

The University of Surrey

Access and Participation Plan

2020-21 to 2024-25

The University of Surrey is a research-intensive University which is committed to offering education of the highest quality. Rated Gold in the 2017 TEF, we have invested significantly in providing an inclusive education to students from diverse backgrounds, recognising both that this enriches our academic community and our educational provision and that universities have a responsibility to support social mobility through widening participation. We have one of the highest student employability records in the sector, with 93% of our students in employment after six months of graduation (HESA 2016). We take a whole institution approach to widening participation, supporting students from under-represented groups in their access to, success within, and progression from the University. The present plan outlines our strategic commitment to widening participation and the measures that we will take to achieve our targets.

1 Assessment of performance

We have undertaken a rigorous assessment of our performance across the student life cycle, using a range of datasets including: the Office for Students (OfS) performance dashboard; the Higher Education Statistics Agency (HESA) Key Performance Indicators; institutional data; and data related to the local context. This has enabled us to identify and understand differences in access, non-continuation, success and progression between groups of students defined by individual demographic criteria or intersections of criteria.

Unless otherwise stated, the figures below reference the publicly available OfS dataset and analyses have focused on full-time UK-domiciled undergraduate students. An internal audit has been completed.

1.1 Higher education participation, household income, or socio-economic status

Access

- 1.1.1 As a high tariff institution, we fully endorse the OfS's goal to eliminate the sector-wide gap between the most and least represented groups. Using the OfS definition of POLAR4 Lower Participation Neighbourhoods (LPNs), we have assessed our performance by comparing the most-represented and least-represented groups (Quintiles 5 and 1 respectively) in terms of their access to the University.
- 1.1.2 The proportion of students entering the University of Surrey from the least represented groups was 7.4% in 2017/18; this rate has remained broadly flat over the last 5 years. This is below the average for the sector, where 12% of the least-represented groups entered Higher Education in 2017/18; this was a small increase of 1 percentage point (pp) over the previous preceding five years. Although Surrey's rate is below the sector average, this LPN HESA KPI is broadly in line with our benchmark (i.e. the rate for institutions similar to us). In terms of the ratio of most to least represented students, this has increased slightly from 4.4:1 in 2013/14 to 5:1 in 2017/18, whilst the sector has seen a slight decline from 2.8 to 2.5 over the same time period. Despite being in line with our bench mark, there is clearly scope for us to contribute to further narrowing the gap in access for these students, and we set out our objectives for this in the targets section.
- 1.1.3 Overall the proportion of students from IMD Quintile 1 has remained broadly flat and consistently below the sector. In 2013-14 the proportion of students entering Surrey from this group was 7.5pp, which has risen slightly to 8.8pp in 2017-18. Meanwhile the sector performance has also seen a slight increase, but from a higher starting point of 19pp in 2013-14 to 21pp in 2017-18. As our gap is higher than the sector gap, we have added IMD quintile 1 to our targeting criteria for our Access work
- 1.1.4 We do not have institutional data on entry rates for students on Free School Meals (FSM). However, in the county of Surrey there is a 32.4pp gap in the rates at which FSM students and non-FSM students achieve 9-5 in English and Maths GCSEs. This is one of the highest gaps in the UK.¹ We will therefore provide particular support to FSM students through our pre-16 work.

Success: Non-Continuation & attainment

- 1.1.5 In addition to supporting the OfS's aim of eliminating the gap in access between these groups, the University of Surrey is committed to reducing, and eventually eliminating, the gap in their continuation. The gap between

¹ <https://www.suttontrust.com/research-paper/appg-social-mobility-closing-the-regional-attainment-gap/>

the most and least-represented groups here in 2016/17 was 3pp, notably below the sector gap of 5pp. However our gap increased by 4pp between 2012-13 and 2016-17, markedly above the sectoral increase of only 0.8 pp across this period. If this current trend was to continue we would then be outside the sector norm. As with the access gap, we will incorporate elimination of this gap into our **targets** for the future.

- 1.1.6 In terms of attainment (i.e. achievement of a 'good' degree), we have seen a significant decrease of 9pp in the gap between these groups, from 5pp in 2013-14 to -4pp in 2017-18. Thus Surrey's students from the least-represented groups are now more likely than their peers to achieve a good degree. By contrast the sector gap has remained roughly flat across this period, with a 10pp gap reducing to 9.5pp.
- 1.1.7 Further analysis of attainment gaps at Surrey has drawn on institutional data using our Business Intelligence tool. This revealed that White British students from low socio-economic groups showed no differential performance in terms of whether or not they obtained a good degree compared to the average good degree attainment. This performance is particularly encouraging given that students who do not have A Levels are less likely to achieve a good degree, and these students are disproportionately likely to come from lower socio-economic backgrounds.

Progression to highly skilled employment or further study

- 1.1.8 We have been successful in eliminating the gap in the rates at which our most and least-represented student groups progress to employment or further study: this reduced from 2pp in 2012/13 to -11pp in 2016/17. This striking reversal of the gap contrasts with the overall sector gap of 6pp. Given the performance in this area, we will not be including a target for this gap in the current Access and Participation Plan. We will, however, monitor these data closely. Given that least-represented students are now showing a considerable advantage relative to other students, our plan does not include a target for this gap. We will, however, monitor these data closely.

1.2 Black, Asian and minority ethnic students

Access

- 1.2.1 In 2017/18 34.6% of students entering Surrey were from an ethnic minority group, compared to 31.2% across the sector. This has increased steadily over the last 5 years, from 28.2% in 2013/14. This increase of 6.4pp exceeds the sector increase of 5.1pp over the same interval, and largely reflects an increase in the proportion of Asian students studying here.
- 1.2.2 The table below compares the percentages of University of Surrey [UoS] students who are of different ethnicities with those in (a) the population of all 18-year olds and (b) the whole University sector. Negative scores indicate that the percentage at UoS is higher than in the comparison group. Thus Surrey has a higher proportion of students from most ethnic minorities compared to both the rest of the sector and the total 18-year-old population.

Ethnicity	% of UoS students	Population vs UoS Students	Population vs Sector	Sector Gap vs UoS
Mixed	5.2%	-2.1%	-1.6%	-0.5%
Other	2.7%	-1.7%	-0.6%	-1.1%
White	66.6%	17.4%	11.2%	6.2%
Black	5.5%	-1.9%	-2.7%	-0.8%
Asian	20.0%	-11.7%	-6.3%	-5.4%

- 1.2.3 The under-representation of white students compared to the 18-year-old population may reflect the declining access to HE of white students from the lowest socio-economic status backgrounds. We are not currently able to disaggregate these findings by socio-economic status or FSM, but we are exploring ways in which to investigate and monitor this pattern. This may include collecting additional information at enrolment.
- 1.2.4 We have explored the intersection between LPN and ethnicity. The OfS dataset shows that whilst there has been an increase in the proportion of BME students studying at Surrey, this increase has disproportionately benefitted those students in the intersection between BME and the higher POLAR4 quintiles (3, 4 and 5). The total increase between 2013-14 and 2017-18 for this group was 6.4pp, whilst BME students from quintiles 1 and 2 have only increased by 1.6pp over the same period. At the same time, White students from quintiles 1 and 2 have seen a decrease of 2.8pp from 15.5% in 2013-14 to 12.7% in 2017-18, whilst the

sector has kept the proportion virtually flat and at a higher rate, from 21.2% in 2013-14 to 20.8% in 2017-18. This illustrates the importance of prioritising all students from LPN quintile 1 in accessing higher education.

Success: Non-continuation and Attainment

- 1.2.5 The gap in attainment between white students and those of all other ethnicities has dropped slightly from 13pp in 2013/14 to 11pp in 2017/18. This is similar to, but slightly better than, the sector trend, where the gaps are higher than at Surrey and have declined by a little less (from 14.8pp in 2013/14 to 13.2pp in 2017/18).
- 1.2.6 At Surrey the gap in continuation between white and black students in 2016-17 was 3pp. It has increased very slightly, by 1pp, compared to the 2pp gap five years ago. Both the current overall gap and the slight increase are better than those seen at sector level, where the gap has increased by 1.7pp (from 4.6pp to 6.3pp) over the same 5-year period.
- 1.2.7 The OfS dataset shows that Surrey's attainment gap (good degrees) between white and black students was 17pp in 2017/18. This is markedly less than the sector gap of 23.1pp; however whilst the sector gap has shown a small decrease of 1.5pp over the last five years, the gap here at Surrey has increased by 3pp. Given the national focus on this metric and our concern at its worsening here, we have made a substantial reduction in the gap in attainment between black and white students one of our key **targets**.
- 1.2.8 Further analysis of our internal data confirms the findings from the OfS dataset. As shown below, whilst we have indeed reduced the gap in attainment between white students and all BME students combined, the pattern varies between different ethnic groups. Thus whilst the last three years has seen a progressive year-on-year reduction in the gaps between white students and those of (a) Asian and (b) all other ethnicities, there has been a steady increase in the gap between white and black students; in 17/18 this was 5pp higher than in 15/16.

Gaps in attainment of good degrees disaggregated by ethnicity			
	2015/16	2016/17	2017/18
Gap: White vs Black	15.2	13.8	16.2
Gap: White vs Asian	14.7	12.0	9.3
Gap: White vs All Other Ethnicities	13.1	11.0	9.7

- 1.2.9 Further interrogation of internal data on differential continuation/withdrawal using our Business Intelligence tool indicated that BME students without A' Levels showed differences in non-continuation which were particularly pronounced for some ethnic groups. These and similar analyses will inform our targeting of support at student groups who are at elevated risk of non-continuation.

Ethnic Group	Entry Qualification	Continuation (n) %	Withdrawn (n) %
White	A Level	89.0 (886)	7.7 (77)
Black		83.8 (62)	12.2 (9)
Asian		88.4 (268)	5.0 (15)
White	BTEC	68.9 (146)	21.7 (46)
Black		56.2 (41)	31.5 (23)
Asian		59.1 (65)	22.7(25)

Progression to highly skilled employment or further study

- 1.2.10 The gap in progression between white students and those of all other ethnicities has increased here, from 5pp in 2012/13 to 8pp in 2016/17. Over the same period the sector has seen a reduction from 6.5pp to 3.9pp. Our gap is both larger than that for the sector and increasing rather than decreasing.
- 1.2.11 We have disaggregated these findings by ethnic group to more fully understand the drivers for this differential performance. Our gap in progression between White and Black students is 6pp compared to the sector, which is 4.8pp. The sector has seen a decrease in the gap of 3.1pp over the past 5 years.
- 1.2.12 Our gap in progression between White and Asian students has increased 3.7pp over the past 5 years, whilst this is not statistically significant, it is larger than the sector gap in progression which has decreased 3.1pp over the past 5 years. Our gap is 11pp compared to the sector which is 3.8pp.

Our progression gaps with other ethnic groups were broadly in line with the sector average. As a result, we will focus our progression targets on closing the gap for Black and Asian students.

1.3 Mature students

Access

- 1.3.1 The proportion of mature students (aged 21 or over) entering Surrey has decreased from 20% in 2013/14 to 12% in 2017/18. This contrasts with an increase at sector level, where the proportion has risen from 24.7% to 27.8%. Most of our programmes are full-time, which may be less practicable for mature learners because of factors such as family and employment commitments.
- 1.3.2 We are currently exploring the possibility of alternative modes of delivery, including degree apprenticeships and distance learning, which may attract more mature learners; pending the introduction of such changes in our provision we are not yet in a position to set a target relating to the recruitment of mature students.
- 1.3.3 In 2019/20 we will run a series of focus groups and workshops to better understand our data, our local context and our knowledge of the mature learner experience. Through this work we will develop a clear strategy to develop our support for mature learners that will account for our local and institutional context. The strategy will include development of existing and new routes enabling mature learners to access the university. As noted above this may well include degree apprenticeships, and we have recently achieved registration as an apprenticeship provider. We collaborate with local FE collages through the Higher Education Outreach Network (HEON), our National Collaborative Outreach Programme (NCOP). We will then use these partnerships to explore how we can engage more effectively with mature learners to build on the existing FE provision and enhance the pipeline into university for mature learners.
- 1.3.4 Once we have undertaken this work across 19/20, we will be in a position to set appropriately ambitious targets for the following years, taking into account the timelines associated with any new modes of delivery. We will therefore aim to set a target in a variation to this Access and Participation Plan for submission in 20/21.

Success: Non-continuation and attainment

- 1.3.5 The gap in continuation rates between our mature students and the rest of the student body has increased from 4pp in 2012/13 to 6pp in 2016/17. This nevertheless remains below the sector gap of 7.4pp in 2016/17 and we have therefore not included it as a target.
- 1.3.6 The attainment gap at Surrey for this group relative to the rest of the student body has decreased markedly from 14pp in 2013/14 to 3pp in 2017/18. This compares favourably to the sector gap of approximately 10.3pp, which remained broadly flat across the same time period which is why we have chosen not to include this as a target.

Progression to highly skilled employment or further study

- 1.3.7 Analysis of the OfS data shows that mature students are significantly more likely to go on to highly skilled employment or further study within 6 months, than the rest of the population at Surrey. In 2012/13 the gap was -11pp reaching -16pp in 2016/17, which is significantly different to the sector at -7.3pp in 2012/13 reaching -3.4pp in 2016/17.

1.4 Disabled students

Access

Success: Non-continuation and attainment

- 1.4.1 Overall, the proportion of students entering Surrey with a disclosed disability increased from 8.8% in 2013/14 to 11.5% in 2017/18. In absolute terms this is a little lower than the sector, where the proportion increased from 11.8% to 14.6% over the same time period, but the overall increase was very similar (c. 2.7 pp in both cases). The main driver for the increase at Surrey is an increase in students with mental health issues, which has increased from 0.9% of students in 2013/14 to 2.6% in 2017/18, broadly similar to the increase in the national trend.
- 1.4.2 We have seen sustained improvement in the gap in non-continuation rates between disabled students and the rest of our student population. In 2012/13 the gap was 6pp; in 2016/17 it had been eliminated. This progress compares favourably with the sector, where the gap was smaller than here in 2012/13 at 1.5pp but has shown little change; in 2016/17 it was 1pp. Given the progress made here we will not include any targets relating to the non-continuation of disabled students, though we will continue to monitor it.
- 1.4.3 The gap in attainment between students with and without a disability has remained small across the last five years, at 1pp in 2013/14 and 2pp in 2017/18. The current gap is below that for the sector as a whole, where it was 3.4pp in 2013/14 and 2.8pp in 2017/18.

Progression to highly skilled employment or further study

- 1.4.4 There is currently no gap in progression between our students with and without a disability; the gap at sector level is 1.8pp. Both here and across the sector there has been a slight increase compared to five years ago (1pp at Surrey, 0.7 pp for the sector)

1.5 Care leavers

Access

- 1.5.1 We collect data on the number of care leavers who enrol at Surrey; currently there are 56 studying on undergraduate programmes. However, the numbers are too small for meaningful statistical analysis.
- 1.5.2 According to Department for Education data from 2016/17, 870 children were in local authority care across Surrey.² We recognise the need to support and engage care leavers in learning about and accessing higher education, and they will continue to be a key target group for us to engage with.

Success and Progression to highly skilled employment or further study

- 1.5.3 In using our Business Intelligence tool to investigate differential performance, we found that only 0.46% of students in the 2015/16 dataset used for this research were care leavers. This cohort is too small for statistical analysis of non-continuation, attainment, or progression into employment/further study. However we recognise the importance of providing individualised support for this potentially vulnerable group across the student lifecycle, to enhance their prospects of succeeding and progressing to rewarding careers.
- 1.5.4 We commit to providing equal rights and equity to care leavers coming into the university to ensure they are as likely to succeed as other undergraduate students. We know that care leavers are more likely to discontinue their studies and suffer from mental health and financial difficulties. Whilst the numbers are too small for meaningful statistical analysis, we will carry out a beginning and end of year questionnaire and follow up interviews with students to understand their experiences and how we can improve the support we provide. Through these interviews we will seek to understand whether the interventions we have put in place increase students' sense of belonging and their mental health and wellbeing and how we can change our practice to support them better. In the longer term, we will look at whether there is a greater retention and success and progression rate for care leaver students' year on year. We will sign the Care Leavers Covenant in 2019/20 and, through this process, will seek specialist advice on how to develop our offer for Care Leavers,

² <https://www.surreyi.gov.uk/dataset/looked-after-children-lac>

1.6 Other groups who experience barriers to higher education

- 1.6.1 Some other groups of students known to experience barriers to entering, succeeding at, and progressing from University are not represented in available key datasets. In 2017/18 we therefore began collecting additional data at registration on carers, estranged students, Gypsy, Roma, and Traveller (GRT) students, and students from military families. This will inform our continuing support for these groups.
- 1.6.2 Young carers often experience disruption to their education and barriers to accessing University because of the practical and emotional demands of their caring responsibilities. According to the 2011 census, there are over 6000 young people providing unpaid care in Surrey.³ These figures include only those who have disclosed that they provide care; in reality the figure is likely much higher than this and indeed a local charity (Surrey Young Carers) estimates that there are over 13000. We believe it is important to develop support for this group of students to access higher education, and we are working with local charities and community groups to do so effectively.
- 1.6.3 Young people from GRT communities face challenges in accessing higher education. Their school attainment is often lower, there is limited understanding of the needs of GRT communities, and they often lack information about further and higher education. According to the 2011 census, 13000 (or 0.2%) of Surrey's population were from white gypsy or traveller communities; this is double the average for England (0.1%).⁴ Although the population is nevertheless small, we will continue to engage with these young people through targeted outreach projects with schools in our local community to help them access higher education.

2 Strategic aims and objectives

- 2.1.1 The University is committed to providing a diverse and inclusive culture which enables all students, staff and visitors to flourish regardless of their race, religious belief, disability, age, gender, sexual orientation, or social background. Sections 2 and 3 outline the strategic approach and mechanisms we have put in place to deliver on this commitment.

2.2 Target groups

- 2.2.1 Over the period of this plan (2020/21 to 2024/25) we will undertake a programme of transformational work to support under-represented and disadvantaged groups in accessing University, succeeding with their studies, and progressing to fulfilling careers in highly skilled employment or to further study.
- 2.2.2 In determining our targets we have considered these in light of the national key performance measures as set out by the OfS as will be demonstrated from the data provided.
- 2.2.3 In developing support services which address the needs of our whole student body, we will identify groups who experience particular barriers so that we can design and target interventions to be optimally effective in enabling them to thrive. We will work with students from defined target groups (see paras 3.1.26 - 3.1.30) across the student lifecycle, providing support which is appropriate and consistent at each stage and where appropriate prioritising some groups for specific forms of support at particular stages.
- 2.2.4 In striving to create an environment which enables all our students to flourish, we will embed the principles and actions which support widening participation and equality of opportunity into all our institutional strategies and practices which we will review annually in light of the progress we are making.

Access

- 2.2.5 Our Widening Participation & Outreach (WP&O) Department has longstanding relationships with local non-selective state schools and colleges, working predominantly with students in Key Stages 2-5 and also with mature learners to provide forms of support aimed at reducing unnecessary barriers to higher education. We focus particularly on students in the following categories:
- From POLAR4 LPN1 or LPN2
 - From IMD quintile 1
 - From low income families (eligible for Free School Meals in last six years)

³ <https://www.surreyi.gov.uk/dataset/census-provision-of-unpaid-care-by>

⁴ Ethnic group full classification dataset; <https://www.surreyi.gov.uk/dataset/census-people-characteristics-ethnicity-and-religion>

- From households where parents/carers are in non-professional occupations (NS-SEC4-8)
 - BME backgrounds that are under-represented in HE, including GRT communities
 - White males from disadvantaged backgrounds
 - Care leavers or in local authority care
 - Young carers
 - Classified as having a disability
 - Refugees
 - Estranged from their families
 - From military families
- 2.2.6 Following our analysis of institutional data, and taking our local context into account, we will prioritise the following groups for our **sustained engagement** programmes and other **highly targeted** work:
- Students from POLAR4 LPN 1
 - Students from low income families (eligible for Free School Meals in the last six years)
 - Care leavers or currently in local authority care
 - Young carers

Success and Progression

- 2.2.7 The demonstrable impact of our work addressing the barriers experienced by some groups of students has reinforced the importance of maintaining and enhancing this support. We will extend and strengthen our approaches to supporting groups whom our analyses have found to be currently at a disadvantage in progressing from one year to the next and/or achieving levels of academic success and employment outcomes. We will undertake focused work to understand the underlying issues and inform the targeting of actions to reduce identified gaps in outcome to targeted groups relative to other students as follows:
- **BME/Black students:** Although we have made progress in reducing gaps in non-continuation and attainment between BME and White students, they still exist and are particularly pronounced for Black students. Relatedly, Black and Asian students are at a disadvantage, relative to White students, in terms of their progression into graduate-level employment.
 - **Students from POLAR4 LPN1:** Although these students achieve good academic outcomes if they complete their programmes, they are at elevated risk of non-continuation. This will therefore be a focus in our development of targeted support for these students.
- 2.2.8 Other groups of students experiencing specific barriers to success and progression which we intend to target include disabled students, care leavers, students who are estranged from their families, and refugees. Although in the cases where these groups are too small for formal data analysis, for example refugees and care leavers, we will, with their input, develop individualised support for them.
- 2.2.9 Students from under-represented groups who have entered the University through one of our WP&O Access initiatives (e.g. the *In2Surrey* Compact Scheme [see para 3.1.31]; or Year 12 Summer Schools), receive ongoing support across their time here. Thus we proactively signpost them to relevant guidance and services, and encourage and support them to become engaged and confident members of the academic community by, for example, taking on Student Ambassador roles.

2.3 Aims and objectives

- 2.3.1 The analysis and assessment of our performance data, as summarised in Section 1: Assessment of Performance, has underpinned the following objectives:
- To reduce the ratio of the most represented groups (LPN 5) to the least represented groups (LPN1) 5:1 to 3:1 by 2024/25.
 - To increase the participation for students from IMD quintile 1 from 8.8% to 14% by 2024/25.
 - To eliminate the gap in non-continuation between students from low participation neighbourhood [LPN1] vs all other students, which currently sits at 3pp, by 2024/25.
 - To reduce the gap in attainment of good degrees between black students vs white students, from the current 17pp to 6pp by 2024/25.
 - To reduce the gap in progression to highly skilled employment between black students relative to white students, from the current 6pp to 1pp by 2024/25.
 - To reduce the gap in progression to highly skilled employment between Asian students relative to white students, from the current 11pp to 1pp by 2024/25.

3 Strategic measures

3.1 Whole provider strategic approach

- 3.1.1 The University of Surrey takes a whole institution approach to access and participation. Thus our commitment to an inclusive and diverse student body is foregrounded in our overall **Corporate Strategy**⁵ which states that the University strives to ensure that: ‘talented students from all backgrounds are able to benefit from the education that we offer; the academic experience of all our staff and students is enriched by the diversity of our community; and that our education will enhance social mobility by supporting our students to enter professional careers’.
- 3.1.2 The aims of the **Corporate Strategy** are reflected and amplified in a number of relevant supporting strategies (in particular the **Education Strategy**, the **Student Experience Strategy** and the **Equality & Diversity Strategy**).
- 3.1.3 Each strategy sets out specific commitments and actions, and an overall Access and Participation (A&P) governance system has been designed to ensure that they are monitored and reviewed. The Vice-Provost, Education has overall responsibility for the development and implementation of the Access and Participation Plan [APP], with progress being reported on a scheduled basis to the **University Learning & Teaching Committee [ULTC]**, **Senate**, the **Executive Board [EB]** and to **Council**.
- 3.1.4 Development and monitoring of the APP, informed by quantitative and qualitative data and by our **Logic Model** evaluation framework (see section 3.3 and Table 1), is undertaken by a specially constituted **Student Access, Progression and Achievement [SAPA] working group** which comprises leads from key professional and academic teams including WP&O, the Library and Learning Support Services, Student Services, Business Intelligence, Department of Higher Education, Faculties; the Students Union (USSU) is also represented on this group.
- 3.1.5 SAPA meets on a bi-monthly basis and reports to ULTC on activities, milestones, benchmarks, KPIs, and targets at least once per semester. It has an overarching remit to support and enhance the retention, success and progression of our whole student body, and achieves this through a focus on the factors and interventions affecting outcomes both overall and for particular student subgroups. This approach is designed to achieve a coordinated and systematic approach to the delivery and evaluation of agreed actions across all departments.
- 3.1.6 Consideration and ultimately recommendation to EB of the proposed APP is undertaken by a high-level **Access and Participation Governance Panel [APGP]** which is chaired by the Vice-Provost, Education and comprises several other senior members of EB or designated senior staff from Planning, Finance, Student Services, and one of the Faculties. The President of the Students’ Union is a member.
- 3.1.7 Examples showing how we are committed to supporting the aims as set out in the **Corporate Strategy** include, amongst others, investment in enhanced resources to support students’ emotional and physical wellbeing, and increasing opportunities for those from under-represented groups to participate in our Professional Training Year (PTY) scheme, which develops students’ experience and employability through a structured and supported year working in a real-world setting during their academic programme, by identifying and addressing key barriers for under-represented student groups. Other examples are provided below.
- 3.1.8 Our **Education Strategy**, developed and launched in 2017/18, incorporates inclusivity as one of its core strategic aims. This is articulated as ‘*supporting students from all backgrounds with high academic potential to join our programmes, sustaining the diversity which enriches our education*’ and ‘*creating the conditions for all our students to realise their academic potential*’. To achieve this, we are in the process of reviewing our approach to curriculum design to ensure that all programmes are accessible and student-centred, co-developed with students, reflect diverse perspectives, and responsive to varied learning preferences and approaches. This work and the outcomes will be monitored by ULTC.
- 3.1.9 Many of the initiatives outlined in the present Access and Participation Plan are directly linked to the aims and actions of the Education Strategy. These include, among others: the Curriculum Design Review (CDR); the launch of new Foundation Year programmes in all Faculties; the expansion and enhancement of learning support services; improving the accessibility of learning spaces; major investment in the provision

⁵ <https://www.surrey.ac.uk/sites/default/files/corporate-strategy-2017-2022.pdf>

of 'captured (i.e. video) content'⁶ to complement classroom-based teaching; and launching a new Maths & Stats Hub to provide face-to-face numeracy support. The impact of some of these initiatives is discussed in more detail below.

- 3.1.10 Several of the teams centrally involved in delivery of the Education Strategy have, or are developing, their own sub-strategies. Of particular relevance here, the Careers & Employability strategy is being developed with a key focus on increasing the participation of under-represented and disadvantaged students in our Professional Training Year programme. This has involved identifying and addressing the most significant social, psychological or financial barriers; one consequent action has been the provision of PTY bursaries targeted towards male BME students and those with disabilities. This approach is currently being evaluated, with measures including the proportions of students from these and other currently disadvantaged subgroups who undertake work experience and progress to further study or graduate-level jobs.
- 3.1.11 There are important interfaces with the University's overarching approach to Equality & Diversity [E&D]. Based in Human Resource Department, the **People, Culture and Inclusion [PCI]** team strives to foster an inclusive and engaging culture across the University, in which all staff, students and visitors feel respected and valued, and are enabled to achieve their aspirations. Our E&D strategy, which is currently being updated, adopts a whole provider approach of embedding equality, diversity and inclusivity within all University strategies, policies and practices.
- 3.1.12 All of our interventions are informed by evidence and evaluated within the Logic Model evaluation framework detailed in Section 3.3 and Table 1. In brief, this is based on a theory of change in which behavioural changes/outcomes are underpinned by knowledge and attitudes. Thus action plans are formulated on the basis of analyses of the likely contributors to differential outcomes between specified groups, which may include differences in pre-existing knowledge and attitudes (and these in turn may reflect other social or practical factors). These analyses give rise to hypotheses about barriers to access, success or progression, and actions are designed accordingly. The impact of the actions is then evaluated by assessing both presumed interim outcomes (e.g. aspects of knowledge or attitude) and also specific behaviours (e.g. participation in specific activities) and ultimately outcomes (e.g. continuation, degree classifications, and employment destinations).
- 3.1.13 The specific evaluative methods and analyses used vary between different types of intervention, as exemplified in the following sections which focus sequentially on Access, Success and Progression.
- 3.1.14 The following paragraphs (3.1.15-3.1.46) highlights some key strategic projects and associated measures concerned with **Access**; our full portfolio of actions can be found at <https://www.surrey.ac.uk/schools-colleges>
- 3.1.15 Our portfolio of Access work has grown over recent years. In 2017/18 we supported approximately 3700 primary school students, 15000 secondary school students, 1300 parent/carers, and 300 mature learners. 399 students attended our residential summer schools and 219 students enrolled at the University through our *In2Surrey* contextualised admissions scheme (described in Para 3.1.31).

We will continue with a targeted approach to working with local schools in Surrey and on the Surrey borders. We have categorised state schools into those which are a) a priority for activities; b) will receive a targeted offer of a range of activities and c) will receive a limited offer.

- 3.1.16 . This categorisation is aligned with our Access targets and priority groups, with those in the 'priority' category being defined by the following data concerning each school's level of disadvantage relative 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) at a rate below the national average of 36.5%
 - Low Participation Neighbourhood (POLAR4 Quintiles 1 and 2) above UK average of 25.6%
 - Additional schools where there is a gap of >25% in GCSE attainment between disadvantaged students and their peers will be given a 'targeted offer' of sustained engagement to support attainment.

⁶ <https://www.surrey.ac.uk/technology-enhanced-learning/platforms/captured-content>

- 3.1.17 'Priority' schools are offered a progression-based programme of Information, Advice and Guidance [IAG] whose content and outcomes develop across Key Stages to provide students with timely and impartial IAG to inform choices about their future. This is a key feature of our focus on equalising students' support for learning about and accessing Higher Education, and is complemented by a range of subject-specific activities which are designed to develop participants' understanding of a range of subjects at HE level and how they link to employment.
- 3.1.18 Success at GCSE is a key predictor of a young person's likelihood of accessing Higher Education. Disadvantaged students with levels of GCSE attainment equivalent to their advantaged peers are just as likely to enter Higher Education⁷. However, the county of Surrey has a 32.4% gap between the GCSE attainments of students receiving FSM vs those who do not. We are therefore absolutely committed to delivering activities which focus on helping schools enhance core academic and subject skills (and hence GCSE attainment) for students between Years 5 and 11 as described below.
- 3.1.19 **Campus Invasion, Year 5:** This is a short story competition which aids the development of key literacy skills, and is based on exploration of the University campus; families are also invited. We target the schools which are feeders to our priority secondary schools, and in 2019/20 will further ensure that we give priority to those schools with a high number of students on FSM. In 2017/18, 132 students took part; the proportion stating a desire to go to University increased by 15% from before to after the event.
- 3.1.20 **Catastrophe on Campus, Year 10:** This activity is delivered over 6 months and focuses on supporting students who are capable of attaining five GCSEs at grades 4-9 but are at risk of underachieving. It aims to increase their confidence, motivation and attainment and to enhance families' understanding and confidence in encouraging their children through Key Stage 4.
- Post-event evaluation found 86% of students to report an improvement in confidence and 80% to report increased motivation to work harder at school. 78% felt their families had become more positively involved with their education, and 93% of parents/carers said they would actively encourage their child to consider University.
 - Focus groups with parent/carers highlighted their desire to better understand how they can be more involved in their children's educational journey so we have developed a 'future pathways mapping' exercise for parents/carers in this year's programme, and will evaluate this with reference to their knowledge and attitudinal outcomes.
 - For 2019/20, we will alter the targeting criteria to prioritise students from LPN 1 and our additional priority groups as defined in Section 2.
- 3.1.21 **Residential Summer Schools, Year 12:** Our Year 12 Summer Schools continue to be successful in supporting students from under-represented groups, in particular students from POLAR4 LPN1, to access and transition to Higher Education, including in some cases to the University of Surrey. Of the 362 students who attended the 2017/18 Summer Schools, 133 (37%) have applied to the University of Surrey; of these, 23 (17%) are from POLAR4 LPN1. The 2018 Summer Schools will prioritise students from POLAR4 LPN1 as well as other under-represented groups. In January 2019, 100 participants in the 17/18 summer schools responded to a survey concerning attitudinal changes since their attendance and to identify areas for programme development. This revealed that:
- 85% felt a greater sense of self-confidence, 87% felt more confident in making decisions about their future, and 75% of students felt more confident to make the transition into University.
 - Areas where respondents suggested a greater focus included study habits, exam preparation, the differences in study level between Y13 and HE, subject-level information, course options and entry requirements, the UCAS application process, and preparing personal statements. We have accordingly expanded and refocused our IAG sessions to address these issues and will evaluate the effect on knowledge and attitudinal outcomes.
- 3.1.22 We want to ensure that finance is not a barrier for students who wish to attend an applicant day or Guildford School of Acting [GSA] audition. In 2017/18 we piloted an **Applicant Day Travel Bursary** [ADTB] scheme for students who met widening participation criteria, building on the GSA Audition Bursary which waives the fee for students from under-represented groups. The ADTB is available to UK- domiciled students from state schools or colleges and who are from one of the following categories:

⁷ <https://www.officeforstudents.org.uk/media/536f4e79-4e32-4db0-a8a2-66eb4e2b530b/raising-attainment-in-schools-and-colleges-to-widen-participation-ofs-topic-briefing.pdf>

- In local authority care or a Care Leaver
- Estranged from family
- Young carer
- In receipt of FSM or from a household with income of less than £15,000.

Although only 14 students took up the offer in the pilot year, 12 were on FSM. We intend to evaluate the impact of this scheme more fully at the end of this academic year.

- 3.1.23 Parents/carers play an important role in making decisions about their children's education. WP&O has a visible presence in schools at 'options' events and parents' evenings, and delivers talks for parents / carers about University life and University finance. We build support for parents and carers into all our pre-16 sustained engagement events as a matter of essential practice.
- 3.1.24 **University Connect** is a sustained engagement programme focused on Year 9 students and their parents/carers, offering information about University through in-school sessions, regular contact with a University student, and opportunities to attend bespoke academic lectures at the University. The scheme was piloted in 2018/19, with 36 students and 34 parents/carers from seven schools. Following the event there was an increase from 79% to 89% in the percentage of parents/carers expressing confidence in their ability to support their child to progress to University.
- 3.1.25 We have drawn on national widening access research, relating it to our local context, to identify the groups of students listed below who face additional significant barriers to accessing HE. We will continue to support these students through specific and targeted activity across the student lifecycle.
- 3.1.26 **Mature Learners:** We currently offer a number of evening events to support mature learners in considering HE, delivered through local colleges. We now plan to develop our IAG offer further and to expand the ways in which we access mature learners, in particular through community work. In light of our assessment of performance, this will be a key element for development, along with providing more flexible ways of learning for mature learners who study at Surrey, which is discussed in Section 1.
- 3.1.27 **Care Leavers:** Students in local authority care and those who are care leavers remain a focus of our access and participation work, with institutional commitments including a named contact for care leavers, the option of all year round accommodation, pre-entry support, and specific financial support. We will be signing the Care Leavers Covenant and are currently developing the details of our pledge and will aim to be part of this Covenant from the next academic year 2019/20.
- 3.1.28 **Refugee and Asylum Seekers:** We will continue to deliver our successful "*Your Futures*" programme in collaboration with Surrey County Council's Race Equality and Minority Achievement team (REMA) and the *Surrey Virtual School for Looked After Children*. This is a series of workshops for young people and their foster parents which encourages a 'learning together' mind-set. It is supported by student ambassadors who speak a range of languages; participants emphasised the importance of this, and there was an increase from 20% to 100% in ratings of their knowledge about the support available at University for them to access.
- 3.1.29 **Young Carers:** In 2017/18, we delivered our second Young Carers' Summer School. 40 Young Carers took part who were in years 9, 10, and 11 from 14 schools across Hampshire, Berkshire and Surrey. Qualitative feedback highlighted its importance as an opportunity to make friends. 95% of participants said that they knew more about their choices for the future; however, as we also found that many had not made decisions on their post-16 pathways we will now include additional sessions on post-16 options and build in a trip to a college campus.

We are currently exploring the possibility of developing an accredited qualification for young carers in collaboration with local stakeholders. This programme will assist young carers in realising and utilising their skillset as well as giving them a formal qualification that could help them progress to further education and/or employment.

- 3.1.30 **Students with Disabilities:** A significant barrier to Higher Education for disabled students is concern about how their disability-related needs will be met and how inclusive and welcoming the environment will be. Many also have concerns about whether the support provided will be sufficient. The University of Surrey provides information and guidance to address the concerns of prospective disabled students in various ways including:
- Disability and Neurodiversity Service staff attendance at Open Days and Applicant days.
 - Dissemination of information at targeted events such as the 'Preparation for Adulthood Conference for Young People with Special Educational Needs and Disabilities' annual event in Surrey.

- Early induction programmes are delivered for students with autistic spectrum conditions. Students are invited to attend a structured programme of events to enable them to settle in before Fresher's week and to move into their University accommodation two days early. Feedback this year has indicated that the programme increased students' confidence to get involved in extracurricular activities and social/peer networks, and increased their sense of belonging. This success has led to plans for an additional induction event open to other new disabled students, for launch in 2020/21. The Students Union is highly supportive of this expansion of activity.
- 3.1.31 **In2Surrey** is a contextualised admissions scheme 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 whose circumstances may make it difficult for them to achieve the standard offer for the programme of interest to them.
- 3.1.32 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 *In2Surrey* Scholarship for their first year of study
 - invitation to special events, and support for transition to University
- 3.1.33 In 2018/19 a total of 231 students enrolled via In2Surrey, an increase of 43% relative to the 107 who enrolled the previous year. Of this cohort 45% students were BME, 38% were from POLAR4 Quintiles 1 or 2, 38% were eligible for FSM, and 21% had a declared disability.
- 3.1.34 Of the students who enrolled in 2017/18, 85% successfully progressed to Year 2 (FHEQ Level5); this is slightly above the institutional average of 84%.
- 3.1.35 We track success and progression outcomes for In2Surrey cohorts. Although the numbers so far are too small to analyse in detail, initial findings suggest that outcomes are generally positive, with 82% of In2Surrey students who graduated in 2017/18 gaining a good degree.
- 3.1.36 The University is the lead institution for the OFS-funded **NCOP** partnership, **HEON** to improve access to higher education. This is a partnership of ten local institutions which works with students in Years 9 to 13 in eleven wards across Surrey (7 wards) and East Hampshire (4 wards) where HE participation is low overall and lower than would be expected given GCSE attainment rates. Phase 2 of the programme (August 2019 - July 2021) sees the addition of an Outreach Hub offering support to the eleven wards and wider support across the County of Surrey and North East Hampshire.
- 3.1.37 As the Lead Institution the University of Surrey hosts the HEON Central team, which is embedded within our WP&O department. This supports close communication across teams, and ensures that the HEON programme complements the University's own established outreach programme. To further encourage this complementarity, the University has collaborated with HEON to part-fund the HEON Partner Officer for Surrey; and HEON and WP&O regularly collaborate on events. HEON target students are identified by postcode data from POLAR3 that indicates they live in a ward with lower progression rates than expected given GCSE attainment. There are just under 4000 target students throughout the HEON area, in many different year groups and schools. HEON prioritises sustained and progressive programmes of work with these students but also works with whole year groups/other groups of students where there are a notable proportion of target students within them. To date, HEON has delivered over 150 activities to over 3000 HEON 'target' students and over 10,000 students in total.
- 3.1.38 In addition to the work within the HEON project the University WP&O team seeks to ensure that students from under-represented groups who are not covered by NCOP funding are still able to access appropriate support and guidance within the targeted schools. We therefore prioritise HEON's 'high target' schools, providing support to students in their Year 7 and 8 cohorts since these are not eligible for NCOP funding.
- 3.1.39 Just prior to the 2016/17 academic year the University initiated a significant partnership with **Kings College, Guildford**, a non-selective academy situated a mile from our main campus. The Polar4 HE participation rate of the area is only 17.8%, and 92% of the pupils are from one or more under-represented group. The school is a member of a local multi-academy trust, the **Guildford Educational Partnership [GEP]**, and the Vice-Provost Education now represents the University on the GEP Board.
- 3.1.40 To support increased student attainment and aspirations to further study, the University appointed a WP&O Coordinator to work within the school. The Coordinator has now been in post for over 2 years and through

the partnership has developed an embedded programme of support called *Finding our Futures*. This is underpinned by an 'aspirations curriculum' designed to coexist with and build on the school's curriculum, and to support academic and personal development.

- 3.1.41 93% of students and 50% of parents/carers have engaged with *Finding our Futures*. The 2017/18 end of year survey found that 57% of students feel more positive about their futures and 59% have begun to consider different future pathways. We are continuing to develop the aspirations curriculum, in partnership with the school, to further focus our work on supporting students to raise their GCSE attainment. For example, we now begin our engagement prior to Year 7 by providing students with a book and journal for the summer. This provides a focused project for the students and encourages the development of key literacy and oracy skills.
- 3.1.42 An OFSTED inspection in December 2016 had placed Kings College, Guildford into special measures (Grade 4). Over the intervening period the University has remained committed to delivering practical support, and in July 2018 – just 19 months later - the school received a 'good' (Grade 2) rating by OFSTED. It is one of a very small number of schools to go from Grade 4 to 2 in one attempt and OFSTED praised our partnership, stating that *'close partnership work with the University of Surrey enables pupils to be well informed about future career paths. This motivates them to strive for the educational standards they will need to achieve in order to access appropriate further or higher education.'*
- 3.1.43 It is important to us that our partnership is an equal one in which both of our students and staff, and our shared local community, benefit from sharing expertise. This approach has been successful, and we are delighted to have received the **2019 NEON Widening Participation Partnership Award**; the school also received the **2019 NEON School or College Widening Participation Award**.
- 3.1.44 The University has worked closely with **Guildford Education Partnership**, advised and supported by the Department for Education, to develop a business case for a new **specialist Maths School** for talented A' Level students: the **Surrey Maths School**. This will focus in particular on providing excellent and stretching teaching to students from under-represented groups or from schools where maths support is limited, and will be allocated government funding to undertake extensive outreach activity across the region. This will be complementary to the schools and colleges outreach work undertaken by the University's WP&O team, and will entail very close liaison and co-ordination to maximise the benefits. Both will work with the local Mathematics Hubs and Advanced Mathematics Support Programme, and their combined activities will be designed and evaluated utilising our Logic Model methodology.
- 3.1.45 We are delighted that the submission was approved, and that we have progressed to the 'pre-opening' phase; although this does not guarantee that the school will open, it puts it on a strong path to doing so.
- 3.1.46 Building on the strategic measures put in place to support students from under-represented groups to access HE, and in line with our Education Strategy, we have developed multi-layered interventions to create an environment and provide specific forms of support which will enable these students to succeed academically and progress to graduate-level employment or further study. Some of the support mechanisms and initiatives are wide-ranging in their application, whilst others are targeted on specific groups. The following paragraphs describe some of the key actions and measures that will support our achievement of our key access and participation targets.
- 3.1.47 The University has for several years focused on reducing gaps in **non-continuation and attainment** between white and black students through both University-wide and targeted initiatives. We maintain this commitment in the present Access and Participation Plan, aiming to eliminate the gap by 2030/31. This will require detailed work to understand the underpinning and multifactorial reasons for the gap, including analysis of quantitative data at whole institution and departmental levels and also consideration of qualitative information. An internal survey completed by over 2000 students, and recent focus groups with first year Afro-Caribbean students, have identified a range of issues including a lack of diversity in the curriculum, feelings of isolation and a lack of access to 'relatable' people (staff and peers) both on campus and in the local community (Guildford being a predominantly white area).
- 3.1.48 In recent years we have invested an increasing amount of focused effort and resource into addressing attainment gaps. This has been driven by the establishment of the Student Access, Progression and Attainment [SAPA] working group which develops the Access and Participation Plan; it makes recommendations on new initiatives and evaluates those already in place to ULTC, using a combination of quantitative and qualitative methods and working in close communication with a widely distributed range of teams, departments, and services. Some of the key actions currently in place, and planned developments within the period of this APP, are summarised below following a brief description of ongoing enhancements

to curricula and assessment practices and to delivery modes which are designed in part to reduce inequalities in students' academic experience and attainment.

- 3.1.49 The University has recently launched a **CDR**, led by the Vice-Provost, Education, as a key element in implementing many of the objectives of the Education Strategy, and in particular to enhance the inclusivity of our educational provision. Currently in progress and due to complete by the start of 19/20 academic year, it will set out principles relating to content, structure, pedagogy, and assessment, ensuring that curricula incorporate and respond to diverse perspectives and student backgrounds.
- 3.1.50 The CDR is drawing on sectoral good practice, in part through our participation in the AdvanceHE project *Towards Embedding Equality, Diversity and Inclusion in the Curriculum*. As part of this project a workshop, held in May this year for all Directors of Learning and Teaching, explored educational practices designed to advance equality and enhance belonging for students from different demographic, ethnic, and national backgrounds. The outcome of this workshop will underpin work being undertaken as part of the CDR.
- 3.1.51 The CDR includes a work stream focused on developing and evaluating the inclusivity and fairness of different assessment methods. This work stream will continue over the course of at least the next academic year and will work in liaison with the Student Assessment and Progression Board (SPAB) to review and make recommendations to departments on the ways in which different approaches may contribute to or attenuate attainment gaps in their disciplines.
- 3.1.52 In partnership with the Universities of Southampton and Kingston, we were awarded HEFCE Catalyst funding through the *Addressing Barriers to Student Success* programme. We have developed and implemented an inclusive 'assessment brief' template, designed to demystify expectations and to support students in tackling unfamiliar assessments. We have also developed a model for analysing how different assessment designs influence attainment gaps. Through this project, we have also implemented a staff training programme focused on inclusive assessment practices, and we have run workshops for incoming students, focusing on how to get the most out of assessment feedback to inform future learning. This good practice will be embedded throughout the University to help improve feedback to students.
- 3.1.53 This work to make feedback more transparent, inclusive, and participatory led to the award, in 2016, of HEFCE Catalyst funding to work in partnership with students to develop an e-portfolio that supports them to synthesise and act on assessment feedback: this has now been launched as the *Feedback Engagement and Tracking at Surrey* (FEATS) system. When students log into their e-portfolio with FEATS, they see a dashboard containing analytics which represent their engagement with feedback. It enables students to deconstruct feedback, and enter key strengths and areas for development identified by the marker, categorised by academic skill. Experimental evaluation found that students who used FEATS regularly, compared with a control group who did not use it, showed significant gains in their understanding of feedback and how to use it effectively. Further evaluation will allow us to see if this system helps students, particularly from under-represented groups to better engage with their academic studies and progress and succeed. Further evaluation will be undertaken in the academic year 2020/21.
- 3.1.54 The **Education Strategy** includes an aim to develop distance and blended learning in ways which further enhance the accessibility and inclusivity of our provision. Blended learning encourages the integration of in-class and out-of-class activities through purposeful use of technologies. These developments have the potential to be especially beneficial to some groups of students who, depending on their circumstance, may need greater flexibility in their approaches to learning, such as students with disabilities, young carers, and mature learners.
- 3.1.55 To support the realisation of the above, initiatives currently in development include a partnership with FutureLearn to develop online modules in the Faculty of Arts and Social Sciences and the Faculty of Health and Social Care; Module design workshops have been developed by the Department of Technology Enhanced Learning for academic teams leading on the development of a planned new suite of Degree Apprenticeships.
- 3.1.56 Some examples of other actions and developments put in place to help students succeed in higher education at Surrey and progress to highly skilled employment or further education over the last two years, many with direct SAPA oversight and/or monitoring, are outlined below.
- **Enhanced accessibility to support and services:** During 17/18 we invested substantially in the creation of (a) digital information 'hubs', accessible via any computer or mobile device, providing user-friendly and engaging information about a range of services and support [*MySurrey Portal*]; and (b) a new 'one-stop-shop' [*MySurrey Hive*] where students are able to get instant face-to-face support and advice on

academic and non-academic issues in a friendly and responsive environment with a functional and social ambience. We anticipate significant positive contributions to students' sense of belonging, and to continuation and attainment. The impacts will be measured through specific questions in our new internal student "Shape Your Surrey" survey (now in its second year) as well as through qualitative observations and indirectly through progress towards our overall outcome targets.

- **Improved access to sport:** Students from under-represented groups often experience barriers or a lack of confidence in participating in competitive sport; extensive research, including an internal project led by the Surrey Business School on the effect sport has on student's progression, demonstrates that those students who do take part in sport benefit psychologically, socially, and educationally. The Surrey Sports Park now offers "Play Sport", a scheme designed to increase the inclusivity of our excellent sports facilities, in which student can participate in various sports without having to join a team. Its impact on increasing participation by students from BME and other disadvantaged or under-represented groups will be evaluated by the Surrey Sports Park and the data provided to SAPA to review the impact on this success and progression of these students.

- **Student Life (SL) Mentoring:** SL mentors, themselves students who receive training and supervision from Student Services, support all first year and Postgraduate taught students living in University accommodation. As a team they provide students with information, advice and guidance on multiple matters through weekly visits in Semester 1 and fortnightly visits in Semester 2; they run an information campaign that is intelligence-led, drawing on enquiries received over previous academic cycles to provide information on topics of particular importance to our students.

During the 17/18 academic year the team comprised 57 mentors operating across the University's three residential sites. Between them, they reached 4000 students and played a key role in signposting students to appropriate support services for support. We evaluate the impact of the scheme annually through both mentor and mentee surveys and make changes following evaluation. For example, we have expanded the service to be open to all students, taking into account that some students with specific needs may not be able to live in University accommodation.

- **New Maths and Statistics Hub:** This new academic support resource will launch fully in the 19/20 academic year with two full-time staff members. Based in the Library & Learning Support Services, it will be open to all students but is expected to particularly support the performance of under-represented and disadvantaged groups including BME students and those entering with BTECs rather than A Levels. It is designed in part to help reduce the gaps in continuation and attainment between Black and White students, and utilisation of the service will be evaluated in terms of both the profile of users and changes in outcomes between different student subgroups.

- **Bursaries to support participation in international mobility by WP students:** Following the Universities UK International (UUKi) report on the Outward Student Mobility of widening participation students, WP&O collaborated with the University's Global Engagement team to put in place a bursary scheme to enable WP students to participate in an overseas summer school. 32 students received an award for 2018/19; of these 84% were BME and 25% were from POLAR4 LPN 1 or 2. Respondents to a survey after the 17/18 programme all reported that the bursary had been important in their decision to take up the summer school. We are continuing the scheme and are evaluating the longer term impact of the scheme to assess whether it will be beneficial to expand in future years.

3.1.57 The University of Surrey's **Disability and Neurodiversity Service** offers advice, support and guidance to prospective and current disabled students. In addition to ensuring that their needs are met through the provision of reasonable adjustments, the team takes a proactive approach to providing tailored support for disabled students to fulfil their academic potential. For example:

- Weekly workshops to help students navigate their way through the various demands of Higher Education, to develop coping strategies and form friendships: one workshop is for students with autistic spectrum conditions and one is for students with mental health issues.
- A recent review of the Departmental Disability Coordinator (DDC) roles resulted in recommendations to strengthen and to make institutionally consistent the role, with a universal set of terms of reference. DDCs provide a critical point of contact and localised knowledge within all academic schools and departments for the Disability and Neurodiversity Service to work with. The roles contribute significantly to ensuring that our disabled students are fully and appropriately supported and to ensuring our academic staff are increasing well-informed on disability-related matters.

- Planned collaborative workshops to develop students' study skills will be facilitated by Disability and Neurodiversity Service and the Academic Skills and Development team.
- In addition to the above, the Disability and Neurodiversity Service provides a range of staff development workshops and training events in relation to disability, disability legislation, and inclusive teaching practices.

3.1.58 We are also investing in development of the physical accessibility of the campus, and have established a Disability and Access Strategy Group [DASG] to take oversight of this. For example:

- We launched a partnership with *AccessAble* in October 2017, providing students, staff, and visitors to our campus with accessibility guides and an accessibility app. Surrey now has the second highest usage rates of all universities, with nearly 35000 total access guide views and nearly 14000 individual users. This project is under continuous review, and an evaluation of impact is being undertaken with student users.
- The University is intending to spend £1m to address recommendations made by an external company, Ridge and Partners, who were commissioned to carry out an audit of the Estate during the summer of 2018. This identified recurring themes across the University and high risk areas. Priorities will be based on statutory compliance and safety in the first instance.

3.1.59 **Appointment of a specialist Student Support Advisor (Widening Participation):** This post was established in January 2018. Based in Student Services, its remit is to develop our understanding of the factors influencing non-progression by students from particular under-represented groups (including Mature Learners, BME students, Care Leavers, Carers and Disabled students), and to improve the effectiveness with which students in these groups are directed to appropriate support services. The post holder reviews differential performance data and monitors withdrawal trends. Where they identify students who appear at risk of non-continuation or withdrawal, they contact them to facilitate appropriate support or intervention at as early a stage as possible. At the end of this academic year, the role will review the number of students they have supported, including analysing the demographic of students who have accessed support and the type of query that they had, in order to identify whether there are specific areas of support that require additional signposting or investment.

3.1.60 As our assessment of performance has identified, not all of our students experience equal opportunities in accessing graduate level employment. In particular, we have identified gaps in progression for black and Asian students compared to their white peers. Our Employability Strategy aims to ensure that all of our graduates are effectively supported in accessing employment and has introduced a number of specifically targeted initiatives to address the current progression gaps. These include:

- **A bursary scheme** to support the participation of black students and those with disabilities in the Professional Training Year [PTY] programme: This was introduced following an internal analysis of PTY data which found that financial cost is a significant barrier contributing to the observed gaps. In 2018 we awarded 25 bursaries of up to £4000, targeting male BME students and disabled students. We conducted a pre-PTY survey with these students and will repeat it when they return.
- Following the establishment of the **PTY bursary**, the rates of BME student participation increased from 24% in 17/18 to 29% in 18/19; for male BME students the rate increased from 21% to 25%. The Bursary scheme will continue to support students from LPN 1 areas, BME students, and disabled students and from 2020/21 onwards we will prioritise BME students who are black or Asian.
- A **mock assessment centre** was set up following feedback from BME students to prepare them for blue chip company recruitment procedures. They had reported this to be one of the key challenges they encountered when applying for their professional training year placement, and is one which is reflected in the graduate recruitment cycle. An assessment centre simulation in 18/19 for 40 BME students will include group exercises, presentations, interviews, and candidate feedback.
- **BME mentoring:** In October 2018 we launched a scheme to connect BME students with an industry mentor, to help with their career progression. It is designed to widen the aspirations and expectations of students with the help of their mentor as a role model; it lasts for one academic year with the expectation that mentor and mentee will meet face-to-face at least once a month. Training is given to both students and mentors. In 2018/19, there are 16 mentoring pairs; we are committed to expanding this scheme in 2019-20, using our alumni network to source a larger number and wider variety of mentors. We have developed an online survey to assess the impact of the scheme, which will be circulated on completion and will feed into the development of the programme.

- 3.1.61 **Specialist Careers Adviser (Diversity):** This role is dedicated to working on initiatives and programmes for students from under-represented backgrounds. All our Careers Advisers provide 1-1 advice and guidance to students, and work closely with academic tutors to embed tailored career development workshops in curricula. This specialist adviser will provide additional personal 1-1 coaching to students from under-represented groups, addressing specific barriers they face in the competitive recruitment processes.
- 3.1.62 Although our data does not show gaps in progression to further study or graduate employment between students with and without disabilities, students with disabilities may face specific barriers when entering employment. A number of initiatives are therefore being developed to support these students:
- For 20/21 we plan to introduce a new process to support all disabled students who are going to undertake a placement as part of their course. This will offer them **bespoke guidance and support** in applying for, preparing for and undertaking placements.
 - The Disability and Neurodiversity Service delivers ‘**preparing for work**’ sessions within its workshops for students with autistic spectrum conditions and mental health conditions. Further workshops open to any disabled student are planned for 20/21 onwards, and will focus on applying for jobs, disclosing a disability, negotiating reasonable adjustments with an employer, applying for Access to Work etc.
 - The University is also working with **Autism Forward**, a charity that supports those with autistic spectrum conditions to improve their access to employment. This involves 1:1 coaching to encourage and better prepare autistic students for the professional training year and to assist them with employability skills and coping mechanisms for the work environment. Stakeholders including the Disability and Neurodiversity team and Careers and Employability will be involved in establishing and reviewing this project

Financial Support

- 3.1.63 In November 2018, we carried out our **annual bursary survey**. The survey was sent to 956 students in receipt of financial support (871 who received the Surrey Bursary in 2017/18 and 85 who had received the In2Surrey Award) and we received a 16% response rate. Following the survey, we also ran a focus group. Key findings include:
- 40% students would not have attended Surrey if they had not received financial support in 2017/18 compared to 34% in 2016/17
 - 92% students said that the Surrey Bursary was important for their ability to financially continue with their studies in 2017/18, the same as in the previous academic year
 - 88% students agreed that financial support helped them to feel less anxious in 2017/18 compared to 83% in 2016/17
 - POLAR is an unpopular measurement with students; this view is endorsed by the Students’ Union, who also raised concerns that the bursary scheme has not increased with inflation.
- 3.1.64 In addition to the above, we used the OfS toolkit to run a statistical analysis of the 2014/15 cohorts progressing into Year 2 (FHEQ Level 5). We compared bursary holders with a group of students with slightly higher household income, and found the two groups to have similar outcomes. This suggests that bursaries are effective.
- 3.1.65 Following a review of the feedback from the survey and focus group, and in consultation with the Students’ Union, we modelled different bursary schemes. We concluded that it is important to both to maintain a meaningful level of award and to target the bursary so that it supports students from LPN areas to access and succeed at Surrey. However, findings from our bursary evaluation have also demonstrated the positive impact that financial support has on sense of belonging and wellbeing, and the resultant impact that this can have on non-continuation and attainment. This, alongside the recommendation from our Students’ Union to increase the number of students that we support, means that we will reduce the level of the current bursary to £2,500 per annum to allow those students living in POLAR4 quintiles 3 to be considered alongside students in quintiles 1, 2.
- 3.1.66 Thus in 2020/21, all new entrants to Year 1 of full-time undergraduate programmes or to a Foundation programme, who have a household income of £20,000 or less, and who are in POLAR4 quintiles 1, 2 and 3, will receive an award to the value of £2,500. This will be awarded in all their years of study (excluding PTY 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. This is an annual commitment of £2.0 million in targeted financial support for the University.

- 3.1.67 The University will also run a Surrey Bursary scheme which will target financial support for students in POLAR4 quintile 1 and 2 with a household income of £25,000 or less for all subsequent years of study (excluding PTY 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.

3.2 Student consultation

- 3.2.1 We are committed to ensuring that students are consulted in the planning, monitoring, evaluation and delivery of access and participation work and as a result, we engage students in a number of different ways, as outlined in the points below.
- 3.2.2 We involve student ambassadors in the evaluation of many of our access programmes and value their feedback highly as key stakeholders in our programme delivery. A recent example of this is the feedback that they provided for our Refugee and Asylum Seeker programme. Some key themes included the importance the students placed on learning about different educational pathways, the impact of dispelling myths (“*I think they thought somebody who went to University is someone completely different to themselves*”) and the necessity of having bilingual student ambassadors to support the programme; (“*having someone to translate for them and able to communicate in the same language was really helpful for them*”).
- 3.2.3 The Vice-President (VP) for Student Voice sits on the SAPA and ULTC, ensuring that the opinions of students are represented within a formal capacity. The Student Union President has recently joined the membership of the Access and Participation Governance Group to contribute to the strategic oversight of our Access and Participation work.
- 3.2.4 Increasing student engagement with our Access and Participation work is a key policy of the Students Union this year and, in support of this, we have opened conversations with the Student Liberation Committee, a committee of dedicated representatives for minority groups on campus, including LGBT+, people of colour, and disabled students. In collaboration with the Student Union President and the Vice-President for Student Voice, we organised a consultation meeting on the Access and Participation Plan.
- 3.2.5 In liaison with the VP for Student Voice, we have also committed to bi-annual meetings with the Liberation Group and the elected sabbatical officers which will be focused on our Access and Participation approach and achievements of targets, the barriers that under-represented groups face at Surrey, the evaluation of key programmes of support, and the development of new initiatives.
- 3.2.6 From our consultation with the Liberation Group, and in relation to our commitment to eliminate the attainment gap between Black students and their peers and the graduate employment gap between Black and Asian students and their peers, we will also be implementing additional student consultation groups next year, specifically with the intention of co-developing different targeted support for Black and Asian students and taking into account the different cultures and expectations that exist within these demographics.
- 3.2.7 We note the issues and recommendations set out in the University of Surrey Students’ Union Access and Participation Plan accompanying statement (Appendix 1). We will work closely with the Student Union, via the channels which have been described above, including representation on our advisory and governance panels, to address these and other challenges in partnership over the course of the Access and Participation Plan.

3.3 Evaluation strategy

- 3.3.1 The WP&O Department leads on the evaluation of support initiatives of under-represented groups and leads on the implementation and delivery of the University WP&O Evaluation Strategy with oversight from the Access and Participation Advisory and Governance Groups.
- 3.3.2 Our self-assessment of our evaluation practice has highlighted that we are working at an advanced level in relation to placing evaluation within a strategic context, embedding it in our programme design, and in the implementation of our evaluation procedures. The self-assessment tool also demonstrates that we have a good approach to evaluation design, although this is more embedded in our Access and Success work and is in development in our Progression initiatives. There are also some areas where we can further learn

from our evaluation, in particular in including our recognition of limitations of our research and evaluation design in our impact reports which we will include going forward.

- 3.3.3 We have used the outcomes-based Logic Model Evaluation Framework to evaluate all our access, success and progression activities. Based on a theory of change, this Framework (Table 1), provides a detailed overview of key Knowledge and Attitudinal Outcomes for each target group, which includes school and University students, parents/carers, teachers and University staff. Underpinning the short term Knowledge and medium term Attitudinal outcomes are the Behavioural outcomes that effect long-term change. In order to measure progress towards delivering the Behavioural outcomes, appropriate indicators have been identified and performance targets set where baseline data is available.
- 3.3.4 Our logic model is the key component to our activity development and delivery, particularly in relation to the development of our Access programme of support and in relation to key support initiatives related to Success and Progression.
- 3.3.5 For each activity, desired attitudinal and knowledge outcomes are agreed for the target groups involved. These outcome form the basis for evaluating the impact of the activity, including identifying areas of improvement where necessary. The overall programme of activities is reviewed against our logic model outcomes annually to ensure continual improvement and ensure that the following year's programme of support 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.
- 3.3.6 Using the Knowledge → Attitudes → Behaviour hierarchy, helps us identify how well each activity is meeting pre-defined outcomes for all stakeholders, including students, parents/carers and student ambassadors. To understand the long term behavioural impact of our activities, more in-depth evaluation of sustained activities is conducted, including pre and post event surveys, focus groups, case studies and 'one year on' questionnaires. Evaluation data is gathered from key stakeholder groups, including students, parents, teachers and student ambassadors.
- 3.3.7 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.
- 3.3.8 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 Section 2) and in future we will consider using the FE planning dataset.
- 3.3.9 In addition to use of the logic model of WP&O initiatives, the University utilises its own data in order to track and evaluate success and progression across the institution and the impact of our interventions on trends in behaviour. Our Management Information System provides data on progression within each academic department in defined categories, including age, gender, ethnicity, disability, social class, and qualification on entry. This data is used to analyse progression trends, identify students support needs and create action plans to meet identified needs. We are able to analyse and report on live data using our Business Intelligence tool, which includes dashboards on applications, progression, attainment, employability. The employability dashboard, for example, allows us to view data from enrolment through to employment and therefore undertake a sustained approach to understanding retention, attainment and progression of different subgroups of students.
- 3.3.10 Following the 2017 pilot, the University launched the annual **Shape Your Surrey** survey in November 2018, which is open to all students. The survey has a number of objectives, including:
- gathering meaningful feedback on student life topics including their motivations and wellbeing, their experience of educational provision, academic support, financial support, and employability support.
 - considering the perceptions of 1st and 2nd year undergraduates, to identify and give time for appropriate interventions and improvements.
 - reducing the number of *ad hoc* surveys which risk overburdening students, and thus to enhance the quality and robustness of the feedback received through this wide-ranging survey.

3.3.11 A total of 2519 students responded, with 1947 completing the whole survey (c.11% of all students). To disseminate the results, qualitative feedback was sent to all departments and an interactive **Shape Your Surrey** dashboard was created using our Business Intelligence tool which enables data to be filtered by student characteristics, and has enabled academic departments to access and explore their data rapidly.

3.3.12 Analysis of **Shape Your Surrey** feedback has yielded numerous valuable insights which will enable us to target improvements or additional support. For example:

- Inter-item correlations found the strongest predictors of overall student satisfaction to be their ratings of the extent to which they have acquired knowledge and skills, the availability of resources, the support and advice they have received, and their sense of 'belonging'.
- The strongest correlate of overall satisfaction with learning resources was satisfaction with online facilities; this was particularly high for our virtual learning environment, Surrey Learn, and on-line library facilities.

We have begun to undertake further analysis of the data, disaggregating scores by different student characteristics. These will include widening participation criteria, and focus on questions which relate to the targets that we have set in this plan. These findings will inform the development, delivery, and evaluation of our success and progression initiatives.

3.4 Monitoring progress against delivery of the Access and Participation Plan

3.4.1 Monitoring of our Access and Participation Plan [APP] takes place at several levels:

- The WP&O Department works closely with University-wide departments which are involved in supporting under-represented groups, to ensure that actions are agreed at a local level.
- Progress against the plan is monitored as part of the remit of SAPA, which receives reports on the performance of initiatives designed to contribute to achievement of our targets; this group is responsible for ensuring that targets and milestones outlined in the APP are accurate.
- The A&P Governance Panel, chaired by the Vice-Provost Education, provides senior oversight of the APP, monitoring progress and expenditure against the plan and reporting to the University's Executive Board quarterly.
- The University Learning & Teaching Committee, Senate and the Executive Board receive reports from SAPA and/or the A&P Governance Group on a scheduled basis (normally quarterly) to ensure that appropriate monitoring and reporting of benchmarks are in place, and that actions can be adjusted as appropriate.

3.4.2 The strategic risk of not achieving the targets set out in our Access and Participation Plan is listed in our institutional risk register, and the above governance structure ensures that risk is mitigated through appropriate monitoring and reporting procedures

3.4.3 In the event of insufficient progress towards targets, the A&P Governance Panel will task SAPA with investigating and addressing the issues. SAPA meets on a bi-monthly basis and will initiate actions which are as far as possible informed by evidence of effectiveness. These plans will be reported to the A&P Governance Panel, who may also refer them to ULTC and the Executive Board if deemed necessary (e.g. if additional resourcing is required).

4.0 Provision of information to students

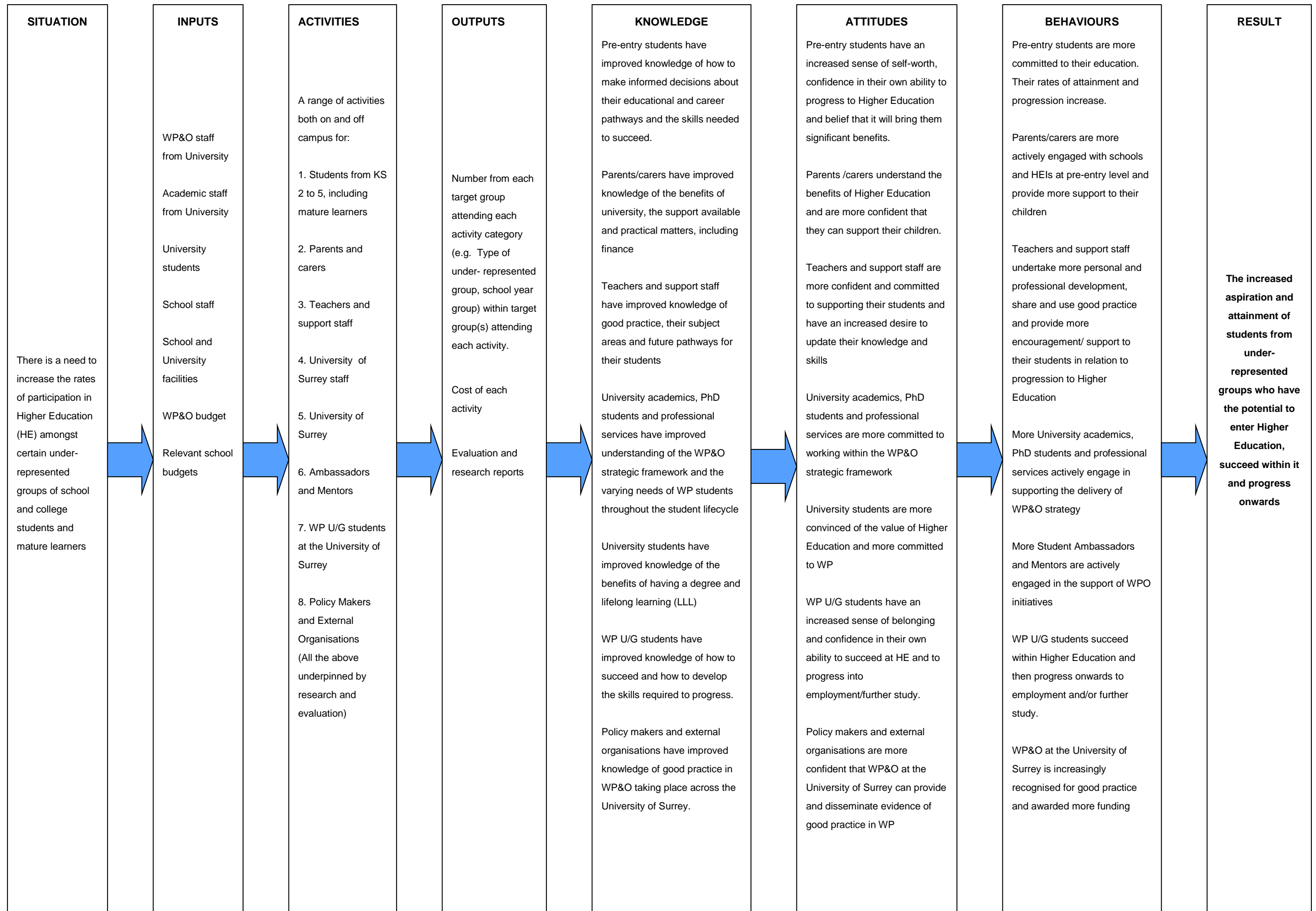
4.1 Information, advice and guidance [IAG] is central to, and will remain a part of, the University's provision for prospective students. A dedicated team travels to schools and colleges to provide workshops on a range of topics including applying to University, choosing a course and institution, personal 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.

4.2 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. This includes clearly communicating the eligibility criteria and the level of support that students from under-represented groups will be offered in each year of their studies.

- 4.3 Within the University's Governance webpages, there is a direct link to the Access Agreement section as follows: <https://www.surrey.ac.uk/about/governance/access-plans>.
- 4.4 The University will ensure that the appropriate information is provided to UCAS and to the Student Loans Company.
- 4.5 The University is exploring the development of an online Surrey Finance Calculator tool, following a finding from the 2018 Bursary Survey that only 24% of respondents reported knowing how much financial support they would receive prior to coming to Surrey. Given the complexity of fees and the various forms of financial support available to students depending on their circumstances, it is essential that we communicate this clearly and accurately through a dynamic tool.

5.0 Appendices

- Appendix 1 University of Surrey Students' Union Access and Participation Plan:
Accompanying Statement
- Appendix 2 Targets (tables 2a, 2b and 2c in the targets and investment plan)
- Appendix 3 Investment summary (tables 4a and 4b in the targets and investment plan)
- Appendix 4 Fee summary (table 4a and 4b in the fee information document)

Table 1. Programme Logic Model for evaluating WP activities


Appendix 1: University of Surrey Students' Union Access and Participation Plan

Accompanying Statement

On behalf of the University of Surrey Students' Union (USSU), I am pleased that University colleagues have incorporated several aspects of student feedback, including:

- disaggregating good degree and (some) continuation data by ethnicity;
- closer working with USSU's Liberation Representatives and revised membership of the Governance Group to include the USSU President;
- and, agreeing to secure comparable levels of access and participation funding in future years (subject to financial conditions).

We are very grateful to see these positive steps forward.

The University's Plan provides examples of student representation in creating and executing activities, in addition to broader student surveys. We feel, however, that the initiatives such as the "Shape My Surrey" survey have not yielded their potential for impactful outcomes, and that the University has the opportunity to enhance student continuation and success through greater partnership and agility in responding to student voice. Several recommendations in this commentary have been made to the University through relevant channels, and we hope that they will enhance student outcomes if implemented.

The Black Attainment Gap

We are very concerned that the black attainment gap at Surrey has not improved in the past five years whilst the sector has made some (gradual) headway.

Although the University has recently committed to supporting the joint UUK/NUS 'Closing the Gap' report, we are concerned that previous similar research by HEFCE and others had not been championed to the same level. The University should also ensure that its focus on the intersection of BAME students and those entering with BTECs does not come at the expense of addressing deeper issues relating to belonging, social capital, and the curriculum that research indicates also have some bearing.

Over the course of the past two years, USSU has lobbied the University to take measures to address gaps in student satisfaction, continuation, and attainment. This has included: disaggregating NSS data for the University's Equality, Diversity, and Inclusion Committee; leading a session with University Council and Executive Board on the attainment gap as it relates to Surrey; and, convening joint meetings in collaboration with the PCI team with guests Jacqueline Stevenson (Sheffield Hallam) and Nona McDuff (Kingston). Unfortunately, whilst these fora have opened discussion and debate, they have not generated the level of momentum which we feel is

necessary in order to meet the Office for Students' expectations. In our view, the University is also over-reliant on approaches that employ a deficit model in relation to attainment gaps.

We would welcome additional work to reform support services and teaching to address attainment gaps, and support from the Office for Students in sharing good practice.

Disability

The University of Surrey estate presents particular challenges for students with physical disabilities due to the site of the main teaching campus and issues with the connecting public route to the secondary site at Manor Park. Following continued student feedback, the University have now taken the step of paying for bus travel between sites for this cohort of students. Notwithstanding this development, USSU's Executive Committee and Liberation Representatives have expressed a clear desire for greater transparency of capital investment in relation to accessibility. Noting that Surrey has made less progress than the sector overall in relation to increasing access for students with sensory, medical, and physical disabilities, we feel that investment in the accessibility of the estate must be prioritised and that further investment is required.

Several recent significant works at the University have also required retrospective action in order to address accessibility. **We therefore recommend:**

- **adoption of consistent accessibility and EDI standards for capital works;**
- **greater consultation with students on capital works, as is evidenced positively by the University's 'one stop shop' for student queries;**
- **closer oversight of accessible doorway procurement.**

Bursaries

We are grateful that the University has reviewed its bursary support for students this year, and value the opportunity that the Students' Union and Liberation Representatives have had to contribute to this discussion.

As a Union, we believe that the use of POLAR creates a 'postcode lottery' in relation to bursary support. **We recommend that the Office for Students reviews the appropriateness of POLAR quintiles as a measure of socioeconomic capital.**

In order to preserve the value of bursaries each year, **we also recommend that the University periodically increase the size of bursaries accounting for inflation.**

Future Opportunities

For the first time this year, the University has captured data on the number of students with caring commitments. Whilst this cohort represents a small proportion of students at Surrey, we feel strongly that more can be done to support them through greater flexibility of teaching and assessment or support. In addition to its Curriculum Design Review, **we recommend that the University extend the remit of its Disability and Neurodiversity Service in order to provide educational adjustments to a wider range of groups, including carers.** We have previously also requested specifically that lecture recordings be provided to students with caring responsibilities (where technologically possible); this request was not adopted.

Students at the University may apply for extenuating circumstances if they experience unforeseen scenarios that compromise their academic ability, requiring evidence to demonstrate the effect on the student. For groups such as carers or those with short-term fluctuations in mental/physical

health, it can be challenging to procure the relevant supporting evidence, and cost may present a barrier. In light of this, **we recommend that the University adopt a self-certification option to create a more accessible process for our students, in-line with sector good practice.**

We note from the Office's *Regulatory Notice 1: Access and Participation Plan Guidance* the range of underrepresented groups with whom the Office has jurisdiction. As we know from NUS research, LGBT+ students, particularly transgender, non-binary, and estranged students face specific barriers in HE. At Surrey, we feel that greater work should be undertaken to develop staff confidence and literacy in discussions relating to protected characteristics, and to provide better anonymous reporting pathways for staff or students affected by harassment or hate crime. **We further recommend that the Office for Students consider the experiences of LGBT+ students in education, with a particular interest in the experience of estranged LGBT+ students, and that of transgender and non-binary students.**

At time of writing, future staffing relating to equality, diversity, and inclusion at the University is unclear due to an institution-wide cost-reduction programme. This presents a risk to the University's Access and Participation Plan, particularly in relation to the black attainment gap. It is important that the University adopts actions to mitigate this risk.

Contact Details

This commentary was compiled by the Students' Union President, Dr Alex Harden, with input from the broader Officer and Representative team.

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Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree	MPhys, MChem and Nutrition & Dietetics BSc students on a year spent learning in the workplace	£1,850
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£6,935
First degree	MPhys, MChem and Nutrition & Dietetics BSc students on a year spent learning in the workplace	£1,850
Foundation degree	*	*
Foundation year/Year 0		£6,935
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-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	*	*

Targets and investment plan

2020-21 to 2024-25

Provider name: The University of Surrey

Provider UKPRN: 10007160

Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,985,402.58	£1,977,774.68	£2,089,068.69	£2,108,131.62	£2,127,575.80
Access (pre-16)	£642,862.42	£635,168.16	£636,547.40	£636,547.40	£636,547.40
Access (post-16)	£982,593.62	£971,547.50	£1,077,028.82	£1,090,138.27	£1,103,509.90
Access (adults and the community)	£90,021.33	£90,705.16	£91,687.89	£92,199.46	£92,721.25
Access (other)	£269,925.21	£280,353.85	£283,804.59	£289,246.50	£294,797.25
Financial support (£)	£2,189,100.00	£2,235,100.00	£2,247,100.00	£2,278,600.00	£2,283,600.00
Research and evaluation (£)	£425,667.49	£433,660.67	£443,583.02	£448,915.09	£454,353.80

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£31,240,415.00	£30,119,850.00	£29,306,150.00	£28,870,290.00	£28,541,435.00
Access investment	6.4%	6.6%	7.1%	7.3%	7.5%
Financial support	7.0%	7.4%	7.7%	7.9%	8.0%
Research and evaluation	1.4%	1.4%	1.5%	1.6%	1.6%
Total investment (as %HFI)	14.7%	15.4%	16.3%	16.7%	17.0%

