Access and Participation Plan 2019-20

1. Introduction

The University of Southampton has a proud long-term record in supporting access, participation and success by students from under-represented groups. For example, we were one of the first universities to introduce a Widening Access to Medicine programme (BM6) and based on our excellent collaborative relationships, we lead the National Collaborative Outreach Programme for Hampshire, Dorset and the Isle of Wight through the Southern Universities Network.

Over many years, we have taken a long-term targeted approach through our Learn with US outreach programme, linking to our Access to Southampton scheme and broader outreach and access programmes. We were also an early adopter of contextual admissions in terms of entry to the University.

At the same time, we have been conscious of the importance not just of broadening the demographic of students joining Southampton, but also ensuring that they are well supported and achieve their potential, whatever background they are from. We have invested in our student progression and success services to take a more holistic approach to these critical aspects supporting student retention, in particular for under-represented groups.

The University is keen to ensure that it takes an evidence-based, targeted, long-term approach to access and student success. In this regard, we have invested in our management information capacity and continued to benefit from our active engagement with the Higher Education Access Tracker (HEAT). We are also investing in the student experience. Our goal is to continue to provide an exceptional learning experience across the student life cycle, balancing investment in enabling access with necessary close attention to supporting achievement and to preparing our students fully for life after university, working to reduce constraints on their career choices regardless of their background.

2. Assessment of current performance

We use a wide range of data to monitor access and success for different groups of students. Our strong performance in the HESA Performance Indicators, particularly against location-adjusted benchmarks, demonstrates our good track record in attracting and retaining students from a wide range of backgrounds. We use these indicators, alongside our own data, to identify areas where we consider that we are performing strongly, as well as groups to target within this plan. See Appendix A - HESA PI Access Indicators (Full Time Students) 2012/13 to 2016/17.

2.1 UCAS MEM Data Pilot

In 2017-18, we have also been part of the UCAS pilot of multiple equality measure (MEM) data. This has provided an opportunity to develop how we consider multiple equality characteristics/intersections of disadvantage.

The data from the pilot has shown that:

- Most of the applications that meet our current contextual criteria are also in MEM groups least likely to go to HE.

- Applications from MEM group 1 (students least likely to go to HE) were less likely to receive an offer than those from MEM group 5 (those most likely to go to HE) – there is also an association with quality which is likely also to play a part.
- Students from MEM group 1 were more likely not to progress directly to their second year of study than students from MEM groups 4 or 5, and more likely than groups meeting our own contextual criteria.
- We will carry out further research to identify where we might be able to provide additional support.

2.2 Overview of performance across the lifecycle for underrepresented student groups

2.2.1 Students from areas of low higher education participation

We have shown consistently strong performance against our location-adjusted benchmark for the proportion of young FT UG entrants from low participation neighbourhoods. However, the size of this group relative to our entrant population has remained relatively stable over the past five years at between 8-10%. Entrants from the bottom three deciles of deprivation according to Index of Multiple deprivation have also stabilised at around 13% and there is significant overlap between the two groups within our data.

Non-continuation for students from low participation neighbourhoods in the HESA Performance Indicators has been better than benchmark for the past two years, and in 2015-16, the non-continuation rate was only slightly higher for this group than for other students (3.1%/2.8%). However, although continuation has improved, there is still work to do in supporting this group to achieve the highest degree classes, as they are currently less likely to achieve a first or upper second-class degree than students from other areas (72% Q1/80% Q5).

2.2.2 Ethnicity

The University of Southampton has closed the gap on the Russell Group in terms of the percentage of first year FTE from BME groups, from 5.0 percentage points in 2007 to 1.5 percentage points in 2016. BME entrants now comprise one fifth of the population. However, despite much positive change, we note that the gap between the Russell Group and ourselves is not closed, and that the proportion of BME entrants at the University of Southampton has remained relatively stable over the past three years.

The continuation of BME students is above benchmark in the TEF split metric. However, our initial findings from OFFA evaluation toolkit have suggested that ethnicity could be a significant indicator of degree outcome, with black and other ethnicities highlighted in multiple years as having a lower likelihood than white students of good degree outcomes.

We will build on these findings and look more closely at the disaggregated data for the different ethnic groups in order to better understand the experiences of these students and investigate whether there are any disparities in access, success and progression that we will need to address.

2.2.3 Mature Students

The proportion of applications from mature students has fallen at the University of Southampton since 2012, from 19.6% to 12.8%. This trend is reflected across the sector and is linked to changes in (part-time) funding. Older age brackets have, proportionally, seen most change at the University, with the number of 21-24 year old UG entrants declining by 33% between 2007/08 and 2016/17, whilst 50+ year old students declined by 92% over the same period.

The University of Southampton has performed better than benchmark for the percentage of full-time first degree mature students no longer in higher education since 2005/06. It also

performs above benchmark at the 1.96 standard deviation and 2 percentage point level for the continuation of mature students in the TEF split metrics.

Internal data shows that mature students are slightly less likely to progress directly into their second year of study, although the gap is smaller than for other comparator groups. As across the Russell group generally, mature students are less likely to achieve a first or upper second class degree at the University of Southampton. The gap is greater for students >24 years old, although we theorise that this is linked to subject choice and this is an area we intend to investigate further through regression analysis.

2.2.4 Disabled Students

The University of Southampton has increased the proportion of its first year population with a declared disability to 11.6% in 2016/17. Particular increases have been seen in students declaring mental health difficulties (from 15 in 2007/08 to 160 in 2016/17). This reflects patterns seen across the sector. We note that we fell below benchmark for the first time this year for the performance indicator for students in receipt of DSA, which contradicts our internal data on increased numbers. We feel this could be a reflection of our excellent internal support systems resulting in reduced claimants and will continue to monitor this closely.

Our data suggests that students with disabilities may be less likely to achieve successful degree outcomes, although this was not consistent in all years. We will carry out additional work during 2018 to identify particular groups in need of targeted support.

2.2.5 Care Leavers

Care leavers only comprise a small part of the University population; 59 students in total, with 13 of this being undergraduate entrants in 2017/18. However, our data suggests that this is a group who may benefit from our continued targeted support. Data from the past three years shows that the proportion of care leavers who do not progress directly into their second year is twice that of other students, and that only 57% of care leavers graduated with a first or upper second class degree.

We are aware that more work needs to be done on examining the intersections of characteristics and this is an area we are looking to develop over the course of the 2018-19 academic year. We will be producing reports for faculties looking at characteristics of their students, building on the recently released widening participation dashboard, which contains breakdowns of entry, quality, continuation and success across different groups. This will also help us to improve the level of granularity in this work and examine the intersections of characteristics so that we can target activities to groups most in need of support in 2019-20.

3. Ambitions and strategy

3.1 An Evidence led approach
The University recognises the importance of taking an evidence-based approach and this has informed how we develop and prioritise our programmes. By using our student data to inform the targeting of our programmes for access and support, we ensure that we are taking a focused and cost-effective approach. For example, we were one of the first universities to develop a long-term targeted approach for outreach through our Learn with US programme, beginning in year 6 and following a cohort of students through to post 16 study with the intention of encouraging students with the potential to succeed to apply for entry to our Access to Southampton scheme.

As with most universities, Southampton had an Access Agreement in place from 2006/07 and has been engaged in widening participation activity for more than 20 years. Over this time, we have been able to build up knowledge of the programmes that have most impact

on the beneficiaries, and have taken a much more targeted approach than was originally the case.

The University has taken a long-term approach to outreach for many years. We recognise the need to take a coherent and joined up approach to outreach, targeting cohorts of students and following them through their journey on our Learn with US programme. We actively avoid running 'one-off' activities as the evidence suggests that these may have less impact than a long-term approach.

The University of Southampton has taken a whole lifecycle approach to its access, student support and progression activities over many years. We recognise the value of integrating our approaches to these areas to benefit all students and in particular those currently under-represented. We also appreciate that it is critical to follow the student journey and that an approach that simply focuses on inputs (i.e. the pre-application/entry part of the lifecycle) is outdated; instead, we provide support for our students to develop their skills effectively to prepare them for the workplace post-Graduation.

3.2 Collaborative Working
The Universities of Winchester, Southampton, Portsmouth, Southampton Solent, Bournemouth and Arts University Bournemouth set up the **Southern Universities Network (SUN)** in 2014/15.

The SUN Management Group includes senior widening participation leads at each of the six partner institutions who provide direction for collaborative work to support those from under-represented groups and ensure that the HEFCE-funded National Collaborative Outreach Programme (NCOP) is complementary to pre-existing initiatives and collaborative activity. The Management Group ensures the SUN NCOP staff team identify and understand current outreach provision across the region to inform NCOP spend towards new and innovative activity targeted at young people from HEFCE-acknowledged target wards with lower than expected progression rates. In some instances, therefore, students from target wards in years 9 to 14 will continue to engage in institutional WP and outreach activities alongside targeted SUN NCOP activity. This statement is based on the premise that the NCOP will continue to run in 2019/20.

To ensure that under-represented groups are supported in a collaborative way, all six partners have committed to the SUN partnership activities alongside the NCOP in 2019/20 and will work together to:
- Develop a collaborative project, which provides **mental health support** for prospective students. This will involve all the SUN universities, focusing on links to higher education and developing mental health resilience for the transition to higher education.
- Develop a collaborative project targeted for **Roma and Gypsy Travellers** to encourage progression to higher education, including exploring the development of materials to increase understanding of HE in these communities.
- Develop a collaborative project to provide support for **military families** to encourage progression to higher education
- Continue to collaborate and share best practice regarding support for **care leavers and young carers**.
- Regarding **staff development**, continue to embed best practice through sharing opportunities for networking and involvement of specialists in the field of widening participation. Staff involved in this work will continue to participate in an annual staff development conference and we will seek to involve student ambassadors and Students' Union officers in this activity.

- For **mature students** we will seek to work with local authorities and community groups to access these students and provide them with information about higher education progression opportunities.
- We will explore how we can develop a qualitative research project on barriers to higher education participation for **black and minority ethnic communities** in our region. We will carry out this work in 2018/19 with a view to informing activities to support these groups in 2019/20. This will also include how they gain information on higher education opportunities.
- Share **good practice in evaluation**, both in terms of each partner's activity and in terms of evaluating collaborative projects, and explore the use of HEAT and/or other tracking services to evaluate the impact of collaborative activity.

As well as our Learn with US outreach and Access to Southampton activity, we work in **partnership with a number of schools, colleges, third sector organisations and other groups including IntoUniversity**. These relationships add value to our outreach programme and provide aspiration-raising and learning opportunities for potential students. During 2018/19 and into the period covered by this Access and Participation Plan, we anticipate developing even deeper and more formal links with a number of our partner secondary schools and continuing to expand our programme to cover a wider geographical area including schools in Bournemouth, Dorset and Wiltshire.

IntoUniversity - The University of Southampton co-sponsors an IntoUniversity centre in Southampton. The centre is a higher education presence in the local community, which provides a range of programmes working over the long-term with young people aged 7-18. These programmes include after-school Academic Support, Mentoring, aspiration-raising FOCUS programmes including visits to the University, early intervention work at primary schools, tailored secondary school provision, family learning and employability and careers programmes. In the first year of opening, centres work with a minimum of 450 students and once established with a minimum of 900 students each academic year. Since the partnership began in 2015, 1,609 students have received support through the centre.

IntoUniversity centres are based in areas of disadvantage and students are carefully targeted to ensure they are from groups underrepresented in higher education – for example, white working class, BAME, looked after children. In order to access the programme, students (or schools) must meet at least one of IntoUniversity's strict widening participation 'primary' criteria (Free School Meals, pupil premium, household income below £25,000, living in social housing, child looked after) *or* meet multiple 'secondary' widening participation criteria, all of which are indicators of lower progression into higher education (e.g. first generation applicant, young carer).

Nationally, IntoUniversity works closely with 233 schools and The University of Southampton partnership with IntoUniversity includes collaboration with multiple local primary and secondary schools. This collaboration includes the charity and the University (e.g. volunteers, academics and/or WP staff) working with whole classes from target primary schools and with secondary schools to identify students for specific interventions in school, at the IntoUniversity centre and at the University.

Data collected by IntoUniversity suggests that the programme is effective at supporting students to gain a university place. In 2016 75% of IntoUniversity school leavers progressed to university, against 41% (non-Free School Meals students nationally) and 24% (Free School Meal students nationally). In 2016, with funding from the Cabinet Office Impact Readiness Fund, a methodology was also devised to create two tailored benchmarks using POLAR 3 data and school progression data. The IntoUniversity progression rate also compares favourably to these benchmarks, 36% and 43%.

Russell Group – The Russell Group Widening Participation Association has provided a forum for collaborative work across these highly selective institutions for many years and

Southampton's Director of UK Student Recruitment and Outreach has chaired the group. As well as providing peer support for senior widening participation, the group plans and delivers collaborative activity including the biennial Teachers' Conferences and practitioner networks.

Advancing Access – The University is a partner in Advancing Access, a national collaboration of 24 selective universities. We are working together with schools and colleges to develop and deliver CPD for teachers and advisers that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location.

Advancing Access complements the excellent work already carried out at the University of Southampton and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic 'cold spots'. Advancing Access also aims to complement the work of national collaborative outreach programmes. It is a cost-effective approach to equipping teachers and advisers with the information they need to advise students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, Advancing Access is now funded through financial contributions from each of its partner universities.

3.3 Ensuring continuous improvement through evaluation

Our Management Information Officer (Access and Student Success), works with data to analyse the effects of our work with under-represented groups across the student lifecycle. The post is situated centrally in Institutional Research and works with staff from across the University to further ensure the continued success of our outreach programmes and support services. The MI Officer also concentrates on progression from UG to PGT/PGR and destinations of HE leavers from under-represented groups. The post collaborates with operational colleagues to report findings regularly into various groups across the University to ensure that data is used effectively to understand, and make a positive impact upon, access and student success for students from non-traditional backgrounds to HE. In addition, the post ensures that, where appropriate, data relating to non-traditional groups is embedded within other projects, such as University dashboards making data available about the student journey.

Key areas this post will be focusing on are:

- Ongoing monitoring of linked Access and Participation Plan and equality and diversity targets
- Profiling of the student population by social and demographic characteristics
- Evaluating the ongoing impact of the University's contextual admissions policy, particularly taking into consideration the findings from the University's participation in UCAS's pilot of multiple equality measures for contextual admissions. The first data for degree outcomes will be available during 2018/19 for students who received contextual offers during our pilot year.
- Refining the methods and data used to target the University's outreach activity to relevant groups
- Using HEAT participant data to continue to monitor the impact of the University's outreach activity and the success of participants through the student lifecycle.
- Building on findings from the OFFA toolkit to provide more robust, and more in-depth analysis related to continuation, completion, outcomes and progression for different groups.

3.3.1 Higher Education Access Tracker

The University of Southampton is a member of the Higher Education Access Tracker (HEAT) membership service, which assists higher education institutions in England to target, monitor and evaluate their outreach activity. The University is represented on HEAT's Steering Group.

By working collaboratively, we can critically reflect on our approach to outreach data management, which in turn helps us to continuously improve the way we monitor, evaluate and build evidence of impact. HEIs who subscribe to HEAT have developed a student data tracking system and a set of reports, which allow annual tracking of outreach participants longitudinally from Key Stage 2 data through to entry to higher education, postgraduate study and employment. Using these reports the University of Southampton can assess the relationship between outreach programmes, disadvantage, attainment and patterns of progression into higher education.

HEAT membership allows the sharing of costs for this type of outreach participant level monitoring and evaluation and for collaborative evidence-based evaluation. The membership works together in the research and development of effective, fit for purpose evaluation practice to inform outreach planning and assess impact. HEAT research aims to provide evidence that engagement in outreach activity has a positive impact on outreach participant outcomes and to assess whether our work is:

- Reaching and engaging disadvantaged and/or under-represented students
- Delivering a progressive and complementary set of outreach activities to a range of year groups
- Contributing to increased attainment at KS4 and KS5
- Increasing the HE entrant and success rates of disadvantaged students

Our latest HEAT HESA track report tells us that 70% of our total cohort were engaged by us before post-16 education, compared to 29% across the sector. This is in line with our ambition to engage students and their schools and colleges earlier in support of our aim to contribute to raising attainment. This compares to 29% across the sector.

It also tells us that 33% of our cohort from POLAR3 quintiles 1&2 progressed to higher education. The report allows us to see the contribution to the WP sector that we make in helping WP students gain access to both our own institution and to the HE sector as a whole. 33% of our POLAR quintile 1&2 outreach participants had so far progressed to higher education in our last HEAT HESA track. This compares with national statistics where the likelihood of young people entering higher education from POLAR3 quintiles 1 and 2 is less than 25%.

We also know that, of our outreach participants who have already completed degrees at their chosen Universities, 74% achieved a 1st class or Upper Second degree, in line with a figure of 61% nationally.

Sector research tells us that achieving good results at Key Stage 4 is a key determinant in progression to Higher Education and our programme of outreach addresses and responds to the challenges posed in helping to improve the academic attainment of our target schools and their disadvantaged students. Our last HEAT KS4 track told us that 72% of our outreach participants in our target schools achieved 5A*-C GCSE including English and Maths compared to an average for our target schools of 49%. We also know that providing a sustained programme of activities appears to have a positive effect on our outreach participants with 43% of those who engaged in multiple activities progressing to HE, compared to 36% for those who engaged in only one activity.

To complement and enhance the data available through HEAT, we have developed an evaluation framework and carry out quantitative and qualitative evaluation with the beneficiaries of our activities, including our Learn with US outreach and Access to

Southampton cohorts. We also provide tailored reports for and have annual progression/planning discussions with our partner schools and colleges.

Since March 2017, we have conducted a review of financial support, focused specifically on the university's bursary scheme to support students with household incomes of less than £25K. Using the OFFA Toolkit, we have assessed whether the bursary helps "close the gap", between students from low household incomes and their higher income peers, in progression, completion, attainment and graduate outcomes. The data used for the review is HESA data so is, and will continue to be, available in the necessary granularity to gather the data required. This project, although providing interim recommendations, will continue throughout 2018/19 and 2019/20 to measure longitudinal student success factors.

3.3.2 Evaluation of Financial Support

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In 2017/18, using this HESA data, the University has analysed the 2010 – 2014 cohorts comparing students with household incomes of less than £25K with those from higher income bands. The data from our analysis suggests that the amounts of bursary awarded were enough to allow the lowest income students to 'catch up' with the students in the next highest income brackets but were not enough to enable them to 'catch up' with those in the highest income brackets. This suggests that the bursaries do help to 'close the gap,' but not in its entirety and that additional targeted activity is also required alongside the bursary to support retention.

In 2018/19, the University plans to repeat this analysis and include data from the 2015 cohort. For effective analysis, we will continue to analyse this data with no large-scale changes for the next three years to assess the impact of the current scheme. However, as the first round of analysis has identified some student groups who have consistently worse outcomes the University plans to conduct some further research to define targeted intervention activity for 2019/20. Areas to be investigated further are:

- **Commuting students**, particularly those who do not live in university accommodation in their first year, who have consistently worse outcomes than those who do. Our data show that commuting students are more likely to come from low participation neighbourhoods, be mature students or have a disability. We have targeted this group for additional support and in 2018/19; we will run workshops with these students to evaluate their current experience and to design an engagement strategy for targeted support for 2019/20. This intervention aims to close the attainment gap visible from 2020/21 onwards.
- **Impact of entry qualifications**. Students who gained access through vocational qualifications or BTECs are less likely to continue into their second year, complete their course or achieve a 1st or a 2:1 than those with A-Levels. In 2018/19, the university will be assessing how to engage this student group with the Academic Skills Hub as well as supporting their transition to Higher Education more effectively. Students who gained access through vocational qualifications or BTECs are less likely to continue into their second year, complete their course or achieve a 1st or a 2:1 than those with A-Levels. In 2018/19, the University will be assessing how to engage this student group with the Academic Skills Hub as well as supporting their transition

to higher education more effectively. This work will inform our approach for 2019/20.

- **Gender**, Females outperformed males in respect to results in both of the cohorts in which this dependent variable was tested. Further research is required to establish what support is required, particularly for those who meet the "working class white male" criteria.

Using the OFFA Financial Support Evaluation Toolkit, the University also surveyed students from the 2015 and 2016 cohorts receiving 544 responses or 26% of all bursary recipients. Of those who responded, 95.1% stated that the bursary is important or very important in their ability to continue with their studies. In addition, 89.7% of them stated that the bursary helps them to afford to participate with their fellow students and 93.1% said it enabled them to continue with their studies without worrying about finances. This supports our assertion that the bursary supports students from low-income households to remain at university. In addition to the survey, the University have conducted one to one interviews with 15 students using the OFFA Toolkit questionnaires. Students in the interviews are clear that the bursaries are essential for their ability to participate in their course.

Using the OFFA Toolkit to review the bursary offered at Southampton has provided useful data to measure its impact on students. The University will investigate this further in 2018/19, which will inform further decisions in 2019/20. Our findings suggest that bursaries are having a positive impact on student success and retention. However, it should be recognised that bursaries alone may never close the attainment gap completely between those with high or low incomes. This is why it is essential to analyse financial support alongside targeted success and progression activity to form a full package of support to students from underrepresented groups.

3.4 Equality & Diversity

The University has prepared this Access & Participation Plan aware of its responsibility, under the Equality Act 2010, to eliminate discrimination; advance equality of opportunity; and foster good relations between groups who share different protected characteristics.

We believe that the measures set out above will increase opportunities for students from under-represented groups and contribute to the diversity of the University's student population as a result of targeted positive action to support potential students; including disabled, mature and BME students. In particular, the following initiatives support the University's work to promote diversity:

Our outreach programme provides specific support for under-represented groups, including mature learners, BME communities, disabled students, and care leavers. We are taking a proactive approach to engaging with these groups and their supporters, ensuring that colleagues in outreach and student support work closely together in terms of pre-application and post-entry.

In order to ensure that individuals within under-represented groups are encouraged to access our pre-application programmes, we are working proactively with a range of organisations and groups to take a targeted approach. These include third-sector organisations that work with high achieving students from disadvantaged communities throughout their secondary school careers, to help them acquire the skills they need to earn places at leading universities.

The University has well-developed student support mechanisms in place through our Enabling Services. The services provided include disability support, dyslexia support, our Assistive Technology Centre and the University's Counselling Service. We are developing approaches to proactively communicate the support available to target groups, such as disabled students, and identify ways to refer students to appropriate support who may avoid

mental health or learning difficulty diagnoses because of their cultural or family background.

The University has recently strengthened its governance structures for Equality, Diversity and Inclusion (EDI). The President and Vice Chancellor has taken on the role of University Diversity Champion, and the University Executive Board chaired by the VC will specifically set aside three meetings a year to monitor and evaluate overall progress, and set university ED&I objectives. This is underpinned by EDI structures in Faculties and Professional Services.

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The University is actively identifying and addressing intersectional issues. Different EDI work streams, including Athena SWAN, Race Equality, Stonewall, Disability, will be aligned in a resource-effective way and allow for more effective consideration and addressing of multiple disadvantage.

We are mindful, in planning our outreach, success and progression activities, of the needs and requirements of people with protected characteristics; ensuring that equality impact assessments are an integral part of the planning and review processes. Within the activities referred to in this Access & Participation Plan, we have taken steps to ensure that people with protected characteristics are not discriminated against. We are confident that the breadth of our activity allows all individuals the opportunity to benefit from it, although some of our targeted activity is by its nature not wholly inclusive. We will continue to promote collaborative working between our EDI and Outreach teams where there are common interests.

In addition to the programmes outlined in this agreement, the University is conscious of the importance of role models and its responsibility as a major employer and education provider to represent people with different protected characteristics in its public activities and student and staff bodies. To this end, the University is a Silver Athena SWAN Award holder, a Stonewall Diversity Champion, an accredited Mindful Employer and signatory to the Time to Change pledge, a Disability Confident Leader employer and a sponsor of a DisableGO access guide to all of our campuses.

The continued development and enhancement of our monitoring and evaluation activity will allow us to improve the breadth and depth of analysis relevant to equality and diversity monitoring across the student lifecycle. Our findings and additional research will support the production of an action plan to address any issues, overseen by the University's Equality, Diversity and Inclusion Committee.

3.5 Student Consultation and Involvement

We are conscious of the importance of student consultation, involvement and ownership in the implementation, monitoring and evaluation of this plan.

The Access & Participation Plan planning group includes representation from the University's Students' Union and the Students' Union Director of Advice and Representation is also a member of the group, meaning that the experience and feedback of the users of the Advice Centre is used to inform our planning.

The Students' Union contribution has also been particularly influential in the design of the direct financial support schemes and the input of students engaged in our outreach work

has informed our thinking about the development of this plan. The Students' Union will also consult students about the Access and Participation Plan, publicising the commitments we have made and invite students to feedback to us how well it is working.

 We also work collaboratively with Southampton Hubs, a student volunteering group affiliated to the Students' Union, to deliver student led outreach activities in and around Southampton. These mentoring and tutoring based activities, designed to support young people from under-represented or disadvantaged groups, include Schools Plus, Libraries Plus, Code Plus, Empower and Branch Up.

Input from students working as ambassadors or participating in research or focus groups contributes to the development and delivery of many of the projects and activities outlined in our Access and Participation Plan. For example, students participating in our Access to Southampton scheme are consulted on the ongoing development and delivery of the programme to ensure it provides the information and support needed. We will also be working with care leavers and young carers to review and develop the support packages we provide for these students. We will continue to explore how to involve our students more widely, building on existing approaches.

3.6 Monitoring the delivery of the plan

The University's Widening Participation Advisory Group, will receive termly reports to assist in monitoring the delivery of objectives and targets in this plan. This group contains members from Faculties and Professional Services, permanent staff/sabbatical officers from the Students' Union and the Vice-President (Education). The group will also receive data analysis to inform the University's direction and planning for future Access and Participation Plans. Meeting throughout the academic year, the group will review progress against the targets set out in the plan and recommend action if there is insufficient progress.

Our governing body is also fully engaged with monitoring our performance against the provisions of our plan, and we are currently exploring ways to involve more actively the member of Council who shadows our Vice President (Education) in our monitoring and evaluation processes.

4.   Access, Success and Progression Measures

The University has a strategic approach to outreach and widening participation activities, aimed at raising and helping to realise the aspirations of members of under-represented groups who have the potential to benefit from a University education, whether that be at Southampton or elsewhere, as well as at ensuring fair access to our University in particular.

4.1 Access

In 2016/17, 13,732 primary/secondary/FE students participated in our outreach activities, along with 689 parents/carers and 794 teachers. The Learn with US outreach programme, described in detail below, is a key part of our outreach and access activity, taking a targeted, longitudinal approach with students from Year 6 to 13.

4.1.1 Our Learn with US Outreach Programme

The **Learn with US** outreach programme is based on a series of regular interventions that take place with target groups of students from Years 6–13. This programme aims to encourage progression to higher education by students from disadvantaged and under-represented groups through a combination of aspiration and attainment raising activity. Our strategy is to engage with students early in their educational journey, and to work with them in a targeted, long-term manner throughout their primary, secondary and further education, providing information and advice at key decision and transition points. The programme includes regular interventions with all year-groups, and opportunities for students to

interact with and learn from both staff and students from across the University. In 2015/16, 35 secondary schools and 25 colleges in Dorset, Hampshire, the Isle of Wight, London and Wiltshire participated in the Learn with US programme. We plan to expand the programme further in 2017/18 and 2018/19.

The key features of the programme are:

- University visits
- School/college-based workshops
- Support for teachers/advisors, parents and carers
- Information, advice and guidance related to careers and financial support

On a year-by-year basis, the school/college-based activities include:

- Year 6: the opportunity to participate in activities that will support attainment raising, transition to Key Stage 3 and also enable participants to find out about what students can study at University.
- Years 7 and 8 'Exploring University': a combination of in-school workshops and campus visits available for students continue to investigate opportunities available at university.
- Year 9 'Careers and Choices': a combination of in-school workshops and students are offered a campus visit to explore their own career aspirations and gain a better understanding of the pathways to higher education.
    - Schools participating in Learn with US will also be offered the opportunity to participate in LifeLab, a science intervention designed to change young people's attitudes and behaviour towards their health.
- Year 10 'Research Skills': In addition to the continuation of in-school workshops, students participate in a group challenge supported by student ambassadors which culminates in an exhibition event where students display their work and share their achievements with their parents.
- Year 11'Next Steps': in-school workshops to support study skills and choices post-16, and the offer of tailored university visits.
- Years 12 and 13: school/college-based workshops and the opportunity to attend on campus lectures and taster days, Extended Project Qualification support, summer schools and residential events during which students experience university life.

Key to the Learn with US outreach programme is relating the experience of primary/secondary/FE students to the broader range of subjects available to study in higher education, and introducing them to the opportunities available to graduates.

Schools and colleges invited to participate in the Learn with US outreach programme are targeted using the following data:

- POLAR4 (% students living in POLAR Quintiles 1 & 2)
- Index of Multiple Deprivation (IMD) score
- % students eligible for Free School Meals.
- Value Added using the Progress 8 measure

Within these schools and colleges, we ask staff to give priority to able, gifted and talented students who are:

- Living in areas of low participation in higher education
- Young Carers
- Looked after children, care leavers or estranged from their families
- In receipt of free school meals
- From black and minority ethnic groups or white males from economically disadvantaged backgrounds

- From Gypsy, Roma and Traveller communities
- From military families
- Refugees

or have:

- A disability
- No previous family experience of higher education
- Experienced considerable disruption to their studies due to personal circumstances

4.1.2 Other targeted outreach activity

Alongside the Learn with US and Access to Southampton outreach programmes, we are also working on supporting access in the following areas:

- *Support for care leavers*: We have established a good working relationship with the Virtual School and Pathways teams within our closest local authorities. This has enabled us to raise awareness of our offer amongst this key group of influencers and to work in partnership to develop additional activity to support looked after children and care leavers. Current support provided for care leavers includes; supported individual pre-application visits to the University, providing the opportunity to speak to current students and support staff from outreach, admissions and students services; taster days; mentoring support and potential entrance through the University's Access to Southampton scheme. We will also be delivering training for pathways advisors and social workers and information sessions for foster parents.
- *Support for Young Carers*: we are working with local young carers groups to provide aspiration raising activities and pre-application support for young carers. Young carers are also eligible for additional support through our Access to Southampton Scheme
- *Support for mature students*: includes tailored application workshops and finance presentations. This area of work has been strengthened through partnership work with local access course providers and community groups, and involves liaison with the University's lifelong learning and public engagement teams. We will also look to further develop the information and support available for mature applicants to support their transition to the University of Southampton.
- *Working with third sector organisations*, including INTO University, The Brilliant Club, SEO Scholars and the Social Mobility Foundation, to provide targeted progression opportunities for students from disadvantaged backgrounds. We host on-campus visits, provide taster lectures and information sessions, working with our partners to tailor these activities and experiences to meet the needs of their students.
- *Support for disabled students and those who support them*. We are continuing to provide updates and training opportunities for staff from local schools and colleges who lead on supporting disabled students, providing a forum to inform and share good practice. We will also be providing transition days between July and September for Year 13 students. These transition days will give students the opportunity to meet with our Enabling Services team, prior to starting their chosen study programme. Providing this opportunity means that we are better able to understand students' specific requirements and have appropriate support in place at the earliest opportunity.
- *Support for parents and carers*: information evenings to enable parents and carers of young people in Years 11 and 12 to find out more about the University, the application process and support available.
- *Support for access to Medicine:* the six year widening participation to medicine programme (BM6) was introduced in 2002 alongside the existing traditional entry

five year programme (BM5). The BM6 initiative at Southampton has a tailored admissions process in which the use of contextualised data and acceptance of broader work or life experience has been in practice since its inception. 88% of BM6 students who enter year one, graduate with a medical degree. To date there have been 206 successful BM6 graduates. A review of contextual admissions to the traditional 5 year programme is currently in progress. A programme of widening participation research has begun with the enrolment this year of our second PhD research student, the areas of study are progression and retention of BM6 students and the transformative impact of WP on undergraduate education. The results will inform future provision for academic, social and personal support and determine the value of WP programmes on the wider educational experience

This support will complement the tailored personal academic tutor scheme, and the student-led BM6 mentoring scheme. The annual national BM6 outreach event, a three day residential programme, was reintroduced in 2015/16 and is coordinated by the University's outreach team and the widening participation lead in the Faculty of Medicine. The medical student widening access to medicine society (WAMSOC) has continued to be been hugely successful, through its mentoring programme with Year 12 students and collaborations with Into University and the University's Outreach team, running advice and guidance workshops and taster days at the University.

Following a generous gift from the estate of Leonard and Eileen Thomas, the Leonard Thomas Fund has been established to provide students with opportunities not previously available to them. Alongside provisions for general student hardship, this fund offers studentships and bursaries providing students opportunities to undertake the integrated Masters programme here at Southampton. Elective opportunities, summer studentships and bursaries to support dissemination of student research are also available from this fund.

4.1.3 Attainment Raising Activity

Our current offer for schools and colleges meeting our widening participation criteria includes a range of activities and support to raise attainment, starting at primary school and continuing through to sixth form/ college and working with both students and teachers.

Books and Stories

Books and Stories, was created to support schools in improving the reading ages of Year 5 pupils who are below the reading expectation at Key Stage 2, so that they are better able to access the whole curriculum as they enter secondary education. In the second year of delivery year 37% of the pupils participating saw their reading ages improve by 0-6 months and 47% improved by 6-12 months. In 2016/17 we worked with 7 Southampton primary schools, 70 pupils, 14 ambassadors and 7 teachers.

IntoUniversity

All IntoUniversity programmes include elements designed to support improved attainment. For instance, the Primary FOCUS programme includes a study week, the content of which is agreed in advance with teachers to support their teaching of the national curriculum. The most intensive strand of the IntoUniversity programme, and the one placing the greatest emphasis on attainment, is Academic Support.

Academic Support is an after-school programme offering students support with their learning, coursework and revision. Primary students can either receive support with their homework or take part in IntoUniversity's bespoke curriculum, which links, to university degree topics and national curriculum learning. Secondary students can receive support with their homework, coursework or revision or take part in IntoUniversity's secondary curriculum, which includes project-based work developing independent learning skills.

IntoUniversity is currently developing plans to partner more closely with one or more schools to better understand the impact their programmes are having on students' grades.

Southampton Hub (Student Volunteering – Tutoring)

The University's Outreach team work with Southampton Hub to deliver mentoring and tutoring based activities in Southampton schools. These include:

- Schools Plus, a national programme aimed at tackling educational inequality through tutoring for school pupils. They aim to provide support and encourage the students need to reach their academic potential.
- Libraries Plus; an offshoot of Schools Plus, whereby student volunteers run drop-in sessions at local libraries for young people to get support with homework after-school.
- Empower; targeted at students in Key Stage 3 and is running over a five week period has been developed to support feature both attainment and aspiration raising.

Brilliant Club

The Brilliant Club is a charity that seeks to increase the number of pupils from under-represented backgrounds progressing to highly selective universities.

Their Scholars Programme employs doctoral and post-doctoral researchers on a part-time basis to deliver programmes of academic enrichment to small groups of pupils. Through a combination of university trips, in-school tutorials and online resources, they support pupils aged 10-18 to develop the knowledge, skills and ambition needed to progress to highly selective universities.

In 2016-17, 134 pupils from nine schools visited the University of Southampton. 38% of these pupils are categorised as Ever6FSM (pupils attracting Pupil Premium funding to support the learning of pupils entitled to Free School Meals (FSM) for six years), and 95% live in the lowest two quintiles of the income deprivation affecting children index (IDACI). 74% of pupils who studied with a University of Southampton PhD tutors received a 1st or 2:1 for their work, meaning they are performing at the key stage above their current level.

Year 12 Research Days

Learn with US Research Days are designed to give students the opportunity to develop their research skills, and to experience life as an undergraduate. Through these sessions students will develop a range of skills beneficial to university learning and raising attainment. These include:

- Reading and engaging with academic material
- Finding and selecting appropriate sources and evidence
- Note taking, citation and referencing
- Thinking critically, forming arguments and presenting in a group

Learn with US (Transition) – Year 12

The programme is designed to support students in their preparation for studying at University. This includes: taster lectures, seminars and project days based on the current academic research of the transition team. In addition to this we provide specific support for the Extended Project Qualification (EPQ), which includes on or off campus talks designed to assist with the EPQ research process and library visits to enable students to make use of the University's resources to enhance their research.

Students enrolling at the University of Southampton with an EPQ are more likely to pass their first year and achieve a 2:1 or a first class degree than students who do not have the EPQ.

They are also less likely to drop out because of reasons of academic failure than those who have not completed an EPQ.

Our most recent research in this area indicated that having a contextual flag on their profile sees students much less likely than the average to have completed an EPQ (9% compared to 17%). What is positive, however, is that those students who have attended one of our residential programmes or engaged in sustained outreach activities during their schooling, are much more likely to have completed an EPQ. 31% of students who have engaged with our widening participation work and subsequently enrolled with us have completed an EPQ. This is significantly higher than the average of our student population and the national population.

As an extension of this we are planning to develop a series of interventions linked to research and study skills, designed to support students in Key Stage 4 at schools participating in our Learn with US (Outreach) programme.

South Wiltshire University Technical College (UTC)

University of Southampton is the HEI partner for the South Wiltshire UTC at Salisbury. Salisbury's UTC is the first school in the area to provide high quality academic and vocational training focused specifically in the advanced science, technology, engineering and maths disciplines, and the University has partnered the UTC since its opening in September 2015. Currently the governor representing the University is from Southampton Education School, and the UTC works with colleagues across the institution, including in Education, STEM disciplines and Outreach and Recruitment.

The most recent Ofsted inspection, whilst recognising the improvements that have been made over the last year and the stronger progress pupils are making, received an overall inadequate rating. The University agrees that the Ofsted outcome for the South Wiltshire UTC is disappointing and we remain committed to the leadership, staff, governors, other partners and the wider community in actively supporting the UTC as it seeks to make continued progress. As a result the University will work with the UTC in the following areas to improve the Ofsted rating:

- To support recruitment and retention of teachers via Initial Teacher Education in the Education School
- To support the quality of teaching, learning and assessment through the activities of the Mathematics and Science Learning Centre () and wider Education School
- To support staff and students through the activities of our Student Recruitment and International Relations team in regard to Widening Participation
- To work with colleagues across the University to promote routes into higher education

Southampton Education Forum

The University works very effectively with the Southampton Education Forum (SEF) covering all 12 secondary schools and FE sixth form colleges in Southampton through:

- Representation and active input to at all SEF meetings (all Headteachers, LA and other representatives), Operations Group meetings (Deputy Headteacher) meetings, Subject Leader network meetings and others on a regular basis
- Sustained collaborative and strategic outreach with teachers and support staff through professional development and outreach activities
- Submitting joint funding bids around strategic areas (for example, a bid just submitted to the Wellcome Trust/Education Endowment Foundation around science teacher retention through the Education School)

Broader school and college support

As a leading STEM HEI, Southampton is in a rather unique position, being able support schools and colleges through activities for students and support for teachers. We run a range of routes into teaching which impacts significantly on the quality and supply of the teaching workforce in the South of England - https://www.southampton.ac.uk/education/postgraduate/itt.page. Through our Mathematics and Science Learning Centre (www.southampton.ac.uk/mslc), we provide a wide range of professional development projects and programmes in science, maths and computing education to help upskill teachers. These include national programmes that are externally evaluated and have demonstrated evidence of impact on attainment. LifeLab is a unique, state-of-the-art teaching laboratory dedicated to improving adolescent health by giving school students opportunities to learn first-hand the science behind the health messages and works with schools and colleges across the South of England https://www.southampton.ac.uk/lifelab/index.page.

We will continue to support schools and colleges through these, and other, activities.

4.1.4 Access to Southampton (A2S)

The Learn with US outreach programme links to our Access to Southampton (A2S) scheme, which aims to provide a direct progression route for students from under-represented backgrounds (some of whom will also have participated in Learn with US) into the University of Southampton. There were 218 applications for entry via A2S for 2018 entry and we will look to build on this number of applicants in 2019-20.

We have developed the A2S scheme to provide special consideration and financial support to students who meet two or more of the following eligibility criteria:

- In the first generation of immediate family to apply to higher education
- In receipt of a 16-19 Bursary or similar grant OR received Free School Meals at any point during secondary school education
- Attended a secondary school which achieved below the national average Attainment 8 point score
- Living or grew up in local authority care
- Is a young adult carer
- Studies have been affected or disrupted by circumstances in a student's personal, social or domestic life
- Current home post code shows a student lives in an area with low levels of progression to higher education (POLAR4 quintiles 1 and 2)

Students are required to submit an application form, outlining which of the eligibility criteria they meet, and providing information on why they wish to study their chosen subject at the University of Southampton.   Successful applicants are invited to attend a Summer School in July of Year 12, following which they are supported in completing an academic assignment. Students who successfully pass the academic assignment will receive support through online mentoring and a Transition and Skills Event in Year 13.

If this results in an application to the University by an A2S student, the work that they have produced in their participation in the programme, and their background, will be taken into account in the assessment of that application, and may result in their being made an alternative offer. Successful A2S applicants who go on to enrol in the University receive a £1000 bursary in their first year of study.

4.1.5 Contextual Admissions

The University introduced a contextual admissions policy for the 2015-16 intake in order to recognise students' achievements and potential in the context of their background and

experience. Further details can be found at:
www.southampton.ac.uk/studentadmin/admissions/admissionspolicies/contextualadmissio
ns.

The contextual admissions policy has now been in effect for three cycles (2015-16, 2016-17
and 2017-18 academic years). 25% of applications received from home students in
participating faculties for 2017 entry met at least one of the contextual criteria with 64% of
these receiving an offer, and 31% receiving a reduced offer.

For the University to have a fuller understanding of the success of the introduction of a
contextualised admissions process and to make informed decisions relating to the
University's widening participation agenda, the University continues to review the
implementation and effectiveness of the University's contextual admissions policy, creating
an evidence base. Our initial analysis shows that students with a reduced offer had a similar
progression rate into Year Two as students who did not meet our contextual criteria. It also
shows that students who had participated in our outreach activities had a higher
progression rate than students who had met other flags. We will carry out more detailed
analysis at subject level in 2018/19 when more robust data will be available. As the 2015-16
cohort will begin to graduate at the end of 2017-18, we will also be able to carry out our
first comparisons of degree outcomes relative to our contextual policy.

4.2 Student Success and Progression

The University in 2017-18 has undergone significant review and change of its academic
structures and faculties. As a result, a number of the programmes previously highlighted
for development in our 2018-19 access agreement will be altered to ensure that
collaboration between all parts of the University is clear and consistent.

As in previous years, we continue to review and invest in activities implemented to support
the success and progression of protected characteristics student groups. Examples of
activities/projects that will continue in 19/20 as embedded programmes are:

- A model which encourages students experiencing mental health difficulties to seek
  support at as early a stage as possible, and crucially before the point of needing
  counselling. A specialist team directs student to one or more of a wide range of
  resources including self-help tools, group workshops (for example on mindfulness) and
  local support groups as well as resources offered by organisations outside of the
  University. We offer alternatives to traditional counselling, for example hypnotherapy,
  where students reported dramatically decreased anxiety scores.
- Academic skills hub will be invested in to widen its reach to protected characteristic
  groups in 2018-19 and this work will continue in 2019-20
- Expert teams within our Student Services department continue to provide dedicated
  support for students with disabilities, learning differences, or mental health problems,
  enabling them to maximise their chances of success while at university.
- Targeted workshops and events for under-represented groups from our Careers,
  Enabling, and Financial Information & Assistance teams, focusing for example on
  students with a disability and/or Care Leavers Bursary.
- 24/7 support provision via our Student Life Team. A new service was implemented in
  2017-18 with the focus of providing students 24/7 support and triage.

 Our new developments highlighted for 2019-20 delivery include:

- Full implementation and embedding of the Academic Support agreement, a progression
  from the Personal Academic Tutors toolkit which was highlighted in our 2018-19 access
  agreement.
- The Student Early Warning System will be rolled out across the institution. A pilot with
  two faculties has been running since December 2017 to track and identify students who
  may be at risk of dropping out of University. Since December 2017 914 students have

been flagged as a potential risk, 55.4% have been contacted to offer support. Out of the students who responded 39% indicated that they were in need of support. A high proportion of these students were repeat year attending students, which suggests further targeting of support for this group. Students who fall into the relevant protected characteristic groups will be signposted to other support services e.g. Aspire Awards, Career mentoring, Enabling Services, to support them with raising their attainment grades.

- Following a pilot in 2018-19, we will embed greater flexibility and accessibility to study skills support for disabled students considering location of support and an increase in times support can be accessed. We will monitor the impact and success by monitoring our Key Performance Indicators and collecting feedback, which we will use to inform future strategic decisions. We will collaborate with the Academic Skills hub to ensure a wider reach to protected characteristic groups.

- We will, following a pilot in 2018-19, embed our peer assistive study model. This model will provide disabled students with access to a trained facilitator who will support groups of students in helping them find solutions to academic problems through discussions and guided questioning. This project will link with the Careers mentoring and coaching programme in 2019-20 to offer greater support.

- We will review our wellbeing triage model to ensure the on-going increase in demand for the service can be met and that the service continues to support early intervention of issues and reduce and manage demand for specialist support services such as counselling. The specific focus for this review will be regarding our 24/7 provision via our new Student Life Team. Pilots will be run in 2018-19 and the new full suite of offering embedded in 2019-20.

- A Sports Experience Board was established in 2017-18, which is developing a strategy for implementation in 2019-20. This strategy will incorporate aspects of mental health and student health and wellbeing.

- After a review of the support available for Care Leavers, the University introduced a collaborative approach offering a named contact at both the University and the Students' Union to support students throughout their time at the University. This support has been in place with students regularly engaging with both members of staff on a range of issues. In 2018/19, the University will extend support to Estranged Students offering them a bursary of £2,000 per year of study. All students meet with both members of staff on arrival and are provided with a Welcome Pack, funded by charitable donations and containing vouchers worth £250, a gym membership or bus pass and £80 of vouchers to spend with the Students Union on events, society memberships or on site catering. This personal contact allows ongoing analysis of student success for this group of students and this will continue into 2019/20.

- The University had highlighted two projects in previous Access Agreements called 'Student Success' and 'Student Retention'. Both of these standalone projects have been stopped as silo activities. Instead, we have decided to embed support for underrepresented groups into everything we do. As a result, we will review all student facing support services in 2019-20 to ensure that we are providing appropriate, timely and relevant support to all students. It is envisaged that the reviews will start towards the latter part of 2018-19 and continue with phased implementation through 2019-20 and 2020-21.

- As highlighted in our previous Access Agreements, we have continued to allocate funding to support our comprehensive work experience offer. This provision will continue to support 750 work experience opportunities for our students.

- Our work in this area continues to support students from under represented backgrounds who may be at some disadvantage in finding placement/work experience opportunities without additional support. Our analysis shows that in 2016-17, 16.8% of students who undertook an Excel Placement, 21.9% of students on our Business Innovation Programme, 24% of students who undertook of volunteering and 16.7% of

students who are currently on the Year in Employment programme were from underrepresented backgrounds. Further work is needed to focus these programmes on students from underrepresented groups, with a target of a minimum of 30% of the cohort. Initiatives will launch in 2018-19 to deliver this. Example initiatives include targeted Business Innovation Programme places offered to BME students. These initiatives have been piloted in 2017-18 and the outcomes will be used to inform further targeted objectives for 2018-19 and 2019-20.

Further progression support will be offered through the following initiatives:

- Mentoring – a specific programme targeted at protected characteristic students and those that entered through the Access to Southampton scheme, will be developed in 2018-19 and embedded in 2019-20. This will be a project across services to ensure a joined up holistic approach to achieving success at the University.
- Graduate Capital Model – based upon a framework of Employability research we will be designing, developing and delivering a psychometric test called the 'Career Readiness' test. This will be aimed at understanding the skills gaps for our students and will help identify the areas for coaching and support. This will be piloted and the outcomes will inform objectives and targets for 2018-19 onwards, in 2019-20 it will be embedded into the curriculum.
- Mock Assessment centres will be piloted in 2018-19, which focus specifically on students from BME and low-income backgrounds. The pilot outcomes will inform future objectives and measures in 2019-20;

4.3 Financial support

The University offers a means tested bursary of up to £3,000 for students meeting the following criteria:

- A UK/EU student
- paying full undergraduate tuition fees
- applying for a means-tested student loan from Student Finance (England, Scotland or Northern Ireland) and
- under the assessed household income threshold of £25,000

We shall provide financial support to students up to the levels indicated below:

Household Income	Bursary
£16,000 or below	£3,000
£16,001-£25,000	£1,500

Following the Bursary review currently underway (see section 2, assessment of current performance) in 2019/20 we will continue to provide targeted financial support for specific groups of students, which will be as follows:

- Estranged Student and Care Leaver bursaries: £2,000 per annum for each year of study for students who have left care or are confirmed as estranged from their parents and progressed to the University.
- A fund of up to £450,000 to enable students who find themselves in financial hardship to access to facilitate retention and improve access to extra opportunities. The fund is used to support students with housing and food costs, towards the cost of tuition fees, and for other costs associated with their course
- Up to 150 bursaries of £1000 each for students who meet the Access to Southampton scheme criteria
- Aspire Awards: A fund of £10,000 to support ten £1,000 bursaries for life-enhancing projects. We will be supporting applications from students that fall into the categories of low-income backgrounds, mature students, independent Students, care-leavers and students with disabilities. This scheme will be expanded in 2019/20 to link closely with

targeted mentoring/coaching opportunities delivered under the Progression criteria as the bursary review has demonstrated that attainment needs to be our area of focus moving forward to support student achievement.

The outcomes of the OFFA provided toolkit review will inform the way in which we offer bursaries to our students in 2019/20 onwards to ensure the support maximises the positive impact on our students' success. Early indications suggest that activity needs to be focused on attainment projects to support the progression of students in receipt of financial support.

Investment Investment 2019/20	Funded from Higher Fee Income £000	Funded by OfS Teaching Grant £000	Total Investment £000
Financial support	8,610	0	8,610
Access	1,863	172	2,035
Success	1,377	784	2,161
Progression	446	41	487
Total Investment	12,296	997	13,293

In 2019/20 we will be investing a total of £13.3m in financial support, access, success and progression activity. Of this, £12.3m is funded from higher fee income and is included in our Access and Participation Plan (APP).

Our estimated higher fee income (income above the basic fee level) within our Resource Plan is £40.5m in 2019/20. The APP countable investment of £12.3m represents 30.4% of higher fee income.

For continuing full-time home/EU undergraduate students who entered in 2016/17 or before, the annual fee will remain at £9,000 for the duration of their course. The full-time fee for 2017/18 home/EU undergraduate entrants will be a maximum of £9,250. Our resource plan assumes that the maximum fee will remain at £9,250 for the duration of the course for all home/EU undergraduates who enter in 2017/18 and later. This is the current maximum permitted fee for regulated students. The Government have yet to announce the maximum permitted fees for regulated students for 2019/20 and subsequent years. Our intention is to charge the maximum permitted fee in each year of study.

We estimate that the number of full-time undergraduate and PGCE students at the fee level specified above will be 13,534 in 2019/20, rising to 13,656 by 2022/23.

We do not actively recruit part-time students to undergraduate programmes, but we estimate that there will be 12 regulated part-time students in 2019/20. For part-time students studying at an intensity of between 25 to 75 per cent of a full-time course, the fee will be charged pro rata up to a maximum of £6,750 for continuing students who entered in 2016/17 or before or the legislative limit for students entering in 2017/18 and beyond.

In addition to the planned activity outlined in the preceding sections, we have continued to 'ring-fence' a proportion of our Access & Participation spend to support in-year decisions that contribute to student success and retention. This approach has enabled us to be agile in responding to data that evidences improvements are required or good ideas presented by staff.

5. Provision of information to students

The University publishes information on tuition fees financial support in a timely fashion in a manner accessible to both existing and potential students.

Tuition fee rates and information can be found at www.southampton.ac.uk/uni-life/fees-funding.page, alongside information on loans, scholarships and financial support. Fee rates

are also published on individual course pages, in the prospectus and in student offer letters. Students receive notification letters in advance of any fee increase in later years of study.

During the review of financial support, students highlighted a lack of knowledge of the bursary before arrival. Only 47% of students surveyed knew that they would be eligible for a bursary prior to starting their course and 77.6% either did not know, or were unsure how much they would receive. The University will be reviewing its current communication methods to improve this as a priority in 2018/19. In 2019/20, we will survey students from the 2018 cohort, and aim to increase awareness to at least 75% of students being aware they will be receiving the bursary before arrival enabling more effective financial planning.

Prospective students will continue to be able to access the most current information in a range of formats including:

- A virtual open day that provides students with access to all our campuses through 360˚ panoramas. Complete with contextual information on the area they are viewing, in the form of text imagery and videos http://virtualopenday.southampton.ac.uk/
- Open days: trained staff and student assistants will promote Southampton, including our financial support packages, as well as all of the above channels. The University will review the manner of providing financial information at Open Days in 2018/19, improving follow up information to students who suspect they are eligible for additional financial support in 2019/20
- An interactive prospectus' system that provides the user with videos of student experiences and information on key topics, virtual tours and engagement through social channels https://www.southampton.ac.uk/courses/prospectuses.page
- A comprehensive information and advice service, provided through the Student Unions' Advice Centre and the University's Financial Information and Assistance team. This includes financial support, including emergency financial support, which is available online as well as face to face. The University will promote the available support at all campuses through a range of interactive events and drop-ins.
- Online communications through online chat functions supported by trained financial advisors at pre-arrival to ensure students access all funding available to them
- An online student portal for advice about and advertisement of part-time work for students once they have joined, and much of our information about career opportunities, including progression into professions, and events to support and prepare all students for their professional aspirations is included in information made available to students considering applying to Southampton. https://mycareer.soton.ac.uk/home.html
- We provide timely and accurate information to UCAS and SFE, to allow them to populate their databases with the most up-to-date information for potential applicants. Information on specific financial support is also available through Propel and the Complete University Guide.
- Our dedicated Student Communications Team manage student-focused social media channels (including email, Facebook, Snapchat and WhatsApp). These channels provide regular engaging, valuable and diverse communications to all student audiences, including students from under-represented groups. The team utilises these platforms to host timely student messages, celebrate their successes, and they regularly highlight what support is available to students from their time as a Fresher right through to when they graduate.

The approved Access & Participation Plan will be published on the University website: www.southampton.ac.uk/about/governance/

Appendix A

HESA PI Access Indicators (Full Time Students)

Indicator	2012/13	2013/14	2014/15	2015/16	2016/17
Access indicators					
Full-time, young, first degree, state school – #	2,405	3,175	2,920	3,695	3,175
Full-time, young, first degree, state school – %	86.3	86.1	84.8	85.6	86.6
Full-time, young, first degree, state school – benchmark %	79.9	81.4	81.7	83.2	82.3
% above/(below) benchmark	*6.4*	*4.7*	*3.1*	2.4	*3.3*
Full-time, young, first degree, low participation – #	225	260	250	325	265
Full-time, young, first degree, low participation – % of total	8.1	7.0	7.2	7.4	7.1
Full-time, young, first degree, low participation – benchmark %	6.4	6.3	6.8	6.8	6.8
% above/(below) benchmark	*1.7*	*0.7*	*0.4*	0.6	*0.3*
Non-continuation rates					
Full-time, young, first degree – #	70	105	80	125	n/a
Full-time, young, first degree – % of total	2.5	2.8	2.3	2.8	n/a
Full-time, young, first degree – benchmark %	3.4	3.7	3.6	3.9	n/a
% above/(below) benchmark	*0.9*	*0.9*	*1.3*	1.1	n/a
Disability					
Full-time, first degree, in receipt of DSA – #	840	935	825	905	665
Full-time, first degree, in receipt of DSA – % of total	6.7	7.2	6.3	6.3	4.6
Full-time, first degree, in receipt of DSA – benchmark %	5.9	6.2	6.3	6.2	6.0
% above/(below) benchmark	*0.8*	*1.0*	*0.0*	0.1	*(1.4)*
Ethnicity					
UK UG first-year students (full person equivalent) with known ethnicity data from BME backgrounds %	15.6	16.4	18.6	20.8	19.9

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Inflationary increases to fees for 2019/20 and beyond are not reflected within the Course fees in Table 1a and therefore are not reflected within the HFI figures calculated in Table 4. Once the student finance package for 2019-20 has been announced, and the fee caps have been updated accordingly in the Resource Plan template, the University of Southampton intends to increase its Course fees annually for 2019/20 and beyond in line with inflation.		

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*

Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - 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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Young full-time first degree entrants from state schools	No	2013-14	86.1%	86.0%	86.0%	86.0%			
T16a_02	Access	Other (please give details in Description column)	HESA T1a - Low participation neighbourhoods (POLAR2) (Young, full-time, first degree entrants)	Young full-time first degree entrants from low participation neighbourhoods	No	2013-14	7.0%	8.5%	9.0%	9.5%			We will consolidate T16_a02 and the T16_a08 into a single low participation neighbourhood target T16_a09
T16a_03	Student success	Other (please give details in Description column)	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	Non-continuation rates of full-time first degree entrants	No	2012-13	2.5%	2.5%	2.5%	2.5%			
T16a_04	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	UK First Year (FPE) students from black and minority ethnic backgrounds	No	2013-14	16.5%	16.5%	18.0%	18.0%			Re-baselined
T16a_05	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	We will seek to increase the proportion of students from BME groups registered on ITT programme over the lifetime of this Access Agreement	No	2014-15	4.1%	6.5%	7%	7%			Re-baselined
T16a_06	Access	Other (please give details in Description column)	**Other statistic** - Completion/Non continuation (please give details in the next column)	We will seek to maintain our performance in supporting students to successful completion of our ITT programmes	No	2014-15	81.2%	92.5%	92.5%	92.5%			Re-baselined
T16a_07	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Full-time UG entrants declaring a disability	No	2016-17	8.6%	9%	9%	9%			Revised disability target to ensure consistent data source
T16a_08	Access	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Proportion of young UK full-time first degree entrants from POLAR 3 Quintiles 1 and 2	Yes	2015-16	22%	24%	24%	N/A			We will consolidate T16_a02 and the T16_a08 into a single low participation neighbourhood target T16_a09
T16a_09	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young full-time first degree entrants from low participation neighbourhoods	No	2015-16	7.4%	8.5%	9.0%	9.5%			Revised target using POLAR3, replacing T16_a02 and T16_a08

T16a_10	Student success	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	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	No	2016-17	28%	40%	40	40			targets are % of students who are identified via the early indication system and who then successfully re-engage with their programme
T16a_11	Student success	Mature	**Other statistic** - Ethnicity (please give details in the next column)	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.	No	2016-17	66%	72%	74%	74%			Increase of acheivement of 2:1 or 1st class degree from BME students
T16a_12	Student success	Disabled	**Other statistic** - Mature (please give details in the next column)	Targeted events programme and transitition facilitators to support transition to University and building of peer support groups	No	2016-17	70%	75	75	75			Engagement of mature students in receiving and reading communication about events and support available
T16a_13	Student success	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Targeted activity to support all under-represented groups and reduce withdrawal rates from programme	No	2015-16	N/A	4%	4%	4%			Withdrawal rate from underrepresented groups is significantly higher, this figure represents the entire cohort but activity will be targeted at the under-represented groups as a focus
T16a_14	Student success	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Targeted activity to support students at risk of suspending, repeating or transferring from their course.	No	2015-16	22%	15%	12%	10%			WP groups have higher rate of suspension, repeating or transferring. Activity will be undertaken to focus on this and actively reduce this rate for the specific target groups.
T16a_15	Student success	Disabled	**Other statistic** - Disabled (please give details in the next column)	Exercise referral scheme for disabled students and those with mental health difficulties to support wellbeing and engagement in their study	No	2016-17	N/A	10% increase	10% increase	10% increase			We expect to see a 10% increase year on year in participants in the exercise referral scheme. This would be in line with the trend seen in the first two years of implementation and expected outcomes from a new sport experience strategy
T16a_16	Progression	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Multiple Target type for all under-represented groups for 750 work experience opportunities	No	2016-17	27%	35%	40%	40%			Under-represented groups will be targeted for inclusion within progression activities to enhance potential for graduate work and further HE study opportunities
T16a_17	Progression	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Multiple Target type for all under-represented groups for Mentoring Programme	No	2016-17	N/A (new)	35%	40%	40%			Under-represented groups will be targeted for inclusion within progression activities to enhance potential for graduate work and further HE study opportunities
T16a_18	Success	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	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	No	2017-18	N/A (new)	5%	5%	5%			Commuting students have been highlighted as a target group for the University of Southampton, it is hoped that by targeting activities the numbers of students who do not complete their studies from this group is under 5%
40													

								Yearly milestones (numeric where possible, however you may use text)					
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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Year 6 - Learn with US Outreach	No	2014-15	850 participants	1650 participants	1700 participants	1700 participants			School and university based activities
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Year 5/6 - IntoUniversity	Yes	2015-16	250 participants	400 participants	400 participants	400 participants			School, INTO University and university based activities
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Year 7 - Learn with US Outreach	No	2014-15	31 participating schools	31 participating schools	31 participating schools	31 participating schools			School and university based activities (based on schools in Hampshire & IOW only)
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Year 8 - Learn with US Outreach	No	2014-15	31 participating schools	31 participating schools	31 participating schools	31 participating schools			School and university based activities (based on schools in Hampshire & IOW only)
T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Year 9 - Learn with US Outreach	No	2014-15	31 participating schools	50 participating schools	50 participating schools	50 participating schools			School and university based activities (Based on additional schools in regions beyond Hampshire)
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Year 10 - Learn with US Outreach	No	2014-15	32 participating schools	50 participating schools	50 participating schools	50 participating schools			School and university based activities (Based on additional schools in regions beyond Hampshire)
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Year 7-10 - IntoUniversity	Yes	2015-16	100 participants	300 participants	300 participants	300 participants			School, INTO University and university based activities
T16b_08	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Year 11-13 - IntoUniversity	Yes	2015-16	157 participants	295 participants	295 participants	295 participants			School, INTO University and university based activities
T16b_09	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Year 11 - Learn with US Outreach	No	2014-15	32 participating schools	45 participating schools	50 participating schools	50 participating schools			School and university based activities (Based on additional schools in regions beyond Hampshire)
T16b_10	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Year 12 - Learn with US Outreach	No	2014-15	20 participating schools/colleges	28 participating schools/colleges	30 participating schools/colleges	30 participating schools/colleges			School/college and university based activities

Table 8b - Other milestones and targets.

T16b_11	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Year 12 - Learn with US Transiton	No	2016-17	N/A	75 events/activities	75 events/actvities	75 events/activities			EPQ/Transition Support Activities for schools meeting our WP criteria
T16b_12	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	Access to Southampton - Summer School	No	2013-14	110 participants	140 participants	145 participants	145 participants			Two, two day summer schools each year
T16b_13	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Vulnerable children and young people (including children in care and young carers) and/or those who support them (via the Southern Universities Network)	Yes	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	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping			Shift in strategic focus across the collaborative partnership to address key collective priority areas of WP activity not being currently being covered by HEIs across the region.
T16b_14	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Termly meetings of Working Groups relating to: BME, Disability, Vulnerable Children and Young People, and Mature and part-time students	Yes	2014-15	N/A	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups			
T16b_15	Access	Ethnicity	Outreach / WP activity (collaborative - please give details in the next column)	Activities for black and minority ethnic students (via Southern Universities Network)	Yes	2015-16	N/A	Research project	TBC follow ing research project	TBC follow ing research project			We plan to shift our focus from delivery of activities to a research project in 2018-19, which will be used to inform the development of future work and targets in this area,
T16b_16	Access	Mature	Outreach / WP activity (collaborative - please give details in the next column)	Activities for potential mature and part-time learners (via Southern Universities Network)	Yes	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	4 activities per year with at least 2 universities participating in each			
T16b_17	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Activities to support young carers	No	2015-16	N/A	20 participants	30 participants	40 particpants			On campus aspiration raising visits to the University for primary and secondary aged pupils during holiday periods.
T16b_18	Access	Low income background	Outreach / WP activity (other - please give details in the next column)	Student Finance Support	No	2014-15	10	26 participating schools/colleges	28 participating schools/college s	28 participating schools/colleges			Interactive finance workshops and talks for students in Key Stages 4 and 5
T16b_19	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Activities for mature students	No	2014-15	3 participating colleges	6 participating colleges	6 participating colleges	6 participating colleges			Amended to reflect current levels of engagement and potential to expand. Attendance at open evenings and workshops on applications, personal statements and finance support provided for students on Access to HE course in local colleges
T16b_20	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	BM6 Widening Access Medicine Residential	No	2014-15	26 participants	35 participants	30 participants	30 participants			Targets amended due to capcity issues around space used for delivery.

T16b_21	Student success	Disabled	Operational targets	Workshops in partnership with Academic Skills to increase academic success	No	2016-17	N/A	+50 students	+50 students	+50 students			Year on year increase from total numbers that will be defined at end of 2016-17 academic year to ensure offering is accessible and beneficial to the academic success of students with SpLD
T16b_22	Student success	Other (please give details in Description column)	Other (please give details in Description column)	New system of Faculty/Support Services case management introduced to support early intervention work and student experience	No	2016-17	N/A	4 members of staff in post	40% of students re-engage after intervention	40% of students re-engage after intervention			Case managers in post and supporting students in partnership with Faculties, this will link to targets in 7a regarding reducing withdrawl, suspension, repeating and transferring rates and enhance student experience
T16b_23	Student success	Disabled	Operational targets	Peer-assisted study model to support students with disabilities, SpLD and Mental Health conditions	No	2016-17	0	15 Facilitators trained	20 Facilitators trained	Programme reviewed and amended as appropriate			To support disabled students in guided discussions offering an opportunity to build confidence and consoldate learning.
T16b_24	Student success	Other (please give details in Description column)	Operational targets	Targeted Workshops for under-represented groups to support academic success	No	2016-17	3 workshops	6 workshops per year per protected characteristic	6 workshops per year per protected characteristic	6 workshops per year per protected characteristic			Development of support for students with a disability, care leavers and BME with regard to Financial support and additional learning needs
T16b_25	Student success	Disabled	Operational targets	Online provision	No	2016-17	N/A	Review of existing packages	2 additional online modules	2 additional online modules			Continual review of online provision and consistent updating of packages and new material to support early intervention and self-help initiatives
T16b_26	Progression	Other (please give details in Description column)	Operational targets	Number of Excel and volunteering placements	Yes	2016-17	Min 30% of all opportunities	Min 30% of all opportunities	Min 30% of all opportunities	Min 30% of all opportunities			
T16b_27	Progression	Other (please give details in Description column)	Operational targets	Number of Business Innovation Placements	Yes	2016-17	Min 30% of all opportunities	Min 30% of all opportunities	Min 30% of all opportunities	Min 30% of all opportunities			
T16b_28	Multiple	Other (please give details in Description column)	Other (please give details in Description column)	Financial targets regarding spend on underrepresented groups	No	2016-17	N/A	Spend indentified and tracked	Spend indentified and tracked	Spend Indentified and tracked			HEFCE review will occur in 2017-18 and findings will be implemented in terms of bursary spend, 2018-19 spend targets will then be indentified and tracked. At time of writing these are unknown
T16b_29	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Literacy and Numeracy attainment raising activities for primary schools - Books and Stories & Shapes and Numbers	No	2015-16	4 participating cohorts	11 participating cohorts	15 participating cohorts	15 participating cohorts			We will grow the number of particpating cohorts over the lifetime of this Access Agreement, with the target of increasing the reading age of participants by an average of six months