University of Surrey

Access Agreement 2017/18
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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 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 widening participation 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 Department of Widening Participation and Outreach has overarching responsibility for delivery of the University Widening Participation and Outreach strategy.

1.1.4. The Department is located within the responsibility of the Vice Provost (Education) alongside the Departments of Higher Education and Technology Enhanced Learning. The three departments work together closely in developing attainment raising programmes and in creating an inclusive learning environment.

1.1.5. The University has an established Learning and Teaching Committee (ULTC) and a subcommittee committed to ensuring that improvements in widening participation 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>13/14</th>
<th>14/15</th>
</tr>
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<tbody>
<tr>
<td>Surrey Score</td>
<td>Location Benchmark</td>
<td>Surrey Score</td>
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<tr>
<td>Low Participation Area (Polar 3 definition)</td>
<td>6.4</td>
<td>6.7</td>
</tr>
<tr>
<td>NS-SEC Classes 4, 5, 6 &amp; 7</td>
<td>31.3</td>
<td>27.3</td>
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<tr>
<td>State Schools</td>
<td>92.7</td>
<td>84.7</td>
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1.2.1. The NS SEC 4-7 (HESA T1A) KPI has decreased from 31.3% in 2013/14 to 28.6%, which is 0.6% above the HESA location benchmark of 28.0%. The State School entrants KPI (HESA T1a) has marginally decreased from 92.7% in 2013/14 to 91.9% in 2014/15 which remains significantly above the HESA location benchmark of 84.8%
1.2.2. The Lower Participation Area KPI has increased by 0.9% from 2013/14 to 7.3% and now meets the HESA location benchmark of 7.3% (POLAR3 definition).

1.2.3. The University is considering an alternative measure to replace the NS-SEC going forward. LPN will be a continued key focus for our revised Outreach Strategy. This will enable us to develop more effective targeting of all students attending Outreach activities.

1.3. Student Profile- Longer Term Trends

1.3.1. Our overall student profiles over the last 3 years have shown the following trends:

- Our proportion of BME students have shown an increase from 37% in 2013/14 to 40% in 2015/16
- Our disabled student cohorts have remained stable at 7%
- Our mature student cohort has remained stable at 21% over the last two years
- Our student progression has shown an upward trend increasing from 83% in 2013/14 to 87% in 2015/16.

1.4. Fee Limits and Fee Income above £6,000

1.4.1. The University intends to charge tuition fees of £9,000 for all new first year entrants to all full-time undergraduate programmes in 2017-18, assuming that the current fee cap of £9,000 remains in place.

1.4.2. The University intends to charge tuition fees of £1,800 for students on the Professional Training year in 2018-19 and for students undertaking a full year Erasmus exchange in 2018-19, the University intends to charge £1,350.

1.4.3. 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.

1.4.4. Please refer to the attached Access Agreement 2017-18 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 £6,000, on Access, Progression, Success, bursaries and scholarships in 2016/17. This assumes no change in tuition fees...

2.1.2. The University is committed to extending its outreach and retention activities. The University intends to significantly increase its expenditure on Outreach, Student Success and Progression from 2017/18 onwards. The University will expand the scope of its Outreach activities by increasing its expenditure from £350,000 in 2014/15 to £2.3m in 2020/21. The University will also develop more targeted support to WP students to improve Student Success and Progression through significantly increasing its investment from £350,000 in 2014/15 to £2.7m in 2020/21.
2.2. **Financial Support for Students**

2.2.1. The University has decided to reduce the amount of money it spends on student support by introducing an even more targeted bursary scheme for students from low income backgrounds in Polar quintiles 1 and 2 only. We have developed a package of bursaries and accommodation discounts that will continue to encourage applications. The scheme is aimed at increasing the recruitment of students from Polar quintiles 1 and 2 to address the reduction in students recruited from these quintiles in 2013/4.

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

2.2.3. The University has undertaken an evaluation of its 2013/14 and 14/15 bursary schemes. We undertook an acceptance survey of first year UG students in September 2014 to evaluate how important bursaries were in their decision making process. The acceptance survey identified that bursaries were only the 15th most important factor in applicants’ decision making process. However 18% (63 students) who were eligible for bursaries stated that bursaries were an important factor in their decision making process.

2.3. **Surrey Bursary Scheme**

2.3.1. In March 2016 a survey of current second year undergraduate students has been undertaken to investigate the impact of bursaries on the student experience and how they may help support with student success and progression.

2.3.2. 25% of students responded to the survey. Of these:
- 47% said that they were aware of the availability of bursaries and this had contributed to their decision to come to Surrey;
- 45% said that receiving the Surrey bursary meant that they haven’t needed to seek part time employment;
- 48% said that receiving a bursary meant that they were able to undertake more extracurricular activities;
- 68% of students said that receiving a bursary meant they were less worried about building up debt.

2.3.3. All new first year entrants to all full-time undergraduate programmes in 2017-18 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.

2.3.4. 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.

2.3.5. The University will extend the Surrey Bursary Scheme to new students on nursing, midwifery and allied health profession courses as from 2017-18.
2.4. **Additional Access Measures**

Outreach

2.4.1. The Department of Widening Participation and Outreach (WP&O) at the University Surrey 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.

2.4.2. 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.

Advisory Group

2.4.3. 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 Widening Participation 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

2.4.4. The University of Surrey Schools Consortium aims to provide a coherent, sustained programme of aspiration and attainment raising activities that can be evaluated on a long term basis to not only inform the University’s strategy but also to meet the requirements of both OFFA and HEFCE. Evaluation is vital to ensure that the events and activities that are delivered meet the needs of the pupils and the schools involved in raising aspiration and attainment levels and providing relevant HE related Information, Advice and Guidance (IAG). The key question at the end of each activity must be: has it achieved the outcomes that were intended and have there been unintended consequences. The emphasis is that evaluation of activities should inform the institutions own strategies and enable the continuous improvement in outreach activities.

2.4.5. The University of Surrey has adopted an outcomes based approach using logic modelling for the planning and evaluation of the programme of activities. Meaningful and measurable outcomes have been agreed for key target groups which include; students, teachers and parents/carers. All 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. The programme is reviewed on an annual basis to ensure it continues to meet the needs of the key stakeholders and target groups.
2.5. Programme of Activities

2.5.1. A coherent programme of aspiration and attainment raising activities at each stage of students’ education from Key Stage 2, up to and including Key Stage 5, 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.

2.5.2. An overarching aim of the strategy is to ensure that everyone with the potential to benefit from higher education has an equal opportunity to do so regardless of background, age, ethnicity, disability or gender. The three aims of the strategy are:

- To support and encourage improvements in the number and/or proportions of students from low income and other under-represented groups
- To reduce as far as practicable the barriers for students from low income and other under-represented groups by ensuring that institutions continue to invest in outreach and financial support
- To support and encourage equality of opportunity through the provision of clear and accessible financial information for students, their parents/carers and advisers.

Activity outcomes

2.5.3. 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 that the outcomes for each specific target group are met.

2.5.4. Key outcomes for student activities aim to:

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

2.5.5. Activities are therefore aimed at providing knowledge about higher education:

- Understanding what opportunities are available in HE
- Understanding the application process for HE
- Understanding all aspects of student finance
- Knowledge of academic, financial and pastoral support available at universities
- Understanding the variety of career and educational pathways and employment opportunities
- Understanding how to make informed decisions about future educational pathways
- Increased breadth and depth of subject knowledge
- Increased knowledge of learning styles and transferable skills.
2.5.6. Using an outcome based approach we are able to evaluate the success of activities. To understand the longer term behavioural impact of involvement in activities, more in depth evaluation of larger scale activities will take place. In addition, a longitudinal evaluation will take place with a sub-sample of those students and their parents/carers for whom we have complete demographic information and associated school data. The sub-sample will be selected from schools within the Advisory Group and consent for participation in the longitudinal evaluation has been sought from schools.

HEAT and new CRM

2.5.7. The University of Surrey is a new 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 Fair Access activities. It allows member universities to demonstrate outreach participation in relation to success at key transition point, collectively explore best practice in combining qualitative and quantitative research on outreach and in the future, perhaps, facilitate the development of collaborative targets.

2.5.8. Membership of the HEAT service will assist the University in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach, something which is made possible by the collaborative nature of the service. Individual members use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in HE.

2.5.9. It can take some time for data about young participants in outreach to mature to the point of understanding their patterns of enrolment in 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 and the sector’s understanding of outcomes for different underrepresented groups and recognising that widening participation students are not a homogenous group.

2.5.10. Where HEAT data has matured it allows the University to understand the relationship between outreach participation and HE enrolment, retention and success. The University will be able to see if and when its outreach participants enrol in HE. Crucially this data will show enrolment not only to the University of Surrey but to all other HEIs. This will allow the University to demonstrate its contribution to the sector as a whole. Furthermore, as data further matures, 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 CRM system for WPO

2.5.11. The Widening Participation and Outreach Department is investigating the potential implementation of a new CRM system to support its work. Currently data relating to activities, both current and historical, is stored on an MS Access database. This database currently holds approximately 8,500 records with annual growth of around 30%. Data is particularly sensitive in nature as it consists of detailed individual student and parent personal and demographic data. Due to the increasing size of the database, performance is being impacted and there is a growing need for reporting on the data that is currently limited within the database.

2.5.12. Although a proportion of this data is also stored on the HEAT database, there are a significant number of historical records which cannot be transferred as either the original data protection statement does not allow for sharing of this data with a third party or alternatively parental consent has not been given to share this data with a third party.

2.5.13. A dedicated CRM system that 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 be possible with a dedicated CRM.

Additional Outreach Activities

Year 7 Christmas Extravaganza

Summary

2.5.14. The Department of Widening Participation and Outreach (WP&O) held the first Year 7 Christmas event over 8 and 11 December 2014. This was a large scale event which was held in the University Hall. Key outcomes for the event were that students had the opportunity to learn about a variety of subjects they currently study and how these link to their future education, the opportunity to work in teams to help develop their self-confidence and their ability to work with others.

2.5.15. Activities included Mrs Claus’ Kitchen where students helped to make Christmas goodies and learn about the importance of nutrition; Snowball flight where students worked to design, create and test snowball catapults; Sleigh Science which involved strategic and logical thinking in a team sleigh packing maths challenge; Sober St Nick where students had a chance to find out the physical short and long term effects of alcohol on the body and the Rudolf Report where students wrote and delivered a festive news report which was directed and filmed by the students.

Attendance

2.5.16. A total of 230 year 7 students attended the event from 12 Consortium schools across Surrey:

Outcomes of the event

- 72% of students (n=207) said that the Christmas event had helped them understand what university is
- 97% of students (n=207) said that during the event they had learnt about a variety of subjects
- 93% of students (n=205) said that the event had helped them work together in a team with other students
- 73% of students (n=204) said that the event had made them think about going to university
- 61% of students (n=202) said that the event had encouraged them to work harder at school
- 72% of students (n=206) said that the event had helped them feel more confident learning about different subjects
- 79% of students (n=207) said that the event had increased their confidence working with others.

**Teacher feedback comments**

2.5.17. A total of thirteen teachers commented on the day and all comments were positive:

- Individual teachers commented on the activities which were ‘excellently thought out’ and ‘planned brilliantly’; one said there was ‘superb team building’ and another that it was pitched at the ‘right level’ for students and held their ‘attention’; one teacher said this was a ‘new way’ of learning for students.

**Year 8 Introduction to Higher Education Week**

2.5.18. The Department of Widening Participation and Outreach (WP&O) welcomed 153 Year 8 students onto campus for a week of activities between 20-24 April 2015. This is the second year that the event has run and students attended from 11 Consortium schools across Surrey.

2.5.19. Activities included a combat theatre session run by staff in the Guildford School of Acting (GSA), an Engineering session delivered by BAM Construction, Creative Writing, Law and Drama sessions, and a Chemistry session run by Surrey undergraduates. Students also visited Surrey Sports Park where they took part in a range of activities and learnt about the role of nutrition in sport.

2.5.20. Students commented that the week had helped them to realise their potential to go to university and encouraged them to work hard, they appreciated the opportunity which had in many cases increased confidence in their own abilities:

‘I now realise that I have the potential to go to university when I’m older as long as I carry on working hard’

‘Year 8 Week is one of the greatest opportunities in my life and it has told me that I can achieve anything if I work at my maximum potential’

‘The week increased both my motivation and confidence and encouraged me to work to my full potential’

2.5.21. Teachers commented what a good opportunity this was for students to introduce them to university and help to inspire students:

‘wonderful week, well planned and interactive’

‘fantastic opportunity for our students and they got a lot from it’

2.5.22. Parents were invited onto campus and 176 attended the graduation event, with 46 parents/carers taking up the opportunity of going on a University campus tour.
2.5.23. A total of 55 parents/carers completed the feedback form and were asked whether the Year 8 week had an impact on their child. Feedback comments from parents indicated that their children’s confidence had grown during the week and it had motivated them to work hard:

2.5.24. 100% of parents agreed that the Year 8 week had an impact on their child (n=55):

‘it has given him far more confidence and he is now considering going to university’

‘Wonderfully motivating and inspiring for all’

‘It has opened his eyes to what he could achieve if he works hard and sets his mind on what he wants to do’

**Surrey Skills Fair – Year 9 students**

2.5.25. Surrey Skills Fair is one of the WP&O Departments largest single events. The Skills Fair is a two-day event held at Surrey Sports Park for Year 9 students who are about to choose their GCSE options. Students are given the opportunity to find out about a range of industries, career options and courses provided at colleges and universities.

2.5.26. The annual Surrey Skills Fair took place on 3rd & 4th December 2015 at the Surrey Sports Park. The event attracted over two thousand-two hundred students from thirty-seven Surrey Consortium schools.

2.5.27. Across the two days students had the opportunity to discover new career pathways, try out cutting edge technology and find out what skills employers really value from the workforce of tomorrow. Students sampled interactive stands from dozens of businesses, universities and colleges including McLaren, Cisco Systems, Heathrow Airport, GlaxoSmithKline, IBM, BAE Systems, Royal Holloway University and Greenwich University to name but a few.

2.5.28. We are delighted with the continued success of this event and the students seem to love it too:

- 90% of students (who had not made their choices) said that the event would help them to pick their GCSEs
- 92% of students said that the Surrey Skills Fair helped them to understand more about the variety of courses offered at university
- “I now know more about universities and what I need to take for my GCSEs. I liked that there were lots of different stalls for us to look around. Also everyone was really friendly. As well as that I now have a better idea of what I want to do when I’m older and where I should go to do it. Furthermore I know that I have to take Science & Maths and get an A or B to do what I want to do”. Year 9 student The Ashcombe School.

**Year 10 Week - ‘Catastrophe on Campus’**

2.5.29. During the week of 22nd – 26th June, the Widening Participation and Outreach Department welcomed 62 Year 10 students from four local Surrey Consortium Schools onto campus for a week of activities.
2.5.30. ‘Catastrophe on Campus’ was the first Year 10 week of its kind where students were involved in a response and recovery exercise following a simulated chemical incident. Students contributed to the successful management of the disaster and were given the opportunity to gain a wide range of experience of different roles in Chemistry, Law, Health Care, Journalism and Media and Environmental Strategy.

2.5.31. A key focus of the week was on developing students’ critical thinking, team work and decision making skills, together with communication, leadership and presentation skills and providing them with information about university.

Student Evaluation

2.5.32. 98% of students agreed or strongly agreed that after the event they had a better understanding of the differences between school and university (n=56). This is a 4% increase in understanding during the week.

2.5.33. 96% of students agreed or strongly agreed that after the event they had a better understanding of the academic opportunities at university (n=57). This is a 20% increase in understanding of the academic opportunities during the week.

Young Persons University (YPUs)

2.5.34. During June and July 2015, the University's Widening Participation and Outreach Department (WP&O) held two, Young Persons' University (YPU) four-day residential summer school programmes for Year 12 widening participation students.

2.5.35. Feedback from the Year 12 participants has been very positive, with students saying:
- ‘Great experience! I learnt a lot about what it takes to do a law degree.’ (Law student)
- ‘The experience has made me identify my interest in civil and aerospace engineering.’ (Engineering student)
- ‘A brilliant week which reinforced my desire to study midwifery.’ (Health Sciences student)
- ‘It was a useful insight to uni life and about subjects I would like to study.’ (Language student)

2.5.36. Summer schools give students the opportunity to experience a four day residential programme, attending lectures, seminars and tutorials delivered by academic staff and taking part in theoretical and practical work.

2.5.37. As well as helping students build subject specific knowledge, it helps them to develop transferable skills in team working, communication, presentation and research skills, it help to better prepare them for making an application to university.

2.5.38. The Young Persons University summer schools included sessions on:
- One Health - Nursing and Midwifery, Operating Department Practice and Paramedic Practice
- Health Sciences - Biomedical Science, Sports and Nutritional Sciences and Veterinary Science
- The Business World – Business and Law
- Languages – French and Spanish
- Engineering and Physical Sciences - Engineering and Physics, Maths and Computing.

YPU 2015 Attendance to Application to Surrey 2016/17
2.5.39. 234 students attended YPUs:

- 159 (68%) female; 75 (32%) male
- 39% students applied to the University of Surrey for 2016/17 entry (n=92)
- 66% students were given a conditional offer (n=61).

Mature Learners’ Event for Access to Higher Education Students October 2014

Summary

2.5.40. The first Mature Learners’ Event for Access to Higher Education Students was held on 22 October 2014 at the University of Surrey. The event was primarily aimed at students who are currently undertaking an Access to HE course at college and are therefore mature students aged 21 or over. The event was designed to given an insight into life as a mature learner at university through a number of sessions, including writing a personal statement, knowledge of student finance and providing information on additional support available at university and knowledge of the kind of study skills required to study at this level. The day also provided the opportunity to hear from current mature students on undergraduate programmes and the chance to go on a tour of the campus.

2.5.41. Key outcomes for the event were that students understood the opportunities available in higher education, that they understood the application process, student finance and the support available at university and gained some knowledge of transferable skills, for example time management.

TPD or Professional Development events for teachers

2.5.42. To complement the range of activities provided for pupils a series of events for teachers and advisers is being delivered to support the development of knowledge and expertise in their subject areas as well as enhance their professional development. The programme aims to enable the sharing of good practice among consortium schools. It also enables teachers and University of Surrey academics to engage in discussions about the curriculum and the transition from secondary to higher education, therefore benefitting both access and retention of WP students.

2.5.43. The programme of Professional Development Events for teachers in the wider Surrey Schools Consortium has developed into a full programme of events which combine access to leading edge academic work, inspirational speakers, and practical strategies to enhance teaching and learning as well as offering opportunities for peer networking.

2.5.44. The premise is to re-inspire teachers with the love of their subject, discover practical ways to develop their teaching and provide opportunities to meet with peers, academics and other specialists in order to work better with their widening participation students.

2.5.45. We have also recently introduced a ‘peer observation of teaching’ project where teachers from consortium schools can observe academic staff delivering teaching sessions here 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.

Parents Information Evenings
2.5.46. Parents/carers play an important role in students' lives when it comes to making decisions about their education. The WP&O 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.

2.6. Other Additional Access Measures

Looked after children

2.6.1. 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.

2.6.2. The University has held the Buttle Trust Quality Mark for care leavers since 2007 and demonstrates an institutional commitment to those who are in care or leaving care.

2.6.3. The Department is also involved in a number of collaborative activities working with:

- Surrey Virtual School to develop and deliver HE related IAG days to Personal Advisors who provide support to care leavers.
- South East Network for Education of Care Leavers to support care leavers into university.

Young Carers

2.6.4. The University is developing relationships with Surrey Young Carers and Action for Carers in Surrey. The Department of Widening Participation and Outreach hosted an awareness raising event in collaboration with Action for Carers and the Higher Education Outreach Network (HEON) in March 2016. Representatives from Schools and Colleges across Surrey were invited to attend.

2.6.5. The aim of the event was to discuss the challenges Young Adult Carers (aged 18-24) face when trying to access education, share good practice and create an action plan for your institution to help this group of students succeed and progress.

2.6.6. The University is also working closely with Surrey Young Carers to offer a programme of targeted activities to support Young Carers from Years 9 upwards. This is in the early stages of development with the first event scheduled for late May 2016.

In2Surrey

2.6.7. 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.

2.6.8. The scheme has seen an almost fivefold increase in applications for 2016/17 entry compared to those received for 2015/16 entry:

- Total applications received: 247
- Numbers of students currently progressing on the scheme: 150 with approximately 70 expected to enrol in 2016/17.
**Student Ambassador Programme**

2.6.9. Student ambassadors working for the Department are involved in a wide range of activities:
- Assisting with classroom based attainment and aspiration raising activities both on and off campus
- Leading University campus tours
- Supporting large scale events, such as the Year 12 Young Persons University Programme
- Attending collaborative activities with other universities
- Supporting the Surrey Schools Consortium Professional Development Programme for teachers.

**Training Programme**

2.6.10. The Department of Widening Participation and Outreach (WP&O) held their second Student Ambassador Training Day on Saturday 29 November 2014. The training was delivered by the WP&O team and supported by experienced ambassadors who had attended the previous year’s training. Aims of the training are to prepare students for their role as ambassadors at widening participation events and activities through a variety of taught sessions. These include giving effective presentations, understanding group dynamics, and managing difficult situations, running campus tours and what it means to be a good ambassador. Students also had a session on Child Protection and the legal aspects of working with children. Our experienced ambassadors provided useful information on their own experiences delivering activities and working with children from all age groups.

2.6.11. Key outcomes for the event were that students understood the benefits of working as a WP&O ambassador and interaction with school students for their personal development and employability through team working, giving presentations and developing their communication skills. The day aimed to help students understand how to design and deliver WP activities, recognise the importance of their own self-reflection and evaluation of activities and build their confidence to support and deliver WP&O activities.

**Attendance**

2.6.12. A total of forty one students attended the event, 33 students were female (80%) and 8 were male (19%).

2.6.13. Students were asked whether they came from a WP background and 26 students (63%) said they came from a WP background and 15 students (37%) said they did not.

**2.7. New Initiatives**

**Transition Mentoring**

2.7.1. The Department of Widening Participation and Outreach introduced a Transition Mentoring Scheme to support Year 12 students attending the residential summer schools in 2015, with their ongoing transition to university as they enter into Year 13 and begin the UCAS application process. The scheme was supported by the Brightside Trust who have significant experience of successfully implementing and managing similar schemes in other higher education institutions. Trained student ambassadors acted as mentors which aimed to provide them with additional employability skills going forward.
Initial evaluation

2.7.2. The E-mentoring programme was run for the first time in the Summer of 2015 to support Year 12/13 pupils who attended the University of Surrey Summer Schools programme in July 2015. Each student was matched with an online ambassador currently studying at Surrey in a related subject area where possible.

2.7.3. The programme ran from mid-July, after the end of the summer school programmes, until the end of October 2015. During the mentoring sessions students were encouraged to ask follow up questions from the summer school, including academic questions, questions about university life, finance and living away from home.

2.7.4. In total 225 mentees were matched with 55 mentors in two cohorts which were made up of students who attended one of the two summer school programmes.

Key Learning

2.7.5. It is clear the mentors are highly invested in the programme as evidenced by 100% of the mentor cohort attempting to start conversations with their mentee groups.

2.7.6. It is also clear from the engagement at the top end of the scale that the programme can be highly valuable to the mentees (26 mentees sent 10 or more messages, and a small group sent over 20).

2.7.7. There is a significant sized group who sent one or two messages, but the relationship did not then grow with their mentor. Understanding the cause of this will help to improve the programme for the future.

2.7.8. A large group did log in once, but chose not to take up the offer of a mentor. This excluded the possibility of technical issues with the site.

2.8. Student Retention Initiatives

2.8.1. 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 widening participation 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

2.8.2. 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.

2.8.3. The data is used strategically by the Vice Provost Education 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.
2.8.4. We are currently working on a project to provide more flexible reporting on progression via our Business Intelligence tool. This will include looking at how we can improve our intelligence on tracking the progression of WP students. Gaining a deeper understanding of the factors affecting progression will in turn help us ensure that we have the appropriate interventions in place to support those students who are potentially at risk of not progressing.

2.8.5. The intention is to develop a WP Data Dashboard that can be used to identify groups of students e.g. BME students who may require additional support or specific interventions to aid in their Progression and Success. The dashboard will also enable us to examine multiple dimensions of disadvantage e.g. access of white working class males or outcomes of BME groups.

3. Supporting Progression and Success

3.1. Mature Students

Pre-entry day for mature students

3.1.1. This event aimed 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 was supported by staff within University of Surrey’s Student Personal Learning and Study Hub (SPLASH). Student ambassadors supported the event by giving campus tours and providing information on their own higher education experience. Outcomes set for the event were to provide students with information on student finance and the support provided by the university and also help instil confidence in students that they can successfully make the transition to university.

3.1.2. A total of forty eight students attended the event and forty one provided information on the programmes they would be studying. A total of 65% (26 students) wanted to study on NHS funded Nursing programmes.

Outcomes of event

3.1.3. 93% (44 students) agreed or strongly agreed that they understood the financial help that might be available to them (n=47).

3.1.4. 98% (46 students) agreed or strongly agreed that they now knew where to get financial advice at the University (n=47).

3.1.5. 98% (46 students) of students agreed or strongly agreed that they were now aware of the support services offered by the university (n=47).

3.1.6. 49% (23 students) agreed or strongly agreed that they were aware of the role of personal tutors at university (n=47).

3.1.7. 77% (36 students) agreed or strongly agreed that as a result of the day they felt more committed to learning at university.

3.1.8. 91% (42 students) agreed or strongly agreed that they felt more confident to make the transition to university (n=47).

Mature Student Support
3.1.9. Student Services provide a range of specifically targeted support for a range of students including:

- Mature student officer designated in Oct 2014
- Mature café event on arrival to facilitate networking
- Student mentors in accommodation support arrival and transition, with a new private sector support (extension) scheme to be launched 2016. This may be particularly relevant to mature students who can be more likely to live off campus, rent privately or sometimes own their own home.
- Since Oct 2015 an information panel on the Student Services and Administration homepage has information for this group, see https://www.surrey.ac.uk/ask/

3.2. **Library and Learning Support**

**Supporting students with disabilities**

3.2.1. The University continues to promote awareness of the support available for students with disabilities and to seek new ways of encouraging the engagement of students with relevant services. A new initiative for 2015/16 is the scheduling of a Disability and Wellbeing Day, hosted by the Additional Learning Support team (the University’s disabilities and dyslexia service) together with other support services across the University and intended to encourage disclosure of disability by students who are not yet accessing support services.

3.2.2. 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 for these students, building on innovative and successful induction initiatives.

3.2.3. Similarly, in order to extend the reach of services for students with Specific Learning Differences beyond the DSA entitlement, and in order to maximise the opportunity for ‘good degrees’, in addition to one-to-one support, the learning support teams (ALS and Learning Development) will be introducing group-based sessions for these students. The sessions will focus on developing academic skills and on strategies for workload planning and time-management. Additionally, progress workshops for dyslexia students on undergraduate programmes will be offered throughout their programmes.

**Support to under-represented groups**

3.2.4. The Learning Development (SPLASH) Team 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 in 2015/16 to include ‘learning advisor’ roles dedicated specifically to supporting students from the WP backgrounds.

3.2.5. These roles will be responsible for developing programmes of academic skills events (in conjunction with WP&O) to assist transition to University, including developmental training of heads of sixth form and careers advisers on aspects of orientating their students to HE study. A pilot project to develop Student Ambassadors as Academic Skills Ambassadors will be initiated.
3.2.6. Recognising that students from underrepresented 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 (where appropriate in conjunction with ALS) to develop appropriate skill sets.

3.2.7. Working with the University’s WPO team, relevant students will be identified and targeted for one-to-one and group-based support. In addition the STARS programme (Surrey Top Achievers Recognised and Supported) will, through targeted invitations, continue to be a key vehicle for supporting both the academic and personal development of WP students. Evaluation of existing cohorts indicate that 50% of the STARS intake are students who qualify as WP.

Transition to further study / employment

3.2.8. In addition to support for progression and attainment, other specific interventions will aim to prepare students from WP backgrounds for successful transition to either employment or to further study. The SPRINT programme (a Professional Development Programme for women undergraduates, developed by Springboard) introduced to the University in 2015/16 has been targeted at female students from underrepresented groups. The programme will continue to be offered in 2017/18 albeit modified in the light of evaluation.

3.2.9. To both encourage aspiration for, and the transition to, postgraduate study, the Learning Development and Researcher Development teams have formed a collaboration to better support the transition from undergraduate to postgraduate student with 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 widening participation 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.

3.2.10. Looking forward, the collaboration will be extended to create online resources to help support students in their final year of undergraduate degree through to the first few months of their postgraduate degree. Such resources would help students understand the changes in expectations and structure of postgraduate programmes, and build confidence as they commence the programmes.

Evaluation activities

3.2.11. The increase in the number and range of initiatives to support students from WP backgrounds will be supported by the provision of additional administrative support. This will allow for more effective identification, targeting and tracking of WP student service users and for the evaluation of the benefit and impact of activities.

3.3. Careers and Employability

Matched funding for placement students in hardship
3.3.1. 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 Alumni fund that we are using to support WP students to ensure they are able to take advantage of placement opportunities. This particularly supports the employment outcomes of WP UG students.

Pre-placement support for students

3.3.2. Although a generic service to all students, our 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 WP students gain access to placement opportunities. 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 PGT where this is a suitable outcome.

Supporting academic personal tutors

3.3.3. Careers advisers provide training to all academic personal tutors about the Employability and Careers Centre, our services for students and the role of career development support in helping especially WP students make informed choices about their future career options, including PGT and not just immediate employment outcomes. 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.

Professional Training Year

3.3.4. Many of our students choose to go on Surrey’s pioneering Professional Training placement programme, allowing them to work in industry for up to 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. There is a concern that students from a WP background may be discouraged from undertaking a Professional Training placement, especially abroad, due the significant upfront costs of travel, visas, accommodation and other factors. The University has a financial hardship fund to help students in such situations to ensure that as many WP students as possible can go on a placement year as part of their degree programme.

3.4. Students with Mental Health Problems

Wellbeing workshops at the Centre for Wellbeing

3.4.1. The nursing and counselling team run a range of mental health and wellbeing workshops for both staff and students. For 2015/16, workshops aimed at improving wellbeing by tackling sleep, anxiety and stress have been run. In addition, they have reached out to a number of staff and students through educational sessions on aspects of wellbeing:
• Managing stress and anxiety: 3 part course improving understanding of stress and anxiety and give of strategies to help change it.
• Mindfulness taster: Mindfulness is an evidence-based technique which can help combat stress or low mood, insomnia and lack of focus.
• Keep up your mindfulness: Focus on one aspect of Mindfulness and then explore this in an extended practice session.
• Mindfulness for managing stress: A practical half day introduction to mindfulness
• Sleep workshop: Information giving sessions for those suffering from insomnia or sleep disturbance
• Vet school, FHMS nursing, Dietetics department wellbeing workshops: supporting students to improve emotional resilience, enhance coping skills, promote positive mental health
• Auricular acupuncture group sessions: to aid stress relief and manage anxiety.

In addition:
• Frequent mental health awareness training for staff and seek to role this out to students in 2016/17
• Personal tutor training
• Presentations to departments to raise awareness of MH and CWB support
• Mental health awareness for managers
• Workshops at the staff conference: mental health awareness, eating disorders workshops, Healthy University workshop
• Drugs workshop: Session for staff on drugs awareness.

Planned for 2016/17:
• Eating disorders awareness for staff and students supporting friends or peers with eating disorders
• ‘Disordered eating sessions’ for those with binge eating and erratic eating patterns
• Wellbeing café: regular, informal ‘meet up’ for students suffering with wellbeing or mental health issues or those supporting friends with MH problems who need support and a chance to share their experiences.
• Emotional resilience and managing anxiety
• Managing emotional distress
• Reflexology.
The Centre for Wellbeing and Surrey Sports Park Exercise Referral Scheme

3.4.2. In 2015 The Centre for Wellbeing and Surrey Sports Park piloted an Exercise Referral Scheme for up to 100 University students who had been identified as suffering from low mood and/or depression. The scheme would provide a structured 12-week programme of physical activity with the aim of improving their mental wellbeing. The scheme offered students the support and guidance to safely increase their physical activity levels and in turn help to reduce their low mood and depressive symptoms. The scheme met recommended NICE (2009) guidelines which state that adults with mild to moderate depression should engage in an exercise programme comprising three sessions a week, for a period of 10-14 weeks. The Student Exercise Referral scheme was used to help promote the use of physical activity as a tool to help manage stress, anxiety and depression amongst the student population. 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 (NICE, 2009) and the benefits of exercise have also extended to improved work behaviour and improved social networks (Skrinar and Hutchinson, 2009). GAD 7 scoring for anxiety and PHQ 9 scoring for depression at week 0, 6 and 12 gave quantifiable evidence of effectiveness of the programme as well as an opportunity for the nursing staff to review the scheme’s impact and alter or add to their treatment. In addition, a further risk assessment and opportunity to engage in other areas of the wellbeing services or University support services could be suggested at the 6 and 1 week review. Results from this scheme will provide valid data and evidence to develop links between increased physical activity and mental health among young adults studying at university.

3.4.3. To date (29/3/16), 52 students identified as ‘higher risk’ by the Centre of Wellbeing, have been supported through a 12-week exercise programme and have had the opportunity to work with exercise professionals who are qualified to work with these conditions.

3.4.4. A qualified exercise referral specialist met each student individually to assess their needs and develop a tailored exercise programme. Gym-based, class-based and sport-based activities formed part of each 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.

Peer Mentoring

3.4.5. Peer mentors are assigned to all new UG / PG students and visit them in campus accommodation during the first year. The service picks up multiple concerns, as listed in the mid-year report, including significant anxiety and life concerns. Arising mostly from settling into University and residential life, including establishing friendships living together and academic / study progress or difficulties. Mentor support is provided to all students with the aim of signposting and empowering students to resolve issues with appropriate help.

3.4.6. Some students do not approach counselling or friends for support, and with changes to the Centre of Wellbeing assessment meaning face to face services are targeted at students with a higher level of need. This presents a need to introduce both peer to peer and low level online support service, as many other Universities within the sector have done.
Pilot project of a peer mentoring scheme – School of Veterinary Medicine

3.4.7. The School of Veterinary Medicine is proposing to pilot an undergraduate peer support scheme, with the training of 15 vet students from the first cohort to act as peer supporters. The overall goal is to extend the scheme across the School of Veterinary Medicine cohorts year-on-year.

3.4.8. Veterinary professionals are often high-achieving, perfectionist personality types, which can translate into a higher depression rate and suicide risk both in the profession and amongst students (Zenner et al., 2005). The veterinary profession, on average, has a suicide rate four times higher than the population average, and twice that of medical professionals; this extends into the student body. Most students entering the programme have wanted to be vets since early childhood and have had getting into vet school as an overriding goal for years. This focus on a single goal means that they can lose insight, miss milestones and social experiences that again set them up for mental health issues (Tremayne, 2010). Finally, it was noted at a recent meeting of the Academy of Medical Educators (Swansea, October 2015) that medical and veterinary students represent a population of individuals that are less likely to seek help through normal university support services due to a fear of disclosure and the perception that this could lead to a fitness to practise concern (Cohen, 2015). 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.

3.4.9. Purpose of the pilot project:

- To improve student wellbeing
- To improve student progression and retention (it takes only one student annually to remain in the programme to cover the costs of this scheme)
- To help participating students within the school (peer support mentees) to become resilient, resourceful, self-determined and emotionally intelligent learners.

3.4.10. The programme will be evaluated and will look at areas relating to:

- Effects of the support scheme on
  - Emotional feelings (ability to cope, sleep patterns, eating patterns, other symptoms including physical or psychological symptoms)
  - Academic work.

3.4.11. Outcome indicators:

- Number of students entering and leaving the scheme after 1 and 2 years
- Number of students who need additional support from other agencies including University systems
- Number of students who say they are now ‘better’ able to cope.

3.5. Collaborative Measures

3.5.1. The University is committed to working through collaborative partnerships to support progression to higher education. This is perhaps most clearly demonstrated through the development of partnership consortium with state schools in Surrey, feedback from consultation events with head teachers indicates that schools perceive the opportunity to collaborate with each other, whilst also collaborating with the University as an added advantage of consortium membership.
Collaborative WP&O and Aimhigher London South Ltd

3.5.2. Aimhigher London South Ltd works to ensure fair access to higher education for young people from non-traditional backgrounds. This is achieved by linking schools, colleges, universities and education providers together to work effectively. AHLS works in partnership with 11 universities, 28 schools and 3 further education colleges across London and the South East. The network is committed to collaboration and works together to:

- Provide impartial information, advice and guidance to learners from Year 8 – Year 13 (and is developing ways of working with primary to secondary transition (Years 5 & 6)
- Share good practice at a local and regional level in order to determine what works well and that activities are effective
- Develop and apply evaluation and monitoring methods to illustrate long term impact.

3.5.3. The University is part of the Aimhigher London South Network and as a member of this partnership; WP&O staff and student ambassadors commit to hosting and staffing events commissioned by Aimhigher London South East and attend meetings with schools, FECs and HEIs to support collaborative initiatives. During this year the WP&O department has hosted and contributed to several taster conferences for a number of age groups.

National Networks for Collaborative Outreach

3.5.4. The University of Surrey is the lead institution for the Higher Education Outreach Network (HEON) which is a partnership of four institutions; Royal Holloway University; University of the Creative Arts and Farnborough Technical College. This partnership is part of the national Network for Collaborative Outreach funded by HEFCE and aims 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. A website is being developed which will host a wide range of information and resources for schools and colleges and provide a single portal for access to each partners offering.

3.5.5. The University of Surrey maintains regular contact with head teachers’ and principals’ networks to respond effectively to the needs of schools and colleges. It brings together schools, employers and professional bodies both in large-scale events such as the Surrey Skills Fair but also in individual interventions in WP schools.

3.5.6. The University of Surrey is also a member of the South East Physics Network (SEPnet), a consortium of seven partner universities including the University of Kent, the University of Portsmouth, Queen Mary University of London, Royal Holloway University of London, the University of Southampton and the University of Sussex. SEPnet partners offer outreach activity to advance and sustain Physics as a strategically important subject for the UK economy and its science base in the South East of England.

3.5.7. The University is currently in discussion with partners involved in collaborative activities as to if and how we can ensure sustainability of the new initiatives post the HEFCE funding period as part of individual institutional Access Agreements.
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 and is currently looking at an alternative indicator to replace the NS-SEC:

- LPN
- NS-SEC 4-7
- State School entrants.

4.1.2. The University has set a target in absolute terms to achieve 7.5% in the LPN (polar 3) PI which is 0.2 above the latest HESA benchmark for 2014/15.

4.1.3. The University has set a target in absolute terms to maintain the state school PI at 90.7% from 2012/13 onwards and is currently achieving 91.7%. This figure is 6.9% above the 2014/15 HESA location benchmark.

4.1.4. The University outperformed its HESA benchmark for non-continuation following year of entry in 2014-15 by 0.8% (5.5% against the benchmark of 6.1%). The University has set a target in absolute terms to achieve 5% in the non-continuation HESA PI in 2016/17 which is equal to the latest location benchmark.

4.1.5. The University balanced scorecard includes a student progression KPI. The KPI target for 2016/17 is 87%. Progression and retention targets have also been set at Departmental level which are overseen by the Associate Deans (Learning & Teaching) and monitored by ULTC.

4.1.6. The University has set targets for increasing applications and enrolments of WP students through the In2Surrey scheme of 10 in 2013 increasing to 20 by 2015/16 and to 65 by 2017/18.

4.1.7. The University has set targets to improve evaluation of outreach activities as a mechanism for ensuring they are focused on raising the aspiration and attainment of WP students.

5. Monitoring and Evaluation Arrangements

5.1.1. The Vice Provost Education is the senior person responsible for the delivery of the Access Agreement.

5.1.2. In 2010 the University Learning and Teaching Committee (ULTC) structure was reviewed and revised, creating 4 Subcommittees each representing key strategic areas for improvement. The 4 Subcommittees are:

- Admissions
- Student Experience
- Quality and Standards
- Widening Participation and Outreach.

5.1.3. The ULTC, chaired by the Vice Provost Education, reports to Senate. Each of the Subcommittees is chaired by a Faculty Associate Dean (Learning & Teaching), who also sit on ULTC ensuring consistency.
5.1.4. The Widening Participation and Outreach Subcommittee (WPOS), reports to, and advises ULTC on:

- Widening Participation and Outreach activities
- Widening Participation and Outreach strategy
- Monitoring and reporting of WP benchmarks and University WP KPIs.

5.1.5. The Admissions Subcommittee (AS) reports to, and advises ULTC on:

- The monitoring of widening participation students through admissions
- The use of contextual data in the admissions process
- Identifying mechanism to improve the identification of WP students.

5.1.6. To achieve coherence and consistency across the two subcommittees, the University's Head of WP and Outreach is a voting member of both the WPOS and the AS subcommittees. The membership of both subcommittees includes a Student Union sabbatical officer.

5.1.7. As previously stated the Department of Widening Participation and Outreach has developed and implemented an Impact Evaluation Framework which uses an outcomes based approach to support the planning, delivery and evaluation of individual activities and the programme as a whole. Meaningful and measurable outcomes have been agreed for key target groups which include; students, teachers and parents/carers. All 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.

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 the talents, creativity and skills that people bring and maintain 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 Widening Participation and Outreach Department and the Equality and Diversity Team are well recognised and the two areas will continue to work in partnership to ensure that these vital areas of work are effectively embedded within the University's strategies, policies and practices for all staff and students.

6.1.3. The University of Surrey will be submitting an application to the Equality Challenge Unit’s Race Equality Charter (REC) Bronze award in February 2018. The REC 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, we will be able to identify specific, targeted actions to advance race equality. A mandatory part of the REC application process is to undertake a race-specific staff and student survey which will be essential for developing and communicating actions and priorities to reduce racial inequalities at Surrey.
6.1.4. A Race Equality Group is already established at Surrey and has a remit to:
- Raise awareness of race equality and cultural diversity at the University of Surrey;
- Analyse student and staff ethnicity data to identify areas of concern;
- Help develop practical solutions to address issues of underrepresentation and low participation;
- Represent the views of black and minority ethnic staff and act as a body of expertise on ethnic minority issues and race discrimination;
- Advise senior management on how to promote an inclusive culture for black and minority ethnic staff at the University of Surrey;
- Deepen the knowledge of race equality issues of group members;
- Provide opportunities for social and professional networking among group members.

6.1.5. The group seeks to achieve this through: involvement and consultation on the University's plans, strategies, policies and guidance; acting as a channel for communication between BME staff and senior management; assisting in the coordination of events and activities which celebrate diversity at the University of Surrey and supporting and monitoring the implementation of the University's Race Equality Action Plan and Single Equality Strategy.

6.1.6. The University has already committed to closing the progression gap of BME students, increasing BME staff at Senior levels and the overall BME staff percentage in its Equality, Diversity and Inclusion Strategy 2015-17. As part of these aims, it seeks to address issues relating to race equality in the curriculum and has closely followed the UCL BME Students’ Network campaign ‘Why is my curriculum white?’ which pushes for the most inclusive, well-rounded and progressive learning environment possible. NUS recommendations state that ‘institutions must strive to minimise Euro-centric bias in curriculum design, content and delivery, and establish mechanisms to ensure this happens.’ In response to this, Surrey is working with its Department of Higher Education which supports and promotes excellence in Learning and Teaching. A series of focus groups has also taken place to better understand the Afro-Caribbean experience of studying at Surrey and to gather qualitative data to inform areas to develop.

6.1.7. The REC framework will provide a tried and tested, robust framework which will enable us to further identify and self-reflect on institutional and cultural barriers for minority ethnic staff and students to ensure that we address these trends and achieve our aims.
6.1.8. The University of Surrey has a number of mechanisms for addressing unlawful discrimination, harassment and victimisation. These are outlined in a robust action plan as part of the Equality, Diversity and Inclusion Strategy 2015-17. One of the key strategic themes of the EDI Strategy 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 has been established to take forward recommendations of the Universities UK Board which endorsed a new piece of work addressing harassment on campus and what further steps the sector can take to ensure an inclusive, safe and tolerant environment for all students. 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 Charter. Events are also organised via the University’s Safer Surrey Group which has focused on issues of domestic violence, extremism and safety in the local area. A training workshop on ‘Sexual Harassment and Assault on Campus: The Legal Framework’ is being run in partnership with Eversheds in May 2016. The University is also mindful of its 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.

7. Provision of Information to Prospective Students

7.1.1. Information, advice and guidance is central to, and will remain a part of, the University’s outreach provision with a dedicated team travelling to schools and colleges providing workshops on a range of topics such as: applying to university; choosing a course and institution; personal statements; student life and student finance. Typically, around 200 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 clear, up-to-date information to prospective students through various information channels, e.g. websites and prospectuses. 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 Loan Company.

8. Consulting with Students and the Student Voice

8.1.1. The Students’ Union president and the other sabbatical officers were consulted during the drafting of plans for financial support, retention and outreach included in the 2016/17 Access Agreement and they have been consulted over the updating of the Access Agreement for 2017/18. 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 University Learning and Teaching Committee and its sub-committees includes student representatives. These committees discuss the Access Agreement and the Widening Participation and Outreach Sub-committee 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.