University of Surrey

Access Agreement 2018/19
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1. Introduction and Context Setting

1.1. Introduction

1.1.1. The University of Surrey is a research intensive University that has, and continues to make, a significant and increasing investment in the Widening Participation (WP) agenda. It is also a University that has one of the highest student employability records in the sector and aims to offer a high quality education and student experience to all its students. The University of Surrey is situated in one of the most expensive areas in England to work and study; as such its Access Agreement ensures that financial aspects of studying at Surrey do not deter any student that has the potential and ability to succeed at the University.

1.1.2. The University has significant involvement in raising the aspiration and attainment of young people under-represented in higher education and, through its core WP and Outreach programme, provides a range of on and off campus interventions. Our aim is to minimise barriers and support progression and participation for those who are capable of benefitting from the experience.

1.1.3. We aim to provide a high quality, focussed approach to WP and Outreach activity to ensure that students from any background are able to access the University and do not face any barriers to progression. The Widening Participation and Outreach Department (WP and Outreach) has overarching responsibility for delivery of the University WP and Outreach Strategy.

1.1.4. The WP and Outreach Department is located within the Division of the Vice Provost Education and Students, who is responsible for learning and teaching, quality enhancement and the student experience. The division includes departments such as Library and Learning Support, Student Services, the Wellbeing Centre and the Employability and Careers Centre, which is complementary in enabling a joined up and holistic approach to WP that is focused on supporting students from under-represented groups with their access to, success within, and progression from the University.

1.1.5. The University has an established Learning and Teaching Committee (ULTC) and a subcommittee committed to ensuring that improvements in WP and Outreach are delivered and constantly monitored.

1.2. Benchmarks

<table>
<thead>
<tr>
<th>Participation of under-represented Groups (Young Full Time 1st Degree)</th>
<th>14/15</th>
<th>15/16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Surrey Score</td>
<td>Location Benchmark</td>
</tr>
<tr>
<td>Low Participation Area (Polar 3 definition)</td>
<td>7.3</td>
<td>7.3</td>
</tr>
<tr>
<td>NS-SEC Classes 4, 5, 6 &amp; 7</td>
<td>28.6</td>
<td>28.0</td>
</tr>
<tr>
<td>State Schools</td>
<td>91.9</td>
<td>84.8</td>
</tr>
</tbody>
</table>
1.2.1. The NS SEC 4-7 (HESA T1A) KPI has increased from 28.6% in 2014/15 to 30.1%, which is an increase of 1.5%. As the NS-SEC Classes section has been removed from the HESA Performance Indicators for the 2015/16 data, we do not have a location benchmark.

1.2.2. The State School entrants KPI (HESA T1a) has increased to 91.9% in 2014/15 to 92.1% in 2015/16 which remains significantly above the HESA location benchmark of 86.4%.

1.2.3. The Lower Participation Area KPI has increased by 0.7% from 2014/15 to 8% and now exceeds the HESA location benchmark of 7.5% (POLAR3 definition).

1.2.4. The University is considering an alternative measure to replace the NS-SEC going forward and intends to include a measure related to students from low income households or students who are first in their generation to attend University. LPN will also continue to be a key focus for our Access Initiatives.

1.2.5. The proportion of White British students from low socio-economic status groups who enrol at the University is currently 6%, which is above the national average of 5.4%.

1.3. Student Profile - Longer Term Trends

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

- Our proportion of Black and Minority Ethnic (BME) students have increased from 37% in 2014/15 to 39% in 2016/17.
- Our disabled student cohorts have increased slightly from 7% in 2014/15 to 8% in 2016/17.
- Our student progression has increased from 83% in 2013/14 to 85% in 2016/17.
- Our mature student cohort had remained stable at 21% in 2014/15 and 2015/16 but has decreased to 16% in 2016/17. Although this decline is concurrent with national trends, we are currently exploring how to extend our Access support for mature learners through a variety of new initiatives, including the introduction of a Foundation Year programme for 2018/19.

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

1.4.1. The University currently intends to charge tuition fees of £9,250 in 2018-19 for all new first year entrants.

1.4.2. The University intends to charge the £1,850 for students on the Professional Training year in 2018-19 and £1,385 for students undertaking a full year Erasmus exchange in 2018-19.

1.4.3. Although the University does not run part-time undergraduate programmes, based on the £9,250 fee, we charge £1,115 per 15 credits for students repeating on a part time basis.

1.4.4. The University will apply annual increases in the fee rates in line with inflation as set by Government each year, in order to maintain the same value in real terms.

1.4.5. Please refer to the attached Access Agreement 2018-19 Resource Plan for further information on fees, student numbers and fee income.

2. Access and Student Success Measures

2.1. Expenditure on Additional Access Measures
2.1.1. The University intends to spend 25% of the fee above £6,165, on Access, Progression, Success, bursaries and scholarships in 2018/19.

2.1.2. The University is committed to extending its outreach and retention activities and intends to continue to significantly increase its expenditure on Access, Student Success and Progression. The University is expanding its expenditure on these areas from £700,000 in 2014/15 to £5.5m in 2021/22. Expenditure on Access activities will increase to £2.5m in 2021/22, to reflect the scope and in-depth nature of these initiatives. The University will also develop more targeted support to WP students to improve Student Success and Progression through increasing investment to £3m in 2021/22.

2.2. Financial Support for Students

Surrey Bursary Scheme

2.2.1. All new first year entrants to all full-time undergraduate programmes in 2018-19 who have a household income of £25,000 or less and who are in POLAR postcodes, quintiles 1 and 2 will receive an award to the value of £3,000. 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.

2.2.2. The University will also run a Surrey Bursary scheme which will target financial support to students with a household income of £25,000 or less for all subsequent years of study, except for the professional training year and re-sit years. The award of £3,000 will be paid as a cash bursary in all years, except for the professional training year and re-sit years.

2.2.3. The University extended the Surrey Bursary Scheme to new students on nursing, midwifery and allied health profession courses from 2017-18.

2.2.4. The University has a strong record in providing targeted bursaries. The cost of University should not be a disincentive for talented young people who are considering applying to university, and our package of financial support measures will ensure that talent and potential are the only factors that dictate attendance at the University and that those students are not disadvantaged by personal financial circumstances.

2.2.5. The University has introduced Asylum Seeker Bursaries for 2017/18 entry for students who are asylum seekers or who hold Discretionary Leave to Remain, in order to help support these students with greater access routes into the University. Successful applicants will be awarded a partial tuition fee waiver that will cover the difference between the UK/EU tuition fee and the Overseas fee charged and a maintenance bursary of up to £1,500 to help towards set up costs, books, and travel.

Evaluating the Impact of Financial Support
2.2.6. Research with our applicants has consistently shown financial support to rank relatively low down in their decision making, particularly when choosing between Surrey and another institution, however for a small proportion of applicants it is a major factor. On this basis we seek to set conditions and awards that are meaningful and targeted. Our proposed financial support scheme is a result of this optimisation. Furthermore, demographic analysis informed us that household income alone was not a reliable measure to identify students from households with a low propensity to attend HE, so POLAR was added as a criteria.

2.2.7. In March 2016, a short optional survey was disseminated to all second year undergraduates who were in receipt of the Surrey Bursary Scheme in 2014/15. The same survey was repeated in December 2016 and was targeted towards current second year undergraduates who were in receipt of the Surrey Bursary Scheme in 2015/16. In March 2016, 24% of the 640 eligible students completed the survey and in December 2016, 48% of the 252 eligible students completed the survey. A number of findings came out of the surveys:

- Receiving financial support disproportionately affects students from low participation neighbourhoods: Across both surveys 14% of students “would have attended another university” if no financial support was available. However, this figure rises to 64% for students from POLAR quintiles 1 and 2.
- 67% of students stated that receiving a bursary meant that they were less worried about building up debt.
- Since the bursaries have become more targeted for 2015/16, the impact on an individual’s sense of belonging has increased to 64% from 48%.
- 68% of respondents also said that they were able to dedicate more time to their studies and the number of students in receipt of a bursary who have successfully completed FHEQ level 4 is the same as the institutional average for 2015/16.

2.2.8. We are keen to gain further insight into the impact of our financial support, particularly on the attainment, retention, and success. Therefore, we are intending to apply further robust evaluation in this field and plan to use the statistical model and toolkit developed by Sheffield Hallam University to analyse the impact of financial support on our student body. The aim of undertaking this research will be to ensure that our bursaries are correctly targeted and allocated and to provide us with the opportunity to refine and/or develop our bursary offer for 2019/20.

2.3. Approach to Widening Access Activity

2.3.1. The Department of WP and Outreach delivers an important dimension of the University’s work in raising aspirations and attainment for students from a range of backgrounds, particularly those from groups currently under-represented in Higher Education. The Department predominantly works with students who are from non-selective state schools, between Key Stage 2 to Key Stage 5 inclusive, and who are in one or more of the following under-represented groups:

- from non-professional households (NS-SEC groups 4-7);
- from low income households\(^1\) not included above;

\(^1\) Free school meals, 16-19 bursary and the pupil premium can be used as criteria for identification of these students
• from low participation neighbourhoods (LPNs – defined as quintiles 1 and 2 in HEFCE’s POLAR3\(^2\) classification;
• from families which have no parental history of HE participation;
• looked after children/care leavers;
• from Black and Minority Ethnic (BME) groups;
• white working class males;
• classified as having a disability;
• young carers;
• refugee and asylum seekers;
• classified as Gifted and Talented (G&T) and also being in one of the sub-groups above.

2.3.2 The Department works closely with the Surrey Schools’ Consortium, the core of which consists of 54 local Surrey maintained schools, and students are targeted from within each of the schools. The Department aims to provide a sustained, coherent programme of intervention and activities and to track our work with these students to monitor the impact of the activities we are running.

2.3.3 A coherent programme of aspiration and attainment raising activities at each stage of students’ education has been developed. Students are offered opportunities to work with student ambassadors and academics both at the University and within their own schools. All activities delivered to consortium schools form part of a complementary programme of activities through each stage of a student’s education. The University is working closely with consortium schools to track the progress of these students and to determine the impact of the programme, particularly in raising attainment.

2.3.4 The Department is expanding its aspiration and attainment-raising programme to support students from schools outside of the Surrey Schools’ Consortium. An element of this will be focused on supporting students in years 7 and 8 who are from under-represented groups and who attend Hampshire schools that are targeted through our local National Collaborative Outreach Programme (NCOP) consortia, the Higher Education Outreach Network.

2.3.5 The provision of activity and resources for key influencers of students is crucial for the embedding of WP and Outreach. Therefore, the WP and Outreach Department delivers a comprehensive programme of activities to Parents and Carers, Teachers, and School/College Support Staff.

Advisory Group

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

Evidencing the Value of Widening Participation and Outreach Activities

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\(^2\) [http://www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/](http://www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/)
2.3.7. The University of Surrey ensures that all Access activity is robustly evaluated to inform the University’s strategy and to meet the requirements of both OFFA and HEFCE, as well as enable continuous improvement of our Access programme. Evaluation ensures that the events and activities that are delivered meet the needs of the pupils and the schools involved. The key questions at the end of each activity must be: has it achieved the outcomes that were intended and have there been unintended consequences?

2.3.8. The University uses an outcomes based approach in the form of logic modelling for the planning and evaluation of our WP and Outreach programme. This allows us to evaluate the success of our initiatives, using the Knowledge → Attitudes → Behaviour hierarchy, which states that changing behaviour requires a change in attitudes which, in turn, requires appropriate new knowledge.

2.3.9. Meaningful and measurable outcomes have been agreed for key target groups. These outcomes have been mapped against the range of activities to be delivered to ensure that the programme successfully achieves the agreed objectives which then form the basis for any evaluation. The evaluation data is reported on against the intended outcomes for the intervention which allows the activity to be reviewed and modified as required.

2.3.10. Our programme of activity is reviewed against our logic model outcomes on an annual basis to ensure it continues to meet the needs of the key stakeholders and target groups and to use as the basis for our activity planning the following year.

2.3.11. For every planned access activity, an initial planning meeting must take place prior to the development of the activity to ensure that it will meet the outcomes required. A review meeting also takes place once the activity has been delivered to assess the performance of the activity against the desired outcomes. An example of how we use evaluation to implement change is evidence below;

- In 2016/17 our Year 10 IAG event was redesigned. Once a pilot had been delivered, changes were implemented to the content of the day as a result of the evaluation collected. These included additional careers resources and details on other post-16 pathways. The changes had a positive impact on evaluation. For example, 93% of students agreed or strongly agreed that they had increased confidence that HE is an achievable option (+21% on previous event) and 86% felt that progression to HE will bring significant benefits to them (+18% on previous event).

2.3.12. For each event or activity a number of specific outcomes have been developed for students and other target groups, for example, teachers, parents/carers, university staff and WP student ambassadors. Outcomes set for each activity are evaluated using both qualitative and quantitative methods to ensure they are met.

2.3.13. Key behavioural outcomes for students from under-represented groups in Key Stage 2 to Key Stage 5 and pre-applicant mature learners are:

- Increase rates of progression into higher education (including the University of Surrey)
- Increases rates of application to higher education
- Increase GCSE attainment levels.

2.3.14. In order to achieve the key behavioural outcomes, Access activities aim to achieve the below attitudinal and knowledge outcomes for students from under-represented groups in Key Stage 2 to Key Stage 5 and pre-applicant mature learners:
The under-represented groups identified in 2.3.1 remain the beneficiaries for institutional student Success and Progression measures, although some of this support is furthermore targeted as a result of our institutional trends. All Success and Progression initiatives are also evaluated for their impact using the logic model approach explained in 2.3.8.

To understand the longer term behavioural impact of involvement in activities, more in depth evaluation of larger scale activities also takes place, which includes pre- and post-evaluation, a focus on collecting qualitative data through focus groups and undertaking “year on” questionnaires.

### The Longitudinal Study

2.3.15. The longitudinal study is designed to look at changes in students’ attitudes towards higher education and changes in attainment as a result of our interventions. Therefore, we are requesting that Reigate provide information on students SAT results in Year 7. These grades will be used as a baseline measure to compare to the school’s own assessment of the students Maths and English grades each year.
2.3.20. In addition to the above, we are asking students who participate in the longitudinal study where they think they are in terms of their attainment in Maths and English, and are categorising students into quartiles in relation to this. We will look at the difference between how students self-report in terms of attainment and how this relates to their actual SATS results and analyse how students in different WP groups perceive their ability in relation to their SATS results, compared to other students.

**Higher Education Access Tracker (HEAT)**

2.3.21. The University of Surrey is a member of the collaborative Higher Education Access Tracker service (HEAT) which assists members in the targeting, monitoring and evaluation of both their individual and their collaborative Widening Access activities. Where adequate data protection consent has been obtained, The Department of WP and Outreach records data about outreach initiatives and the participants involved on the HEAT database. This is then entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. This allows member universities to demonstrate outreach participation in relation to success at key transition points, and to collectively explore best practice in combining qualitative and quantitative research on outreach.

2.3.22. By subscribing to HEAT we can take an evidence based approach to planning outreach delivery so that we can continue to invest in outreach activities that optimise progression with disadvantaged cohorts. Tracking reports received from HEAT help the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people.

2.3.23. It can take some time for data about young participants in outreach to mature to the point of understanding their patterns of enrolment in Higher Education (HE) as well as their retention and success rates. In the meantime the HEAT service has developed a model of matching a number of different administrative datasets to the HEAT database which will afford the University a better understanding of the relationship between outreach and key educational outcomes at both pre and post 16, before any enrolment takes place. The collective size and diversity of the database will mean this relationship can be explored against multiple participant characteristics, contributing to the University’s and the sector’s understanding of outcomes for different under-represented groups and recognising that WP students are not a homogenous group.

2.3.24. Being part of the HEAT service also enables the University to engage with collective WP sector research. By using data from all members as an aggregate, the HEAT service is now able to explore new multi-dimensional ways of defining under-representation, disadvantage and differential outcomes and the effect that outreach can have on different groups of participants. For example, from current longitudinal tracking of students through HEAT, research shows that:

- ‘Participating in outreach earlier helps to increase outcomes (e.g. higher Key Stage 4 results)’
- ‘Outreach participants have higher Key Stage 4 outcomes than their school average’
- ‘Participating in multiple activities, including a campus visit or a summer school, increases HE progression’
- ‘33% of LPN outreach participants progressed to HE (higher than the average of 25%)’
- ‘Disadvantaged white males are under-represented in sustained multiple outreach interventions compared to their disadvantaged peers’

2.3.25. Where HEAT data has matured it allows the University to understand the relationship between outreach participation and 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. For example, our report on 2015/16 enrolments gave us data on 97 students who participated in Access activity with the University of Surrey. From these 97 students, we can see that 30% went on to enrol at a member HEI and 97% of these students met one or more WP criteria. As number of students that HEAT is able to track increases, we expect to see a significantly larger data set in subsequent years.

2.3.26. Furthermore, as HEAT data continues to mature, the University will be able to build a picture of the retention and degree classification of its outreach participants, as well as seeing destination and postgraduate enrolment data.

Institutional Pre-Enrolment CRM System

2.3.27. The University of Surrey is in the process of establishing a project team to lead on the introduction of a Pre-Enrolment CRM system, which will link to the University’s current student data system, enabling student records to be tracked from pre-enrolment through to graduation. The project is currently at the Business Analyst phase and is planned to be implemented within the academic year of 2018/19. Rather than explore a separate database, it is sensible that the WP and Outreach Department use the institutional CRM as it will help to enable the better support of students from under-represented groups who have been supported by the Department and who subsequently apply and enrol to Surrey. The data of individuals who engage with WP activity but do not apply to the University will only be accessible by approved staff within the WP and Outreach Department.

2.3.28. A dedicated CRM system would enable the secure storage of information and give a clearer picture of current and past relationships with schools. More sophisticated data analysis and monitoring, evaluation of reporting of Outreach Activities would also be possible with a dedicated CRM.

2.4. Core Access Initiatives

2.4.1. The portfolio of WP and Outreach delivered by the University is continuing to grow significantly. In 2015/16 we delivered 124 Access Initiatives to over 10,500 students, parents, and carers from groups who are under-represented in higher education. The breakdown of participants who we worked with is as follows:

- 1512 Primary School Students
- 8208 Secondary School and College Students
- 273 Mature Learners
- 581 Parents/Carers

On Campus Activity Days
2.4.2 We have continued to develop our On Campus Activity Days, the core of which are our Information, Advice and Guidance (IAG) Days for Year 7 upwards, with a higher proportion being run for students in years 7 and 8. From the Year 7 IAG days that ran in 2015/16, 89% students agreed or strongly agreed that the Year 7 IAG has helped them to think about going to university in the future.

2.4.3 We have continued to run a number of other established core events, such as the Year 7 Christmas Event, which runs over two days and offers students the opportunity to explore a range of different careers through a variety of team building activities with students from other schools. In 2016/17, 216 students attended from 9 Consortium Schools. After the event 95% of participants agreed or strongly agreed that their commitment to learning at school is important for their future aspirations.

2.4.4 In 2015/16, we piloted a number of new subject taster events, designed to assist participants in their understanding of different subjects available to study, and how these link to future career choices. A couple of examples of these include:

- Crime Conundrum Workshops for Year 9 students: participants used mathematical techniques to solve a hypothetical crime. 79 students took part and 93% agreed that the day had motivated them to work harder at maths in order to reach their full potential.

- Microorganisms, Monsters and Infection Control for Year 7 students: participants designed microorganism monsters based on profiles of microorganisms and developed their scientific skills using microscopes to view protozoa. 134 students took part and 93% agreed that they had a better understanding of microorganisms as a result.

**Year 8 Introduction to Higher Education Week**

2.4.5 The Year 8 Introduction to Higher Education Week is a one week non-residential programme for Year 8 students which aims to provide students with an introduction to higher education through on campus activities and subject related sessions. The programme ran for its third year in 2015/16 and 189 students attended from eleven Consortium schools. On the final day 171 parents and carers attended a graduation ceremony to celebrate the hard work and achievement of students.

2.4.6 Evaluation carried out pre- and post-event showed significant increases in students’ interest in going to university in the future, their understanding of the differences between school and university and their motivation to work hard at school. Parents and carers noticed that their son/daughter’s self-confidence had grown during the week:

- 85% of students agreed or strongly agreed that the week had helped them to think about going to university in the future
- 84% of students agreed or strongly agreed that the week had increased their motivation to work hard at school to achieve their full potential
- 91% of parents agreed or strongly agreed that their child’s confidence had grown during the week

**Year 12 Residential Summer Schools**
2.4.7 During the summer of 2016 the University expanded its Residential Summer Schools to include 12 different subject strands, including Media Studies, Paramedic Practice, Veterinary Science, and Operating Department Practice. The five day residential programmes give students the opportunity to attend lectures and seminars and take part in theoretical and practical work, as well as providing students with subject specific knowledge. The programmes aim to develop participants’ transferable skills in team working, communication, presentation and research skills.

2.4.8 266 students completed the summer school programmes in 2015/16, which was an increase of 14% from 2014/15. Of students who attended in 2016, 32% (84 students) applied to the University of Surrey for 2017-18 entry. Of these applicants, 65% (55 students) are currently holding conditional offers and 5% (4 students) are currently holding unconditional offers to study at the University.

2.4.9 From our evaluation findings, it is clear that the residential summer school programmes have a significant impact on participants. For example;

- 92% of students agreed they have a better understanding of the types of careers their chosen degree area could lead to
- 91% of students agreed or strongly agreed after this week they feel confident that they could study at university in the future

2.4.10 A survey was run with all students who participated in the Residential Summer School programme in 2015 to explore the impact of the programme on their transition to university. 84% said that the Summer Schools had helped their transition, particularly as it gave them an opportunity to experience university life.

Summer School E-Mentoring Programme

2.4.11 For the second consecutive year students attending the residential summer school programme are offered an e-mentor to support their ongoing transition to university as they enter Year 13 and begin the UCAS application process. The scheme is supported by the Brightside Trust who have extensive experience of successfully managing schemes in higher education institutions.

2.4.12 In total 233 mentees were matched with e-mentors, who are trained student ambassadors. Of these, 134 mentees engaged with the programme and sent an average of 5 messages.

2.4.13 Overall, students felt supported by having an ambassador act as an e-mentor after the residential summer school and it is clear that the programme can be highly valuable to a number of mentees. Qualitative feedback includes: “it is a great opportunity to receive support and guidance and get answers to questions from students who are not that much older [but] have the sufficient experiences”

2.4.14 There are still areas where we would like to improve the e-mentoring programme. Notably, from feedback, over one third of mentees felt that they could have received a better experience if their mentor was more closely matched to their subject area of interest. Although mentees are currently matched with mentors of a similar academic background, this feedback provides us with a good opportunity to evaluate how subject matching has the potential to impact the experience of mentees and how the programme can be developed to minimise this impact.

2.5 Access Activity for Students with Individual Circumstances
Looked after Children

2.5.1 Applicants to university who are care leavers often experience a number of difficulties including lack of information and advice at the point of application and difficulty accessing the necessary financial support, problems with accommodation and lack of support.

2.5.2 The University of Surrey has held the Buttle Trust Quality Mark for care leavers since 2007. The Quality Mark is being withdrawn by the Buttle Trust at the end of the 2016/17 academic year. However, the University will continue to demonstrate an institutional commitment to those who are in care or leaving care. This includes having a named contact for care leaver support, offering all year round accommodation, and providing pre-entry support and specific financial support for care leavers.

2.5.3 The Department is also involved in a number of collaborative activities, working with:

- Surrey Virtual School; to develop and deliver an annual HE Information CPD Event aimed at increasing and updating practitioners’ knowledge and understanding of HE in order to increase their confidence in supporting and advising their young people. Twelve delegates attended our 2016/17 event from a range of professions including Virtual School Assistant Head Teachers, Foster Carers, Personal Advisors, Social Workers and Residential Home Workers. 100% of attendees agreed or strongly agreed this event will help them to support students in their pathway to higher education.

- South East Network for Education of Care Leavers; to support care leavers into university and to share best practice.

Young Carers

2.5.4 As part of a new collaboration for 2015/16, the University of Surrey has developed a strong working relationship with Surrey Young Carers, part of the organisation Action for Carers Surrey.

2.5.5 In March 2016, we hosted the ‘See Us - Supporting Young Adult Carers’ Seminar’. This was a ‘carer led’ event for FEC and secondary school staff run collaboratively with Action for Carers and the Higher Education Outreach Network (HEON). The seminar was delivered by seven young adult carers and attended by eleven delegates. The aim of the event was to discuss the challenges Young Adult Carers face when trying to access HE, share good practice and create an action plan to help young carers succeed and progress to university. After the event, 100% of attendees strongly agreed that they have a better understanding of how [they] can support students with caring responsibilities at school/college.

2.5.6 We work closely with Surrey Young Carers to offer a programme of targeted activities to support young carers, the first of which was piloted in 2015/16 and was aimed at Young Carers in Year 8 and 9. Feedback from the event was extremely positive and 100% of students agreed or strongly agreed that they had a better understanding of the differences between school and university and 100% felt that they had a better understanding of the routes into a variety of careers.

2.5.7 As a result of the success of our work with Young Carers, we intend to continue to develop and expand our provision for this group and to further establish our collaborative approach with Surrey Young Carers.
Mature Learners

2.5.8. The Mature Learners’ Pre-Entry Day is delivered annually and aims to provide mature students with support as they make the transition into HE. The event also provides an opportunity for students to meet and network with new and existing mature students. The day is supported by staff from the University’s Student Personal Learning and Study Hub (SPLASH).

2.5.9. In September 2016, 85 Mature Learners attended and 89% agreed or strongly agreed that after the Pre-entry day they felt more confident that they knew what was expected of university students and that they could successfully make the transition to university.

2.5.10. The University of Surrey ensures that it has a presence at Access to HE evenings in local colleges. These events are primarily aimed at students who are currently undertaking an Access Course at college and they provide an opportunity for students to find out key information about how to progress to university and the options available to them.

2.5.11. The WP and Outreach Department is looking to develop a number of new initiatives to support Mature Learners, including Evening Advice and Guidance events and an on-campus Family Learning Day for Mature Learners who have childcare responsibilities. We are also exploring the possibility of developing video materials and an online set of resources specifically aimed at Mature Learners.

In2Surrey

2.5.12. In2Surrey is a compact scheme targeted at state-funded schools and colleges which identifies and supports applicants from under-represented groups who have the potential to succeed at University. Whilst the scheme does not guarantee a place at the University, it gives consideration to eligible students who have the potential to succeed, but whose circumstances may make it difficult for them to achieve the standard offer for the programme.

2.5.13. Students who successfully enrol onto the In2Surrey Scheme can benefit from:

- an alternative offer equivalent to one grade lower (dependent on qualification and subject)
- access to an E-Mentor (a current undergraduate)
- a one off In2Surrey Scholarship
- invitation to special events hosted by the University of Surrey
- support and guidance to assist participants with the transition to university

2.5.14. The scheme has seen a further 16% increase in applications for 2017/18 entry compared to those received for 2016/17 entry. This follows a fivefold increase in applications in 2016/17 from 2015/16. As a result of this increase, a review of the scheme was undertaken in 2016 and a full time In2Surrey Coordinator has now been appointed to manage and develop the scheme further.

2.5.15. A total number of 286 applications to the scheme have been received for 2017/18 entry. Numbers of students currently progressing on the scheme are 176 with over 85 students expected to enrol in September 2017.
2.5.16. The 2017 In2Surrey Welcome Day ran for students and their parents/carers in March. It focused on introducing the academic skills assignment, developing key transition skills for university study, information on how to access university support, and included a session focused on mental health and wellbeing and resilience, as well as an opportunity to meet their e-mentor.

2.5.17. Prior to the In2Surrey Welcome Day, 62% of students felt confident in their ability to make the transition to university, compared to 87% after the event; an increase of 25%. We received particularly positive feedback on our wellbeing and resilience session from students, parents, and the Student Ambassadors involved, and as a result we are looking into opportunities to build similar sessions into some of our other Access programmes and training sessions.

Parents/Carers Outreach Activity

2.5.18. Parents/carers play an important role in students’ lives when it comes to making decisions about their education. The WP and Outreach Department has a visible presence in schools at open days, options events and parents’ evenings so that they can answer questions about higher education. Talks are also given in schools to parents/carers about university life and university finance to enable them to support their children.

2.5.19. Wherever possible, we build support for parents and carers into our Outreach Activity. For example, parents/carers are invited to the final day of our Year 8 week, in order to celebrate the “graduation” of these young people who have taken part in the event.. As part of this invite, parents/carers take part in a tour of the University campus, and attend a session on supporting their child with selecting GCSE options and with their future educational pathways.

2.5.20. The involvement of parents/carers in outreach activity has been further developed throughout the Year 10 “Catastrophe on Campus” sustained engagement programme where parents/carers attended several IAG workshops including the benefits of university study, financial support, academic and pastoral support at university, and how to best support their child with their transition to university.

2.5.21. A member of the central WP and Outreach Team has a specific remit for developing further work to engage parents and carers. Some of the pilot programmes that have been developed include;

- University Dinner to give families the opportunity to discuss post Key Stage 4 pathways and the benefits of University study in an informal setting and with current university students.
- Wonderful Workshops Series aimed to encourage families to develop a positive, well-informed outlook on Higher Education by allowing them to discover the range of academic and extra-curricular opportunities on offer at university.

Professional Development events for teachers

2.5.22. To complement the range of activities provided for pupils a series of events for teachers and advisers is delivered to support the development of knowledge and expertise in their subject areas as well as enhance their professional development. The programme enables teachers and University of Surrey academics to engage in discussions about the curriculum and the transition from secondary to higher education, benefitting both the access and retention of WP students. For example, we recently delivered Coding Training for primary teachers to assist teachers with the new requirement to teach coding at primary level.
2.5.23. The University is piloting a ‘peer observation of teaching’ project where teachers from consortium schools can observe academic staff delivering teaching sessions on campus and who are then observed in the school by members of academic staff from the university. The intention is to develop a better understanding of each other’s roles and the differences between school and university for students which in turn may help to better prepare students and overcome issues relating to transition and may help teachers with supporting the attainment of their students.

**Student Ambassador Programme**

2.5.24. WP Student Ambassadors are current students at the University of Surrey who have been trained to support the WP and Outreach Department deliver a wide range of activities, such as assisting with classroom based attainment and aspiration raising activities both on and off campus, leading campus tours, supporting our large scale events, and mentoring and tutoring school students on a one to one basis. All of our Student Ambassadors take part in a significant training to prepare them for their role as WP Ambassadors and to ensure that they are able to support students who may face significant barriers to their education.

2.5.25. We are keen to develop our WP Student Ambassador Cohort professionally and to help equip them with key employability skills. As a result, we have developed a further training programme which includes additional training sessions such as Vocal Confidence, Articulating Experience, Supporting Students With Disabilities and Developing and Delivering Workshops.

2.5.26. Currently, we have 153 of WP Student Ambassadors, 103 of which identify themselves as being from a WP background.

2.6. **New Access Initiatives**

**Year 10 Sustained Engagement Programme; “Catastrophe on Campus”**

2.6.1. The WP and Outreach Department ran a pilot sustained engagement programme for Year 10 students between October 2016 and March 2017. A total of 37 students attended the eight week programme, which was predominantly run on Saturdays during term time. 33 parents/carers attended an introduction event with their child and parents/carers also attended the pre-Christmas event and a celebration event at the end of the programme with their child.

2.6.2. The programme allowed students to explore university, developing their knowledge of university, courses and careers as well as the skills needed for HE study. The programme targeted students who are capable of achieving 5 A*-C grades but who are currently under-achieving, and therefore aims to support these students in raising their GCSE attainment.

2.6.3. Students were given an e-mentor for the duration of the programme and 78% of students found having access to their mentor on the e-mentoring site useful or very useful.

2.6.4. Early evaluation findings indicate that 84% of students said that the programme had increased their [self] confidence. The impact on parents and carers was overwhelmingly positive as 100% felt that the programme had a positive impact on their child, 79% feel more committed to engage with educational providers, and 94% will actively encourage their child to consider going to university.

2.6.5. The pilot will be further developed over the coming years and will aim to cater for 70 students in 2017/18 and 80 students in 2018/19.
2.6.6. Predicted grades of attendees will be collected at application stage for 2017/18 and these grades will be tracked against the subsequent achievement of participants. To further enhance the attainment of students who take part in the programme, further support will be offered in year 11 which will be centered on exam preparation and performance.

“Your Futures” Programmes for Refugees and Asylum Seekers

2.6.7. In 2016/17, we are piloting a sustained engagement programme in collaboration with Surrey County Council, for students in primary and secondary education who are Refugees or Asylum Seekers. The programme involves a series of workshops for young people and their parents or carers and will include; an introduction to university, a discussion of the benefits of accessing HE and the support available, pathways to further study and careers, subject taster sessions, and a university campus visit. There are currently nine primary school students and six secondary school students and their parents/carers enrolled on the programme. Of the six secondary school students, four will be attending with their foster carers.

Young Carers Summer School

2.6.8. In further collaboration with Surrey Young Carers, the WP and Outreach Department is developing a three day residential programme for Young Carers in Year 10 and 11. The event will pilot in August 2017 and aims to provide students with a reprieve from their caring responsibilities through being given the opportunity to immerse themselves in university and campus life, meet other students with similar experiences to them, and learn about post-16 pathways.

Academic Skills Events

2.6.9. An Academic Skills Programme has been developed, which aims to provide academic skills support to students from under-represented groups to complement their current studies but also to help bridge their transition to university-level study. These events support skills in areas such as debating, researching, writing and independent learning, as well as targeted support for the Extended Project Qualification and subject-specific coursework and exams.

2.6.10. A recent Academic Skills event, ‘A Day in the Life of a Student’, was piloted in December 2016. 100% of students agreed or strongly agreed that they had a better understanding of the importance of independent learning and 88% of students agreed or strongly agreed that they felt more confident that they can make the transition into university after the event.

Extension of Access Initiatives for Pre-16

2.6.11. In order to further develop the support that we offer primary school students, we have expanded our access work in 2016/17 to include working with students in Year 5 as well as Year 6. We have also developed a new sustained engagement programme, Campus Invasion, which focuses on exploring university campuses and aiding the development of key literacy skills, culminating in producing short stories for an inter-schools competition. 115 Year 5 students from four local primary schools are currently taking part in the programme. We aim to expand this programme further and evaluate it as a programme that assists in the raising of attainment in schools.
2.6.12. The University is continuing to scale up access activity for students in Key Stages 3 and 4, particularly in developing long-term outreach through our established relationships with the Surrey Schools’ Consortium. This includes using demographic data that we hold on past participants to advise schools on who should take part in our initiatives and significantly expanding the number of IAG Days, subject specific tasters, and career pathways sessions that we deliver to this age group. A key focus of this expansion will be identifying and piloting programmes that will assist schools in raising attainment, and we are in conversation with our Advisory Group over the potential for this.

2.6.13. In the summer of 2017, we will be piloting a Summer Lecture Series for students in Year 10 and Year 11, and their parents, carers, and teachers. Each lecture will be delivered by a current PhD student and will showcase their topic in an interactive way, aimed at enthusing students in their areas of interest, and making them aware of the variety of options available to them through HE. Examples of topics include, “Epigenetics, How to Train your DNA”, and “Languages that get your Feet Dirty”.

Extension of Access Initiatives for Post-16

2.6.14. As the partnership with Surrey Schools’ Consortium has matured, and to ensure that we can continue to support students who we have worked with in Key Stages 2, 3 and 4, we have identified a need to expand our Post-16 outreach work beyond our current offer. Programmes that we will be looking to develop for 2018-19 include a post-16 Taster Lecture Series for students from WP backgrounds. This has the potential to form part of a wider sustained engagement programme for post-16 students and would also be beneficial to offer to students outside of the Surrey Schools’ Consortium Partnership.

2.7. Significant Partnerships with Schools

The Surrey Schools’ Consortium

2.7.1. The University of Surrey currently has no formal sponsorship arrangement with a school or college but rather has a number of significant partnerships through the Surrey Schools’ Consortium, as has been outlined in sections 2.3.2-2.3.6. We run a number of programmes that seek to contribute to the raising of attainment within schools, and ensure that we develop attainment raising activity for each year group, from year 7 to year 13. Therefore, we would not wish for a formal sponsorship model to detract from our ability and resource to support a wider population of WP students with their attainment and progression towards higher education.

2.7.2. The Surrey Schools Consortium model is based on a premise that an individual should receive several different interactions with the university throughout their student lifecycle. Our strong relationship with several schools across Surrey allows us to do this as a number of schools who form part of our Consortium Advisory Group collect year 7 data for us. This enables us to identify WP students upon entry to secondary school and then work with these schools to ensure that identified students are selected to attend our programmes.

2.7.3. We are planning to measure the increased attainment of students at level 3 by comparing those that have attended two or more WP activities and who achieve average or higher grades at level 3 compared to their school average. We plan to analyse GCSE attainment and the relationship with prior attainment at KS2 (bearing in mind the challenges of this with the new grading structure).
Kings College, Guildford

2.7.4. Prior to the 2016/17 academic year, the University had begun to establish a significant partnership model of support for Kings College, Guildford, a non-selective academy school that is a member of the Surrey Schools’ Consortium and is situated a mile away from the University’s main campus. This included the development of a University-funded WP Coordinator Post, based at the school.

2.7.5. Whilst the University has a long history of supporting Kings College, Guildford, both through our various Access initiatives and through having senior staff representation on the schools governing board, it was felt that the school could benefit from a more sustained and comprehensive programme of support, particularly in raising its students’ attainment and aspiration towards further study.

2.7.6. Kings College, Guildford is located in the ward of Westborough, which is in the top 10% for deprivation in the country. 46% of students attending the school qualify for pupil premium. In 2016, 41% of students achieved a grade C in English and Maths compared to an England average of 59.3% and a Local Authority average of 70.1%.

2.7.7. Following an OFSTED inspection in December 2016, Kings College, Guildford has been placed in special measures. The University is committed to assisting the school in getting out of special measures and a Memorandum of Understanding (MOU) with the School has been drafted as a result, which details the commitment of practical support that has and will be provided to the school. The University’s Director of Student Services and Administration will continue to be a member of the school’s Executive Working Group (Governing Board), with a particular remit for overseeing the support for students with special educational needs.

2.7.8. The University has employed a WP and Outreach Coordinator to work full time in the school to work closely with students from groups who are under-represented in higher education to assist the school in raising their attainment and aspiration through consistent and targeted WP support.

2.7.9. The WP and Outreach Coordinator has been in post since February 2017. The post is not only ensuring that students benefit from the programme of Access activity already delivered by the WP and Outreach Department, but is also developing a comprehensive programme of attainment raising activity for students from Kings College. The programme is designed on the premise that students will be supported year on year and that this support will develop with the students throughout their school lifecycle. Some of the attainment raising activities that have been developed so far include:

- Science and Maths Tutoring for high ability Year 11 students, with a specific focus on raising attainment.
- Literacy Leaders; a volunteering initiative for University of Surrey students to read with Kings College, Guildford students on a weekly basis to promote a culture of reading within the school and improve core literacy skills.
- Specific activity to support attainment in certain GCSE subjects. For example, the Year 11 GCSE drama students have undertaken storytelling workshops to help with the preparation of their improvisation practical exam.
- Support with exam stress and anxiety for students currently undertaking their GCSE’s, including specific sessions that promote wellbeing such as puppy therapy and revision support.
• A Coding Hub for year 7 and 8 students, run in collaboration with Fidessa.
• Sponsorship of the schools “attainment award” which is awarded to a student who demonstrates high achievement on a half termly basis.
• SATRO mentors with Y10: Work on key academic skills such as revision, professional writing etc.

2.7.10. The Widening Participation Coordinator also runs lunch time drop in sessions for all students who partake in the above activities to help students reflect on the skills and experience that they have learnt and to help them apply their experiences to their education and attainment.

2.7.11. A number of initiatives are in development for Kings Students in order to further support their attainment and progression towards further and higher education. Some examples of these include;

• The ‘Surrey in Partnership with Schools Scheme’, which offers teachers the opportunity to be paired with an academic, to observe one another and share subject and teaching knowledge.
• A Family Learning programme with an emphasis on literacy.
• The “University Survival School” for departing year 11 students in order to support their transition into post-16 study.
• A Sports Mentoring Programme, delivered in collaboration with Surrey Unions’s American Football Team, which will be specifically targeted at white males from disadvantaged backgrounds.
• A Professional Training Year Teaching Assistant post

2.7.12. As the WP Coordinator only started in Kings in February, 2017, we do not yet have evaluation on the impact on attainment. However, the WP and Outreach Coordinator has access to student attainment data through the school’s Student Information Portal and will therefore track the attainment of students who engage with our support on a sustained basis.

2.7.13. Kings College, Guildford is a member of the Guildford Education Partnership (GEP), a Multi Academy Trust that includes George Abbot School and Fulbrook School, both of which are members of the Surrey Schools’ Consortium, and four local Primary Schools. The University’s Vice Provost, Education and Students, is a member of the GEP’s Governing Board and there is potential to extend some of the developed initiatives to support students from under-represented groups across the GEP once we have had time to embed and evaluate our support at Kings College, Guildford.

2.8. Collaborative Measures

2.8.1. The University is committed to working through collaborative partnerships to support progression to higher education, as is clearly demonstrated through the Surrey Schools’ Consortium, and the Advisory Group. The University also maintains regular contact with head teacher networks to respond effectively to the needs of schools and colleges.

2.8.2. The University has a number of other collaborative partnerships. Some of these partners, such as Surrey Young Carers and Surrey County Council, have already been referred to in relation to our work to support students from specific under-represented groups. Other partnerships include:

• The STEM People; design and delivery of on campus events focused on inspiring female students to study engineering.
• **IntoUniversity**: delivery of day timetables for an annual two day residential programme for year 6 students from London.

• **The Engineering Development Trust**: design and delivery of a series of events aimed at inspiring under-represented groups to study STEM subjects.

• **Computing at Schools (CAS)**: an informal forum of peer support for teachers to share computing, coding and programming session plans and ideas.

• **Aimhigher London South**: although no longer a partner, the University will continue to support Aimhigher London South events upon request.

• **South East Physics Network (SEPnet)**: a consortium of seven universities that deliver outreach activity to advance and sustain Physics as strategically important for the UK economy.

**National Collaborative Outreach Project**

2.8.3. Until December 2016, the University of Surrey was the lead institution for a HEFCE funded National Network for Collaborative Outreach (NNCO) partnership, called the Higher Education Outreach Network (HEON). The partnership consisted of four institutions; Royal Holloway University; University of the Creative Arts and Farnborough Technical College and aimed to provide a single point of contact for schools and colleges in Surrey, Hampshire and East Berkshire to inform them of the range of outreach activities available from across the four institutions.

2.8.4. Since the funding for the NNCO came to an end in December 2016, the University has been successful in securing HEFCE funding as the lead institution for a new NCOP, which will continue to operate under the HEON brand. The new partnership consists of the original four partners and has been expanded to include Guildford College, NESCOT, Surrey County Council, and Surrey Sports Park.

2.8.5. HEON is funded to work with students in years 9 to 13 in eleven wards across Surrey (7 wards) and East Hampshire (4 wards) where higher education participation is low overall and lower than would be expected given GCSE attainment rates.

2.8.6. Seven of the eleven HEON target wards are within Surrey and therefore involve working closely with schools that the University already has a relationship with. This is beneficial in ensuring that the programme that HEON delivers is complementary to the University’s established outreach programme. To further encourage this complementary approach, the University has collaborated with HEON to part fund the HEON Partner Officer for Surrey and the Central HEON Coordinator.

2.8.7. The University will prioritise schools that the HEON have identified as high target to ensure that support is provided for their year 7 and year 8 cohorts in particular, as these years sit outside of NCOP funding. Our aim is to fully support the HEON aims and objectives and ensure that students from under-represented groups who are not covered by NCOP funding are still able to access the necessary support and guidance.
3. Supporting Progression and Success

3.1.1. The University actively monitors the retention of all students to a granularity of course level and has introduced a number of initiatives to support student progression and completion. This has required the identification and effective use of data related to the progression of WP students within the overall student population. The performance is reported to the Executive Board and Council of the University. All aspects of this monitoring are reported as a standing item at the ULTC. The main progression and retention initiatives are given below:

Management Information System

3.1.2. The University’s Management Information System provides data on progression within each academic department in defined categories which include age; gender; ethnicity; disability; social class and qualification on entry. This data is used to analyse progression trends, identify student support needs and create action plans to meet the identified needs.

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

3.1.4. The University has developed more flexible reporting on progression via our Business Intelligence tool. This includes an improvement of our intelligence of tracking the progression of students from under-represented groups through a specific WP Dashboard.

3.1.5. The University has recently incorporated its employability data into its Business Intelligence Tool, and has developed an Employability Dashboard. This will allow the University to view data from enrolment through to employment and therefore undertake a sustained approach to understanding retention, attainment, and progression of subgroups of students.

3.1.6. Using our Business Intelligence Tool, the University has undertaken research into its student body to examine multiple dimensions of disadvantage and analyse differential performance of different student groups to determine which groups of students may require targeted support in order to narrow any gap in progression rates and academic performance.

3.1.7. Key findings of our research show that:

- Students who are from Low Participation Areas, NS-SEC 4-7 backgrounds, or are from state schools did not show differential performance as they obtained attainment marks that are in line with the institutional average.
- White British students from low socio-economic status groups did not show differential performance as they progress at the same rate as the institutional average.
- BME students and students with a disability showed differential performance.
- Students who did not have A’ Levels on the whole showed differential performance.
- In terms of intersectional groups, BME students without A’ Levels showed differential performance.
- Students from lower socioeconomic classes were over-represented among those without A’ Levels.
3.1.8. As a result of the above findings, the University is currently developing methods to support the above mentioned groups, prioritising a positive impact on a large number of students. Potential initiatives being explored include:

- Exam preparation workshops focused on supporting students who hold BTEC qualifications.
- Centralised maths and statistical support with a particular remit for engaging students without A levels. This will ensure consistencies of provision and experience across the institution, and will particularly benefit students from under-represented groups.
- Further development of a mentoring scheme with potential for specific strands for students from under-represented groups.
- Interventions that will help first year students prepare for a Professional Training Year. This could include confidence and resilience building workshops and would have a particular focus on students who are less likely to have been exposed to similar working environments.

3.1.9. The research project has helped to identify areas that could benefit from further research. As a result, the University is implementing research into the following:

- Qualitative research on groups that were too small to draw a conclusion from, e.g. care leavers.
- Examine multiple dimensions of disadvantage in relation to groups of students who access Professional Training Years, including the link this has in relation to graduate employability, and seek to address any disparities in access.
- Examine differences in outcomes for Student Service users versus non users including exploring whether certain groups of students are more or less likely to access different services and whether or not this may affect their progression and attainment.

Foundation Year

3.1.10. The University is currently developing a Foundation Year offer, with the aim of launching a pilot Foundation Year programme for 2018/19 entry. We believe this development could be of particular benefit to students who meet WP criteria and has the potential to particularly support mature learners in accessing higher education.

3.1.11. The development of the Foundation Year programme is still in its early stages. However, the University is ensuring that accessibility and support for under-represented groups is at the core of its development. For example, we are exploring the potential for additional financial support for students who meet WP criteria, the potential for Foundation Year students to be guaranteed accommodation for two years, and the inclusion of a core skills development module that covers areas such as critical thinking and research methods.

Student Services

3.1.12. Student Services provide a range of specifically targeted support for students, including:

- Student Peer Mentors who visit campus accommodation to support arrival and transition, with private sector support also available.
- An overview of University support via the ‘Support for Groups’ section of the webpage at: https://www.surrey.ac.uk/ask/
3.1.13. Student Services also have a number of dedicated support initiatives for mature students, including:

- Mature Student Officer; a dedicated point of contact to respond to mature student needs and feedback.
- A dedicated online knowledge bank of frequently asked questions, which can be filtered by searching for the term ‘mature’;
  https://esd.surrey.ac.uk/faqs/GuestFaq.aspx?CCTC=SSC&UTYP=STU
- Mature café event on arrival; to facilitate networking with other mature students. Surrey has a notable proportion of mature students, with 15% of students who enrolled in 2016 aged 21 or over.
- Student Peer Mentor support may also be particularly relevant to mature students who can be more likely to live off campus, rent privately or own their own home.

3.1 Library and Learning Support

Supporting Students with Disabilities

3.1.14. The University’s commitment to the disability inclusion agenda is reflected in the decision, implemented from September 2015, to co-locate the University’s disability service, Additional Learning Support (ALS), alongside SPLASH within a newly created ‘Learning Development Area’ of Library & Learning Support Services.

3.1.15. The Learning Development Area promotes inclusive, innovative and pedagogically-informed learning and teaching practices across the institution. Through increased advisory work and interaction with faculties, as well as relevant central services, the objective is to encourage student-centred learning and teaching practices that embrace disabled students’ learning diversities as much as is possible within the formal curriculum setting. This approach ensures that the needs of our disabled students are appropriately supported and, to a degree, reduces requirements for ‘add-on’, individual support except where necessary.

3.1.16. The University has introduced new specialisms and revised roles within the disabilities service, increasing staffing in ALS to 8.3 FTE permanent posts, supplemented by additional in-house hourly-paid tutoring and mentoring staff. This will help us to both enhance our support to students and substantially increase staff-development, training and advisory activities across the institution.

3.1.17. ALS has introduced a dual mental health-mentoring and adviser role which directly supports students both with and without Disability Student Allowance (DSA) entitlement working closely with the mental health team in the Centre of Wellbeing. The service is also introducing equivalent neurodiversity specialist provision to enhance our ability to respond better to the needs of students on the autism spectrum, alongside those presenting with other neurodiverse profiles.

3.1.18. With an increasing number of students presenting with mental health issues and autistic spectrum disorders, irrespective of whether supported through the DSA, ALS will continue to develop in-reach activities, building on innovative and successful induction initiatives. For example, we will enhance and extend our dedicated support structures to further improve support for students on the autism spectrum, including:
• Extending the 3-day induction support that students identified as on the autism spectrum currently receive to include support across the full student lifecycle, and providing more support toward ‘good degrees’ and greater support for all areas of student life through a series of events, including social opportunities tailored for students on the autism spectrum, in collaboration with the Students Union.

• Providing a ‘quiet room’ space for those who may experience sensory overload or become overwhelmed during busy times, located within the Library. This will be a card access-only space for students who require this low stimulus provision.

• Reviewing our technological investments to ensure we offer opportunities for students to self-manage anxiety and stress levels where appropriate. This includes identifying software suitable for students on the autism spectrum and those with mental health issues.

3.1.19. The University remains committed to the continuation and enhancement of in-house one-to-one study skills, advisory and mentoring support for students. We continue to review our DSA rates for such support to ensure we remain below the market average, allowing us to offer our students a holistic, embedded University experience. Maintaining this provision allows us to offer consistency and ensure good quality, integrated support structures for our current students.

3.1.20. ALS recently reviewed the mechanisms for informing staff about adjustments to ensure student requirements are met and to improve implementation processes. As a consequence, the University invested in Accessibility Management (AAM), a bespoke SITS add-on facility which allows ALS to implement and update adjustment recommendations more speedily and accurately, disseminating this information on a need-to-know basis and adhering fully to good data protection practices. Additionally, it significantly improves student access to personal adjustment information.

3.1.21 Working closely with colleagues in SPLASH, ALS is actively inputting into the development of high quality student study and advisory resources, which will embrace diverse learning styles with strong visual, interactive and ‘learning-from-doing’ elements and will engage with other under-represented groups through exploring issues of transition, identity and belonging in HE contexts.

Supporting FHEQ Level 4 Undergraduate Transition: First Year Success

3.1.22. The University is piloting a tailored programme of support called ‘First Year Success’. The programme is a series of workshops, aimed at FHEQ level 4 undergraduate students which, although open to all students, sensitively targets students from under-represented groups in order to explore important transitional issues such as their new student identity, self-efficacy and resilience, and how to access networks and support.

3.1.23. Due to the initial positive feedback and evaluation from the pilot event which took place in March 2016, it is anticipated that themes within “First Year Success” will be expanded into a substantial initiative through collaborations with the Library and other departments across the University during 2017/18 and 2018/19.
Sprint

3.1.24. Sprint is a personal and professional development programme for female undergraduates, designed to help participants develop to their full potential, address gender inequality, and support women with their academic and personal development. The programme, developed in conjunction with Springboard, was introduced to the University in 2015/16 and aims to specifically support female students from under-represented groups.

3.1.25. Topics include using assertiveness positively, assessing personal potential and building personal power and influence. The workshops are led by skilled facilitators and activities include sessions by graduate women sharing their experiences of their career journeys.

3.1.26. Evaluation and feedback have been utilised to develop and substantially enhance the programme. In 2016/17, 47 female undergraduates successfully completed the programme. Qualitative feedback has been highly positive, with almost all reporting increases in perceived control over their future success, enhanced confidence in their abilities to achieve good degrees and future ambitions, and a greater sense of belonging at university.

Support for Under-Represented Groups

3.1.27. The Learning Development Team in SPLASH provides a range of academic and personal development activities available to all students on taught programmes. However, in line with the University’s commitment to ensuring the progression and attainment of under-represented groups, the team has been expanded to include two full time Student Learning Advisers (SLA’s) dedicated to supporting students from under-represented groups who are transitioning into university (SLA Outreach) as well as supporting their progression and success (SLA: WP & Progression).

3.1.28. The SLA Outreach and SLA WP & Progression roles are responsible for developing programmes of academic skills events, in collaboration with the WP and Outreach Department, to assist the transition to, and success at, University of under-represented groups. This includes developmental training to internal and external members of staff. A number of collaborative projects and interventions are currently in development, including a mentoring scheme to support students from under-represented backgrounds, and ongoing academic, personal and professional support for specific groups such as mature learners and care leavers.

3.1.29. Recognising that students from under-represented groups, whilst not having a specific disability or dyslexia, may demonstrate general learning difficulties, possibly exacerbated by academic gaps, the SPLASH team will provide access to a programme of workshops, events and targeted resources to develop appropriate skill sets.

STARS Programme

3.1.30. The STARS programme (Surrey Top Achievers Recognised and Supported) will, through targeted interventions, continue to be a key vehicle for supporting the academic, personal and professional development of students from under-represented groups. 57% of students who took part in the STARS programme during 2015-16 identified as meeting one or more WP criteria.
3.1.31. STARS is a unique differentiated development scheme designed to identify the needs of, and offer support to, high-achieving students at Surrey. Part of the impetus of setting up the scheme came from identification of often specific needs of high-performing students. For example, addressing issues of perfectionism, coping with pressure and avoiding ‘burn-out’, setting reasonable expectations and sustaining high performance. The programme also acts as a testing bed for the development of events for students beyond those of the immediate STARS community.

Transition to Further Study

3.1.32. To both encourage aspiration for, and the transition to, postgraduate study, the Learning Development Team and Researcher Development Team have collaboratively developed a mentoring programme that provides Postgraduate Researcher Mentors for high achieving undergraduate students in their final year, as they consider undertaking higher degrees. Mentors can be especially helpful to those from a WP background who may have had less exposure to the idea of postgraduate study. The mentor programme allows undergraduates to learn more about expectations of postgraduate study and to, therefore, make a more informed decision about continuing their education.

3.1.33. A portfolio of online resources is in development that will help support undergraduate students in their final year through to the first few months of their postgraduate degree. Such resources will help students understand the changes in expectations and structure of postgraduate programmes, and help to build confidence in their ability to transition to postgraduate study.

3.2. Careers and Employability

Professional Training Year

3.2.1. Many of our students choose to go on Surrey’s pioneering Professional Training placement programme, allowing them to work in industry for a year as part of their degree. Through our strong links with over 2,000 placement partners these high-quality work experience placements provide a chance for our students to demonstrate their talents to employers as well as an opportunity to discover more about what they enjoy. The University provides extensive pre-placement support to ensure our students have access to the best placement opportunities in the UK, Europe and internationally.

3.2.2. There is a concern that students from a WP background may be discouraged from undertaking a Professional Training placement, especially abroad, due to the significant upfront costs of travel, visas, accommodation, and other substantial factors. The University has a financial hardship fund to help students in such situations to ensure that as many students from under-represented groups as possible can go on a placement year as part of their degree programme. Greater emphasis will be placed on more student awareness of this type of support in partnership with academic placement tutors and other student services to ensure greater take-up.
Alumni Placement Fund

3.2.3. The University’s Hardship Fund provides support for students who find difficulty in affording the costs of going on a placement. Matched to this there is a small, but growing, Alumni Placement Fund that we are using to support students from under-represented groups to ensure that they are able to take advantage of placement opportunities. A significant campaign will be launched with our alumni community to increase the Placement Fund. Even though the majority of placements are paid, there are a number of placements that are unpaid. Therefore the Placement Fund will help provide the encouragement and support required for these students to go on placement. This initiative particularly supports the employment outcomes of undergraduate students from under-represented groups as about 40% of placement students return to their final year of study with a job offer from their placement provider.

Pre-Placement Support for Students

3.2.4. Although a generic service to all students, the University’s Senior Professional Training Tutors work closely with our students to help them secure placement opportunities. They are excellent at understanding the needs of WP students, and will often use their industry links to nurture the relevant commercial and social contacts to help these students gain access to placement opportunities.

3.2.5. Going on placement significantly enhances students’ preparation for the world of work and improves their graduate employment outcomes, including going on to further study at Postgraduate Taught programmes (PGT) where this is a suitable outcome. Therefore a mentoring and coaching scheme will provide additional pre-placement support to address the resilience and confidence issues that many of our students experience. We know that about half of our students go on placement. There are many reasons for this but, increasingly, the lack of confidence and perseverance for what is often a very competitive process can be a barrier to some students.

3.2.6. The tailored mentoring and coaching programme will seek to identify students who are struggling with the placement application process in the first instance, to better equip them with the skills and confidence to master the application process. The development of tailored online resources will be targeted at students that we know have not secured a placement and particular attention will be paid to identifying students from under-represented groups.

Careers Advisors

3.2.7. Careers advisers provide training to all academic personal tutors about the services provided by the Employability and Careers Centre (ECC), and in particular the importance of career development support in helping students from under-represented groups make informed choices about their future career options, including PGT, and not just immediate employment outcomes.

3.2.8. Alongside the subject knowledge and industry contacts that many of our academic colleagues have, the additional labour market information that our careers advisers have and understanding of how PGT studies may be a suitable outcome for students is very useful. Alongside academic personal tutors the ECC will employ a network of specialist careers advisers who will specifically work with students from under-represented groups to provide the additional guidance and coaching support that is needed to support their career decision-making and access to graduate employment.
3.2.9. The University will also partner with specialist recruitment agencies and employer bodies who support the recruitment of students from under-represented groups and provide additional early career mentoring to ensure their success in the early stages of their career progression. We are exploring the feasibility of a Surrey Graduate Masterclass scheme that can provide access for employers to work with highly talented students from under-represented groups to nurture a future talent pool from which they may traditionally not recruit.

**Business Challenge Laboratory**

3.2.10. Employers increasingly require work experience when recruiting graduates. Notwithstanding our Professional Training placement programme, the ECC will work with the academic community and employers to develop a business challenge laboratory in which employers will be able to provide live business challenges to help academics bring the curriculum to life for their students. Using an online portal businesses will be able to post live businesses issues for students to work on in the classroom. This will provide another platform through which we can provide more exposure for students from under-represented groups to the world of work, and reduce the barriers that may make many businesses inaccessible to these students.

**Transition to Employment**

3.2.11. Alongside the support targeted at encouraging students from under-represented groups to consider further postgraduate study, additional investment will be made in helping these students make the transition into the world of work and graduate employment. The ECC, SPLASH and the Centre for Wellbeing will collaborate on the development of a tailored mentoring and coaching programme to provide support to students to improve their resilience in the application process for placements and/or graduate jobs.

3.2.12. A new alumni mentoring programme will be developed as a partnership between the University’s Alumni Office, the WP and Outreach Department and the ECC to offer support for WP students making the transition from study into the world of work. Using a matching service provided by the Brightside Trust, which is already utilised in our Access work with young people, we will engage our alumni to provide tailored mentoring support to our students.

**3.3. Students with Mental Health Problems**

**Wellbeing Workshops at the Centre for Wellbeing**

3.3.1. The physical and psychological well-being of our students strongly influences their ability to engage effectively with University life. A team of 8.5 professional counsellors and nurse advisors in our Centre for Wellbeing offers 1:1 counselling, advice sessions and group workshops to address commonly experienced problems. Reflecting national trends, counselling referrals have grown by 34% from 2014/15 to 2015/16. Over the course of 2015/16 the team responded to almost 10,000 student-related queries and provided crisis support to 440 students, with 800 1:1 appointments and more than 4000 attendances across 1:1 and group sessions.
3.3.2. The nursing and counselling team run a range of mental health and wellbeing workshops for both staff and students. For 2016/17, workshops aimed at improving wellbeing by tackling sleep, anxiety and stress, healthy eating, perfectionism and eating disorders have been run. In addition, a number of educational sessions on aspects of wellbeing such as Mindfulness, Emotional Resilience, Mental Health Awareness and Psychoeducational Workshops have been delivered.

3.3.3. The Centre for Wellbeing is developing a number new initiatives for 2017/18 which will further promote positive wellbeing and mental health, and support current students, including improving links with local Improving Access to Psychological Therapy (IAPT) services to improve our support to students, the launch of the Surrey Moves app and programme designed to encourage individuals to be more active and improve their own physical and mental wellbeing, and targeted support and advice for students engaging in placements or exchanges.

The Centre for Wellbeing and Surrey Sports Park Exercise Referral Scheme

3.3.4. In 2015 The Centre for Wellbeing and Surrey Sports Park piloted an Exercise Referral Scheme for University students who were identified as suffering from low mood and/or depression. The scheme provided a structured 12-week programme of physical activity with the aim of improving mental wellbeing. The scheme meets recommended NICE (2009) guidelines and is used to help promote the use of physical activity as a tool to help manage stress, anxiety and depression amongst the student population.

3.3.5. Published figures suggest that the prevalence of mental illness is 1 in 4 people, which would equate to approx. 4000 students at Surrey. For those with mild depression, exercise has been identified as being as effective as anti-depressants or psychological treatments.³

3.3.6. To date, 52 students identified as ‘higher risk’ by the Centre of Wellbeing, have been supported through the Exercise Referral Scheme. A qualified exercise referral specialist met each student individually to assess their needs and develop a tailored exercise programme, which was based on an individual student’s exercise history, current medical status and preference. The students were then provided with access to Surrey Sports Park facilities throughout the 12 weeks and their progress monitored through 6-week and 12-week reviews with their referral specialist.

Student Life Peer Mentoring

3.3.7. The Student Life Peer Mentoring programme is now in its tenth year. With training from Student Support Services, peer mentors are assigned to all new UG / PG students and visit them in campus accommodation during the first year.

3.3.8. The service picks up multiple concerns, including significant anxiety and life concerns, arising mostly from settling into University and residential life. These include establishing friendships, living in shared accommodation, homesickness, and academic and study skills concerns. Peer mentor support is provided to all students with the aim of signposting and empowering students to resolve issues with appropriate help.

³ [https://www.nice.org.uk/guidance/cg90/ifp/chapter/treatments-for-mild-to-moderate-depression](https://www.nice.org.uk/guidance.cg90/ifp/chapter/treatments-for-mild-to-moderate-depression)
School of Veterinary Medicine Peer Support Scheme

3.3.9 In October 2016 the Centre for Wellbeing launched a Peer Support Scheme (PSS) specifically for veterinary students. This was in response to evidence that veterinary professionals are at elevated risk of psychiatric morbidity and suicide but tend not to actively seek support through normal university support services due to a fear of disclosure and the perception that this could lead to a fitness to practise concern. Medical and veterinary students are more likely to seek help through a friend or classmate. This gives a strong argument for providing students with appropriate training and tailored support through a well-run peer support scheme.

3.3.10 Aims of the PSS are to improve student wellbeing, improve student progression and retention and to help participating students within the School of Veterinary Medicine to become more resilient, resourceful and self-determined.

3.3.11 Seven 2nd and 3rd year students were recruited and trained as Peer Supporters. Peer Supporters take it in turns to be ‘on call’ and students needing support can contact them by email, phone or social media or approach them directly. Peer Supporters were provided with regular Reflective Practice sessions run by the Director of Wellbeing.

3.3.12 A mid-year evaluation of the PSS took place in February 2017. A paper survey was circulated to all students attending lectures, Vet School staff and Peer Supporters. Some key findings include:

- 100% of Peer Supporters said that the Reflective Practice sessions had been helpful. It was noted that these sessions provided a place to get advice and support from others and reassurance about how they managed cases.
- 93% of Veterinary Medicine students are aware of the PSS.
- 48% (105 students) said that they were most likely to go to a Peer Supporter if they needed support.

3.3.13 A further in-depth end of year evaluation is planned for the scheme. Experience this year will inform the future development and expansion of the scheme. The scheme is confirmed to continue in 2017-18 and the University is looking to continue it in subsequent years. Evaluation of this pilot will also assist the development of peer support schemes across other University departments.

4. Target and Milestones

4.1.1 Within the current period of rapid change and stretching goals, as set out by the current government to significantly increase the rates of participation of disadvantaged students by 2020, the University will continue to set itself challenging but realistic targets of maintaining the key HESA WP benchmarks. The University aims to continue to meet its location adjusted benchmark for the first degree HESA performance indicators:

- LPN.
- State School entrants.

4.1.2 The University has set a target in absolute terms to achieve 7.6% in the LPN (polar 3) Performance Indicator which is 0.1 above the latest HESA benchmark for 2015/16.
4.1.3 The University has set a target in absolute terms to maintain the state school Performance Indicator at 92.7% and is currently achieving 92.1%. This figure is 5.7% above the 2015/16 HESA location benchmark.

4.1.4 The University has set a number of new Access, Success and Progression targets for 2018-19, which are outlined below:

- Close the gap between the Attainment 8 Score of Kings College, Guildford compared to the average England Attainment 8 Score. The University has set a target to close the 3.5 point gap to 0.7 by 2020/21.
- Close the progression gap for BME students from Year 1 to 2, compared to the University average. The University has set a target to close the 9% gap to 5% by 2020/21.
- Close the retention gap for LPN students compared to the University average. The University has set a target to close the 5.1% gap to 1% by 2020/21.
- Close the gap between good degree rates of BME students compared to White students. The University has set a target to close the 12% gap to 4% by 2020/21.
- Close the graduate employment gap of BME Males compared to the University average. The University has set a target to close the 4.8% gap to 1% by 2020/21.
- Close the graduate employment gap of Disabled Students compared to the University average. The University has set a target to close the 12.4% gap to 9% by 2020/21.

4.1.5 Please refer to the attached Access Agreement 2018-19 Resource Plan for a full list of our targets and milestones.

5. Monitoring and Evaluation Arrangements

University Learning and Teaching Committee

5.1.1 The Vice Provost, Education and Students, is the senior person responsible for the delivery of the Access Agreement, and chairs the University Learning and Teaching Committee (ULTC), which reports to Senate.

5.1.2 In 2010 the ULTC structure was reviewed and revised, creating four Subcommittees, each representing key strategic areas; Admissions, Student Experience, Quality and Standards and Widening Participation and Outreach.

5.1.3 The Widening Participation and Outreach Subcommittee (WPOS) reports to and advises ULTC on WP and Outreach activities, the WP and Outreach Strategy, and the monitoring and reporting of WP benchmarks and University WP KPIs.

Access Agreement Working Group

5.1.4 In September 2016 the University’s Executive Board established an Access Agreement Working Group comprising of senior staff across the University. Aims of the Group are to identify and develop action plans to address differential performance and to ensure that there is a coordinated and systematic approach to the delivery and evaluation of student success and progression measures across all Departments.
5.1.5. The Access Agreement Working Group meets on a monthly basis and is responsible for ensuring that milestones and targets outlined in the Access Agreement are met and WP and Outreach Strategic Objectives are achieved. The Head of WP and Outreach provides updates of the progress of the Access Agreement Working Group to the WPOS.

Student Progression and Learning Gain

5.1.6. The University’s new Learning and Teaching Strategy is currently in development. To advise on and oversee the implementation of this, three central groups have been established. Each group is comprised of a core team of members, who represent different perspectives and expertise, and each will have a wider consultative group representing a range of perspectives. These groups are:

- Student Progression and Learning Gain
- Teaching Quality and Valuing Teaching
- Digital Enablement

5.1.7. The Student Progression and Learning Gain Group has a particular remit to focus on factors and interventions affecting the success of students who meet WP criteria. The group will explore and analyse what is meant by Learning Gain beyond degree and employment outcomes, and will look at the extent in which different initiatives, activities, and systems enhance Learning Gain, overall and within particular subgroups. The group will also look into how learning analytics can be developed and used to identify and target effective support towards students ‘at risk’. The Head of WP and Outreach is a core member of the Student Progression and Learning Gain group.

Evaluation

5.1.8. As previously stated in sections 2.3.7-2.3.20 the Department of WP and Outreach has developed and implemented an Impact Evaluation Framework which uses an outcomes based approach to support the planning, delivery and evaluation of our programme of support. Meaningful and measurable outcomes have been agreed for key target groups. The framework has been extended to evaluate WP initiatives that support current students with their success and progression.

6. Equality and Diversity

6.1.1. The University is committed to providing an inclusive environment for staff, students and visitors and recognises the benefits of a diverse community. The University will ensure that it can fully harness talent, creativity and skill through maintaining our continuing commitment to equality and diversity across the broader community. This includes understanding the impact of University policy and culture on individuals and ensuring that the educational and social atmosphere within the University is inclusive of all, regardless of race, religious belief, disability, age, gender, sexual orientation or social background.

6.1.2. The important synergies between the work of the WP and Outreach Department and the Equality and Diversity Team are well recognised and the two areas work together to ensure that Equality and Diversity is effectively embedded within the University’s strategies, policies and practices for all staff and students.
6.1.3. The University of Surrey is preparing to submit an application to the Equality Challenge Unit’s Race Equality Charter Mark (RECM) Bronze award in July 2018. The RECM aims to improve the representation, progression and success of minority ethnic staff and students within higher education through undertaking a comprehensive self-assessment framework. As a result of this process, including robust data analysis on multiple dimensions of disadvantage for BME staff and students, the University will be able to identify specific, targeted actions to advance race equality. A race-specific staff and student survey is being undertaken in May 2017 as a mandatory part of the RECM application process and this will be essential for developing and communicating actions and priorities to reduce racial inequalities at Surrey.

6.1.4. As part of RECM activity, a number of working groups have been established to focus on race equality in specific areas including: institution and local context, academic staff, professional and support staff, staff profile, student pipeline and teaching and learning. In particular the University is seeking to address issues relating to race equality in the curriculum and is looking to develop an inclusive, well-rounded and progressive learning environment. Consultation with students is key and a series of focus groups has taken place to better understand the experience of various BME groups studying and living at Surrey and to gather qualitative data to inform areas to develop.

6.1.5. The University continues its work on gender equality using the Equality Challenge Unit’s Athena SWAN framework. Data analysis includes looking at numbers of students by gender for each course, including applications, offers, acceptance rates, completion rates and degree attainment.

6.1.6. In addition to analysing data the University reflects upon key gender equality issues in each department, the steps that have been taken to address these and the support given to resolve any gender disparities within the student body. Trends in the data are highlighted and robust actions are put in place to address gender inequality issues that are identified.

6.1.7. The University has entered into a partnership with Disabled Go to develop an Access Guide helping staff, students and visitors to get to and around our sites more easily. Disabled Go is one of the largest disability organisations in Europe and provides online access guides to a huge range of venues in the UK, allowing individuals to determine the suitability of a building according to their disability. From the start of the new academic year 2017/18, the user-friendly Access Guide will be available on the University’s main webpage and a mobile app for iOS and Android will also be available. This important initiative will help make the university environment more inclusive and accessible for all students, current and prospective.

6.1.8. Other equality and diversity initiatives are in development focusing on LGBT equality using the Stonewall Workplace Equality framework and also on providing an inclusive campus culture which recognises the range of faith and non-faith backgrounds of our students.

6.1.9. The University of Surrey has a number of mechanisms for addressing unlawful discrimination, harassment and victimisation. One of the key strategic themes of the EDI Strategy 2017-22 is ‘Dignity and Respect’ with an objective ‘To ensure an inclusive learning and working environment free from discrimination, harassment or victimisation’. A Harassment and Bullying Working Group is taking forward recommendations of the Universities UK Board which has published guidance for Universities to address harassment on campus and has outlined steps the sector can take to ensure an inclusive, safe and tolerant environment for all students.
6.1.10. The University’s commitment to addressing unlawful discrimination, harassment and victimisation is emphasised through implementation of its Dignity at Work and Study Policy and Staff and Student Charters. Events are also organised via the University’s Safer Surrey Group and the Students Union which have focused on issues of domestic violence, extremism and safety in the local area. The University is also mindful of its continuing obligations under the Prevent statutory duty particularly around protection of vulnerable adults from being drawn into terrorism. The Executive Board has established a Prevent Working Group to oversee activity in this area and all staff have undergone a programme of training.

7. Provision of Information to Prospective Students

7.1.1. IAG is central to, and will remain a part of, the University’s provision for prospective students with a dedicated team travelling to schools and colleges providing workshops on a range of topics including applying to university, choosing a course and institution, personal statements, student life and student finance. Typically, around 400 such offsite events are held every year in addition to the support provided for on-campus WP target school visits.

7.1.2. The University will continue to provide accurate, timely, and accessible information to prospective students on fees and financial support through various information channels, including the University website and prospectus. In addition, the University will ensure that the appropriate information is provided to UCAS, as part of the HEFCE Key Information for Students initiative, and to the Student Loans Company.

8. Consulting with Students and the Student Voice

8.1.1. The Students’ Union president and the other sabbatical officers are consulted annually during the drafting of plans for financial support, retention and outreach included in the University’s Access Agreements and they have been consulted over the updating of the Access Agreement for 2018/19. A consultation meeting was held with the Student Union sabbatical officers to review and evaluate the current bursary and scholarship schemes. The Student Union sabbatical officers played an important part in the evaluation and development of the existing bursary schemes.

8.1.2. To enhance the student voice and representation the membership of the ULTC and its Subcommittees includes student representatives. These committees discuss the Access Agreement and the WPOS has a remit to monitor the University’s performance in relation to the Access Agreement and to evaluate the effectiveness and value of all outreach activities. The Vice-President (Voice) is also a member of the Access Agreement Working Group.