified in the 2019-20 access and participation plan.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
To support students to achieve future employment we introduced a range of new support packages to students, including transferring our face-to-face guidance and careers dop in appointments to be a virtual offer and increasing the availability of our drop in service. We also purchased an online CV and mock interview tool implemented in August 2020 as well as launching an e-menorting service in partership with our Office for the Development of Alumni Realtions department linking student to recent and established graduates. Our Careers Fair was moved online to reduce the impact on students during loackdown, this increased attendance at our fair overall from 2018/19

Target reference number: T16a_17

How have you met the commitments in your plan related to this target?
Limited progress was made in this area due tot he impact of the Covid-19 pandemic
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
To provide accessible online mentoring our Careers team partnered with the Office for the Development of Alumni Relations to purchase an online e-mentoring platform. This allowed students to easily engage online with recent and established graduates.   We also offered our targeted My Generation Programme for students who are first in their family to attend university working with 21 students and offering 48 coaching sessions between January - July 2020.

Target reference number: T16a_18
How have you met the commitments in your plan related to this target?
Although targeted activity was undertaken with this group of stduents in the 2019/20 academic year we have seen an increase in non-continuation rates for communting students
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We launched a travel fund costing £10,000 to support communting students access campus and engage with their peers in societies as well as using study facilties before Christmas

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
Due to the Covid-19 pandemic, Summer campus visits were necessarily cancelled. This meant we were unable to run the planned number of physical events described at the time of writing the 2019/20 APP.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
To mitigate this, we designed and sent outover 2000 activity packs to primary school children so they could engage with outreach activity from home. We promoted a range of online digital activities through our local networks, through the Uni4me platform and via our lifelab. The Southampton Science and Engineering Festival was hosted on a digital platform thus providing access to families across the UK. We continued to work with primary engineers supporting their virtual and school based competitions. Through our partnership with Southamton hubs (Student Hubs) we were able to provide support to a range of their projects such as Invent and libraries plus.

Target reference number: T16b_02
How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic, the IntoUniversity centre we sponsor was forced to close in March 2020. As a result there were not as many physical sessions as anticipated when writing the 2019/20 APP.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Working with IntoUniversity, a range of virtual activities were developed. We also developed a campus to the community activity which has meant we have been able to replicate key images of the University and display them in centre. We have also worked with IntoUniversity to engage with their Brixton and Brighton centres, both of whom we have ran virtual events with. The centres in Southampton, Brighton and Brixton all received activity packs

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

All October events ran however summer events had to be cancelled due to Covid-19.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

To mitigate this, we produced the Hospital Heist activity pack. Over 1000 packs were distributed via the schools so that children could engage with this activity as part of their remote learning. We promoted a range of online digital activities through our local networks such as the Southampton Education Forum, the Child and Youth engagement network and nationally via Uni4me. Through our partnership work with Southampton Hubs (Student Hubs) we were able to continue to provide support to a number of their targeted projects.

Target reference number: T16b_05

How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic a number of schools cancelled their participation in this project after March 2020. Consequently we did not physically see as many schools as anticipated when we wrote the 2019/20 APP.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

To mitigate this, we promoted a range of online digital activities through our local networks, through the Uni4me platform and via our lifelab. The Southampton Science and Engineering Festival was hosted on a digital platform thus providing access to families across the UK.

Target reference number: T16b_06

How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic a number of schools cancelled their participation in this project after March 2020. Consequently we did not physically see as many schools as anticipated when we wrote the 2019/20 APP.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Working with globalbridge we took part in their future stars event. This offered us the opportunity to engage with schools in the Southampton and Portsmouth region and those in the North East and North West. We promoted our digital activites via the Uni4me platform. We promoted our digital bank of activities to teachers via our local and national networks. Through our partnership with Brilliant Club we supported their change in delivery mode and took part in their virtual activity.

Target reference number: T16b_08
How have you met the commitments in your plan related to this target?
Due to the Covid-19 pandemic, the IntoUniversity centre we sponsor was forced to closein March 2020. As a result not as many physical sessions took place as we anticipated when writing the 2019/20 APP.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We worked in partnership to ensure that those year 13 students applying to university were supported. We offered a one to one call, a named contact and a range of other support to those finding themselves having to make decisions in unprecedented times.

Target reference number: T16b_09
How have you met the commitments in your plan related to this target?
Due to the Covid-19 pandemic a number of schools cancelled their participation in this project after March 2020. Consequently we did not physically see as many schools as anticipated when we wrote the 2019/20 APP.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This was a major increase from 2018/19 in spite of the pandemic. We promoted our digital activities via the Uni4me platform and via our local and national partnership networks. We ran an CPD event for over 100 school teachers and lectuers to support them with their delivery of online or remote learning

Target reference number: T16b_11
How have you met the commitments in your plan related to this target?
Due to the Covid-19 pandemic a number of schools cancelled their participation in this project after March 2020. Consequently we did not physically see as many schools as anticipated when we wrote the 2019/20 APP.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

To mitigate for school closures we developed a taster lecture and seminar package designed to support students particularly in Year 13 to transition effectively to academic study at degree level. We also repurposed our EPQ skills resources for Year 12 into an online format so that we could extend our reach in spite of the pandemic. Additionally, an EPQ teachers planner for online EPQ delivery was devised to support continued provision by schools and colleges at a difficult time.

Target reference number: T16b_12

How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic a number of activities faced a decline in applications.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We shifted the mode of delivery for the A2S programme so that the academic subject and skills content of the summer schools was delivered virtually, commencing August 2020. 128 applications were received and 113 students took part in the online summer school content.

Target reference number: T16b_16

How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic a number of face to face events had to be cancelled on health and safety grounds. This meant we were only able to deliver limited workshops.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

SUN partners also provide access to LifePilot for potential mature learners and will be part of a collaborative programme utilising an online chat platform for mature students, which is currently under development.

Target reference number: T16b_17

How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic the external Young Carers Festival we anticipated participating in was cancelled, limiting our ability to work with students from this group.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have further developed our support package for young carers at the University.

Target reference number: T16b_18

How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic many of our scheduled sessions were cancelled by schools and colleges.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We developed virtual materials to support financial literacy, which have been made available to students on our programme.

Target reference number: T16b_19

How have you met the commitments in your plan related to this target?

Activity in this area was curtailed by Covid-19, but 2020-21 has seen an uplift in interactions and activities with colleges.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have developed a virtual community space for mature students which they can access ahead of starting at Southampton to better develop a sense of fit and belonging.

Target reference number: T16b_20

How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic, this summer event was cancelled.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The 30 students were communicated with regularly and were supported throughout the application process. They had access to a range of virtual activities.

Target reference number: T16b_21

How have you met the commitments in your plan related to this target?

Progress has been limited in relation to the 2016-17 target set but more meaningful in terms of student outcomes. A review of qualitative and quantitative data indicated that learning outcomes were improved with smaller group sizes targeted only at those with a diagnosed SpLD.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

A wide range of promotional channels were used to raise awareness of the workshops, including targeted communications and awareness raising through support appointments. Ongoing review of student feedback also highlighted the importance of supporting SpLD students through a variety of formats and as such more specialist study skills drop in sessions were offered during this period to increase our reach.

Target reference number: T16b_23
How have you met the commitments in your plan related to this target?
The programme was just 4 short of the 2019.20 target of 20 recruits but the model was modified with improved training to offer a more diverse range of support, with transition facilitators now able to offer peer mentoring. This means it has been possible to support a greater number of students.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
By February 2020, 24 students had already received support through the scheme and we were set to exceed the 29 students supported in the previous year, had it not been for lockdown. Recruitment was brought forward and adapted to ensure contiuation of the support offer online.

Target reference number: T16b_26
How have you met the commitments in your plan related to this target?
Given the pandemic and the need to move to working virtually, the repriortisation of resources and reduction in availability of professional development opportunities including internships we were not able to undertake as many work experience opportunities as planned.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We used our staff and financial resources to focus on a range of other activities which allowed us to continue to support our students online during the pandemic. This included transferring our face-to-face guidance and careers drop in appointments to be a virtual offer which increased the availabiliity of support, procured a CV/Mock Interview tool to provide CV support for all students and moved our training of mentees and mentors online.

Target reference number: T16b_27
How have you met the commitments in your plan related to this target?
21% of our SIP opportunities were undertaken by students from a widening participation background
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As above

Target reference number: T16b_29
How have you met the commitments in your plan related to this target?

Due to the Covid-19 pandemic primary schools closed in March, severely curtailing the delivery of the programme

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have spent time developing digital resources and delivered the activity pack activity described in the text submission

Annex B: Optional commentary on targets

University of Southampton's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	Target has been discontinued from 2020 APP onwards to reflect refocus on priority gaps in access in line with OfS guidance
T16a_02	This target, along with T16_a08 was consolidated into a new target - T16_a09 - to reflect updated versions of POLAR
T16a_03	Target has been refined from 2020 APP onwards to reflect refocus on priority gaps in success in line with OfS guidance
T16a_04	Target has been discontinued from 2020 APP onwards to reflect refocus on priority gaps in access in line with OfS guidance
T16a_05	Target has been discontinued from 2020 APP onwards to reflect refocus on priority gaps in access in line with OfS guidance
T16a_06	Target has been refined from 2020 APP onwards to reflect refocus on priority gaps in success in line with OfS guidance
T16a_07	Target has been discontinued from 2020 APP onwards to refocus on POLAR4 ratio gaps in line with OfS guidance
T16a_08	This target, along with T16_a02 was consolidated into a new target - T16_a09 - to reflect updated versions of POLAR
T16a_09	Target has been discontinued from 2020 APP onwards to refocus on POLAR4 ratio gaps in line with OfS guidance
T16a_10	Target has been removed following review of Early Warning System which has now been rolled out to support all students
T16a_11	Target was reviewed as part of 2020/21 five-year APP and now focuses on awarding gaps between Black and white students
T16a_12	
T16a_13	
T16a_14	
T16a_15	A review of the scheme was carried out in the summer term to align it with our mental health strategy and action plan, linking the new '5 ways to wellbeing' campaign to the referral programme and promoting this as part of the 'get active' strategy. This aims to support students to better understand the benefits of the programme. Improved staff training an improvements in the referral process itself has enabled more practitioners to make referrals, thereby increasing the overall capacity of the scheme for this and future years.
T16a_16	

T16a_17	
T16a_18	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	Across our on campus activities that ran prior to the COVID-19 pandemic we had participants attend from 16 WP target schools and colleges, with a further 6 schools/colleges sending students to these events. For off campus activities, we had interactions in school for 25 WP target sixth forms/colleges. Across these two strands, this represents 30 different sixth forms/colleges that participated in our Post 16 programme. In addition, 2 further colleges requested off campus sessions, that unfortunately had to be cancelled due to COVID. From March 2020 onwards our focused shifted to signposting teachers and their students to existing resources and online content. In our communications from March - June we shared over 20 videos, websites and other materials with contacts in our WP target schools.
T16b_11	
T16b_12	
T16b_13	Collaborative staff CPD webinar delivered to staff across SUN.
T16b_14	Groups continued to meet virtually and the SUN CPD conference took place prior to pandemic.
T16b_15	Number represents attendees of CPD conferences on supporting BAME and GRT students
T16b_16	
T16b_17	
T16b_18	
T16b_19	
T16b_20	
T16b_21	
T16b_22	
T16b_23	

T16b_24	Further work required on offered targeted support to Black students to start in the 2021/22 academic year.
T16b_25	
T16b_26	
T16b_27	As above
T16b_28	Bursary Evaluation Tool used annual to asses impact of UoS Bursary programme.
T16b_29	