

University of Surrey - 2019-20 Access and Participation Plan

1. Assessment of current performance

1.1. Introduction

- 1.1.1. The University of Surrey is a research intensive University, rated Gold in the 2017 TEF, that has, and continues to make, a significant investment in the Widening Participation (WP) agenda. It is also a university with one of the highest student employability records in the sector and aims to offer a high quality education and student experience to all its students. The University is within one of the most expensive areas in England to study; as such its Access & Participation Plan ensures that financial aspects of studying at Surrey do not deter any student with the potential to succeed at the University.
- 1.1.2. The University of Surrey remains committed to a 'whole institution' approach to Widening Participation, supporting students from under-represented groups holistically in their access to, success within, and progression from the University. The WP and Outreach Department (WP&O) is located within the Division of the Vice Provost Education and Students, who is responsible for learning and teaching, quality enhancement and the student experience. The division includes departments such as the Library and Learning Support, Student Services, the Wellbeing Centre and the Employability and Careers Centre. Close cross-departmental collaboration to support under-represented groups extends across Admissions and Student Recruitment.
- 1.1.3. The University has significant involvement in raising the aspiration and attainment of young people under-represented in higher education and, through its core WP&O programme, provides a range of on and off campus interventions. We aim to provide a high quality, focussed approach to WP and Outreach activity, in order to minimise access barriers and support progression for those with potential to benefit from the experience. The Widening Participation and Outreach Department has overarching responsibility for delivery of the University WP&O Strategy.
- 1.1.4. The remainder of this section will outline our assessment of current performance regarding Access, Success and Progression.

1.2. Assessing Performance - Access

1.2.1. Benchmarks

Participation of under-represented Groups (Young Full Time 1st Degree)	14/15		15/16		16/17	
	Surrey Score	Location Benchmark	Surrey Score	Location Benchmark	Surrey Score	Location Benchmark
Low Participation Area (Polar 3 definition)	7.3	7.3	8	7.5	8	7.3
State Schools	91.9	84.8	92.1	86.4	92.4	85.5

- 1.2.2. The State School entrants KPI (HESA T1a) has increased from 92.1 in 2015-16 to 92.4% in 2016/17 which remains significantly above the HESA location benchmark of 85.5%
- 1.2.3. The Lower Participation Area KPI has been maintained at 8% from 15/16 to 16/17. This again exceeds the HESA location benchmark by 0.7% (POLAR3 definition).

1.2.4. Previous HESA data for 2015-16 stated that the proportion of White British students from low socio-economic status groups enrolling at the University for 2015-16 was 6%, above the national average of 5.4%. This data is no longer included within our HESA performance indicators, and the University will consider alternative measures. Regarding Access activity, in line with OFFA's relevant topic briefing, several of WP&O's pupil targeting criteria ensure that White students from low socio-economic groups are targeted for our activities:

- 'From families where parents are in non-professional households (NS-SEC groups 4-8);
- from low income family (eligible for Free School Meals in last six years)
- from low participation neighbourhoods (LPNs – defined as POLAR quintiles 1 and 2 in HEFCE's POLAR4 classification)'.

1.2.5. Student Profile - Longer Term Trends

Our student profiles over the last 4 years have shown the following trends:

- Our proportion of Black and Minority Ethnic (BME) students has increased from 37% in 2014/15 to 39% by 2017-18.
- Our student progression rose from 83% in 2013/14 to 85% in 2016/17, and increased again to 86% in 2017-18.
- Our mature student cohort had remained stable at 21% in 2014/15 and 2015/16 but has decreased to 15% in 2017/18. Although this decline is concurrent with national trends, we are currently exploring how to extend our Access support for mature learners through a variety of new initiatives, including the introduction of a Foundation Year programme across two faculties from autumn 2018/19.
- Overall, our disabled student cohorts increased slightly from 7% in 2014/15 to 8% in 2016/17, and have been maintained at 8% in 2017-18. The table below shows the University's student population numbers for those declaring specific disabilities (as defined by HESA criteria), over recent academic years.

Disability	2015/16	2016/17	2017/18
Mental Health Condition	132	204	280
Aspergers Syndrome / other Autistic	57	75	92
Specific Learning Difficulty e.g. Dyslexia	553	535	606

The number of students declaring a Mental Health Condition increased by 55% from 2015/16 to 2016/17. Reflecting national student mental health trends, counselling referrals have increased over the past 3 years. From 2014/15 to 2015-16, referrals grew by 34%, and in 2016-17 numbers reached record levels, with over 3513 counselling sessions provided. The University has responded by developing a new Wellbeing Strategy and investing an additional £300k annually in Wellbeing initiatives.

The numbers of students declaring either as Aspergers Syndrome / Autistic, and those with a Specific Learning Difficulty have remained high over the last two years.

- Care Leavers

	2015/16	2016/17	2017/18
Total UK Domiciled Care Leavers	29	30	48

The table above provides the total number of UK Domiciled Care Leavers within the University population during each academic year (across all phases of study).

1.2.6. Student Profile- additional data capture at Registration

From 2017-18, the University's student registration form will track the numbers of students from a broader range of under-represented groups. All statistics provided below were self-declared by students at the point of registration in 2017-18 only, and should be considered as preliminary indications, prior to further analysis and data collection from 2018-19 onwards.

- Eligible to receive Free School Meals in the previous 6 years: 330 students
- Carers: 40 students
- Estranged students: 19 students

1.2.7. Given the national requirement to support key demographic groups (discussed in section 1.2), in accessing HE, and our commitment to maintaining our own local progress in recruiting, the University monitors progress towards key Targets within table 8a of the Access & Participation Plan:

- T16a_01- Low participation neighbourhoods (LPN)
- T16a_02 - State school

Access for students from these groups, and the broader range of WP&O's target criteria, is supported by the In2Surrey compact scheme, which is another key KPI:

- T16a_04 - Enrolments through the In2Surrey Compact Scheme

In2Surrey offers targeted pre and post enrolment support to students meeting multiple WP criteria, in line with WP&O's broader targeting methodology for reaching students from under-represented groups (see 2.3- 'Approach to Widening Access Activity'). Alongside State schools and LPNs, targeting criteria include other key underrepresented groups- Mature students, Care Leavers and BME students. See 4.1.14 for further details.

The Widening Participation & Outreach Department's broader strategy and targeting methodology for students from under-represented groups is detailed in **Section 2: Ambition and Strategy**. See **Section 4** for details of the Access, Success and Progression measures that the University delivers to support students within the categories above.

1.3. Assessing performance - Success and Progression

1.3.1. The University actively monitors the retention of all students to a granularity of course level and has introduced a number of initiatives to support student progression and completion. This has required the effective use of data related to the progression of WP students within the overall student population.

1.3.2. The data is used strategically by the Vice Provost, Education and Students, to set progression and retention targets at departmental level which are overseen by the Faculties' Associate Deans (Learning & Teaching) and monitored by the University Learning and Teaching Committee (ULTC). In addition, the Student Experience Subcommittee monitors and reports directly to ULTC on student learning experience in relation to national benchmarks e.g. the National Student Survey. The performance is reported to the Executive Board and Council of the University.

1.3.3. To further support these aims, during 2017-18, as part of the Vice Provost for Education and Students' Education Strategy, a core working group for Student Progression & Learning Gain has been established. The SPLG group will bring together data and expertise from across the University, and is further detailed in **Section 2: Ambition and Strategy**.

- 1.3.4. The main assessment tools and research findings regarding progression and retention are given below, with detail on corresponding initiatives in **Section 4: 'Access, student success and progression measures'**.

Management Information System- multiple dimensions of disadvantage

- 1.3.5. The University's Management Information System provides data on progression within each academic department in defined categories which include age; gender; ethnicity; disability; social class and qualification on entry. This data is used to analyse progression trends, identify student support needs and create action plans to meet the identified needs.
- 1.3.6. The University has developed more flexible reporting on progression via our Business Intelligence tool. This includes an improvement of our intelligence of tracking the access, success and progression of students from under-represented groups through a specific WP Dashboard. An Employability Dashboard also allows the University to view data from enrolment to employment and therefore undertake a sustained approach to understanding retention, attainment, and progression of subgroups of students.

Research findings- Success

- 1.3.7. Using our Business Intelligence Tool, the University commissioned research in 2017 to examine multiple dimensions of disadvantage within the student body, and analyse differential performance of different student groups. This is one facet of analysis which has helped to determine which student groups may require targeted support to narrow gaps in academic performance and progression rates.

- 1.3.8. Key findings of this research into differential performance (Success) indicated that:
- The performance of students from various sub-cohorts was assessed; students from Low Participation Areas, NS-SEC 4-7 backgrounds, or from state schools. For each of these individual groups, the performance of the group was compared to the rest of the cohort (e.g. NS SEC 4-7 compared to NS SEC1-3). In the case of each sub-cohort, no significant differential performance for these groups was observed.
 - White British students from low socio-economic groups did not show differential performance.
 - BME students and students with a disability showed differential performance.
 - Students who did not have A Levels on the whole showed differential performance.
 - In terms of intersectional groups, BME students without A Levels showed differential performance.
 - Students from lower socioeconomic classes or Low Participation Areas were over-represented among those without A Levels.
 - A sub cohort of Mature students (those over the age of 25) had lower average marks than non-Mature students. Students over the age of 25 also had marginally lower progression rates, which was linked to the proportion of Mature students who temporarily withdrew or repeated a year.
 - 0.46% of students in the 2015-16 data set used for this research were Care Leavers, and given the small size of the group, the author advised that this cohort was too small to enable a statistical analysis.

See 2.1.10 (Further strategic approaches to Success & Progression) for recommendations from this differential performance research.

- 1.3.9. Building on the various findings above, and broader Retention data, additional Targets and Milestones were included within the 2018-19 Access Agreement:
- T16a_08: Close the progression gap for BME students from Year 1 to 2, compared to the University average
 - T16a_09: Close the retention gap for LPN students compared to the University average
 - T16a_12: Close the gap between good degree rates of BME and White students

Research findings - Progression

1.3.10. Graduate Employability research

In early 2018, further in-house research was commissioned on Graduate Employability rates to discern trends or differential outcomes related to gender, ethnicity, disability, and class. It utilised DLHE survey responses from students who graduated between 2012-2016, with socio-economic data mapped against this.

1.3.11. Although the research did not reveal major trends across time, the following findings were noted:

- 80% of students who took Surrey's Professional Training Year (PTY) had a professional job (opposed to 66% of those without).
- Students who took up a PTY earned on average 15% more.
- NS SEC 4-7 graduates did not seem to be disadvantaged.
- Black students progressed to professional jobs at a similar rate to the overall cohort (74% compared to 74.5% in overall cohort).
- Disabled students were less likely to access a professional job than the overall cohort (69% versus 75%) and a 4-5% earnings gap was also noted. Only 3-4% of respondents were disabled students.
- The situation of graduates who are BME or have a disability was difficult to assess due to low numbers and low response rates (e.g. BME respondents were unlikely to state their income in the survey).
- Women have a robust disadvantage in terms of income, in line with national data
- Mature students (comprising 10% of the graduate respondents) were 7% more likely to find professional employment, and earned 5% more than their non-Mature student peers.
- Similarly to the Success/ Differential Performance research, the DHLE survey response rate for Care Leaver cohorts was too small to draw conclusions from, and again, further qualitative research on Progression for Care Leavers recommended as an action.

1.3.12. In the 2018-19 Resource Plan, two new Progression targets were included, with corresponding initiatives detailed in the Access Agreement:

- T16a_10: Close the graduate employment gap of BME Males compared to University average
- T16a_11: Close the graduate employment gap of Disabled Students compared to University average

The difficulties in drawing conclusions regarding these two groups from the recent Graduate Employability research reinforces the need for further activity and assessments which are tailored to these cohorts, and closely evaluated.

1.3.13. Investigations into supporting the graduate employability of students from a wider array of WP backgrounds are ongoing, such as a survey and focus groups conducted on students' likelihood of participating in a Professional Training Year (PTY). As noted above, the Graduate Employability Research found that taking a PTY can enhance a student's employability, however White students are 3.2 times more likely to take up a PTY than non-White students. 58% of students in the study accessed a PTY, compared to 48% of Disabled students, and 31% of Mature students (although it should be noted that cohort sizes for these groups are low).

- 1.3.14. Another relevant piece of research underway during 2018 is an analysis of ‘The WP Experience’ of the Professional Training Year, conducted within the University’s Social Impact and Mobility Project. Survey responses from students returning from a PTY are used, and data analysed by WP categories (including Non-White ethnicity; FSM recipient; LPN; and Disabled students). Early findings have highlighted pre-placement issues common to students who meet any of the WP criteria (CV and covering letter writing). Non-White students and Disabled students reported various challenges pre and post-placement, although several of these issues can potentially be improved by raising awareness of existing Employability and Careers Centre support amongst these and other WP cohorts.
- 1.3.15. These various outputs suggest that PTY/ Progression support aimed at WP cohorts (particularly BME students and Disabled students) would have a positive impact on their engagement with PTYs and their subsequent employability. The PTY Bursary is one pilot initiative launched in 2017-18 in response to these findings, and is further detailed in **Section 4: ‘Access, student success and progression measures’**.

1.4. Summary of assessment - gaps

- 1.4.1. In order to maintain and improve the University’s performance against student body KPIs for the Access phase of the student lifecycle (Resource Plan table 8a), the Widening Participation & Outreach Department utilise a targeting methodology for Access activities. This methodology is aligned with (but not limited to) the KPI categories listed in 1.2 – ‘Assessing Performance – Access’. WP&O’s broader strategy and targeting methodology for students from under-represented groups is detailed in **Section 2: Ambition and Strategy**. See **Section 4** for details of the Access, Success and Progression measures that the University delivers to support students within the categories listed in 1.2 - Assessing Performance – Access.
- 1.4.2. Noting that the most recently added Access Plan Targets for Success and Progression (see 1.3.9 and 1.3.12) detail key areas and annual milestones for the University’s improvement, the above Assessment of Performance also highlights other supplementary areas that are being prioritised for further research and improvement:
- The differential performance of key demographic groups (see 2.1.10, Further strategic approaches to Success & Progression).
 - Mature students- intake has decreased (Access). See 4.2.6 (Access Measures- Mature learners) and 4.3.3 (Foundation Year). There is also a noted need for further research to support Success (retention/ withdrawal of Mature students) via Student Services (Support Advisor- Widening Participation role). See 4.3.4.
 - Care Leavers- Success & Progression. In data sets used for internal research to date, the Care Leaver cohort is too small to draw clear conclusions from, and collation of qualitative data has been noted as a key recommendation. See 4.3.4 Student Services (Support Advisor- Widening Participation role).

2. Ambition and strategy

2.1. Monitoring performance; governance

University Learning and Teaching Committee

2.1.1. The Vice Provost, Education and Students, is responsible for the delivery of the Access Agreement, and chairs the University Learning and Teaching Committee (ULTC), which reports to Senate. ULTC and Executive Board receive reports from the A&P governance group (see below) to ensure appropriate monitoring and reporting of WP benchmarks and University WP KPIs.

Access & Participation Governance

2.1.2. The University has recently reviewed and re-established the governance groups focused on the Access & Participation Plan following an internal audit. The Access & Participation Advisory Group meets on a monthly basis, and reports to the Access & Participation Governance Panel. The Vice Provost, Education and Students chairs the Access & Participation Governance Panel, which meets quarterly and provides senior oversight of Access & Participation Plans. The composition of these groups ensures that overall progress across Access, Success and Progression is overseen by a range of senior staff, and constantly monitored at appropriate levels.

2.1.3. The Access & Participation Advisory Group's membership includes key stakeholders from wide-ranging areas of the University, for example:

- Director of Student Services and Administration (Chair)
- Head of Widening Participation & Outreach
- Student Union VP for Student Voice
- Director of Student Marketing, Recruitment and Admissions
- Director of Employability and Careers
- Director of Library and Learning Support Services
- Chair of both the Student Progression & Learning Gain Working Group, and Disability and Access Strategy Group

2.1.4. The Advisory Group is responsible for ensuring that milestones and targets outlined in the Access & Participation Plan are met, and that WP&O Strategic Objectives are achieved. The Advisory Group also ensures that there is a coordinated and systematic approach to the delivery and evaluation of student success and progression measures across all Departments.

2.1.5. From 2017-18, the Advisory Group has assessed formal bids for initiatives to support under-represented groups from various departments across the University. Initiatives are funded via OFFA/ OFS countable funds, and so must demonstrably support progress towards the University's Access, Success or Progression milestones. Bids must clearly outline a research background in support of the initiative, the groups it will support, and include measurable objectives within a broader evaluation plan. Each successfully funded initiative will be developed and evaluated in consultation with the Research and Evaluation Data Manager, and an Evaluation and Data Officer post, with a specific remit to support the evaluation of Success and Progression measures across the University. As such, the new OFFA/ OFS funded initiatives delivered by a variety of colleagues will all be planned and evaluated in line with the WP&O department's overall evaluation strategy and outcomes-based framework.

2.1.6. In these ways, the Advisory Group develops and supports action plans to address differential performance of disadvantaged groups. It also works closely with the Student Progression & Learning Gain Working Group to ensure complementarity of activity to support student success.

Student Progression and Learning Gain

- 2.1.7. The University's Education Strategy has recently been reviewed and agreed by Executive Board. To advise on and oversee the implementation of this, three central groups have been established. Each group is comprised of a core team of members, who represent different perspectives and expertise, and each will have a wider consultative group. These groups are;
- Student Progression and Learning Gain
 - Teaching Quality and Valuing Teaching
 - Digital Enablement
- 2.1.8. The Student Progression and Learning Gain Group (SPLG group) has a particular remit to focus on factors and interventions affecting the success of students who meet WP criteria. The group will explore and analyse what is meant by Learning Gain beyond degree and employment outcomes, and will examine the extent to which initiatives, activities, and systems enhance Learning Gain, overall and within particular subgroups. The group will also look into how learning analytics can be developed and used to identify and target effective support towards students 'at risk'. The Head of WP&O is a core member of the SPLG group.
- 2.1.9. As of spring 2018, a range of SPLG project priorities have been established. These include Retention, Assessment, and Becoming Work Ready. A new Student Engagement Platform or portal will support the delivery of many improvements for students, and across all strands, staff involved have a detailed understanding of the SPLG project's interactions with WP&O objectives.

Further strategic approaches to Success & Progression

- 2.1.10. Following the 2017 'Success'/ Differential Performance' research, initial recommendations were made regarding the development of methods to support the groups highlighted, prioritising a positive impact on a large number of students. These recommendations align with the University's long term aims for these cohorts, the Access Plan Targets (Table 8a), for which progress towards annual Milestones is tracked and reported.
- 'Develop ways of facilitating the academic performance of BME students, students with no A levels, and especially BME students with no A levels. Given the size and the performance gap of this latter group, helping them could have a particularly large positive impact.' – aligned with 'T16a_08: Close the progression gap for BME students from Year 1 to 2'; and 'T16a_12: Close the gap between good degree rates of BME and White students'.
 - 'Develop ways of supporting students with disabilities. Their results suggest a complex pattern of academic and personal issues.' – aligned with 'T16a_05: Retention', and progress in this area would support 'T16a_11: Close the graduate employment gap of Disabled Students compared to the University average'.
 - 'Employ qualitative methods such as focus groups and case studies to explore the needs of disadvantaged groups that are too small for statistical analyses'. Care Leavers were noted as a key cohort requiring further research using these methods, and this recommendation would support better outcomes for smaller demographic groups within the target areas of 'T16a_05: Retention', and 'T16a_03: Progression from year 1 to 2'.

2.1.11. A raft of existing and new Success & Progression measures are being delivered in 2017-18, and are in development for 2018-19. The Governance groups detailed above monitor the gaps identified within our various assessments of performance, and the Access & Participation Advisory Group and Governance Panel seek and approve measures to specifically address these. For example, centralised maths and statistical support delivered by the Library & Learning Support Services will support a large number of students, but it is expected to particularly support the performance of BME students and those with no A Levels, directly in support of several Access Plan targets- 'Close the progression gap for BME students from Year 1 to 2, compared to the University average' and 'Close the gap between good degree rates of BME and White students'. Ongoing evaluation of the maths and statistical support will analyse the service's engagement with and impact on this demographic group, and other WP cohorts. See **Section 4: Access, student success and progression measures**.

2.2. Strategic partnership- Kings College, Guildford

- 2.2.1. Prior to the 2016/17 academic year, the University initiated a significant supportive partnership with Kings College, Guildford, a non-selective academy school that is situated a mile away from the University's main campus, yet within a ward that is in the top 10% of deprivation in the country. 46% of students qualify for pupil premium, and in 2016, 41% of students achieved a grade C in English and Maths compared to an England average of 59.3% and a Local Authority average of 70.1%.
- 2.2.2. Following an OFSTED inspection in December 2016, the school was placed in special measures, and the University is committed to delivering practical support to assist the school. The University's Director of Student Services and Administration continues to be a member of the school's Executive Working Group (Governing Board) of educationalists, with a particular remit for overseeing support for students with special educational needs.
- 2.2.3. To support increased student attainment and aspiration towards further study, the University appointed a WP&O Coordinator to work within the school, and support progress towards the University's Access/ Attainment raising target for KS4 at Kings College Guildford. See **Section 4** for further details of strategic activities delivered with the school.

2.3. Approach to Widening Access Activity

- 2.3.1. The Department of Widening Participation & Outreach (WP&O) delivers an important dimension of the University's work in raising aspirations and attainment for students from a range of backgrounds, particularly those from groups currently under-represented in Higher Education.

Student targeting

- 2.3.2. WP&O works with students who are from non-selective state schools, in KS2-5 inclusive, and who are in one or more of the following under-represented groups listed below (although in WP&O's work with colleges, targeting of Mature Students is a key priority).
- From families where parents are in non-professional households (NS-SEC groups 4-8);
 - from low income family (eligible for Free School Meals in last six years)
 - students from low participation neighbourhoods (LPNs – defined as POLAR quintiles 1 and 2 in HEFCE's POLAR4 classification);
 - from families which have no parental history of HE participation;
 - care leavers
 - from Black and Minority Ethnic (BME) groups;
 - white males from economically disadvantaged backgrounds

- classified as having a disability;
- young carers;
- refugees
- estranged students
- classified as Gifted and Talented (G&T) and also being in one of the sub-groups above*

**WP&O works with teachers to ensure that activities are promoted to all students who meet WP criteria, rather than on the basis of attainment.*

2.3.3. The student targeting criteria above are reviewed and adapted in light of sector-wide developments on an ongoing basis. Since the launch of POLAR 4, postcode targeting for LPNs has been updated, and from 2018-19, our demographic data collection form will capture the participation of students from Military families. This latter change reflects recent sector briefings, and WP&O's recent move towards targeting students in areas of Hampshire with higher proportions of Military families. In addition, WP&O has established links with the Surrey Gypsy Traveller Communities Forum, building on the forum's link with one of our Priority schools. Ash Manor School frequently engages with WP&O activities, and has a relatively high population of Gypsy Roma Traveller students.

2.3.4. The student targeting criteria above are particularly aligned with the University's Access and Success KPIs (e.g. LPN; BME), and with other cohorts we have identified as local priorities (e.g. Care Leavers – see 1.4). By offering Access activities to pupils who meet one or more of the targeting criteria above, which are aligned with the University's priority groups (in Section 1 and 1.4.2 in particular), we seek to support students from these groups from an early stage of the student lifecycle. Whilst impactful targeted initiatives are delivered for key cohorts (see 4.2- 'Access Activity for Students with Individual Circumstances'), for many of our activities, WP&O work with target schools to ensure that they select a group of pupils who meet one or more of the **range** of criteria listed in 2.3.2. Where appropriate, use of this approach is valued by schools, as it does not require a student with sensitive individual circumstances (e.g. Care Leaver) to be 'singled out'. Logistically, this approach enables frequent engagement with our target schools, and WP&O maintains robust data collection and longitudinal tracking of students within various groups via HEAT (see 2.3.18). For instance, demographic data for pupils who engaged with WP&O activities during 2016-17 showed that circa 9.4% self-reported a Disability (compared to the University's intake of Disabled students in 2016-17- 8%).

School targeting

2.3.5. In 2017-18, WP&O revised school targeting criteria to offer support to a highly targeted list of schools in Surrey and the Surrey Border areas, known as the Surrey University Schools Consortium. WP&O have identified state schools which are 'priority' for activities; others receiving a 'targeted offer' (smaller range of activities); and schools which receive a 'limited offer'. Schools have been categorised according to data on levels of disadvantage at each school compared to the national average:

- Free School Meal (FSM) rate greater than the national average of 13.2%
- Disadvantaged students achieving grades A*-C (including Maths and English) below national average of 36.5%
- Low Participation Neighbourhood (POLAR3) Quintiles 1 and 2 above UK average of 25.6%
- A number of schools have been identified with a <25% gap in attainment at GCSE between non-disadvantaged and disadvantaged students, and will be given the 'targeted offer'.

2.3.6. WP&O provides a sustained, coherent programme of activities at each stage of students' education, and evaluates our impact over time, with particular interest in raising attainment. The provision of activity and resources for key influencers of students is crucial and WP&O delivers a comprehensive programme of activities to Parents and Carers, Teachers, and School/College Support Staff.

Surrey University Schools Consortium - Advisory Group

2.3.7. To support the collaborative partnership between the University and the Surrey University Schools Consortium, an Advisory Group has been established with representation from a number of Consortium schools. The group is chaired by the Head of WP&O and meets at least three times a year. It aims to ensure the programme of events and activities being developed and delivered meets the needs of the students and schools across the Consortium.

Evidencing the Value of Widening Participation and Outreach Activities

2.3.8. An outcomes based approach using logic modelling has been taken to evaluate all our access, success and progression activities. Detailed outcomes for Knowledge, Attitudinal and Behavioural change have been developed for each target group which includes school and university students, parents/carers, teachers and university staff. These outcomes relate to short, medium and longer term behavioural change and have been mapped against the range of activities delivered.

2.3.9. For each activity, desired attitudinal and knowledge outcomes are agreed for target groups, and these form the basis for evaluating the impact of the activity. The overall programme of activities is reviewed against our logic model outcomes annually to ensure continual improvement and ensure that the following year's plan meets the needs of key target groups. Templates and resources are used for reporting, including a planning matrix of the year's activity, evaluation flowchart and question bank. We use a traffic light system to mitigate risk, and assess which activities have met their agreed outcomes.

2.3.10. The Evaluation Team has been restructured and is led by a Research and Evaluation Manager who oversees the strategic approach to evaluation, supported by two Evaluation and Data Officers. One Officer has responsibility for evaluation of outreach/ Access activities, and the other is responsible for embedding our evaluation strategy across success and progression activities. In line with our whole-institution approach to widening access, these activities are increasingly led by colleagues in various departments across the University.

Example Outcomes – School/ College learners

2.3.11. In order to achieve the key long-term behavioural outcomes, Access activities are specifically developed which will deliver an agreed range of outcomes for students from under-represented groups. For example, see outcomes for learners in Key Stages 2-5 and pre-applicant mature learners:

Attitude Outcomes	Knowledge Outcomes
<ul style="list-style-type: none"> • Increased sense of self belief and awareness • Increased confidence that Higher Education (HE) is an achievable option (longitudinal study) • Increased confidence that progression to HE will bring significant benefits, including educational, financial, career and/or social • Increased confidence in their ability to make informed and independent decisions • Increased commitment to learning • Increased confidence in their ability to undertake the transition into HE • Increased subject specific confidence • Increased confidence in applying the skills required for study at HE 	<ul style="list-style-type: none"> • Understanding of what opportunities are available in HE • Understanding the UK application process for HE • Understanding of the financial implications of HE, including the financial support available • Knowledge of academic and pastoral support available within universities • Understanding the variety of career opportunities available and the educational pathways to get there • Increased breadth and depth of subject knowledge • Increased knowledge of skills required for study at HE

- 2.3.12. These Attitude and Knowledge outcomes are have been set within our Logic Model framework, in order to affect the long-term behavioural outcomes for students from under-represented groups. For KS2-5 and pre-applicant mature learners these Behavioural outcomes are:
- Increased rates of progression into higher education (including the University of Surrey)
 - Increased rates of application to higher education
 - Increased GCSE attainment levels.
- 2.3.13. The under-represented groups identified in 2.3.2 remain the beneficiaries of institutional student Success and Progression measures, although this support is also led by our specific institutional trends (see Section 1). All Success and Progression initiatives are evaluated for their impact within the logic model approach as explained above.
- 2.3.14. To understand the long term behavioural impact of our activities, more in-depth evaluation of sustained activities is conducted, including pre and post surveys, focus groups for qualitative data and “one year on” questionnaires. Evaluation data is gathered from key stakeholder groups- pupils, Parents, Teachers, and Student Ambassadors.

The Longitudinal Study

- 2.3.15. WP&O’s longitudinal study launched in the summer term of 2016/17. A cohort of students, for whom we have complete demographic information and associated school data, will be longitudinally tracked from Year 7 to Year 13. Survey data will be collected from students, parents/carers and the school Senior Leadership Team each year and followed up with focus groups. The study will explore students’ attitudes towards higher education, and track long term changes in attainment during sustained engagement with WP&O activities. Participating schools provide predicted GCSE grades as a baseline measure, for comparison to the school’s own Maths and English assessments of students each year.
- 2.3.16. Participants in the longitudinal study will also record their perception of their own attainment in Maths and English. We will examine the differences between students’ self-reported attainment, actual GCSE results, and how students in different WP groups perceive their own ability compared to others.
- 2.3.17. The sub-sample of school cohorts is drawn from schools within the Surrey University Schools Consortium Advisory Group, and will shortly include our close strategic partner, Kings College Guildford (Spring 2018). Students, parents and the Senior Leadership Team complete a baseline survey, and participate in focus groups.

Higher Education Access Tracker (HEAT)

- 2.3.18. The University of Surrey is a member of the collaborative longitudinal tracking system, the Higher Education Access Tracker service (HEAT). WP&O records data about students participating in outreach initiatives on the HEAT database, which matches records to administrative datasets from KS2 to postgraduate study and employment. Where HEAT data has matured it allows the University to understand the relationship between outreach participation, HE enrolment, retention and success, and see the extent to which the University is contributing to the increased participation rates of disadvantaged young people as a whole.
- 2.3.19. By subscribing to HEAT we take an evidence based approach to planning outreach delivery, so investing in outreach activities that optimise progression with disadvantaged cohorts. WP&O have used HEAT’s Secondary Planning Datasets to inform our new school targeting (see 2.3.4) and in future we will consider using the FE planning dataset.

2.3.20. Recent data from HEAT regarding the impact of the University's outreach activity indicates that 72% of students who participated in Surrey outreach activities gained 5 A*-C grades at GCSE (inc. Maths and English), compared to the average for their schools (61%). This is in keeping with national KS4 attainment tracked via HEAT. Outreach participants were significantly more likely to achieve 5A*-C grades at GCSE (54% of outreach participants, versus 39% of a control group). In addition, recent HEAT data linked to HESA records (for students who were aged 18 years or older on 1st September 2016 and with a sufficient data record in HEAT) showed that 84% of students (160 students) we had worked with progressed to HE in 2016/17.

Pre-Enrolment CRM System

2.3.21. WP&O plans to pilot a department-specific CRM system this year. A dedicated CRM system that supports the interaction of multiple in-house systems (internal database; communication tools) will enable the secure storage of data, and a clearer view of school relationships. More refined activity targeting, monitoring, and reporting of Outreach Activities will be possible.

2.4. Collaborative Measures

2.4.1. The University works through collaborative partnerships to support progression to higher education, as is demonstrated through the Surrey University Schools Consortium. The University maintains regular contact with head teacher networks to respond effectively to the needs of schools and colleges.

2.4.2. The University has a number of other collaborative partnerships. Some of these partners, such as Surrey County Council, are referred to in Section 4. Other partnerships include:

- **The charities Surrey Young Carers and Eikon**; coordinating support and hosting activities for young carers (including a Residential Summer School)
- **The STEM People**; design and delivery of on campus events focused on inspiring female students to study engineering.
- **IntoUniversity**; delivery of an annual two day programme for year 6 students from London.
- **The Brilliant Club**; engagement with our Doctoral College students for delivery of activities.
- **Computing at Schools (CAS)**; an informal forum of peer support for teachers to share computing, coding and programming session plans and ideas.
- **South East Physics Network (SEPnet)**; £2000 has been contributed to support two WP undergraduate students to participate in an 8-week placement with SEPnet. Students said that going on placement helped their self confidence and helped clarify their future aspirations.

National Collaborative Outreach Programme (NCOP)

2.4.3. The University is the lead institution for the HEFCE/ OFS funded NCOP project. The Higher Education Outreach Network (HEON) partnership consists of the original four partners and has been expanded to include Guildford College, NESCOL, Surrey County Council, and Surrey Sports Park. HEON is funded to work with students in years 9 to 13 in eleven wards across Surrey (7 wards) and East Hampshire (4 wards) where higher education participation is low overall and lower than would be expected given GCSE attainment rates.

- 2.4.4. As the Lead Institution, Surrey hosts the HEON Central team within the same offices as Surrey's WP&O department, which allows for close communication across these teams, and ensures that the programme that HEON delivers is complementary to the University's established outreach programme. To further encourage this complementary approach, the University has collaborated with HEON to part fund the HEON Partner Officer for Surrey.
- 2.4.5. The University will prioritise schools that the HEON have identified as high target to ensure that support is provided for their year 7 and year 8 cohorts in particular, as these years sit outside of NCOP funding. Our aim is to fully support the HEON aims and objectives and ensure that students from under-represented groups who are not covered by NCOP funding are still able to access the necessary support and guidance, and allow for clear communication with school staff regarding targeting criteria. To further support the ease of teachers engaging with activities, Surrey WP&O and HEON now take a complementary approach to demographic data collection (via a single form).

2.5. Equality, Diversity & Inclusion

- 2.5.1. The University is committed to providing an inclusive environment for staff, students and visitors. This includes understanding the impact of University policy and culture on individuals and ensuring that the educational and social atmosphere within the University is inclusive of all, regardless of race, religious belief, disability, age, gender, sexual orientation or social background.
- 2.5.2. A new structure has combined Equality and Diversity with Learning and Development to create a new directorate called People, Culture and Inclusion (PCI). PCI has a strategic role to play in ensuring the University's values are reflected in all that we do in relation to people and their lived experience of visiting, working and studying at Surrey. It seeks to promote equality and diversity at every level of the organisation to ensure a culture of inclusiveness for all staff and students.
- 2.5.3. The important synergies between the work of the WP&O and PCI Teams are well recognised, and the two areas work closely together to adopt a whole provider approach with equality effectively embedded within the University's strategies, policies and practices for all students. There are also noted synergies between the PCI team and the academically focussed Inclusion Strategy, under development by one of the University's Education Strategy working groups, the Teaching Quality and Valuing Teaching.
- 2.5.4. Work continues towards our submission to the Equality Challenge Unit's Race Equality Charter Mark (RECM) Bronze award in July 2018. Working groups focus on race equality in areas such as: institution and local context, academic staff, professional/ support staff, staff profile, student pipeline and teaching and learning. In particular the University seeks to address issues relating to race equality in the curriculum and to develop an inclusive, well-rounded and progressive learning environment. A race culture survey has been circulated to students and staff, and alongside broader data analysis, working groups are beginning to identify specific, targeted actions to advance race equality.
- 2.5.5. The University continues its work on gender equality using the Equality Challenge Unit's Athena SWAN framework. The application for the Institution has been submitted, with the result expected in spring 2018. We have a number of successes within the Faculties to Silver level. The University reflects upon key gender equality issues in each department, the steps that have been taken to address these and the support given to resolve any gender disparities within the student body. Trends in the data are highlighted and robust actions are put in place to address gender inequality issues that are identified.

- 2.5.6. The University has restructured its disability equality work and has a new Disability and Access Strategy Group with three sub groups focusing on Estate Accessibility, Academic and Student Support and Staff Recruitment and Support. An external advisory panel has been developed to tap into wider disability expertise to inform our work.
- 2.5.7. DisabledGo Access Guides have been launched on the University's website and a mobile app to help staff, students and visitors navigate our sites more easily. DisabledGo is one of the largest disability organisations in Europe, providing online access guides to a huge range of venues, allowing individuals to determine the suitability of a building according to their disability. This initiative is helping to make the university environment more inclusive and accessible for all current/ prospective students.
- 2.5.8. The University is also developing initiatives to advance equality and inclusion for the LGBTQI+ community via LGBT History Month and campaigns throughout the year.
- 2.5.9. We are developing our strategy for enhancing provision for students from range of faith and belief backgrounds, working with a multi-faith team of chaplains, the Wellbeing Centre and pastoral care providers. From 2018-19, the Quiet Centre will be refurbished for the Chaplaincy team.

2.6. Student Consultation

- 2.6.1. To enhance the student voice and representation the membership of all key University Committees, including ULTC and the Access & Participation Advisory Group, involves student representation (Student Union VP for Student Voice). These committees discuss the Access & Participation Plan, and the Access & Participation Advisory Group has a remit to monitor the University's performance against the A&P Plan, and to evaluate the effectiveness and value of Access, Success and Progression activities.
- 2.6.2. The Students' Union President and sabbatical officers are consulted during the drafting of plans for financial support, retention and outreach included in the University's Access & Participation Plans. A consultation meeting was held with SU sabbatical officers to review the Access & Participation Plan for 2019-20, and evaluate the current bursary and scholarship schemes. The Student Union sabbatical officers played an important part in the evaluation and development of existing bursary schemes.

University Students as activity beneficiaries

- 2.6.3. An Evaluation and Data Officer is responsible for embedding our evaluation strategy across success and progression activities. Working with colleagues who deliver initiatives to support Success & Progression, the Officer will ensure that these projects are evaluated within the overall outcomes-based framework. To ensure activities targeted at key student groups are well-tailored and impactful, qualitative data input from the students themselves frequently informs the development and evaluation of the University's Success & Progression activities (e.g. BME focus groups which have already taken place). As new initiatives are approved by the Access & Participation Panel, evaluation methods will be agreed with WP&O, ensuring that key findings inform both WP&O's annual planning, and the University's overall strategies to improve Access, Success & Progression.

Student Ambassadors

- 2.6.4. WP&O Student Ambassadors are current students at the University, working to support WP&O in the delivery of a wide range of activities. They support our large scale events on and off campus, and mentor school students on a 1:1 basis. All Student Ambassadors take part in significant training to ensure that they are able to support students who may face significant barriers to their education.
- 2.6.5. Student Ambassador recruitment processes are tailored to ensure that a high proportion meet WP targeting criteria themselves- this year 94% of our Ambassadors are from a WP background. This ensures a breadth of experience in the cohort, enabling young people to meet diverse role models at our events, who can challenge assumptions about the 'type' of person that goes to university.
- 2.6.6. As noted previously, in-depth evaluation is conducted for our sustained programmes such as focus groups with Student Ambassadors who support the programmes. This ensures Student Ambassador input on the most and least successful elements of programmes, and feedback is used to plan future activities. For instance, the 'Your Futures' programme for unaccompanied Refugee & Asylum Seekers was heavily reliant on the support provided by Ambassadors with the appropriate language skills to interpret for the students who attended. After the project, evaluation included a focus group with the Ambassadors, which gave further steer on the particular linguistic/ communication issues that beneficiaries faced.

3. Targets

Targets will be incorporated from the Resource Plan by OFS.

4. Access, student success and progression measures

4.1. Access measures

Core Access Initiatives

- 4.1.1. The portfolio of Access activities delivered by the University continues to grow significantly. In 2016/17 we delivered Access Initiatives to a total of 8987 secondary school students, 2742 primary students, and 1945 parents/carers.

During 2017-18, the core programme of Information Advice and Guidance activity (non-subject specific) has been revised and updated, and is available flexibly for schools in our Priority/ Targeted Offer categories. IAG sessions are tailored for Years 7-13, based on the age-specific outcomes required to support students in making informed choices about their futures.

An engaging range of subject specific activities are designed to assist participants in their understanding of different subjects at HE level, and future career choices. Primary sessions include: 'Does a banana conduct electricity?' and 'Roald Dahl Drama'. Secondary sessions include 'Visiting Vets' and 'Women in STEM / Men in Social Sciences'. This latter activity consists of day-long on-campus events and is being piloted in 2017-18. One school group will be split into two single-sex groups for the day, and students access subjects in which their gender is under-represented. This approach could be further developed for other subject areas with similar underrepresentation by gender in future (e.g. boys in Veterinary Sciences).

Case studies - sustained engagement programmes

4.1.2. Year 5 - Campus Invasion

This sustained creative writing challenge aims to aid the development of key literacy skills. It focuses on providing information about university and exploring the university campus, and culminates in a short story competition. In 2017-18 the programme expanded to 166 Year 5 students (from 115 during the previous pilot). Academics within the Department of Higher Education (DHE) are researching the impact of the programme on students' understanding of university using content analysis. Students have drawn pictures of university, pre and post the intervention, which will be analysed to understand the impact of the programme. Very little research with students in this age group has been conducted regarding their understanding of HE. Participating students are from feeder schools to Kings College, and will likely participate in the long term outreach programme delivered at Kings College.

4.1.3. Year 10 - Catastrophe on Campus

In 2017/18 the 11-week Catastrophe on Campus programme was delivered for a second year. A total of 67 students attended on Saturdays during term time, with ementoring in-between. Target attendees (who met a range of WP criteria- see 2.3.2) were capable of achieving 5 A*-C grades but risked under-achieving. Aiming to support increased GCSE attainment, we collect predicted grades at application, and track attainment through to GCSE results. Further support is provided to students in year 11, centred on exam preparation and performance. Parents/carers were invited to attend on several occasions, and at the closing graduation ceremony 90 teachers and family members attended, including younger siblings.

4.1.4. Year 12 – Residential Summer Schools

In 2017 the range of Residential Summer Schools expanded again to include 23 subject strands. During five day programmes, students take part in lectures, seminars and theoretical and practical work. Students gain key subject specific knowledge prior to applying for HE courses in Year 13, and develop transferable skills in team work, communication, and research skills. In the months following the residentials, students were ementored by Student Ambassadors, receiving support for post-18 decision making. Of 334 students who attended the Residential Summer School in 2017, 36% (121 students) applied to Surrey for 2018/19 entry. Of these, 78% hold a conditional offer. There was a 20% increase in the number of students attending in 2017 compared to 2016, and 93% met one or more main WP criteria (see 2.3.2). 82% agreed that they felt confident to make the transition to university and 84% said that they were confident that their subject knowledge has increased.

[Kings College Guildford- Access Measures](#)

4.1.5. The Kings College Coordinator closely supports students from groups which are under-represented in HE, delivering 'Finding Our Futures', a sustained and progressive outreach plan, from Year 6 (pre-entry to the school) to Year 11. See 2.2.1 for context on the high proportions of WP students enrolled at Kings College.

In the pilot year of delivery (February – July 2017):

- 78% students engaged with at least one activity
- 53% students visited a university campus
- WP activities delivered with the school increased by 950% (compared to 2015-16)
- There was an 880% increase in student engagement with WP activities (compared to 2015-16)

During 2017-18 so far:

- Over 25% parents have attended a parents' evening appointment with the WP Coordinator
- 36% of students have taken part in 3 or more activities

- 91% of all students have engaged with at least one activity this year
- 4.1.6. 'Finding Our Futures' was developed within WP&O's overall evaluation framework, and is informed by findings from the pilot year. By matching closely to the needs of students, parents and teachers, we aim to support long-term improvements in the attainment outcomes, and raise aspirations via consistent and targeted WP support. 'Finding Our Futures' consists of differentiated strands for each year group (7-11). These include a reading programme, a careers and education pathways project, student life mentoring, an enterprise project for key employability skills, and finally a Y11 Next Steps and exam wellbeing programme.
- 4.1.7. Alongside core programmes, students access specific WP activities including our flagship sustained programmes and Cultural Experiences, such as visits to museums, festivals and plays. 1:1 tutoring also supports GCSE attainment. Students and parents learn together, trying opportunities as a family (e.g. a family cooking challenge in a professional kitchen). Parent sessions will expand to focus on parents' own aspirations, cover more year groups, and provide a more varied format.
- 4.1.8. PTY Intern
A placement student has been recruited for 2018-19 to work partially within WP&O, and also at Kings College, Guildford. The school were involved in the recruitment process, as the PTY student will support the WP Coordinator in project delivery and provide a 'real-life' student role model for pupils at Kings College, further embedding the concept of university and the realities of it within the school.
- 4.1.9. Wider Guildford Educational Partnership (GEP) Activity
Kings College, Guildford, is part of the GEP Academy Trust, comprising two other secondary schools and four primary schools. Primary and Secondary activities are planned for these wider schools, such as a 'Debate it!' project with the Student Union's Debating Society, and also GCSE and A-level Support Sessions (linking up academic departments at schools and universities).
- 4.1.10. Student Union Engagement
A close partnership with the Students' Union provides volunteering opportunities for University students at the school. These include the 'Mentor Me' programme for Year 9 students, using society and sport volunteers as mentors, and other volunteering support is subject-linked, supporting Science students and also a Homework Club.

[Evidencing Impact at Kings College](#)

- 4.1.11. To support a wider evaluation of the long-term impact of this partnership, we will conduct an annual survey with students, parents and teachers regarding their engagement with/ perception of the WP Coordinator role. As mentioned in Section 2, the Longitudinal Study will also launch at Kings College, providing an in-depth analysis of the potential impact of WP activity on pupil aspirations and attainment. In addition, in conjunction with Surrey's Psychology department, a PhD student is being recruited for a 3 year project, exploring the impact of WP interventions on aspirations and attainment of school students. Research will be conducted on the Kings College 'Finding Our Futures' programme.

[Post-16 activities - collaboration with Student Recruitment](#)

- 4.1.12. The University of Surrey's Student Recruitment team delivers c.450 events for students in Years 12-13 per year. Building on existing positive collaboration with WP&O, from 2017-18, several new collaborative programmes were launched. These included a pilot Travel Bursary for WP students to attend Applicant Days and Auditions at Surrey, and two new posts were created (Masterclasses & Enrichment Manager and Officer). These posts deliver new programmes to support post-16 students in accessing subject-specific teaching at H.E. level, and becoming 'university ready'.
- 4.1.13. Year 12 Taster Days & Residential Masterclasses
During 2017-18, 6-8 subject specific Taster Days will run and in collaboration with the WP&O department, WP target students are proactively recruited to attend them, with travel bursaries provided. During the pilot year, a range of Taster Days have been delivered, including Psychology and Law & Politics. Three short Residential Masterclasses will offer students subject-specific Masterclasses, and a 'complete university experience' over 3 days on campus. A faculty will host each event, with a variety of linked subject tasters offered to students, along with social activities. All programmes are supported by the WP Evaluation Officers, and evaluated within the overall WP evaluation framework. As these programmes are partially funded by Access & Participation countable-funding, WP students are given priority to attend.

In2Surrey

- 4.1.14. In2Surrey is a contextualised admissions (or 'compact') scheme targeted at state-funded schools and colleges which identifies and supports applicants from under-represented groups who have the potential to succeed at University. Whilst the scheme does not guarantee a place at the University, it gives consideration to eligible students who have potential to succeed, but whose circumstances may make it difficult for them to achieve the standard offer for the programme.
- 4.1.15. Targeting criteria for the In2Surrey programme are aligned with WP&O's overall targeting methodology for reaching groups under-represented in Higher Education. Applicants must meet multiple criteria to be eligible for the programme, and these include groups which are a priority for the University to support at the Access phase of the lifecycle, such as Mature Learners and Care Leavers. Full criteria are detailed online at <https://www.surrey.ac.uk/schools-colleges/in2surrey>
- 4.1.16. Students who successfully enrol onto the In2Surrey Scheme can benefit from:
- an alternative offer equivalent to one grade lower (dependent on qualification and subject)
 - access to an E-Mentor (a current undergraduate)
 - a one-off In2Surrey Scholarship
 - invitation to special events, and support for transition to university
- 4.1.17. 67% of students who applied to In2Surrey in 2016/17 enrolled in 2017/18, a 9% increase on enrolments from 2016/17. 32% of these students were from a BME group. The University also identified a progression gap between BME and White students, and set relevant 2018-19 Access Agreement targets. However, this gap has not historically been reflected amongst students who enrol via the In2Surrey scheme. Of the 83 students who enrolled in 2016, 88% successfully progressed to Year 2, which was above the institutional average of 86%. Of those who have successfully progressed, 41% are BME students, which indicates that 88% of BME students who enrolled through In2Surrey successfully progressed from year 1 to 2.

- 4.1.18. We track Success & Progression outcomes for In2Surrey students on completion of their programme of study and the degree class awarded. Of the 10 In2Surrey students who graduated in 2017, 5 achieved a 1st and 5 achieved 2:1s. Of the students who achieved a 1st, 3 out of the 5 were BME students. Of the 5 that achieved 2:1s, 2 were from a BME group. These initial findings suggest positive outcomes for all In2Surrey students, and particularly for BME students towards closing progression/attainment gaps across the student lifecycle.
- 4.1.19. In 2017-18, a total of 669 In2Surrey applications were received for 2018/19 entry (a 57% increase on the previous year). Mid-year numbers of students currently on the scheme are c400, meaning a large number are expected to enrol in September 2018. Although year on year, application numbers have risen due to improvements in communications and advertising, the scheme application rate, and eventual enrolment rate, is difficult to predict, due to its interaction with external factors (e.g. broader recruitment trends; declining 18 year old population).

Parents/Carers Outreach Activity

- 4.1.20. Parents/carers play an important role in students' lives when it comes to making decisions about their education. WP&O has a visible presence in schools at options events and parents' evenings, and talks are delivered for parents/carers about university life and university finance to enable them to support their children. Wherever possible, we build support for parents and carers into our events (e.g. multiple invitations to parents during the Year 10 sustained programme).
- 4.1.21. New parental engagement initiative - Learning Together
A new flagship parental engagement programme was launched in 2017-18, 'Learning Together'. An initial in-school talk was hosted at Surrey University Consortium schools, with Student Ambassadors giving general information about HE. Parents and their children (secondary school age) attended together, and were then invited onto campus for a later subject-specific lecture. These lectures offered a taster of new subject areas, and were delivered by high profile academics (including Professor Jim Al-Khalili). 275 people attended school sessions (151 parents/ carers), and 125 students and parents signed up for subsequent lectures. 100% of attendees at the lectures said that they have a better understanding of what it would be like to study the subject at university.

Professional Development events for teachers

- 4.1.22. A variety of events for teachers and advisers support the development of expertise in their subject areas, enhancing their professional development. The programme enables teachers and academics to discuss the curriculum and the transition from secondary to higher education, benefitting both the access and retention of WP students. For example, we recently delivered a CAS Coding Hub for teachers to assist teachers with the new requirement to teach coding at primary level.
- 4.1.23. WP&O supports the University's annual Teachers' Conference, at which Information Advice & Guidance is provided to school-based Advisors (many of which are drawn from WP's established School Consortium).

4.2. Access Activity for Students with Individual Circumstances

Looked after Children/ Care Leavers

4.2.1. Applicants to university who are care leavers often experience difficulties such as lacking information at the point of application, difficulty accessing financial support, and problems with accommodation. The University continues to demonstrate an institutional commitment to those who are in care or leaving care, including a named contact for care leavers, the option of all year round accommodation, and provision of pre-entry support and specific financial support. For 2018-19 activity, close collaboration between the WP&O team, delivering Access activities, and a shared post within Student Services (see 4.3.4) will further allow consistent guidance and messaging for care leavers through the later stages of the student lifecycle. During 2016-17, WP&O engaged with over 54 looked after children who gave consent for longitudinal tracking (activities with <5 care leaver attendees were not included in regular reporting for purposes of maintaining anonymity).

In addition, WP&O collaborates with:

- Surrey Virtual School; in March 2017 we delivered a HE Information CPD Event to update practitioners' understanding of HE, and increase their confidence in advising their young people. Thirteen delegates attended including Virtual School Assistant Head Teachers, Foster Carers, Personal Advisors, Social Workers and Residential Home Workers. 100% of attendees agreed or strongly agreed this event would help them to support students in their pathway to HE.
- South East Network for Education of Care Leavers; to support care leavers into university and to share best practice.

Young Carers

4.2.2. As referenced in Section 2 (under Collaboration), the University of Surrey has good working relationships with local charities working with young carers, such as Eikon and Surrey Young Carers. We work closely with these partners to offer targeted activities to support young carers in a range of age groups, the first of which was piloted in 2015/16 and aimed at Young Carers in Year 8 and 9. 100% of attendees felt that they had a better understanding of the routes into a variety of careers.

4.2.3. Young Carers Summer School

During summer 2018, WP&O will deliver a three day residential programme for Young Carers in Year 10 and 11. It adapts our existing successful residential programme content, and aims to more specifically provide students with a reprieve from their caring responsibilities through being given the opportunity to immerse themselves in university and campus life, meet other students with similar experiences to themselves, and learn about post-16 pathways. Young Adult Carers currently studying at the University will work at the event as role models for the attendees, and WP&O will seek to maintain supportive links with these university students after the event.

Refugees and Asylum Seekers Young Carers

4.2.4. "Your Futures" Programmes for Refugees and Asylum Seekers

Following a successful pilot in 2016/17, two sustained engagement programmes are being delivered in collaboration with Surrey County Council (the Race Equality and Minority Achievement team (REMA) and the Virtual School for Looked after Children, for students in primary and secondary education who are Refugees or Asylum Seekers. Programmes are age-specific and consist of a series of workshops for young people and their foster parents, in order to encourage a learning together mind-set. This is the first project that we have run entirely with a 'whole family' approach. By working collaboratively, we have gained enhanced understanding of best practice.

4.2.5. Collaboration and sharing good practice

In collaboration with the National Education Opportunities Network (NEON), we have established a WP practitioners working group on Refugee & Asylum Seekers, due to meet in spring 2018. In addition, a teacher and practitioner CPD conference is planned for summer 2018, again in collaboration with Surrey County Council and REMA.

Mature Learners

- 4.2.6. A Mature Learners' Pre-Entry Day is delivered annually and aims to provide mature students with support as they make the transition into HE. The event also provides an opportunity for students to meet and network with new and existing mature students. The day is supported by staff from the University's Student Personal Learning and Study Hub (SPLASH).
- 4.2.7. The University of Surrey ensures that it has a presence at Access to HE evenings in local colleges. These events are primarily aimed at students who are currently undertaking an Access Course at college and they provide an opportunity for students to find out key information about how to progress to university and the options available to them.
- 4.2.8. The number of Mature Learners engaged with by WP&O is monitored and reported against Target T16b_07, within table 8b of the Resource Plan. WP&O are on course to meet the 2017-18 Milestone of engaging with 300 Mature learners.
- 4.2.9. For 2018-19 activity, close collaboration between the WP&O team, delivering Access activities for Mature Learners, and a shared post within Student Services (see 4.3.4) will further allow consistent guidance and messaging as Mature learners move from the 'Access' to 'Success' phases of the student lifecycle. See also 4.3.3 'Foundation Year'.

Additional groups with Individual Circumstances

- 4.2.10. As noted in 2.3.3, WP&O's pupil targeting criteria are frequently reviewed and adapted. Measures to support students from groups with other individual circumstances (such as Estranged students, those from Military families, and Gypsy Roma Traveller backgrounds) will be considered in light of sector-wide developments, and as the University develops more detailed data on these cohorts.

4.3. Success & Progression Measures

- 4.3.1. Building on the data findings outlined in Sections 1.3 and 1.4 (Assessment of Performance- Access, Success & Progression), a range of initiatives are in place to support students in the key groups identified, and it is envisaged that these will also benefit the wider student population. Examples are listed below, and others are detailed separately in sections relating to individual departments.
- Exam preparation workshops focused on supporting students who hold BTEC qualifications have been piloted in the Faculty of Arts & Social Sciences.
 - Centralised maths and statistical support delivered within the Library, with a particular remit for engaging students without A Levels (including intersectional cohorts such as BME students without A levels), ensuring consistencies of provision and experience across the institution, and will particularly benefit students from under-represented groups. This will be piloted from 2018-19, and as the service develops it is envisaged that the service will also support outreach activity with students from years 12-13.
 - Further development of mentoring schemes with potential for strands for students from under-represented groups (this has been prioritised by the Student Progression & Learning Gain group).
 - Interventions to help students prepare for a Professional Training Year (Section 4.4 Employability).

4.3.2. The initial Differential Performance ('Success') research identified areas that could benefit from further research. As a result, the University has been/ is implementing further research and activity provision into the following;

- Qualitative research on groups that can be too small to draw conclusions from, e.g. care leavers. See Section 4.3.5 'Student Services'.
- Examination of multiple dimensions of disadvantage for students regarding access to Professional Training Years (considering the link this has in relation to graduate employability). This research was completed- see Section 1.3.10- 'Research findings – Progression; Graduate Employability research, and Section 4.4 'Careers and Employability'.
- Examine differences in outcomes for Student Service users versus non users, exploring whether certain groups of students are more or less likely to access different services and whether or not this may affect their progression and attainment. See 4.3.5 onwards- 'Student Services'.

Foundation Year

4.3.3. The University is currently developing a Foundation Year, with the aim of launching a pilot programme for 2018/19 entry. We believe this development could be of particular benefit to students who meet WP criteria and has the potential to particularly support Mature learners in accessing higher education. The pilot Foundation Year programme will involve two of the three faculties and will be small in scale. However, the University is ensuring that accessibility and support for under-represented groups is at the core of its development. For example, we are exploring the potential for additional financial support for students who meet WP criteria and the development of a curriculum in which inclusive strategies for effective learner development, including such as critical skills and research methods, are embedded.

Student Services

4.3.4. Student Services works strategically to support the Success and eventual Progression of students from underrepresented groups.

- A new Student Support Advisor (Widening Participation) role was created and appointed in 2017-18, with the purpose of examining how to improve services, retention and achievement for widening participation students, working across different support services and teams. A clear point of contact will ensure WP students have a dedicated advisor who can address individual challenges, and provide clear information for students who meet multiple Widening Participation criteria and may need to access varied support.
- The Advisor will develop project briefs specific to different WP groups. Briefs will use prior studies and current institutional data on differential achievement, progression and withdrawal, to further assess current performance, and inform future support provision for each group, addressing wider structural barriers.
- Research and briefs will be developed for the following WP groups in the first instance:
 - Care Leavers
 - BME students
 - Mature students
 - Disabled students
 - Young/ Adult Carers

Further research is required for further groups- as additional data becomes available and sector expertise develops, project briefs and pilots for the following WP groups can be developed where appropriate:

- Students from lower socioeconomic backgrounds (NSECC 4-8)
 - Students who have Refugee status
 - Estranged students
- The Advisor will consider how WP cohorts engage (or do not engage) with universal services, informing service improvements, potentially including bespoke services and/or communication to key groups.
 - Initial focus groups and ongoing input from students taking part in interventions will be essential to ensure the success of targeted/ bespoke initiatives for the above WP cohorts. Collaboration with the Students Union to facilitate focus groups will support our engagement with students from a range of under-represented backgrounds. In particular, the University's Differential Performance/ Success research (see 2.1.10 Further strategic approaches to Success & Progression) highlighted that specific focus groups for smaller demographic cohorts (e.g. Care Leaver; Mature students) are required to inform the development of supportive measures.
 - A new Student Experience Strategy is under development to consider key elements of the Surrey student journey, with potential experience stands to cover academic, residential & campus, service & support and social & community. One of the University's Education Strategy working groups, the Digital Enablement group, is supporting the development of a new Student Engagement Platform (SEP) for 2018/19, to provide tailored content and communications to students based on their record system identity.
 - Initial analysis of 16/17 UG attrition indicates that of those withdrawing from the University, 71% were for non-academic reasons and 29% for academic reasons, with variation by department and by WP categories. A sequencing of withdrawal rates over the academic cycle has been completed to inform the timing of support activity. In addition, the Employability & Careers department are directed students who have withdrawn from the University towards our career development tool, the Pathfinder platform, in order to support their next steps.
 - As the Student Support Advisor's research base develops, existing University activity will be reshaped/ developed within existing budgets and through new bids via the A&P Advisory Group.
- 4.3.5. Student Services provide targeted information, advice and guidance (IAG) for students, and have a number of dedicated support initiatives/events for specific groups including:
- An overview of University support for different groups is provided via the 'Support for Groups' panel on the webpage at: <https://www.surrey.ac.uk/ask/>. Identified groups include mature students, students with children, carers, care leavers, refugees, under 18's, estranged students, LGBT+. A dedicated online knowledge bank of frequently asked questions, can be filtered by searching for different terms.
 - Student Peer Mentors (60+) visit students in campus accommodation to support arrival, transition in and on-going support whilst at University, students can self-identify pre-entry that they would like an early visit or to discuss matters with a mentor.
 - Mature Student Café event on arrival; to facilitate networking with other mature students.
 - Mature students and Carers - off campus mentoring is often particularly relevant to mature students and carers, and is now available to those who rent privately or own their own home. This was introduced on an opt in basis for students living off campus in 2017.
 - Care Leavers - Student Services contact students who have declared 'Care Leaver' as their status, send an e-mail questionnaire and upon request provide a 1-1 appointment with the Head of Student Support Services. If Care Leavers meet the criteria they are given a Care Leaver Bursary (£1000 per year of study), and can be eligible for an offer of guaranteed accommodation for each year of study.

Library and Learning Support

Supporting Students with Disabilities

- 4.3.6. The University's disability service, Additional Learning Support (ALS), is co-located alongside SPLASH (Student Personal Learning and Study Hub) within the Learning Development Area of Library & Learning Support Services. The Learning Development Area promotes inclusive, innovative and pedagogically-informed learning and teaching practices across the institution. Through advisory work with faculties and relevant central services, we encourage student-centred learning and teaching practices that embrace disabled students' learning diversities as far as possible within the formal curriculum setting. This approach ensures that the needs of our disabled students are appropriately supported and, to a degree, reduces requirements for 'add-on' support except where necessary. ALS monitors the numbers of students declaring a disability across the defined HESA categories each year; Aspergers / other Autistic Spectrum Disorder; Blind/Partially Sighted; Deaf/Hearing Impairment; Long Standing Illness; Mental Health Condition; Multiple Disabilities Aspergers / other Autistic Spectrum Disorder; Blind/Partially Sighted; Deaf/Hearing Impairment; Physical Impairment/Mobility Issues; Specific Learning Difficulty e.g. Dyslexia; and other disabilities not listed.
- 4.3.7. With an increasing number of students presenting with mental health issues and autistic spectrum disorders, irrespective of whether supported through the Disabled Student Allowance (DSA), ALS will continue to develop in-reach activities, building on innovative and successful induction initiatives. Examples of recently enhanced support structures for students from these groups include:
- Early Induction Programme - 18 students on the autism spectrum attended the Early Induction Programme (September 2017). As part of the 3-day orientation, students met an academic within their faculty, acclimatised themselves with campus and the town centre. Attendees subsequently demonstrated high levels of constructive engagement with the ALS service and formed supportive friendship groups. 93% of participants stated a greater sense of belonging to the University, and stated: 'I feel confident about the next few months and like I can now easily reach out for help when I need it'. Three students who attended this programme for 2016-17 entry returned to work as 'Buddies' for participants of the 17/18 induction.
 - Autism workshops – in response to increasing numbers of students disclosing an Autism Spectrum condition, ALS has piloted a series of workshops tailored to these groups, many of whom report experiencing isolation on campus and have requested these workshops as a means to developing social skills and better access to support networks.
 - Mental Health workshops - in response to the increasing number of students disclosing a mental health condition or highlighting stress and anxiety (impacting upon their engagement with learning), ALS developed a series of workshops which will cover anxiety management, mindfulness techniques and adaptive capacity techniques. Activities include craft and mindfulness, and student feedback indicates that sharing experiences and discussing positive solutions to issues is valuable for them.
- 4.3.8. The University remains committed to the continuation and enhancement of in-house one-to-one study skills, advisory and mentoring support for students. We continue to review our DSA rates for such support to ensure we remain below the market average, allowing us to offer our students a holistic, embedded University experience. Maintaining this provision allows us to offer consistency and ensure good quality, integrated support structures for our current students.

- 4.3.9. ALS has reviewed the mechanisms for informing staff about adjustments to ensure student requirements are met. The University invested in Accessibility Management (AAM), a SITS add-on facility which allows ALS to update adjustment recommendations more speedily and accurately, disseminating information on a need-to-know basis and adhering to good data protection practices. Additionally, it improves student access to personal adjustment information.
- 4.3.10. Working closely with colleagues in SPLASH, ALS actively inputs into the development of high quality student study and advisory resources, which will embrace diverse learning styles with strong visual, interactive and 'learning-from-doing' elements and will engage with other under-represented groups through exploring issues of transition, identity and belonging in HE contexts.

Supporting FHEQ Level 4 Undergraduate Transition: First Year Success

- 4.3.11. The University is trialling a tailored programme of support called 'First Year Success', a series of workshops, aimed at FHEQ level 4 undergraduate students which, although open to all students, sensitively targets students from under-represented groups in order to explore important transitional issues such as their new student identity, self-efficacy and resilience, and how to access networks and support. It is anticipated that themes within "First Year Success" will be expanded through collaborations across departments during upcoming academic years.

Sprint

- 4.3.12. Sprint is a development programme for female undergraduates, designed to help address gender inequality, and support women with their academic and personal development. The programme, developed in conjunction with Springboard, was introduced to the University in 2015/16. A gender pay gap was highlighted by our Graduate Employability research (see 1.3.11), and Sprint aims to specifically support female students from under-represented groups. Topics include using assertiveness positively, assessing personal potential and building personal power and influence. The workshops are led by skilled facilitators and activities include sessions by graduate women sharing their experiences of their career journeys. 81% said they feel confident to achieve a good degree, and 95% said they understand the benefits of networking, following the programme.

Support for Under-Represented Groups

- 4.3.13. In line with the University's commitment to ensuring the progression and attainment of under-represented groups, the team includes two full time Student Learning Advisers (SLA's) dedicated to supporting students pre-enrolment (SLA Outreach) and to support their progression and success at Surrey (SLA: WP & Progression). These SLA roles develop programmes of academic skills events, in collaboration with WP&O, including internal and external staff training, and a number of collaborative projects and interventions. These consist of mentoring schemes, and ongoing academic, personal and professional support for specific groups such as mature learners and care leavers. SPLASH will provide access for students with general learning difficulties to a programme of workshops, events and targeted resources to develop appropriate skill sets.
- 4.3.14. Building on the recommendations of existing Success & Progression research (1.3.8; 1.3.10) and further qualitative feedback gathered in collaboration with Student Services (4.3.4), the Student Learning Advisers will shape, support and lead initiatives in aid of wider Success and Progression gaps. E.g. collaboration with Student Services to connect students from key demographic groups (Mature Students; Care Leavers) with existing and additional study support provision.

4.4. Careers and Employability

Professional Training Year

- 4.4.1. Around 1,150 undergraduate students take up a Professional Training Year each year, enabling them to gain extensive work experience in industry for a year as part of their degree. Through strong links with c.2, 000 placement partners these high-quality work placements allow students to demonstrate their talents to employers, and discover what they enjoy. We provide extensive pre-placement support to ensure students can access the best placement opportunities in the UK, Europe and internationally.
- 4.4.2. In 2017 we commissioned an internal PTY Survey into levels of participation and non-participation in the placement programme. This showed that financial cost is a significant barrier preventing students from a WP background taking a Professional Training placement, especially abroad. Significant upfront costs (travel, visas, accommodation) are key barriers. The survey indicated lower levels of PTY participation among non-white students, disabled students, mature students and young carers, and a slight relationship between free school meals status and lower PTY participation.

These PTY Survey findings aligned with the University's Social Impact and Mobility Project (SIMP) which is further detailed in 1.3.14.

Professional Training Year Bursary Fund

- 4.4.3. In response to these findings, the University has dedicated £48,000 from the Chancellor's 50th Anniversary fund to PTY Bursaries (alumni donations). This was matched by the University's OFFA/OFS countable fund, and the total funds available are £100,000 in 2017-18. Bursaries will support WP students who would otherwise be less likely to go on a PTY year in 2018 for financial reasons. In its pilot year, bursaries are awarded using a points-based system, and eligibility criteria set in line with our Access Plan Targets for Progression (living in an LPN, BME groups or those with a disability). This particularly supports the employment outcomes of these students as about 40% of placement students return to their final year of study with a job offer from their placement provider. The SIMP research reported that for the sub-cohort of students who met at least one WP criteria (see 1.3.14 for summary of criteria), the proportion of students returning with a job offer remained 40%. Given the value of a PTY for WP students, and the lower levels of PTY engagement amongst non-white students and disabled students particularly, we seek to particularly use evaluation of the PTY bursary to understand its impact on students from these backgrounds.

Pre-Placement Support for Students

- 4.4.4. Although a generic service to all students, the University's Senior Professional Training Tutors work closely with students to help them secure placements. They are excellent at understanding the needs of WP students, use industry links to nurture the relevant commercial and social contacts to help these students gain access to placement opportunities. Based on the SIMP research, (which highlighted some shared pre-placement issues amongst students who met WP criteria), further promotion of this support to WP students will be explored.
- 4.4.5. The Employability and Careers Centre is exploring the establishment of a mentoring and coaching scheme to provide additional pre-placement support to address the resilience and confidence issues that many of our students experience. Increasingly, the lack of these qualities can act as a barrier for students within this competitive process.
- 4.4.6. Several pilot initiatives are being modelled for launch in 2018-19. online mentoring scheme for all underrepresented groups and a face-to-face scheme specifically for undergraduate BME students.

- Online mentoring for underrepresented groups.
We would partner with the Brightside Trust, building on an existing relationship with the WP&O department. This new pilot would provide structured, goal-driven mentoring to our students by engaging our Alumni and the local business community as Mentors. Tapping into this wealth of experience and knowledge will support underrepresented groups of students to succeed, both in their studies and in the graduate labour market.
- Face to Face mentoring for undergraduate BME students.
This pilot would be delivered as a partnership with the National Mentoring Consortium (NMC). The NMC aims to promote equality and diversity in graduate recruitment, and to enhance the employability of Black, Asian and Minority Ethnic students.

In collaboration with WP&O, the Employability and Careers Centre will seek to target these programmes at students from under-represented groups (including previously detailed prioritised groups such as BME students, Care Leavers, and Mature students), and to evaluate the suitability of these schemes for these cohorts.

Outward Social Mobility

- 4.4.7. Following UUK International's research on the Outward Student Mobility of WP students, WP&O collaborated with the Global Engagement office to establish a bursary to support Surrey's WP students to access placements abroad. During a pilot in 2017-18, 13 students are intending to take up their placements abroad/ travel grant, during 2018-19.

Careers Adviser Support

- 4.4.8. Careers Advisers provide training to all academic personal tutors in particular regarding the importance of career development support in helping students from under-represented groups make informed choices about their future career options, including PGT, and not just immediate employment outcomes. The Careers Adviser (Diversity) offers specialist support to students from underrepresented backgrounds, and additional guidance and coaching support to aid their career decision-making and access to graduate employment.
- 4.4.9. The University is partnering with Rare Recruitment, a specialist recruitment consultancy for to BME students and graduates, which secures graduate-level jobs with leading blue chip companies and in the public sector (e.g. the Civil Service Fast stream). Rare have provided tailored employability workshops for our BME students to accelerate their preparation for placements and/or graduate jobs. BME students at Surrey also have access to Rare Recruitment's early career mentoring programme to ensure their success in securing a graduate job and success in the early stages of their career.

Business Challenge Laboratory

- 4.4.10. The Employability and Careers Centre will work with the academic community and employers to develop a Business Challenge Laboratory, in which employers can provide live business challenges to help academics, bringing the curriculum to life for students. Businesses would post live tasks for students to address, providing more exposure for students from under-represented groups to the world of work, and removing barriers that may make businesses inaccessible to these students.

Transition to Employment

4.4.11. Various bespoke initiatives are developed to support under-represented students transitioning to further study or employment. A new Alumni mentoring programme will be developed as a partnership between the University's Alumni Office, WP&O and the ECC to offer support for WP students making the transition from study into the world of work. Using a matching service provided by the Brightside Trust and the NMC (see 4.4.6 above) we will engage our alumni to provide tailored mentoring support to our students.

4.5. Students with Mental Health Problems

The Centre for Wellbeing

- 4.5.1. The physical and psychological well-being of our students strongly influences their ability to engage effectively with University life. The Centre for Wellbeing's increased team of 9.6 professional counsellors and nurse advisors offer 1:1 counselling, advice and group workshops. Reflecting national trends, counselling referrals have continued to grow, reaching record levels in the first term of 2016/17. Over the year a total of 1472 face to face counselling appointments, and 1249 face-to-face wellbeing adviser appointments were provided.
- 4.5.2. An increased number of professional and administrative staff allowed for better handling of student-related queries to front of house services (of which there were over 10,000). There were 594 'Nurse on duty' (crisis support) contacts.
- 4.5.3. The nursing and counselling team continue to run mental health and wellbeing workshops for staff and students, and in 2016-17 there were approximately 700 attendances at group sessions. These were variously aimed at improving wellbeing by tackling sleep, anxiety and stress, healthy eating, perfectionism and eating disorders. In addition, sessions on aspects of wellbeing such as Mindfulness, Emotional Resilience, and Psychoeducational Workshops have been delivered.
- 4.5.4. The Centre for Wellbeing has introduced new initiatives to further promote positive wellbeing and mental health, including improving links with local Improving Access to Psychological Therapy (IAPT) services, and the launch of the Surrey Moves app encourage individuals to be more active and improve their wellbeing. The new 'Big White Wall' online mental health and wellbeing self-help service is available 24 hours a day. The Surrey Nightline (a collaboration between the Students' Union and the Centre for Wellbeing) provides a personal and non-judgemental listening service, 7pm-7am over 4 nights a week, during a pilot phase.

The Centre for Wellbeing and Surrey Sports Park Exercise Referral Scheme

- 4.5.5. The Centre for Wellbeing and Surrey Sports Park have further extended the Exercise Referral Scheme. For those with mild depression, exercise has been identified as being as effective as anti-depressants or psychological treatments. Staff and students identified as suffering from low mood and/or depression take part in a structured 12-week programme of physical activity with the aim of improving mental wellbeing. The scheme meets recommended NICE (2009) guidelines, and promotes physical activity as a tool to manage stress, anxiety and depression. A qualified exercise referral specialist meets participants individually to develop a tailored exercise programme, based on their exercise history and medical status. Participants are provided with access to Surrey Sports Park facilities and progress is monitored through 6-week and 12-week reviews with their referral specialist.

School of Veterinary Medicine Peer Support Scheme

- 4.5.6. In October 2016 the Centre for Wellbeing launched a Peer Support Scheme (PSS) specifically for Veterinary students, in response to evidence that veterinary professionals are at elevated risk of psychiatric morbidity and suicide but tend not to actively seek support through normal university support services due to a fear of disclosure and the perception that this could lead to a fitness to practise concern. Medical and veterinary students are more likely to seek help through a friend or classmate, giving a strong argument for providing students with appropriate training and tailored support through a well-run peer support scheme.
- 4.5.7. Aims of the PSS are to improve student wellbeing, improve student progression and retention and help participating students to become more resilient, resourceful and self-determined. Seven 2nd and 3rd year students have been trained as Peer Supporters each year, Peer Supporters are 'on call' on rotation and students needing support can contact them online or face to face. Peer Supporters were provided with regular Reflective Practice sessions run by the Director of Wellbeing. Following a positive mid-year evaluation of the PSS in February 2017, further evaluation is underway in 2018, with input from a PhD student. Evaluation of this pilot will also assist the development of peer support schemes across other University departments.

['Developing Mindfulness Online' project - Mindfulness App](#)

- 4.5.8. In 2019, the University plans to launch a collaborative project between Psychology, Technology Enhanced Learning, the Centre for Wellbeing, and the Student Union, which will support our students in accessing Mindfulness techniques. This will be developed in-house, and in complement to the planned Student Engagement Platform. A pilot is will be trialled and evaluated during 2019.

4.6. Fee Limits and Fee Income above £6,165

- 4.6.1. The University currently intends to charge tuition fees of £9,250 in 2019-20 for all new entrants.
- 4.6.2. The University intends to charge £1,850 for students on the Professional Training year in 2019-20 and £1,385 for students undertaking a full year Erasmus exchange in 2019-20.
- 4.6.3. Although the University does not run part-time undergraduate programmes, based on the £9,250 fee, we charge £1,155 per 15 credits for students repeating on a part time basis.
- 4.6.4. Please refer to the attached Access & Participation Plan 2019-20 Resource Plan for further information on fees, student numbers and fee income.

4.7. Financial Support for Students

[Surrey Bursary Scheme](#)

- 4.7.1. Following the introduction of POLAR 4 data, the Full Surrey Bursary Scheme has been updated for 2019-20 entrants. All new entrants (year 1 or foundation) to all full-time undergraduate programmes in 2019-20 who have a household income of £25,000 or less and who are in POLAR quintiles 1 and 2, will receive an award to the value of £3,000, available in all years of study (excluding Professional Training Year and re-sit years). Students living in University accommodation will receive the award as a discount on the cost of accommodation in their first year of study. Students living at home or in rented accommodation will receive a cash bursary.

- 4.7.2. The University has a strong record in providing targeted bursaries. The cost of University should not be a disincentive for talented young people who are considering applying to university, and our package of financial support measures will ensure that talent and potential are the only factors that dictate attendance at the University and that those students are not disadvantaged by personal financial circumstances.
- 4.7.3. The University introduced Asylum Seeker Bursaries for 2017/18 entry for students who are asylum seekers or who hold Discretionary Leave to Remain, in order to help support these students with greater access routes into the University. Successful applicants will be awarded a partial tuition fee waiver that will cover the difference between the UK/EU tuition fee and the Overseas fee charged and a maintenance bursary of up to £1,500 to help towards set up costs, books, and travel.

Evaluating the Impact of Financial Support

- 4.7.4. Research with our applicants has consistently shown financial support to rank relatively low in their decision making, particularly when choosing between institutions, however for a small proportion of applicants it is a major factor. On this basis we seek to set conditions and awards that are meaningful and targeted. Demographic analysis informed us that household income alone was not a reliable measure to identify students from households with a low propensity to attend HE, so POLAR 4 will be used as a criteria (in place of POLAR 3, used previously).
- 4.7.5. Several surveys have been disseminated to recipients of the Surrey Bursary Scheme. In March 2016, a short survey was issued to second year undergraduates in receipt of the Surrey Bursary Scheme in 2014/15. The survey was repeated in December 2016 and targeted towards second year undergraduates in receipt of the Surrey Bursary Scheme in 2015/16. In March 2016, 24% of the 640 eligible students completed the survey and in December 2016, 48% of the 252 eligible students completed the survey. A number of findings came out of the surveys:
- Receiving financial support disproportionately affects students from low participation neighbourhoods. Across both surveys 14% of students “would have attended another university” if no financial support was available. However, this figure rose to 64% for students from POLAR quintiles 1 and 2 (using POLAR 3 classification at that time).
 - 67% of students stated that receiving a bursary meant decreased their worry about debt.
 - Bursaries became more targeted in 2015/16, and at that time, surveys indicated that an individual’s sense of belonging increased to 64% from 48%.
 - 68% of respondents also said that they were able to dedicate more time to their studies and the number of students in receipt of a bursary who have successfully completed FHEQ level 4 is the same as the institutional average for 2015/16
- 4.7.6. In early 2017, a Bursary Survey was sent to students in years 2, 3 and 4 of their degree, who had been in receipt of the Full Surrey Bursary during 2016/17. Data collection was based on recommendations from the ‘Closing the Gap: understanding the impact of institutional financial support on student success’ project (OFFA, 2016) and included additional questions and demographic data queries. 11% (169 students) responded. Data was analysed by a Low Participation Neighbourhood (LPN) Quintiles 1 and 2, and also by eligibility for Free School Meals (FSM) in the past six years. In a number of responses we found that the bursary had a bigger impact for those that were eligible for Free School Meals, and other challenges faced by this cohort were highlighted.
- 96% of students eligible for FSM said the Bursary was very important or important for their ability to financially continue with their studies.

- Additionally, 91% of students from LPN (Q1&2) said that the Bursary was very important or important for their ability to financially continue with their studies.
- Overall, 55% of bursary recipients had undertaken paid work during 2016/17, rising to 67% for students eligible for FSM. Although overall, 49% of students stated that they spent more than 8 hours a week doing paid work, for FSM recipients, this almost doubled to 88%.

These findings indicate an ongoing need for our bursary criteria to capture students from the lower income brackets, and LPNs.

4.7.7. We are keen to gain further insight into the impact of our financial support, particularly on attainment, retention, and success. Using the tool developed by OFFA and Sheffield Hallam, we piloted a provisional statistical study to understand the impact of financial support on student success. This work concluded that bursaries may have helped level the playing field as there were no statistical differences between outcomes. We intend to expand on this study and apply other robust evaluation to fully understand the impact of financial support on our student body. This research will ensure that bursaries are correctly targeted and allocated and to provide us with data to refine and/or develop our bursary offer for future years.

5. Investment

5.1.1. The University intends to spend 25% of the fee above £6,165, on Access, Progression, Success, bursaries and scholarships in 2019/20.

5.1.2. The University is committed to extending its outreach and retention activities and intends to continue to significantly increase its expenditure on Access, Student Success and Progression. The University is increasing its overall expenditure to £7.9m in 2019/20. The University will also develop more targeted support to WP students to improve Student Success and Progression through increasing investment to £2.1m in Student Success and to £859k in Progression in 2019/20. Expenditure on Access activities will increase to £2.4m in 2019/20,

5.1.3. The University will commit £2.4m towards Financial Support in 2019/20.

6. Provision of information to students

6.1.1. IAG is central to, and will remain a part of, the University's provision for prospective students, with a dedicated team travelling to schools and colleges providing workshops on a range of topics including applying to university, choosing a course and institution, personal statements, student life and student finance. Typically, around 450 such offsite events are held every year in addition to the support provided for on-campus WP target school visits.

6.1.2. The University will continue to provide accurate, timely, and easily accessible information to current and prospective students on fees and financial support via various channels, including the University website and prospectus. Within the University's Governance webpages, there is a clearly labelled section/ tab for 'Access Agreements', and the direct link to this the Access Agreements section is as follows: <https://www.surrey.ac.uk/about/governance/access-agreements>

This webpage is quickly found via an online search (google.co.uk) for 'university of surrey access agreement' or 'university of surrey access and participation plan'. In both searches the webpage ranks highly on the first page of results. During the course of wider website updates, the language on this webpage will be updated to reflect the new branding of 'access and participation plan'.

- 6.1.3. The University will ensure that the appropriate information is provided to UCAS, as part of the HEFCE Key Information for Students initiative, and to the Student Loans Company.
- 6.1.4. The University is exploring methods of providing even clearer information about the various sources of financial support available to students, in a format that is as easy to use as possible. An online Surrey Finance Calculator tool has been proposed via the Access & Participation Advisory Group, following findings from the 2016/17 Bursary Survey. 38% of recipients stated that they did not know about the bursary prior to coming to Surrey. 27% said that they were aware that they were eligible for the Bursary and this contributed to their decision to come to Surrey. Given the complexity of fees and various financial support available to students depending on their circumstances, it is vital that we communicate this clearly and accurately through a dynamic tool.

* 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.

The fee rates charged to 2019-20 entrants in subsequent years may rise in line with increases in the maximum fee cap that applies.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree	Master of Chemistry (MChem) students in year 3 and Master of Physics (MPhys) students in year 4	£1,850
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		£9,250
Postgraduate ITT		*
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
First degree	- Master of Chemistry (MChem) students in year 3 and Master of Physics (MPhys) students in year 4	£1,850
Foundation degree		*
Foundation year / Year 0		£6,935
HNC / HND		*
CertHE / DipHE		£6,935
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	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	LPN	No	2011-12	7.1	7.6	7.6	7.6	7.6	7.6	Achieved 7.3 in 2014/15, which met the location benchmark, and 8 in 2015/16 which exceeded the location benchmark by 0.5. Achieved 8 in 2016/17 which exceeded location benchmark of 7.3 by 0.7.
T16a_02	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	State School	No	2011-12	92.6	92.7	92.7	92.7	92.7	92.7	Achieved 92.1% in 2015/16 which was 5.7% above the location benchmark. Achieved 91.4% in 2016/17 which is 5.9% above the location benchmark of 85.5%.
T16a_03	Student success	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	Progression from year 1 to 2	No	2011-12	86	87	87	87	87	87	Achieved 87 in 2015/16
T16a_04	Access	Multiple	Other statistic - Other (please give details in the next column)	Enrolments through the In2Surrey Compact Scheme	No	2012-13	5	75	80	85	90	95	Exceeded target in 2016/17 with 82 enrolments through the In2Surrey Scheme; exceeded target in 2017-18 with 107 enrolments.
T16a_05	Student success	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Retention	No	2011-12	6	5	5	5	4.5	4.5	Achieved 4.5% in 2015/16, which is significantly better than 5.8% benchmark
T16a_06	Progression	Multiple	Other statistic - Other (please give details in the next column)	Increase the graduate employability rate of WP students compared to the University average	No	2014-15	76	78	78	78	78	78	Close graduate employability gap between WP students and overall student population (based on current NS-SEC data). This was a new target for 2017/18
T16a_07	Access	Attainment raising	Other statistic - State School (please give details in the next column)	KS4 attainment target for Kings College, Guildford	Yes	2016-17	11.5	11.5	10.8	10.1	9.4	8.7	Close the gap between the Attainment 8 Score of Kings College, Guildford compared to the Average for England Attainment 8 Score- see commentary
T16a_08	Student success	Ethnicity	Other statistic - Completion/Non continuation (please give details in the next column)	Close the progression gap for BME students from Year 1 to 2, compared to the University average	No	2015-16	9	8	7	6	5	4	Percentage gap based on internal KPI measurement of progression
T16a_09	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Close the retention gap for LPN students compared to the University average	No	2015-16	5.1	4	3	2	1	1	In 2015/16, 9.3% young, full time students from LPNs were no longer in HE compared to institutional average of 4.2%

T16a_10	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Close the graduate employment gap of BME Males compared to the University average	No	2014-15	4.8	4	3	2	1	1	Based on DHLE data
T16a_11	Progression	Disabled	Other statistic - Disabled (please give details in the next column)	Close the graduate employment gap of Disabled Students compared to the University average	No	2014-15	12.4	11.5	10.5	10	9	8	Based on DHLE data
T16a_12	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Close the gap between good degree rates of BME and White students	No	2015-16	12	10	8	6	4	4	Percentage gap based on internal KPI measurement of students who sat within the same academic year

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Primary school programme focusing on providing an introduction to university and developing skills in transition, literacy, numeracy and science	No	2010/11	0 (refocused programme)	2100	2200	2300	2400	2500	Number of students on the programme.
T16b_02	Access	Multiple	Outreach / WP activity (summer schools)	Residential Summer School	No	2009/10	75	260	260	270	270	275	Residential Summer Schools delivered in a variety of subjects. This target relates to the number of beneficiaries on the summer school from WP backgrounds.
T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Delivery of a sustained intervention programme for WP cohorts within the established Consortium (Surrey Schools)	No	2010/11	0 (refocused programme)	5800	6500	6500	6800	6900	Number of students on the programme who will receive at least 3 interventions (aspiration and attainment raising).
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Delivery of a sustained intervention programme to students in identified LPNs within LEA's outside of Surrey	No	2010/11	0	25	25	25	30	30	Number of defined LPNs outside of Surrey that students who we work with reside in.
T16b_05	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Delivery of a general WP and outreach programme including skills development, transition, subject support, revision conferences and IAG	No	2010/11	0 (refocused programme)	4500	5000	5000	5500	5500	Number of students on the programme from schools/colleges outside of the established Consortium (schools outside of Surrey)
T16b_06	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Delivery of a programme of aspiration and attainment raising events through collaborative partnership	Yes	2010/11	0	600	700	700	800	850	Number of students engaged with through collaborative activities.
T16b_07	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Delivery of programme of HE related IAG for mature learners in collaboration with FEC's; employers and employer groups; voluntary sector organisations.	Yes	2013/14	0 (refocused programme)	350	400	400	450	450	Number of students engaged with through collaborative activities.

T16b_08	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Professional Development events for Teachers within Consortium Schools (TPD events)	No	2015-16	4	50	70	90	110	120	Number of Teachers engaged with through TPD programmes (Note, in previous years this target was in reference to the number of events delivered but, after consultation with OFFA, this has been changed to the number of participants involved as this is a more meaningful number in evaluating impact)
T16b_09	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Sustained Engagement Programme for year 10 students from consortium schools, with a focus on raising attainment	No	2015-16	0 (new programme)	80	90	100	100	100	Numbers of students on programme
T16b_10	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	E-mentoring programme for attendees on residential summer school	No	2015-16	130	155	155	160	160	165	Numbers of students on programme
T16b_11	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Delivery of Parent/Carer activities for Parents/Carers and Families of students within Consortium Schools as part of the Surrey Schools Consortium Outreach Programme.	No	2015-16	581	650	700	750	800	850	Number of Parents/Carers engaged with through the WP and Outreach Surrey Schools Consortium
T16b_12	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Deliver of a sustained intervention programme for WP cohorts within Kings College, Guildford.	Yes	2016-17	0 (new programme)	130	160	180	200	210	Number of students on the programme who will receive at least 3 interventions (aspiration and attainment raising).

Optional commentary on milestones.

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

T16a_07: When initially setting Attainment-raising targets in 2018-19's Access Agreement, there was national concern about the 2017 GCSE results, as many moved to the new grading system. Attainment in some mock exams was significantly lower than expected, and it was also the first time that we had set an outcomes focused target directly related to a school's attainment. OFFA agreed that these Milestones could be reassessed within the 2019-20 A&P Plan. We have adjusted this baseline, and annual targets, and would seek to reassess these targets in the 2020-21 A&P Plan, given the many variables surrounding Attainment 8 (including alignment with KS2 data; continued impact of GCSE reforms).