

UNIVERSITY OF EAST ANGLIA

**ACCESS AND PARTICIPATION
PLAN**

2019-20

June 2018

1 INTRODUCTION

The University of East Anglia (UEA) is strongly committed to widening participation to high-quality higher education (HE) and takes a full student lifecycle approach in order to enable motivated and able students from under-represented groups to gain the advantages of HE irrespective of background.

UEA has a dedicated Widening Participation Management team, reporting to a Widening Participation Committee and the Pro Vice Chancellor (Academic) which leads on complementary strategies focussed on student access, success, and progression, and ensures activities and spend are evidence based and outcomes are carefully evaluated.

2 FULL AND PART-TIME COURSE FEES

Course type	Annual Fee Entrants pre 2017/18	Annual Fee Entrants 2017/18 onwards
Full-time Undergraduate incl. foundation	£9000	£9250
Part-time Undergraduate	£4500	£4625
Erasmus and Overseas Study Years	£1350	£1385
Sandwich Year	£1350	£1850
Postgraduate ITT		£9250

Figure 1: Fee levels for UEA students studying in 2019/20

For 2019/20 entrants, UEA intends to continue to set its maximum fees levels at £9250. For existing new system full time students who commenced their studies prior to 2017/18, fees will remain at £9000. A detailed breakdown of tuition fees and student numbers, including by course type, fee level, part time provision and a year-in-industry/abroad, is also available in the Resource Plan.

Within the appropriate maximum fee cap, we intend to apply annual increases in line with the amount set by the Government each year. Fees for continuing students will normally increase annually. The fee increase will be limited to 4% or the % increase of the UK Government regulated fee.

3 EVIDENCE AND EVALUATION

At the heart of UEA's approach to Widening Participation in Higher Education is the use of the most up-to-date evidence to inform and robustly evaluate our strategy and activities and, we believe, this is fundamental in securing continuous improvement.

During 2017/18, the University established a Widening Participation Evidence and Evaluation Team, and a related strategy, and continued to fund expert roles in the University's Business Intelligence Unit focussed on WP data analysis and market research. This team works to ensure that UEA's strategic approach to widening participation is underpinned by a robust evidence base, and supported by monitoring and evaluation, to prioritise activities and interventions with the greatest impact. We achieve this by utilising data to establish baselines and identify gaps in performance between different groups, and through extensive engagement with sector and internal research and data analysis, to build an evidence base of effective activities, good practice and areas for improvement. In addition, UEA has a WP Research Group bringing together academic and professional service experts from across the University to inform our decision-making.

With JISC, UEA is piloting the implementation of Learner Analytics to enhance our understanding of predictive factors in retention, success and progression of different student groups, increase our ability to take active interventions and monitor and evaluate the impact of these, and to provide staff and students with improved data and insight into individual student engagement and success in order to undertake targeted interventions. Should the pilot prove viable and effective in terms of supporting underrepresented students, UEA will implement the project for all students with proportional countable funding.

3.1 Current assessment of UEA performance

In developing this Access Agreement we have undertaken a broad assessment of our performance utilising HESA key performance indicators (KPI) and additional internal data for all stages (based on full time, first degree, home students unless otherwise specified). When reviewing our performance and identifying gaps we consider the following key characteristics across the student lifecycle:

- POLAR3 quintiles
- Ethnicity – both broad and detailed categories
- Gender
- Age
- Disability – both broad and detailed categories
- Care leavers

We also consider indicators of household income where data are available, as well as utilising other measures as appropriate and examining where possible the intersections of characteristics (where examination by a single characteristic may mask or underestimate the extent of a gap that needs addressing for a particular group).

A top line summary of this analysis by WP characteristic and key metric is provided below in Table 2.

- For **intake** and **non-continuation**, UEA performance is considered positive if above all benchmarks (where available) or increasing (where we have internal data only).
- For **good honours** and **graduate prospects**, UEA performance is considered positive if there are no negative gaps between WP and non-WP students.

Key metric	Positives	Areas to focus on
Intake	Mature LPN, state school, BME	Young LPN, disabled, young white LPN males
Non-continuation	Mature, disabled	LPN, BME
Good honours	Mature	BME, disabled, young white LPN males
Graduate prospects	Mature, BME, LPN, young white LPN males	Disabled

Figure 2 – Summary of performance by WP characteristics

We are currently working to broaden our understanding of issues further, such as relationships between measures, interlocking indicators and the impact of other contextual factors. For example, we now analyse WP data by School of Study, and this work informs WP activity, including development of new initiatives, across the whole student lifecycle.

3.1.1 Access

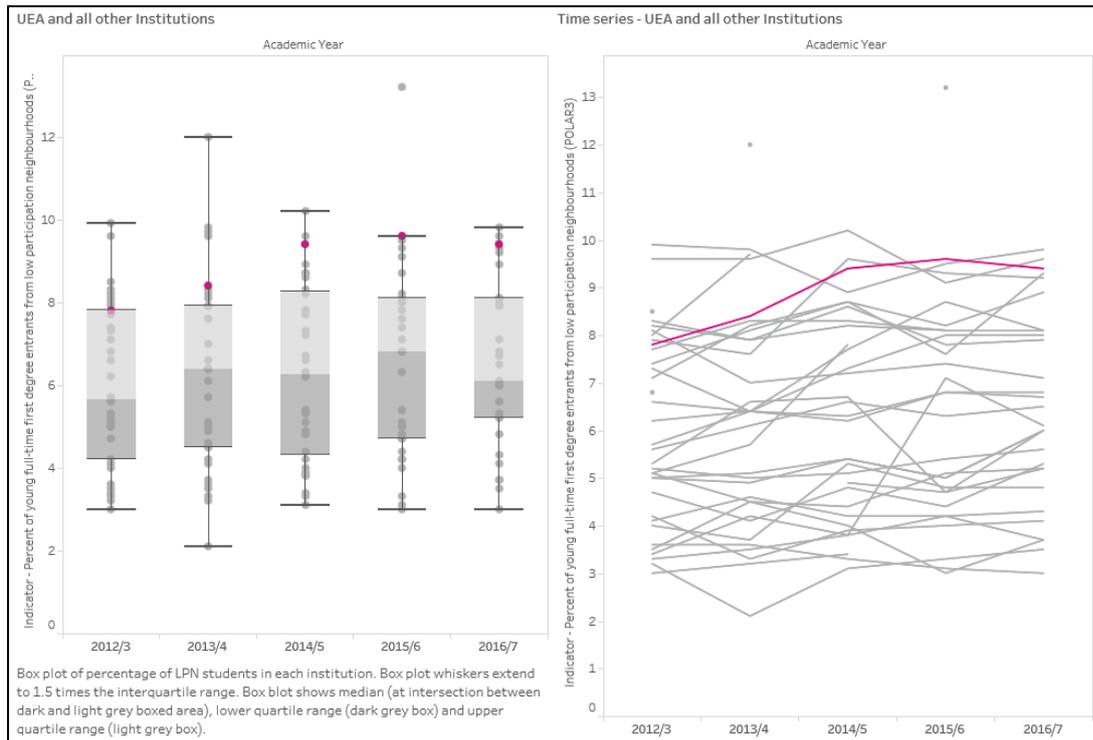


Figure 3: Percentage of LPN students for higher tariff institutions. UEA highlighted in pink. Source: HESA

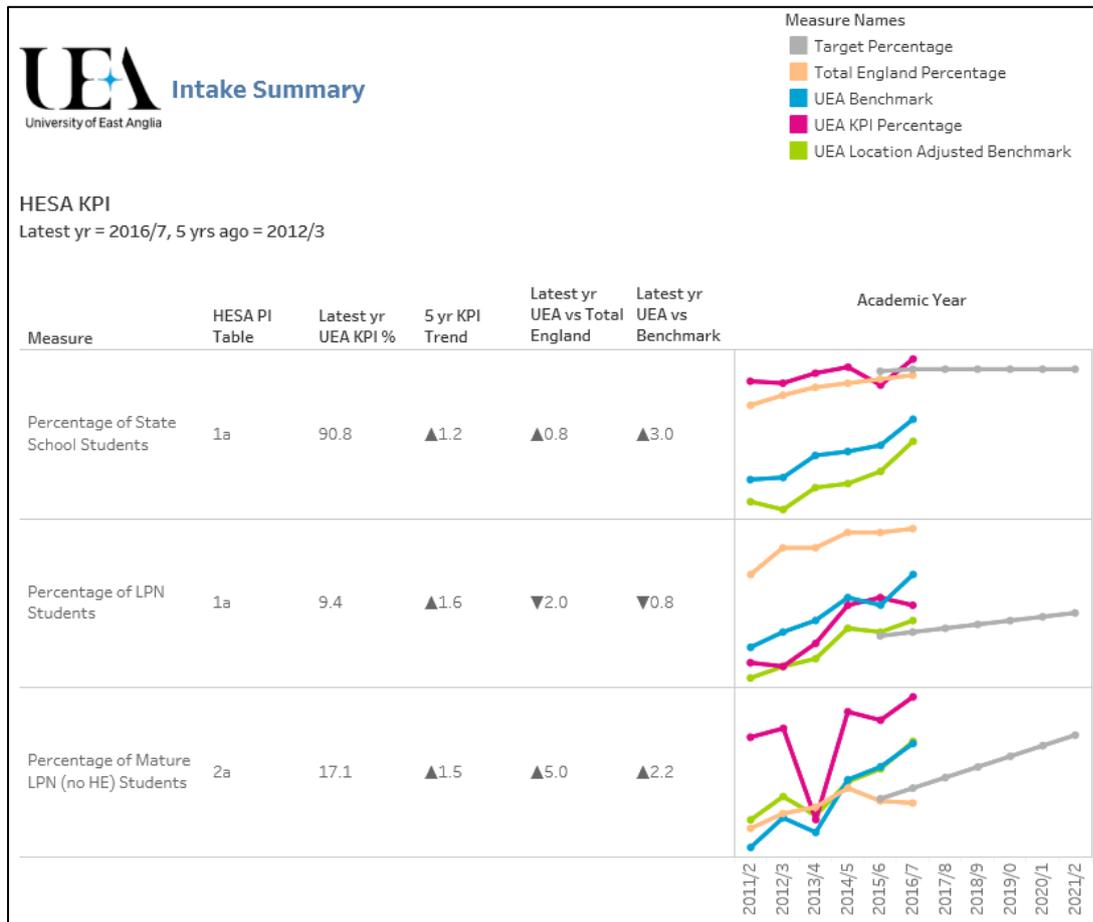


Figure 4: 2016/17 access performance indicators. Source: HESA

We note the importance of the access performance of higher tariff institutions in relation to meeting social mobility goals. In this context, UEA delivers a strong performance, consistently in the upper quartile of higher tariff institutions when ranked by proportion of LPN students.

For students from **state schools** and **mature LPN** students with no previous experience of HE, UEA performs well above the location-adjusted benchmark, and for young LPN students, the University performs just above. Positively, our proportions of state school and mature LPN students have also increased in the most recent year of data (2016/17).

However, for **young LPN students** we are below the England average, and therefore, this continues to be an area of particular note for action, despite our strong performance amongst higher tariff institutions. Positively, internal data on the most recent admissions round indicates a considerable increase in LPN intake supporting our outreach strategy.

- Using a specific data purchase from HESA we have drilled further into these data to look specifically at intake for white students from low participation neighbourhoods. This highlights that UEA has seen growth in recent years in the proportion of our intake from this specific disadvantaged group, bringing UEA relatively in line with the sector average. There is a notable gap within this specific underrepresented group between male and female, both across the sector and at UEA, so we consider access for **young white males from low participation neighbourhoods** to be a particular priority for action.

Positively, our internal data analysis highlights that our proportion of incoming **BME** students has increased for the second consecutive year and is now the highest it has been in the last five years.

Conversely, our internal data analysis flags intake of students with **disabilities** as an area for further action due to a decline in the proportion of new entrants with a disability in the three most recent years.

- Analysis of internal intake figures by disability subgroups highlights that intake of students with a specific learning difficulty or mental health condition have consistently accounted for the largest percentages of intake.

Whilst the number of **care leavers** at UEA is small, this is growing. Our internal data shows that in recent years we have seen some increase in the number of care leavers gaining a place at the University.

3.1.2 Success and progression

Non-continuation

We continue to review our performance in terms of first year non-continuation in a number of ways, to ensure we are focussed on making improvements where needed. These are:

1. Comparison of UEA performance against the HESA KPI's of LPN students and mature students with no previous experience of HE as shown below in Fig. 4.
2. Comparison of performance to identify gaps between groups within broader WP characteristics (using the most up to date internal data available of 2016/17 entrants).

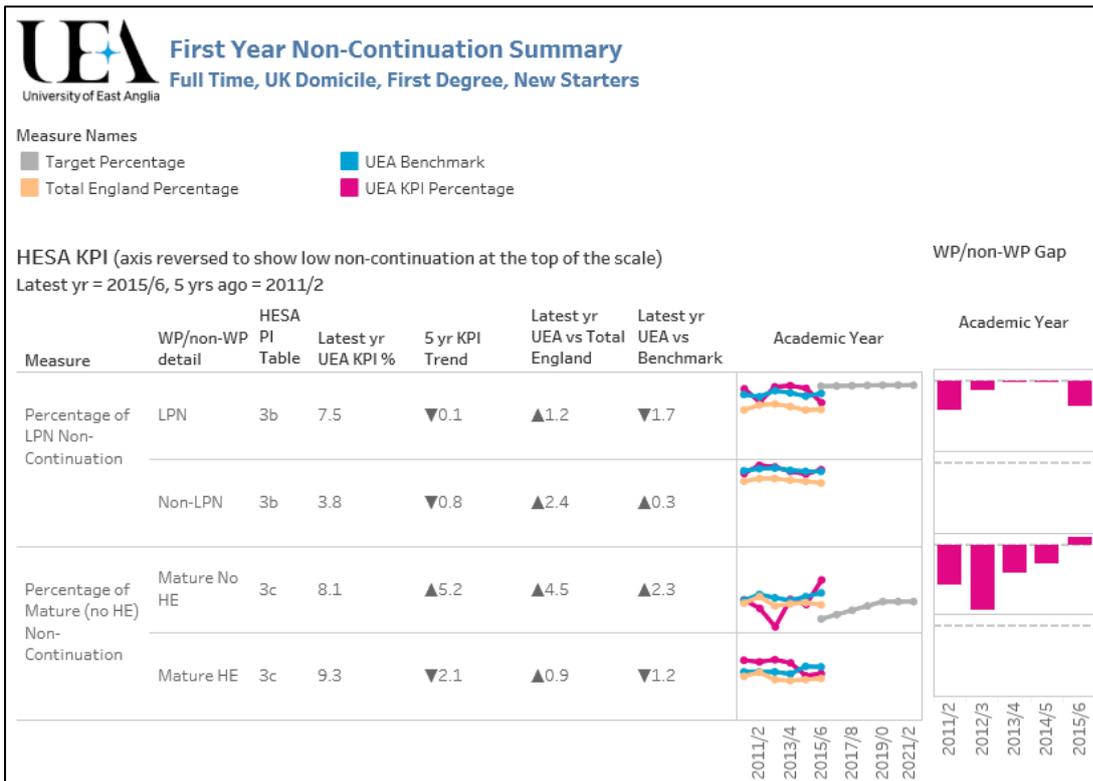


Figure 5: 2016/17 first year non-continuation performance indicators for 2015/2016 entrants. Source: HESA

- **LPN** students – UEA performance has dropped to below our benchmark, but is still slightly ahead of the England average. Comparison of non-continuation rate at UEA also reveals a performance gap, with LPN students being more likely to drop out than their non-LPN counterparts. Following a period of two years with a gap of less than 0.5 percentage points, in the most recent year of data, the gap has increased to 3.7.
- **Mature** students with no previous experience of HE – In the 2015/16 HESA KPI data set, UEA has improved considerably to above its benchmark and the England average. This is due to a sizeable decrease in non-continuation for this group (12.6% to 8.1%).
- **Disabled** students – Our equivalent internal data shows a considerable improvement in non-continuation in the most recent year of data (2016/17). This improvement means that disabled students at UEA are now less likely to drop out than non-disabled students.
 - However, we note that for 2016/17 entry, one of the highest levels of disabled non-continuation was amongst those with a physical impairment or mobility issue.
- **BME** – Our internal data shows a drop in performance for non-continuation of BME students. Following a peak year in 2015/16, non-continuation for this group has increased to slightly above that for non-BME, meaning that BME students at UEA are now more likely to drop out than white students.
 - We note that for 2016/17 entry, non-continuation was highest for our small cohort of Arab students. In addition, non-continuation for our larger cohort of Black-African students has increased for two consecutive years.
- Our 2016/17 internal data also indicate that whilst white students most frequently drop out for other reasons (e.g. personal), for BME students drop out is consistently most likely to be due to academic fail which may relate to the attainment gaps described below.
- Positively, albeit small numbers, HESA data shows that retention of **care leavers** at UEA is strong; we are currently performing above the upper quartile of institutions on this metric.

Good honours

Achieving a good honours degree remains important to our students for their future success. Therefore, in order to understand fully student success, we also use internal data to consider whether there are performance gaps in terms of achieving 2:1 or 1st class degrees. We are also developing monitoring of these gaps before the student final years. Reviewing performance in the most recent year (2016/17) highlights considerably improving, but ongoing gaps for a number of WP characteristics. This will be a specific area for continued action moving forward.

- **BME, disabled, LPN students (although slightly)** and **young white LPN male** students are all less likely to achieve a 2.1 or higher degree (good honours) than their non-WP counterparts.
- However, the 5-year trends in the proportion of students achieving good honours for all groups is positive, moving towards closing the gaps and indicating that current activity is being impactful.
- Particularly of note, the gap between **mature** and young good honours has now almost completely diminished. In the most recent year, there is a difference of approximately 0.2 percentage points.
- Gaps in performance remain largest between **young white LPN males** and young white LPN females and between **BME** and white students (despite a considerable improvement of approximately 5 percentage points for BME in the most recent year).
 - In 2016/17 good honours rates were lowest (and below the BME average) for our small cohorts of Asian-Other and Black-Caribbean students, along with our larger cohort of Black-African students.
 - We note that, when reviewing good honours rates for young white LPN males, the result appears to be driven by a performance gap between male and female students rather than the other component characteristics of this group.
- Positively, in the most recent year, internal analysis of good honours across disability subgroups highlights that for four of the smaller sized groups, performance is above the non-disabled average. However, good honours performance for those with mental health conditions, physical impairments or mobility issues, and specific learning difficulties such as dyslexia, fell slightly below the average across disabled students.
- HESA data shows that, albeit from a low base, a high proportion of **care leavers** achieve good honours, and the University is currently performing above the upper quartile of institutions on this metric.

Progression

Progression to further study or a graduate level career is a vital outcome for all students. We currently monitor this performance indicator using the most up to date DLHE data (2015/16) and compare the performance of students with WP backgrounds to their peers to assess any gaps. Reviewing performance in the most recent year highlights there are no significant negative gaps between WP and non-WP students.

- Positively, in the most recent year, proportions of students progressing to graduate destinations has increased across all WP target groups.
- In each of the two most recent years, **mature, BME, LPN** and **young white LPN male** students were all more likely to progress to positive destinations than their non-WP counterparts.

- We are not complacent, however, and note that whilst there are no *significant* negative performance gaps between groups, in the most recent year, **disabled** students were slightly less likely to progress to positive destinations than their non-WP counterparts.
- Detailed analysis of graduate prospects by disability subgroups highlights that in the most recent year, performance for students with mental health conditions is approximately 5 percentage points lower than the average across disabled students. In addition, this has been lower than the non-disabled average in each of the last five years.
- In addition, reviewing the data by ethnicity subgroup highlights inconsistent performance across many of the smaller groupings year on year. Small base sizes make these data indicative only, but areas to address may include the small White and Asian cohort, for which graduate prospects has declined year on year between 2011/12 and 2015/16.

Sector priorities

In addition to our internal performance monitoring, in setting our Widening Participation strategy and Access and Participation Plan we are committed to playing our part in working to improve gaps across the sector, which we note from the OfS guidance to be:

- Access for mature students and those from socioeconomically disadvantaged backgrounds.
- Retention and attainment for specific minority ethnic groups and those with disabilities
- Progression for specific minority ethnic groups and those with disabilities

3.1.3 Ongoing development of UEA WP performance monitoring

A key aspect of the work of the WP Evidence and Evaluation team is to monitor performance gaps and the direction of travel in KPIs and disseminate the information throughout the university to engage all relevant stakeholders. We see this as fundamental to driving action and interventions and ensuring that these are designed and implemented to target areas of need.

During 2017/18 we have focussed on increasing understanding of our performance at a more granular level by cutting characteristics to more detailed sub groups, looking at detailed specific student types (e.g. care leavers) and reviewing all data at UEA school and subject area level. This is allowing us to target and evaluate measures more effectively. We are also currently working on identifying and analysing contributory measures to gain a better understanding of what is driving performance at a metrical level. For example, analysing measures of student engagement for widening participation gaps; including involvement in clubs and societies, attendance of teaching events, footfall into the library, take up of time abroad or in industry, and attendance of support events.

UEA is committed to ensuring that students from all backgrounds are not only equipped to progress into employment or further study, but that their qualifications hold their value over time. We will, therefore, engage fully with the Graduate Outcomes and Longitudinal Education Outcomes (LEO) data sets as these become available. We plan to conduct detailed analysis, where base sizes allow, for UEA and sector by all relevant sub groups.

The outcomes of analysis of increasingly detailed data sets will help to shape action for 2019/20 and beyond.

3.2 UEA Targets and Milestones

UEA's targets and milestones outlined in Tables 8a and 8b of our Resource Plan are a combination of HESA KPI's and internal measures. We consider that benchmarks are the most helpful milestone against which to assess performance as they reflect context.

We have revised some of our outreach targets based on the review of activity we have undertaken. This includes adopting different/ new measures of performance where changes have been made to activities. We have also continued to develop new targets to demonstrate the impact of activity relating to success and progression. Developments this year include

- Addition of good honours metrical targets to reflect areas of focus from our performance monitoring.
- Starting to develop targets focussed on closing specific performance and engagement gaps.
- Addition of outcome based targets regarding attainment-raising activity.

We will continue to work to develop our targets and milestones where activity is not yet sufficiently developed and/or available data are not currently sufficiently robust to enable us to set a reliable baseline or stretching targets. Future developments are likely to include:

- Further revision and development of our metrical targets to reflect areas for improvement at UEA where specific action is being implemented.
- Further revision and development of outcome based targets for our Outreach activity.
- Setting progression metrical baselines and targets following adequate years of data collection for the new Graduate Outcomes survey.
- Setting additional activity based success targets having worked with our Student Support Service and Business Intelligence Unit on developing the monitoring of use and impact of different types of support for student success by widening participation characteristics.
- Targets based on our learnings from the application of Learner Analytics.

The University undertakes to monitor compliance with this plan and our progress towards milestones including via more detailed internal targets and milestones with live reporting. This responsibility sits with our Pro-Vice-Chancellor (Academic) who is supported by the Academic Director for Widening Participation and our cross institutional WP Committee.

3.3 Building the evidence base - Strategic evaluation and research

During 2017/18, UEA has utilised cross-institutional academic research expertise to inform its WP Strategy in a number of ways:

- Rapid Evidence Assessments – Academics in our School of Education and Life Long Learning are undertaking these in two areas: The role of Financial Support in Widening Participation and Impactful Interventions to Support WP Employability.
- Fellowships – Teams of academics in two Schools are undertaking fellowships into BME Attainment and Student Support for Young, White, Working Class Males.
- WP PhD Studentships – We currently have one PHD in local social mobility factors underway and we are in the process of designing two more for 2019/20. Our aim is to fund three studentships targeted at areas in need of further research.

The WP Evidence and Evaluation Team works on building our strategic evidence base:

- Monitoring sector research and policy papers and developing a literature library.
- Monitoring best practice at other institutions through literature review and active engagement in information sharing e.g. through conference participation.
- Consulting with internal stakeholders including area experts and students.

We also engage in collaborative research opportunities to increase our knowledge and understanding of issues facing widening participation students and effective activity to address these. For example, we have worked with colleagues from our network of European universities to examine the issue of participation gaps in the field of study abroad. This work is the basis of a bid to the European Union Erasmus+ fund for a project to address specifically the participation gap issue.

Dedicated resource in our Business Intelligence Unit (BIU) undertakes cross analysis of all surveys and qualitative research with potential, current and past students, to highlight differences in requirements, satisfaction and experiences of UEA provision for different student groups. Examples include sector wide surveys, such as the UK Engagement Survey and National Student Survey, and internally run surveys, such as our Exit survey and our Reasons for Choice Survey (annual survey of enquirers, applicants and offer holders, exploring decision making and information sources used).

The BIU undertakes a tracker project consisting of qualitative interviews with a panel of first year home undergraduate students across the academic year following their experience of a year at UEA. This helps us to further our understanding of the interplay between different positive and negative factors in the retention and success of our students and any differences in the experience of choosing, studying at and living at UEA between WP and non-WP students. We also utilise a weekly SMS poll to explore a key issue of the time e.g. this year this has focused on their feelings about their financial situation as part of our Financial Support Review.

3.4 Performance data and monitoring

UEA continues to invest time and resources into the development of methods to monitor performance across the full student lifecycle. We utilise both HESA and internal data to look at detailed WP groupings, consider different contexts such as performance at School and Faculty level and have embedded analysis by WP characteristics across all student surveys quantitative and qualitative results. We have an established range of longitudinal institutional WP reports looking at entrants, non-continuation, degree outcomes and graduate destinations broken down by the key characteristics over time, and reports for each statistical target tracking actual performance against milestones.

In 2017/18, we are working to enhance this further with WP reporting on contributory measures such as student satisfaction, student engagement, attendance, participation in key activities and use of some services. We will continue to further our understanding of challenges faced by different groups by looking more at other indicators of access, success and progression such as reasons for decisions, confidence and attitudinal factors.

3.5 Evaluation

Evaluation is embedded within all our outreach activity. We consider outputs and outcomes in terms of both short and long-term impacts. We recognise the need for an even clearer focus on outcomes to demonstrate the value of specific interventions and target resources most efficiently. Our new WP Evidence and Evaluation Team will be undertaking a review of our Outreach evaluation activity in 2018 in order to enhance this further. This will streamline our evaluative and reporting approach, clearly identify learning objectives for every engagement and evaluate impact against said objectives, plus chart the development of students engaging with us over a period of time.

Input of all relevant UEA outreach activity into the Higher Education Access Tracker (HEAT) is now taking place. In 2018/19, we will be in a position to start reviewing impact of late interventions using these data and will continue to input and track data around more long-term interventions. We will also be implementing methods to track participants in interventions once at UEA further through their journey with us.

UEA has undertaken considerable development of its monitoring and evaluation of success and progression interventions in 2017/18 and will continue to work to ensure that all funded initiatives have a proportionate evaluation plan in place that covers activity, outcome and impact measures.

4 AMBITIONS, STRATEGY AND ACTIVITY

4.1 Our strategic approach to widening participation

UEA's 2016-2020 Widening Participation Strategy¹ details our overarching strategic approach. Our key principles that guide the strategy reflect the following:

- Importance of academic standards
- Social diversity enriches learning
- Cross institutional collaboration
- Evidence-based approach
- Academic and pastoral support
- Working in partnership

The strategy recognises and addresses the importance of the whole student lifecycle: access, success and progression. It places an emphasis on identifying gaps in performance between different groups and prioritising interventions with the greatest impact through robust monitoring and evaluation.

UEA plans to review and revise this strategy in summer 2018, to ensure it is based on the most up to date sector and internal evidence and evaluation. This will incorporate our state of knowledge in relation to engagement and output data as well as clear targets and outcomes. We will utilise data to support the identification of the performance and needs of various groups. In 2019/20, we will be targeting funds to address these specifically and robustly monitoring the impact and effectiveness of the initiatives in closing the gaps.

4.1.1 Regional context

Our approach to access in particular is shaped in part by the region in which we are located. In terms of undergraduate entrants, we are one of the larger HE providers in the East of England region, and by far the largest in our immediate locality (Norfolk and Suffolk). Approximately 50% of our undergraduate home students come from the East of England region.

The region ranks third highest, after London and the South East, for its young participation rate². However, there are pockets of low participation across much of the East, particularly in Norfolk, eastern Cambridgeshire, west Suffolk and Essex. The Social Mobility Index³ also identifies that well over half of local authority areas in the bottom 10 per cent are found in the

¹ <https://www.uea.ac.uk/about/corporate-social-responsibility/widening-participation>

² HEFCE 2014. Further Information on POLAR3: An Analysis of Geography, Disadvantage and Entrants to Higher Education

³ Social Mobility and Child Poverty Commission. 2016. The Social Mobility Index

East Midlands and the East of England, including Norwich itself, which ranked second from bottom.

Norfolk is predominately classified as a rural county, although approximately half the population live in an urban environment. Both Norfolk's urban and rural areas are performing below national and regional averages for student attainment, HE progression, social mobility and deprivation. The more populated areas of Kings Lynn, Norwich, Great Yarmouth and Thetford all have areas that are classified as being among the 10% most deprived in England. Unsurprisingly, these areas also have participation cold spots as well as parts of coastal and rural Norfolk and Suffolk. Underrepresented children and young people living in rural areas face even greater barriers to reaching university than their urban counterparts⁴. Barriers affecting attainment, aspirations, and progression in these communities (including those locally) include geographical location, poor public transport, and neighbourhood characteristics⁵.

Given this context, we have a focus on supporting students from the East Anglian region. In particular, we recognise that although much of our outreach activity must be targeted, there is also a need to work more broadly across our local area to support aspirations, attainment and thus access. Our work with the National Collaborative Outreach Programme (NCOP) is allowing us to broaden our Outreach work beyond Norfolk and North Suffolk to support students across the region. Working in collaboration with the University of Cambridge, Anglia Ruskin University, University of Suffolk and Norwich University of the Arts we are forming a cohesive image to students and schools across the East Anglia region of HE study. UEA's commitment to widening access in the region is also evidenced by our long-standing partnerships with City College Norwich and Easton & Otley College.

UEA is currently funding a PhD into the factors that best explain the relatively low levels of social mobility in East Anglia's most marginalised communities and the types of public policy or higher education interventions that might have the most impact on fostering social mobility in a peripheral rural region such as East Anglia.

We will continue to ensure that our approach to widening participation is informed by our local context.

4.1.2 Target groups

We continue to refine our understanding of those groups underrepresented within HE generally and specifically at UEA. To inform our targeting we draw on both national research and our own data analysis of students from the key groups. These characteristics are reflected in our targets and milestones and our core target groups (sometimes referred to as Widening Participation students).

- Low participation neighbourhood (POLAR quintile 1)
- Low household income (pupil premium or full support threshold)
- Mature students (including those with no previous HE experience)
- Disabled students – including consideration of different subgroups such as students with mental health issues, specific learning difficulties and/or who are on the autistic spectrum.
- Looked-after children, care leavers and estranged students.
- Specific black and minority ethnic groups – including consideration of different ethnicities.
- Young white males from LPN or low household income.

⁴ Robertson 2015. Rural aspiration: access to Higher Education in rural, coastal and dispersed communities.

⁵ Spielhofer et. al. 2011. Young People's Aspirations in Rural Areas.

Through our Outreach inclusion strand and dedicated student support work, we also offer support to other underrepresented groups such as young carers. We also deliver outreach activity for Gypsy, Roma and Traveller communities.

UEA has recently been awarded University of Sanctuary status (in January 2018) in recognition of our embedded student learning, pastoral support, event planning and delivery, scholarship programmes, research programmes and partnerships with community organisations and groups for refugees and asylum seekers, and is working to further enhance our provision to these students.

UEA is currently assessing need and viability of expanding our target groups in our widening participation strategy. We note that the Office for Students is undertaking a sector review. We may, therefore, have refined and/or additional target groups by 2019/20. This is likely to include enhancing our specific financial and pastoral support for estranged students and implementing outreach and support activities for children of military families. For example, as a starting point, we have included students from military families as an eligibility criteria for our travel fund to support pupils in attending Outreach events.

4.2 Our investment commitment

UEA has designed its investment of higher fee income to reflect our performance assessment across the student lifecycle and to secure continuous improvement.

4.2.1 Income investment

The University remains committed to spending approximately 25% of additional undergraduate fee income and 10% of postgraduate ITT income on access, success, progression and financial support.

	Committed proportion of higher fee income		Predicted cash spend	
	2018/19	2019/20	2018/19	2019/20
Access	7.4%	7.4%	£2,523,718	£2,556,674
Success	4.0%	4.0%	£1,380,253	£1,381,986
Progression	1.6%	1.6%	£538,470	£552,794
Financial support	12.7%	12.7%	£4,352,928	£4,387,806

Figure 6. Planned Access and Participation Plan expenditure as a proportion of higher fee income and in . More detail on actual spend is included in the Resource Plan. Note cash spend is based on estimate of student intake.

Our plans have been designed to allow flexibility, to enable us to respond to both external policy and funding changes as well as evidence and evaluation of outcomes of our strategy and activity. We will remain agile and focussed on smarter, evidence-based spend with adjustments on the planned spend being made to reflect findings and developments.

We will maintain our expenditure on Access (outreach) at approximately 30% of our overall commitment, and maintain delivery of our financial support commitments. The balance will be allocated to student success and progression with a slant towards success based on the outcomes of the analysis of performance gaps.

4.2.2 Assumptions and uncertainty

Income and expenditure estimates are based on current student cohort characteristics and planned numbers. They are, therefore, liable to change.

We note that the review of post-18 education will conclude in early 2019 and that this includes focus on both how students and graduates contribute to the cost of their studies and how disadvantaged students receive additional financial support from the government, universities and colleges. If this results in changes to funding approaches, we commit to adjusting targeted spending as needed with focus on the most effective activity for ensuring positive outcomes in terms of access, success and progression.

We also note that the Office for Students plans to review funding streams, including the HEFCE teaching allocation premium to support successful student outcomes. As the outcome is unknown, we have worked on the basis of current funding levels being maintained in our prediction of spend for 2019/20 (basing this on our 2017/18 allocation). Therefore, if funding is reduced we will need to adjust our planning. Our HEFCE Teaching Allocation spend has historically been focussed on supporting success and progression activity. If reductions to this allocation are made, our additional fee income will be utilised to ensure key activity is not negatively impacted by the drop in funding.

The University is in a period of strategic growth. Projected student numbers submitted in our Resource Plan reflect the University's financial student number count targets. There are, however, areas of concern around the current demographic dip in college leavers and market instability/declines in some disciplines. The student population predicted from 2019 onwards is estimated and there is the potential, with increasing competitiveness, that they may not always be achieved. We have in place, internally, a degree of financial tolerance around these student numbers.

4.2.3 Widening Participation Roles and Responsibilities

UEA's commitment is reflected in our dedicated Widening Participation staff providing strategic leadership to implement and evaluate our WP Strategy. These roles ensure the university has strong oversight of performance, planning, action and impact.

- Academic Director for Widening Participation - providing academic leadership.
- Widening Participation Manager - overseeing strategy development, spend and implementation across the lifecycle. This role has responsibility for monitoring the action plan across the institution, tracking progress and ensuring action is taken including through setting reporting requirements for all areas of the institution undertaking action and working to embed widening participation data into all internal review processes.
- Assistant Head of Outreach – managing strategy, tactics and activity undertaken by our large Outreach Team to increase access to Higher Education.
- Widening Participation Evidence and Evaluation Manager – working with a small dedicated team, and broader academic and data specialist input, to manage and implement our WP Evidence and Evaluation strategy and ensure that all spend is evidence led.

In addition, UEA's Widening Participation Committee, drawing on expertise from across the institution, meets four times a year to input into the development of strategy and action planning, agreeing shape of spend and monitoring implementation and progress. This Committee is chaired by UEA's Pro-Vice Chancellor (Academic).

Implementation of access, success and progression measures is undertaken by expert roles embedded in appropriate Divisions across the University, including:

- Our large Outreach team in our Admissions, Recruitment and Marketing division.

- Our growing team of Academic Outreach and Widening Participation Officers based in targeted Schools of Study.
- Fully and proportionally funded roles in our Student Support Service, including roles supporting students with mental health issues and learning difficulties.

During 2018/19, we will continue to review our dedicated and embedded resourcing to support Widening Participation at UEA and consider funding for additional roles targeted to ensure improvement of outcomes in areas of weak performance. By 2019/20, we envisage that additional roles, where needed, will be in place. Roles currently being considered focus on supporting access and retention of mature students, supporting development of digital learning resources, supporting engagement with the opportunity to study abroad and supporting equality of student engagement.

4.3 Access Ambitions, Strategy and Activities



UEA's performance in terms of access continues to be strong. Our strategy continues to be structured around a progression framework of content and outcomes, based on the model above⁶ and to focus on activity that is proven effective whilst continuing to innovate.

Our dedicated Outreach Team deliver a breadth of activity, working from key stage 2 through to mature students and with influencers such as parents and teachers. All our activities are supported by one of the largest Student Ambassador Schemes within the sector, and delivered by a dedicated team of academic and professional administrative staff.

During 2017/18, we are implementing the recommendations of a review of our Outreach activities (which concluded in June 2017). Particular developments include:

- Expansion of our Schools Partnership Scheme with our top 20 priority Outreach schools offering a range of additional services and support, including a dedicated current UEA student working in each school one day per week
- A stronger emphasis on expanding the reach of our activity through follow up events and 'wrap around' activities for core initiatives – the 'multiplier effect'
- Building a teacher network to steer our activity and initiatives with schools
- Developing methods to increase longitudinal impact through follow up activity, action plan reviews and 'reunion' events to review progress.
- Further shifting our focus towards ongoing, progressive programmes of activity with multiple engagements with each pupil.

We continue to ensure that all strategy and activity has a strong evidence base. In 2017/18, we have been an active member of a collaborative study with specialist market research agency Alterline and other institutions. This focused on gaining a better understanding of the thoughts and aspirations of adolescents and children through a qualitative and quantitative study with young people from the age of 6 through to 18. We will work with the outcomes of this project to develop further our strategy and approach to developing and maintaining in-depth relationships with schools from early years.

⁶ Dent et. al., 2013. Programmes. Higher Education Outreach to Widen Participation; Toolkits for practitioners. HEFCE

4.3.1 Attainment raising activity

We have a number of projects which focus on attainment raising:

- Norfolk Scholars Programme – using the charity Villiers Park, this is an intensive mentoring programme engaging over 100 students from target widening participation schools, engaging with the students from Year 10 to Year 13. The work focuses on developing soft skills, as well as improving attainment. Our first cohort of students have had amazing success with added value of +0.59 for Progress 8 GCSE scores (versus +0.32 for all Scholar Programmes) and +0.15 for Post-16 Progress measure (versus -0.03 for all Scholar Programmes).
- Reading Scheme with City Academy Norwich – placing current UEA students in the school to support a structured reading scheme has seen great success with 6 months progress in reading age across Year 8 and Year 9 participants. We have introduced an outcome-based metric to this year's milestones and targets (Resource Plan).
- Other programmes include our Schools Partnership Scheme where many of the UEA students working in our target schools offer tutoring in small groups in subjects including English, Geography, Science, Modern Foreign Language and business in preparation for both GCSE and A level assessment.
- We extensively engage with the Brilliant Club activities, welcoming some 1000 students onto campus from Primary through to Year 13 age for launch and celebration events. We have 11 UEA PhD students working as tutors on the programme.
- We are exploring an expansion to our revision and masterclass programme for Year 12 and 13 students, to be delivered by our Academic staff with robust links to the curriculum

We share the good practice of these programmes through our collaborations with the other local HEIs and have presented at several conferences to share our Schools Partnership Scheme.

4.3.2 Sustained Outreach

We offer a series of sustained outreach programmes for WP students, which focus on specific subject areas and the professions. Examples include:

- Our Medical Aspirations programme offers a three day residential, work experience in hospitals, GP surgeries and care settings, plus additional interactions to support with applications. Lasting some 18 months, the attendees are guaranteed an interview with us at UEA, along with the opportunity to gain one of three donor funded scholarships.
- Our Preparing for Law programme offers WP students a series of events over a 12 month period with the aim of developing the soft skills and experiences needed to be successful when applying for Law at university.
- We are currently exploring the viability of offering a 'Discover Humanities' programme with the aim of showing students the potential benefits of studying a Humanities subject at a high tariff institution and, recognising that learners from WP backgrounds that attain at a lower academic level are particularly at risk of non-continuation, would utilise the expertise contained within the Interdisciplinary Institute for the Humanities to improve core skills – such as independent learning and critical thinking – that are crucial to successfully adjusting from KS5 to HE learning styles. The aim is that it would use a series of campus visits to increase familiarity with HE and break down misconceptions and fears that may dissuade some learners from fully engaging with their future HE community.

4.3.3 White Economically Disadvantaged Males

Research shows that girls are outperforming boys at every level of education, from primary, through secondary, and across higher education for access and success. Nationally, this gap is widening, and if the current trend continues, it will overtake the gap between rich and poor within ten years. Drilling down, poor white males are the greatest underachievers, so working to address the gender gap will also help to tackle other performance indicators.⁷

We are continuing to develop a progressive programme of activities for young males which includes a combination of events and activities, alongside online resources and interactions to encourage engagement in education. We are exploring various evaluative techniques to enhance the programme. In addition, we will be hosting a Conference for practitioners engaging with Young Males in the summer of 2018 with an emphasis on identifying techniques and methods to support male students from across Norfolk to consider HE.

4.3.4 Mature Student Access

As Peter Horrocks (Vice-Chancellor, Open University) quoted in his blog for Universities UK in October 2017, *'the real casualty of the 2012 higher education shake-up has gone largely unnoticed – the impact on the economy and society of the decline in mature and part-time learners'*.⁸ UEA is extremely alert to the need for universities to work to reverse the trend for declining access to HE for mature learners.

At UEA, the largest cohort of mature learners is within our School of Health Sciences and admission numbers have been impacted by the removal of NHS bursaries. To counteract this effect, for 2018/19 onwards, UEA's Widening Participation Committee has agreed to change our bursary terms and conditions to allow all students who qualify for Student Finance England to be eligible. The actual effect of this is to allow low-income mature students with previous HE study applying to nursing courses to be eligible for UEA Financial support.

During 2017/18, UEA's WP Management team have been working with local FE colleges to better understand any barriers to studying at UEA for mature learners on Access to HE courses. We are currently implementing 'quick win' approaches to help overcome these, including dedicated campus visits and academic input on the development of the Access to HE curriculum to ensure content allows easy transition to study on UEA undergraduate courses. We next plan to move on to look more strategically with the aim of implementing evidence led approaches in 2019/20. To aid in this we are considering developing a new dedicated management role focussed on mature student access and transition.

4.3.5 Other access considerations

We are very aware of recent report from Reform HE that positions a contextualised admissions system as one way that higher tariff institutions can attempt to increase the intake of underrepresented or disadvantaged students.⁹ The exploration of the use of contextual information in admissions processes at UEA is ongoing. We recognise the importance of strong evidence to enable the development of a transparent and robust policy. We have introduced the use of some Widening Participation criteria in order to make decisions regarding the UEA Scholarships we provide to WP students.

We continue to offer foundation year courses across the majority of our subject areas. These are designed to be more accessible to different types of learners and students who may

⁷ Nick Hillman and Nicholas Robinson, 2016, 'Boys to Men: The underachievement of young men in HE - and how to start tackling it', HEPI

⁸ <http://www.universitiesuk.ac.uk/blog/Pages/The-real-casualty-of-2012-tuition-fees-shake-up-mature-and-part-time-learners.aspx>

⁹ Emilie Sundorph, Danail Vasilev and Louis Coiffait, 'Joining the elite – how top universities can enhance social mobility', 2017, ReformHE

need additional support to realise their full potential. These courses provide a strong platform from which students can progress into their chosen area of study, giving them a variety of key study skills that will enable them to excel as undergraduates. Again, criteria relating to underrepresented groups form part of the decision making regarding access to some of these courses. We are working to evaluate the impact of these criteria on widening access to our Foundation year courses and will develop approaches as appropriate. During 2017/18, we have recruited a specific academic role dedicated to working on outreach and support for underrepresented groups onto our Humanities Foundation programme. This role will be responsible for researching and implementing programmes that aim to increase access, retention, and progression on this course for underrepresented student groups. The role holder will be working closely with our Widening Participation team and impactful approaches will be rolled out across the Faculty and wider University as appropriate.

Through the validation activities of our Partnerships Office, we enable alternative progression routes to higher education for students to study for a UEA award with one of our partners. Further to UEA's validation arrangements within the region, activity further afield also supports the strategy to widen access. For example, we have a partnership with Brooksby Melton FE College in Leicestershire and through our validation of degrees at the Royal Marsden School in London offer nurses working full-time the opportunity to study part-time to advance their careers in cancer care. UEA remains committed to this strategy and is actively seeking additional HE in FE validation partners in the region and beyond.

4.3.6 Strategic Relationships with Schools

UEA currently has an ongoing supportive relationship with City Academy Norwich (CAN), an 11-16 school. The proportion of pupils at CAN known to be eligible for pupil premium is significantly above the national average and the school does not meet the Government's current minimum expectations for pupils' attainment and progress. We, therefore, offer intensive input to support the school staff with behaviour management, such as lunchtime clubs to engage students in more positive and fruitful endeavours, and with attainment, including our reading scheme for Year 7-9 pupils.

The University assisted in the setup of the Norwich University Technical College and retains strong links with the school through the governing body. The chair of governors is a UEA senior lecturer in computing and he visits the school at least once a week. Outcomes from the school are strong, with very high transfer to further study, apprenticeships or employment in the technical and manufacturing sectors.

We recognise the vital importance of school governorship in school success. During 2017/18, UEA has founded a Governors Network to provide support and training for UEA staff who are, or are looking to become, school governors and to improve communication between school governors and our Outreach Team. Our initial approach is to work to increase the number of UEA staff who are school governors, particularly at our target Outreach Schools and their primary feeder schools, through promoting opportunities and supporting staff in applying. At the beginning of 2017, records showed we had 30 staff in the role of school governor. Since work began, the number of school governors we have recorded has increased to 39, with 13 of these in our target Outreach schools. We are actively working with Ormiston Academy Trust to fill governing body vacancies in eight schools in the Eastern Region that are Outreach priority schools. The next stage will be to make links with other academy trusts and priority schools. We have held two well attended meetings of the Network through which we have learnt more about the training needs of current governors and about supportive measures that would help staff to take up the opportunity. Based on this feedback, in 2018/19, we will be piloting and evaluating an initiative to fund the costs of being a school governor (buyout of staff time and travel) at secondary schools that are a priority for our outreach work and their feeder primary schools.

We are also considering how expertise in our School of Education and Lifelong Learning could be used to support effective governance for local schools.

During 2018/19, UEA will be working to design and implement routes by which our growing evidence base and in depth understanding of the issues impacting on awareness, aspiration and attainment to gain access to HE for underrepresented students can be shared with those working with these pupils at all stages. This may include specific workshops at our annual Teachers Conference, continuing to run specific conferences on campus for teachers and other stakeholders (in 2018 we will be running a conference focussing on young, white, working class boys), contributing to teacher networking and training events and/or expanding our governors network activities to provide training for local governors who are not UEA staff. We envisage that we will continue to build on this approach in 2019/20.

Our School of Education and Lifelong Learning, which includes our primary and secondary PGCE courses, is committed to working in partnerships with Schools and Trusts in the region. Central to the strategy for the School is UEA's commitment to quality of teaching as one of the most significant factors shaping the futures of children and young people today. With a long history of work in initial teacher education (ITE) through our Primary and Secondary PGCE programmes, the School of Education and Lifelong Learning makes an important contribution to raising standards, to realising the potential of teachers and, in turn, of their pupils. Our work with School Direct is another example of our commitment to quality. Key to delivering this is developing and maintaining relationships and working in partnership with a broad range of schools, academies, free schools, special schools, independent schools, nurseries and colleges with the total currently standing at over 200. The fact that the majority of our students gain teaching posts within the region is an indication of the strength of these relationships.

Members of our School of Education and Lifelong Learning are also actively involved in raising the quality of schools in the region through broader initiatives. For example, the Head of the School is a Board Member of the Viscount Nelson Education Network (VNET), established in 2017 at the request of school leaders to continue the work of Better To Best – a school-led approach to improvement which played a crucial part in raising Ofsted grades in Norfolk schools from 59% Good or better in 2013, to 89% Good or better in 2017. VNET is a non-profit Community Interest Company dedicated to improving life chances for children and young people across East Anglia and beyond. VNET is a strong network of 240 schools, academies and other settings, supported and supporting one another to improve through targeted activities with educational leaders, high quality personnel and partners. VNET services include support for schools in preparing for Ofsted inspections, workshops and professional development activities for teachers and best practice events. As the work of VNET expands, UEA is committed to furthering ways of working in partnership.

The Director of Initial Teacher Education is the UEA representative for Norwich Schools of Sanctuary; a network of schools across Norfolk sharing resources and ideas to help pupils make sense of the refugee crisis and empower them to support refugees, asylum seekers and other groups of immigrants in local communities. The network is based on a nationwide initiative to celebrate the good practice of schools who welcome asylum seeking and refugee families into their school community and foster a culture of welcome and inclusion for all.

UEA also supports a network of 80 languages teachers with Continuing Professional Development through our Languages Teachers' Network.

4.4 Student Success Ambitions, Strategy and Activities



UEA is firmly focussed on student success being a product of both academic achievement and personal wellbeing; our approach is based on an understanding of the broad range of influences and pressures that play a part in student success and how these can vary for students from different backgrounds.

UEA's Student Support Centre is a one-stop-shop offering a range of professional, proactive and approachable services for students. Ongoing investment in additional staff within areas where there is a high student need ensures a more effective, accessible and user-friendly service for in need students. We will continue to utilise all available data to monitor and evaluate the impact of our student support and remain alert to any new issues as they arise. Trends from UEA's Non-Academic Experience survey show clear patterns of higher reported usage and satisfaction with a range of Student Support Services among a number of widening participation groupings.

4.4.1 Expectations and transition

Recent research has indicated that not all applicants to Higher Education in the UK report being well prepared for life at university. They have high expectations around the academic, pastoral and financial support, advice and guidance they will receive, which, in reality, are unlikely to be met in full. Arguably, these disparities are likely to be even more profound amongst students from disadvantaged backgrounds, who are generally less familiar with the overall experience of HE.¹⁰

In 2017/18, UEA's Outreach Team piloted a non-residential 'summer school' style event for WP students from the local area that had made UEA their firm choice. This included a range of preparatory sessions to support students with study skills, thinking and writing academically, preparing to live independently and with the practicalities of coming to UEA. Our aim was to address the fact that, for those without the family history of HE, the concept of HE and UEA is alien. Evaluation of the impact of the event showed that attendees felt more connected, prepared and ready to transition in September. We now aim to run the event again in 2018 and are working to ensure we can robustly measure impact on retention rates for attendees, especially from our mature student cohort. If evaluation outcomes are positive we would envisage scaling up this approach further for 2019/20, potentially through targeted events for specific student types and including a residential component for those planning to live on campus.

Our performance review highlighted retention of mature students with no previous experience of HE as a key area of focus. In recognition of this, we have recently redesigned our Mature Students' Induction Day to better prepare students for university life and improve student success and retention. In addition, analysis of internal data highlights the large proportion of mature students who do not continue in their studies are based in our School of Health Sciences (HSC). A new role was created in the School for 2017/18, focussed on implementing targeted initiatives to raise retention and success.

¹⁰ Unite, Reality Check – A report on university applicants' attitudes and perceptions, 2017, Unite Students and HEPI

4.4.2 Engagement and sense of belonging

Research has shown that a strong sense of belonging for all students is at the heart of retention and success. The 'What Works?' programme of research revealed that feelings of isolation and/or not fitting in are cited as key reasons for considering leaving HE¹¹. In addition, internal research carried out by our Market Research team showed this finding to be reflected in the experience of UEA students.

Developing measures to increase sense of belonging for groups of students at risk of dropping out is central to UEA's approach, including through encouraging engagement with wider opportunities to meet other students and supporting a rounded student experience.

In 2017/18, UEA Students' Union ran a buddy scheme available to all new students and worked with the Widening Participation Team to ensure that the approach was designed to meet the diverse needs of different underrepresented student groups. The initiative saw new students matched with returning students (Buddy Volunteers) for their first semester at UEA. The matching process enabled students to request a Buddy Volunteer from a similar background, including all widening participation target groups, if they felt this would be useful. Training was provided for Buddy Volunteers and included guidance on the specific issues that may be faced by different types of widening participation students. In addition to student led support, the scheme also included group events and many of these were designed to meet specific needs of under represented students and to bring together students from similar backgrounds to foster a sense of UEA being a 'place for someone like me.' Signposting is a key element of the scheme to ensure new students know where to go for support and introducing them to the opportunities for broader experience available to them, including engaging with clubs, societies, volunteering, and relevant UEA SU programmes. These opportunities also help students develop and nurture their social and cultural capital. Evaluation of the scheme is currently underway with particular attention being paid to any gaps in engagement, experience or outcome for students from underrepresented groups. Results will be used to further develop the scheme and we envisage that in 2019/20 the scheme will be fully embedded as a key element of UEA's support for the retention and success of students from underrepresented backgrounds.

4.4.3 Pastoral Support

Following a recent review of student services at UEA, enabling students to access support when they need it and in a variety of ways has been improved including options for on-line and face-to face referral, extended opening times and running interventions in varying locations around the university. This flexibility is aimed at increasing access to services for students in need of support.

Our performance review particularly highlights the need for further action in terms of retention of students with disabilities including specifically those with mental health issues. Sector research repeatedly shows that *'on average, students are less happy and more anxious than non-students, including other young people'* and highlights a link between poor mental health and successful transition and retention in HE.¹² Amongst applicants with a mental health condition, only around 1 in 3 disclose (or plan to disclose) their condition to their university. This is problematic, as it limits the institution's ability to offer appropriate support.¹³ In particular, patterns in society indicate that BME students and white working

¹¹ Professor Liz Thomas, Building student engagement and belonging in Higher Education at a time of change – final report from the What Works? Student Retention & Success Programme, 2012, Paul Hamlyn Foundation, HEFCE, HEA, Action on Access

¹² Poppy Brown, The invisible problem? Improving students' mental health, 2016, HEPI

¹³ Unite, Reality Check – A report on university applicants' attitudes and perceptions, 2017, Unite Students and HEPI

class males may be less likely to seek help due to specific perceptions of mental health. UEA is implementing approaches to encourage applicant and student disclosure to ensure those in need can fully benefit from the support available.

As part of a review of our student support services, it was recognised that an increasing number of students were reporting that they experienced mental health issues and a significant number of these were not seeking help. It is widely known that attending face-to-face sessions can be a barrier for those who are fearful of how others might perceive this or it may seem too demanding a commitment when a student is already feeling overstretched. In 2017/18, UEA has implemented a new on-line support service (Silver Cloud) and is working to enhance accessibility of face-to-face support through piloting 24/7 accommodation-based support.

In addition, the University is currently implementing initiatives around peer support for mental health. Peer interventions can change the state of student mental health and the aim is for students to take action to foster an environment where everyone has the confidence to talk and listen to each other, the skills to support one another and the knowledge to look after their own mental health. This includes an initiative run by our Student Support Service training a number of students to deliver peer support groups as part of the Student Minds Peer Support initiative and a School based pilot of mental health champions, including training delivered by Mind for staff and students.

Robust monitoring and evaluation of these developments is planned and the outcomes of this will guide further developments/ roll out of these approaches in 2019/20.

4.4.4 Academic Support and Attainment

As outlined in our performance review, a key area for improvement for UEA is in closing the performance gaps in the rate of achieving good honours degrees. Attainment gaps are discussed with Schools of Study and the WP team work with target Schools to develop and evaluate specific interventions to close gaps.

The role of the University's Learning Enhancement Team (LET) in the improved academic outcomes for students is indicated by a marked improvement in the percentage of students who engaged with LET and achieved good honours in 2015/16 (up to 89%). In 2018, the Team will recruit a Tutor for Widening Participation to enhance provision for students from under-represented groups. LET provision includes tutorials for students with specialist SpLD Learning Enhancement Tutors. This tuition creates a supportive learning space for students with SpLDs that reflects their particular ways of working and offers strategies that are paced to build confidence and motivation. In 2018, the Team will recruit a specialist Advisor for students with SpLDs to support UEA's commitment to improve retention and success for disabled students by improving the student experience of SpLD assessment and support.

A January 2016 study, which focused on the impact on UEA students' academic performance, showed that attending Peer Assisted Learning (PAL) sessions has a positive effect on academic outcomes including reduced dropout. In 2017/18, our PAL scheme was extended to new Schools and modules, including our MED Foundation Year that is targeted at widening participation. Initial feedback has been extremely positive and we are now reviewing the likely effectiveness of working with other Foundation Year programmes to embed PAL, as a method to improve retention and success for underrepresented students.

Attainment for BME, and especially black students, is identified as a key area for action both across the sector and in UEA's own performance monitoring. UEA is committed to developing a more in-depth understanding of the factors creating this attainment gap including through participation in an in-depth qualitative research project with specialist Market Research agency Alterline and other universities into this issue. In addition, academic colleagues in our School of Pharmacy, which has UEA's largest proportion of home BME students at almost 50% of its home undergraduate student population, are currently undertaking a mixed methodology research fellowship exploring the factors driving

the attainment gap in the School. This includes both qualitative and quantitative analysis of potential contributory factors, such as attendance and rate of reassessment, along with active piloting of a reassessment summer school. Results of these projects will be the basis for increased targeted activity in this area at UEA in 2019/20.

Research shows that one of the largest gaps in outcomes lies between those who come into HE with A levels and those who come in with a BTEC with an equivalent tariff score. BTECs are very different to A-levels, and, amongst BTEC students, there is often a deficit in university readiness. This is particularly problematic because certain groups of students are more likely to enter HE with BTEC qualifications, including black students (3 times more likely than white students to hold a BTEC) and students whose parents are not in professional occupations (also around three times more likely to hold a BTEC).¹⁴ UEA is undertaking a project to understand the role of previous qualifications on HE attainment, including transition from BTEC study, and will put in place relevant measures based on the findings.

In addition to specific interventions for the groups of students mentioned above, UEA is currently developing an inclusion policy that enshrines inclusive practice in teaching and learning at UEA through establishing principles of inclusive teaching, curriculum and learning resources. Our Centre for Learning Technology works with teams of academics in Schools of Study to develop high quality digital resources to complement face to face teaching and to promote and support independent study. For groups of students who sometimes have barriers to 'in person' attendance at university (for example, mature students who are parents or students with long term physical or mental health issues) the provision of such resources in a consistent and accessible format is vitally important to them remaining engaged and achieving good outcomes. For students with specific learning difficulties such materials need to be provided to support independent study and enable students to review their face-to-face teaching and maximise impact on learning.

4.5 Student Progression Ambitions, Strategy and Activities



UEA's strategy for successful student progression for all students focusses on this being a product of both developmental support and equality of opportunity to develop skills and experiences. We have a strong record in terms of overall graduate destinations of students from WP cohorts and undertake a range of impactful and effective initiatives in this area. To support progression we currently deliver a mix of inclusive activities for all students and those targeted at specific groups.

We will not be complacent, however, and will continue to target funds and activity to ensure that we maintain and build on our current strong performance; especially where our performance monitoring highlights differences between detailed subgroups and/or Faculties or Schools at UEA. Taking continual action is particularly important in light of the clear national trends which illustrate that there are issues relating to employability for students from under-represented groups. For example, LPN and black African graduates are less likely to be in graduate level jobs 6 and 40 months after graduating¹⁵. Graduates from higher

¹⁴ <https://www.theguardian.com/higher-education-network/2017/nov/29/students-with-btecs-do-worse-at-university-heres-how-we-close-the-gap>

¹⁵ HEFCE, Differences in employment outcomes: Equality and diversity characteristics, 2015

income households earn significantly more after graduation than other graduates, even after completing similar degrees from similar universities¹⁶.

We are also extremely aware that the existing time lag in determining positive outcomes after graduation will be increasing even further with the change to the Graduate Outcomes survey taking place 15 months after graduation. In light of this, we have been working to ensure we have additional methods of monitoring potential progression. For example, questions have been added to the University's registration task, completed by all new and returning students each year, to gain a more live and detailed understanding of students' employment aspirations, plans and confidence.

4.5.1 Social and Cultural Capital

Sector research highlights social and cultural factors as having considerable impact on the experiences of and outcomes from HE. Reducing deficits in social and cultural capital is key in addressing differential outcomes, in particular, those in relation to progression to employment.¹⁷ UEA has identified study abroad and industry experiences as key routes to developing these capitals. Internal data analysis has revealed gaps in both application to, and ultimate take up, of these opportunities among some underrepresented groups.

In 2017/18, UEA founded a new Placements and Internships team based in our Careers Service to provide dedicated support to students planning and undertaking time in industry. From the conception of the team, closing widening participation gaps in take up was a key consideration and, in 2018/19 and beyond, the team will work to develop inclusive and targeted interventions to address specific barriers experienced by different student types. Ongoing data monitoring and evaluation of impact on underrepresented groups is being implemented and findings will form the basis for action.

Research has also revealed that mobile students were less likely than non-mobile students to be unemployed 6 months after graduating. Average earnings for the mobile group were also higher than for the non-mobile group. However, the research also showed that students from disadvantaged backgrounds were less likely to participate in a period abroad, and, therefore, missed the opportunity to develop social and cultural capital.¹⁸ With this in mind, during Spring 2018, UEA's Business Intelligence Unit will be carrying out qualitative and quantitative research with WP students who have undertaken or dropped off courses with a study abroad component to develop UEA's understanding of barriers and potential effective support measures. We will then be working to design and implement appropriate approaches to address these, potentially including through the funding of a specific role in our Study Abroad team to support participation students.

UEA is also leading on a bid for ERASMUS funding for a collaborative project with a range of EU universities to pilot interventions to support international experiences for disadvantaged students with the aim of developing a tool kit of support measures.

4.5.2 Confidence

Much of the sector research points towards the importance of confidence in relation to successful progression. Analysis of responses to UEA's registration task careers questions highlights lower levels of confidence among some widening participation students in their ability and preparedness to find graduate employment - especially among disability subgroups, including students with mental health issues or an Autistic Spectrum Disorder.

¹⁶ IFS, How English domiciled graduate earnings vary with gender, institution attended, subject and socioeconomic background, 2016

¹⁷ King's College London, ARC Network and The University of Manchester, Causes of differences in student outcomes, 2015, HEFCE

¹⁸ Go International, Gone International: the value of mobility, 2016

'Frontrunner' is an intensive three-day leadership programme for university students run by global leadership organisation Common Purpose. Common Purpose have created a version of this programme that is suitable for students with disabilities which has run at UEA in both 2017 and 2018. The programme aims to develop students employability and leadership skills, and confidence. Students are given access to leaders and organisations within Norwich, and challenged and empowered them to make the most of the networks around them and to understand the further employability options available through UEA. Over the three days students attended workshops led by local leaders, and experienced behind-the-scenes visits to organisations where they worked in groups to tackle those organisations' challenges. Evaluation feedback showed that the group took away key learning points, especially in relation to their confidence, leadership skills, employability and networks.

4.5.3 Employability skills and Careers Support

Recent sector research into graduate outcomes and social mobility highlights that *'students from lower socio-economic backgrounds are less likely to participate in the type of extra-curricular activities that are attractive to employers. They are less likely to make use of careers services, or apply for internships'*.¹⁹

UEA runs an employability development fund to support students with the costs of development opportunities to enhance employability such as participating in work experience. Students from our target groups, including LPN, disabled, mature or from a low-income household, are eligible and 82 students received an award in 2016/17, continuing considerable year on year growth in take up. The vast majority of these used their award to fund time in work experience or an internship, or attendance of a course or conference. Student feedback regarding the fund has been very positive with outcomes including increased confidence and clarity regarding future careers, soft skill and personal development, and increased professional contacts and networks.

Developed in conjunction with employers and students, the UEA Award provides a framework that enables students to develop their skills and attributes through both academic and extra-curricular activities to improve their employability. 49 per cent of the students who participated in 2016/17 were from a WP background.

In addition, our 'MyCareerCentral' online hub provides a wealth of internal data measuring students' engagement with our careers service and employability opportunities. We have established a year on year dashboard allowing close monitoring of any uptake gaps between WP and non-WP students to allow us to target activity to address these.

4.5.4 Links with employers

During recent years, UEA's Careers Service has significantly grown the number of employers working with the university. Moving forwards we will continue to build on this work and in particular focus on growing the number of local and regional employers links (including the large number of SME companies) to support the growth of student internships and placements for all students and develop links to supporting staff to return to study.

The Placements and Internship Team are considering developing a pilot project supporting these types of employers to develop opportunities for students / graduates from WP backgrounds.

¹⁹ Bridge Group, Inspiring Policy: Graduate Outcomes and Social Mobility, 2016

4.6 Financial support for students

4.6.1 Evidence and evaluation

Sector insight on the impact and effectiveness of bursaries on widening participation continues to be inconclusive. Some research has indicated that bursaries have little effect on access or retention at a national level. However, initial reporting from rapid evidence review of sector literature conducted at UEA, tentatively finds that the balance of evidence is on the positive side; whilst being cautious in generalising findings from small studies looking at specific schemes, there is a general indication of a positive relationship between financial support and retention and possibly also on success. In addition, individual institutional reviews continue to suggest that bursaries have an indirect effect on retention and attainment by supporting and enhancing the student experience and students' abilities to engage with their studies, rather than having a direct influence.

In 2017/18, UEA is undertaking a mixed methodology review of the impact of our financial support on student access, success and progression. This aims to enhance our understanding of current impact and potential enhancements or alternatives. This has included:

- The establishment of a Widening Participation Financial Support Review Group with membership from key areas across the University and UEA Students' Union.
- Academic colleagues undertaking a rapid evidence review focussing on sector literature and other institutional approaches (both UK and overseas) to better understand the impact and effectiveness of financial support approaches.
- UEA's Business Intelligence Unit (BIU) has undertaken a range of analyses comparing bursary recipients and non-bursary recipients including looking at key metrical measures of access, success and progression and analysing surveys of student experience by bursary recipients compared to non-recipients.
- The BIU has also utilised the data analysis tools developed by the OFFA commissioned project *Understanding the impact of institutional financial support* to conduct statistical analysis of the impact of previous financial support packages at UEA on retention, success and progression.
- UEA's Market Research team has gathered further insight through the addition of questions to regular student surveys (including an exit survey) and a qualitative project following students through their first year at UEA.

Note that, whilst this review has provided considerable insight to inform our planning for 2019/20, the evaluation is not fully complete meaning that further consideration of the issues will be undertaken for our 2020/21 Access and Participation Plan. UEA is also committed to ongoing monitoring and evaluation of our approach to financial support to ensure that spend on this area continues to be impactful and/or adjust our spend accordingly. All of the stages of the evaluation outlined above will be implemented on an annual basis reporting to the Widening Participation Financial Support Review Group.

4.6.2 Impact of financial support at UEA

Whilst with further work to do, the outcomes of our financial support review so far indicate that our current financial support approach is having some levelling effect on success for students with a low-household income; for some students directly aiding retention and for others indirectly through enabling engagement. Relevant findings include

- **OFFA/ Sheffield Hallam Model for Bursary Impact Analysis** – This revealed a relatively even rate of achieving good honours between those in receipt of a bursary recipients and those not. This may imply a levelling effect on good honours of receiving a bursary.

- **More up to date analysis of key performance metrics using internal data (2013/14 to 2017/18)** - Reveals potential impact of receiving a UEA bursary on levelling retention. Average non-continuation rates across 2013/14 to 2016/17 entry have been even across bursary recipients and non-bursary recipients. There was fluctuation each year with both groups having higher drop out in two of the four years.
- **Analysis of recipients of bursaries** - For 2017/18 September entry 21.4% of UEA students on eligible courses qualified for bursary based on household income. 18% of bursary recipients were POLAR 1 students, 13% of bursary recipients were disabled, 27% of bursary recipients were BME and 23% of bursary recipients were mature.
- **Internal Qualitative Market Research** - Results from a qualitative study with first year undergraduate students highlighted that those participants in receipt of bursaries reported being really in need of it and showed considerable levels of concern as to how they would continue their studies if it was not available. This interestingly contrasts to the results of a similar study in 2015 (when UEA's threshold for receipt of a bursary was higher) which revealed some bursary recipients reporting that they felt "better off" than their peers. This may suggest that recent reductions in the household income threshold for UEA bursaries has been effective in ensuring our bursaries target those most in need and that additional spend is most effectively targeted at active interventions.
- **Online Exit Survey** – Overall the option 'Financial Pressures' was selected considerably less frequently than a number of other reasons for dropping out. However, it is clearly still a component factor in drop-out and additionally was more commonly selected by those in receipt of a bursary than those not in receipt and by those with low household income and those with caring responsibilities.

4.6.3 Support for 2019/20 entrants

Taking into account the outcomes of our evaluative review so far and the fact that UEA has recently reduced its bursary spend, we are not proposing making further significant changes to our level of spend on financial support for 2019/20 .

Predictive modelling has been undertaken on projected student numbers and on the basis of this we do plan to make some adjustments to the value of our bursaries to reflect the growing number of eligible students and to our eligibility criteria to ensure that bursaries are targeted at those most in need and where UEA performance monitoring indicates particular retention issues.

Our financial support for 2019/20 entrants is outlined in Figure 7 below.

Recipient	Amount
Household income £16,000 or less	£1300
Household income £16,001 – £20,000 and from POLAR 1 postcode	£800
Care leavers	£2500

Figure 7: Support for 2019/20 entrants.

The financial support detailed in Figure 6 is provided for no more than four years of study even if a course is longer with foundation years counting as one year of study. Recipients are able to choose the type of support: fee or accommodation waiver or cash payment.

We offer a Bright Sparks scholarship that recognises students who have undertaken the Extended Project Qualification with a £3,000 scholarship, which can be combined with a bursary for eligible recipients.

We currently offer two scholarships for asylum seekers under the Article 26 scheme. This is currently set at £12,000 to cover the cost of home fees £9250 as well as offer a £2750

bursary per year of study. As part of UEA's new University of Sanctuary Status, we have committed to increasing the number of scholarships offered to sanctuary seekers.

We will be working in 2018/19 to improve our communication on bursary receipt to new students including guidance on budgeting in first months of academic year before first bursary payment and communicating other support available.

5 WORKING COLLABORATIVELY

We note the key message in the 'Graduate Outcomes and Social Mobility' report regarding the vital importance of collective responsibility and collaborative action from HE providers in working to improve social mobility.²⁰

We will continue to work collaboratively with HE providers locally and across the wider East Region. This will ensure a shared understanding of any potential gaps in provision and further opportunities for collaborative projects. As outlined in section 4.1.1, we consider UEA has a particular responsibility to support our local area, and will be working with Norfolk providers and stakeholders to support this aim.

Norwich has been identified as one of the first Opportunity Areas with poor social mobility. Our Head of the School of Education and Lifelong Learning sits on the Strategic Board for the Opportunity Area and we also attend the Stakeholder Group meetings. We are, thus, working closely to shape the work and ensure UEA is at the heart of all decisions. Key outcomes from initial discussions centre on transition points in education, which our Discover Teaching tutoring programme aims to address; early language development, which UEA has expertise to support; and Post 16 progression, which the Outreach team and NCOP project will support.

We are a key member of our community with buy in from the city for our UEA Plan which provides a strategic approach to the UEA of 2030.

We aim to host and participate in an increasing number of collaborative activities such as summer schools, campus visits and careers events. For example, our Move on Up two day event for Year 10 pupils which involves workshops and activities from various FECs and HEIs in the area. We will also continue working with the University of Suffolk offering joint activities for specific groups such as the looked-after children residential. We also work with a wide range of community organisations for Outreach events. Examples include libraries, health trusts and specific professional organisations. Our collaborative target in Table 8b of the Resource Plan reflects these projects.

UEA is a lead university for Norfolk for the East Anglian consortia of NCOP. Working with the four other HEIs in the region, plus the eight FECs, training providers, councils and employers, we are creating a cohesive and inclusive approach to supporting young people in making informed decisions for higher education study. Our work with Norfolk schools through NCOP targets specific students from GAP wards in Years 9-13 and is complimentary to, rather than duplicating, our Outreach programme. Activities delivered through NCOP include a progression programme for Year 12 to 13 delivered by HEAN (the Higher Education Access Network), resilience and mental health workshops, online platforms for engaging young people, employer engagement and various charity interactions.

As referenced throughout this plan, we are also increasingly working collaboratively with other institutions and research organisations on projects to evidence and evaluate our approach to widening participation. UEA representatives regularly contribute to sector events and participate in groups such as the NEON Impact and Evaluation working group. Through our introduction of the HEAT database to track students engaging in our activities we are working collaboratively with some 50+ HEIs nationally.

²⁰ Bridge Group, Inspiring Policy: Graduate Outcomes and Social Mobility, 2016

6 EQUALITY AND DIVERSITY

UEA takes equality and diversity issues into consideration when designing and implementing its access and participation plan and executes its responsibilities under the Equality Act 2010. Equality and diversity is embedded across the student lifecycle through inclusive teaching, learning and support. However, we also target some activities at specific groups. Examples include our mature student events for potential students, or the support provided by our Student Support Service for disabled students studying here.

Our current equality strategic priorities cover the four protected characteristics that overlap with our WP target groups. Gender, race/ethnicity and disability are identified as key areas for priority, either in terms of activity or greater understanding in terms of performance. Although age is considered a secondary priority overall from an equality perspective, we recognise the non-continuation of mature students as a significant WP issue.

All UEA's performance measures in relation to WP and the student lifecycle are evaluated by the protected characteristics noted above, and their sub-categories as relevant, where data are available. Current analysis is focusing on further benchmarking performance at sub-category level and in the context of subject of study. Our equality and diversity working group has also identified a need to improve understanding of the intersection between POLAR quintiles and other protected characteristics. These analyses will inform both our WP and Equality and Diversity Strategies. Our Widening Participation monitoring and evaluation activity will, therefore, inform institutional equality and diversity strategy development and our WP activity supports the achievement of UEA's wider equality and diversity aims.

Our equality and diversity and WP staff work closely in partnership, including in the development of data sets and analysis of performance, and are represented on committees that steer both areas of activity.

7 PROVISION OF INFORMATION TO STUDENTS

Students enter HE with high expectations. The Reality Check report highlights several areas where more could be done by institutions to align these expectations with reality, including better pre-arrival information around contact time, student welfare and support services, and financial literacy and budgeting.²¹ We recognise the importance of ensuring prospective students, especially those from under-represented groups, have access to information to make their decisions on higher education. We provide this information across a range of sources, from hard copy information leaflets to emails and webpages.

Once approved UEA will publish this plan on our website where potential and current students can also access our Widening Participation Strategy. UEA also remains committed to publishing clear and accessible information for existing and prospective students on the fees we intend to charge and the financial support we offer. Once this Plan has been agreed we will publish fee and financial support information in a dedicated section of our website as part of our content for Undergraduate students. We will ensure we provide timely and accurate information to UCAS and Student Finance England so they can populate their course databases in good time to inform applications

The UEA website is currently in the process and being redesigned and rebuilt – the new website is due to launch late 2018. All departments have been consulted during the process, ensuring that all audience needs are captured. The relaunch of the new website means that we are not able to provide exact locations of pages and/or documents for the forthcoming

²¹ Unite, Reality Check – A report on university applicants' attitudes and perceptions, 2017, Unite Students and HEPI

year – however, we can assure that consideration has been given to access and participation during the project and that information will be displayed in a clear way and prominent locations. In addition, the new website will allow a certain level of personalisation meaning that we will be able flag specific information, including financial support, to specific students.

During 2017, we introduced a specific Outreach Marketing role to streamline our communications with underrepresented potential students, parents and teachers and find innovative ways to interact with them through various media channels. Leading local agency Creative Sponge have been awarded a contract for UEA outreach marketing support from 01/02/18 for 24 months. The agency will be undertaking stakeholder engagement including focus groups and continued research with young people and their teachers. The outcomes of this will inform our approach to providing information to prospective students with ideas currently under consideration and in the planning process including:

- Creation of age-specific resources, enabling us to engage effectively with underrepresented student groups from primary to post-16 age.
- Development of outreach specific tone of voice, resulting in an accessible and approachable marketing plan.
- Young person CRM plan – serving relevant content to underrepresented potential students in the formats they respond to best.
- Upgraded webpages – restructuring our current webpages and a full audit of all content, ensuring its relevancy for underrepresented students

We will continue to ensure that students receive accurate information about the implications of any policy and funding changes.

8 CONSULTING WITH STUDENTS

Student representation in terms of Widening Participation falls within the remit of the Undergraduate Education Officer and Welfare, Community & Diversity Officer within the UEA Students' Union. They, and a senior member of UEA SU staff, are members of our WP Committee. The Officers are also members of other University committees such as the Learning and Teaching Committee, Student Experience Committee, Employability Executive and Equality and Diversity Committee, which enables them to input into discussions and decisions that impact on widening participation across the student lifecycle. Through their involvement in our WP Committee, the UEA SU have contributed to our WP Strategy, the development of this Access and Participation Plan and planning for how these will be monitored and evaluated.

In addition, student representatives are invited to participate in all related working groups. As a specific example, UEA SU are represented on our Widening Participation Financial Support Review Group and are, therefore, actively involved in the planning and interpretation of the evaluation of the impact of our financial support.

The UEA SU are also heavily involved in cross institutional reviews that have the potential to impact on WP, such as the review of student services and the resulting enhanced support for mental health issues. Our Code of Practice on Student Representation ensures students are represented at School and Faculty level and enables students to contribute to the management and enhancement of their programmes.

Our Widening Participation Management team have committed to attending UEA Students' Union Council each year to present up to date performance data and our strategic and operational plans to address performance gaps. All UEA Students' Union Council members

will be invited to comment on the proposed approach and propose ways in which students could be involved in implementation, monitoring and evaluation of the plan.

In addition to specific research into widening participation issues undertaken with UEA students (section 3), UEA also continues regularly to gather student feedback and views through institutional surveys and focus groups and specific evaluations of initiatives. We have a clear schedule of planned engagement to prevent survey fatigue so, where possible and appropriate, integrate WP analysis into this broader activity. UEA students are, therefore, at the heart of the evaluation of our widening participation approach.

UEA's Outreach and Widening Participation teams continue to work closely with the SU. For example, to support their volunteering activity with schools and colleges through the provision of training and school engagement opportunities and to develop the Buddy scheme. We also work collaboratively with student groups offering training including training on being a young carer or from the group Headucate on mental health issues.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Please be aware that the fees quoted in the table below are to the best of our knowledge at the time of publication. UEA will charge the maximum fee set by the Government each year, or a percentage of the maximum for specific course types. Annual fee increases will be applied to both new entrants and continuing students.

Full-time course type:	Additional information:	Course fee:
First degree	entrants 2017/18 onwards	£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year	entrants 2017/18 onwards	£1,850
Erasmus and overseas study years	entrants 2017/18 onwards	£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- entrants 2017/18 onwards	£4,625
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8 - Targets and milestones

Institution name: The University of East Anglia

Institution UKPRN: 10007789

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)		No	2013-14	90.1%	90.3%	90.3%	90.3%	90.3%	90.3%	
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)		No	2013-14	8.4%	8.9%	9%	9.1%	9.2%	9.3%	
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)		No	2013-14	11.3%	13.8%	14.3%	14.8%	15.3%	15.8%	
T16a_04	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)		No	2011-12	4.6%	4.35%	4.3%	4.3%	4.3%	4.3%	
T16a_05	Student success	Mature	HESA T3c - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)		No	2012-13	16.7%	12.8%	12%	12%	12%	12%	
T16a_06	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Percentage of students with self-declared disability	No	2016-17	15.8%	15.9%	16.0%	16.1%	16.2%	16.3%	Revised specification to base on HESA data in line with other targets
T16a_07	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	Percentage of students receiving full state support	No	2013-14	25.7%	30.9%	32.2%	32.2%	32.2%	32.2%	
T16a_08	Other/Multiple stages	Gender	Other statistic - Gender (please give details in the next column)	Percentage of males on Primary PGCE	No	2014-15	n/a	n/a	n/a	n/a	n/a	n/a	Remove as based on internal data - replacing with new target based on HESA data
T16a_09	Access	White economically disadvantaged males	Other statistic - Gender (please give details in the next column)	Percentage of young white LPN males	No	2016-17	2.8%	2.9%	3.0%	3.1%	3.2%	3.3%	New target
T16a_10	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Percentage point gap between BME and white good honours	No	2016-17	-6.3	-6.1	-5.9	-5.7	-5.5	-5.3	New closing the gap target
T16a_11	Success	Disabled	Other statistic - Disabled (please give details in the next column)	Percentage point gap between disabled and non-disabled good honours	No	2016-17	-3	-2.9	-2.8	-2.7	-2.6	-2.5	New closing the gap target
T16a_12	Success	Gender	Other statistic - Gender (please give details in the next column)	Percentage point gap between male and female good honours	No	2016-17	-6.7	-6.5	-6.3	-6.1	-5.9	-5.7	New closing the gap target
T16a_13	Access	Gender	Other statistic - Gender (please give details in the next column)	Percentage of males on Primary PGCE	No	2016-17	24.5%	25.0%	25.5%	26.0%	26.5%	27.0%	New target based on HESA data

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (summer schools)	Proportion of participants from LPN Q1 OR LAC OR Disability OR FSM	No	2013-14	n/a	n/a	n/a	n/a	n/a	n/a	To be removed - replaced with specific LPN target below
T16b_02	Access	Disabled	Outreach / WP activity (other - please give details in the next column)	Mentoring proportion of mentees from LPN Q1 OR LAC OR Disability OR FSM	No	2013-14	n/a	n/a	n/a	n/a	n/a	n/a	To be removed - replaced with specific disabled target below
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of schools & colleges liaised with	No	2013-14	148	120	120	120	120	120	Reduced from targets in 2018/19 Resource Plan due to strategic decision to engage more intensively with less schools
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of pupils engaged with (including multiple interactions for long-term outreach)	No	2013-14	26000	25000	25000	25000	25000	25000	Increased from targets in 2018/19 Resource plan to reflect the increase in intensive working outlined above.
T16b_05	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Co sponsor City Academy Norwich	Yes	2013-14	Yes	n/a	n/a	n/a	n/a	n/a	Agreed removal of target
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Improve access to activities aimed at high achieving students (measure using LPN Q1, LAC, DISABILITY, FSM)	No	2013-14	38.8%	45%	45%	45%	45%	45%	
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Establish teacher information events including regional teacher conferences, IAG support and teacher networks	No	2013-14	1	9	9	9	9	9	
T16b_08	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Parents engagement in school, community and family events	No	2013-14	11	20	20	25	30	30	Slight change to discription to better reflect the focus of this target on parents engagement
T16b_09	Access	Mature	Lifelong learning	Engagement with mature students. Number engaged with (including multiple interactions for sustained intervention)	No	2013-14	77	120	130	140	150	160	
T16b_10	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	LAC/Young Carers events - reduction in perception of barriers to HE	No	2016-17	-8.4	-9	-10	-11	-12	-13	Revision of target to Impact measure. Based on percentage point change in proportion stating key issues are 'major' barriers to HE progression
T16b_11	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative Summer Schools/Campus visits/Careers events/SU events	Yes	2016-17	14	17	17	17	17	17	Slight revision to specification to include collaborative events with Students Union
T16b_12	Progression	Low participation neighbourhoods (LPN)	Student support services	Employability/access to the professions - closing the gap in levels of engagement with the UEA Careers Service among LPN students in comparison to non-LPN students	No	2015-16	10	8	7	6	5	4	Milestone figures represent the percentage point gap in levels of non-LPN engagement and LPN engagement (Non LPN % use of careers service minus Non-LPN % use)
T16b_13	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To deliver attainment raising activity in target schools with widening participation students	No	2017-18	10	12	14	15	16	n/a	To be removed due to replacement with outcome based attainment raising targets below
T16b_14	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Proportion of participants from LPN Q1 engaging in any Outreach activity	No	2016-17	43.6%	43.9%	44.2%	44.5%	44.8%	45.1%	
T16b_15	Access	Disabled	Outreach / WP activity (summer schools)	Proportion of disabled participants engaging in individual sign up Outreach Summer School events	No	2016-17	10.4%	10.7%	11.0%	11.3%	11.6%	11.9%	
T16b_16	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Percentage of priority Outreach schools engaging in 5 or more activities with us across multiple key stages	No	2016-17	50.0%	55.0%	60.0%	65.0%	70.0%	75.0%	
T16b_17	Access	Gender	Outreach / WP activity (other - please give details in the next column)	Percentage of previously non-engaged Sports for Boys attendees stating higher aspirations towards HE	No	2016-17	62.8%	63.3%	63.8%	64.3%	64.8%	65.3%	

T16b_18	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Percentage of Medical Aspirations attendees progressing to HE at any institution	No	2016-17	36%	37%	38%	39%	40%	41%	
T16b_19	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Development of reading age in months in City Academy students engaged in UEA reading scheme	No	2017-18	6	7	8	9	10	11	Data looks at participants of the Reading Scheme for December of Year 7 to December of Year 9. Measures average change in reading age in months for all participants.
T16b_20	Access	Attainment raising	Other (please give details in Description column)	Engagement of teachers at Outreach target schools in CPD at UEA	No	2017-18	24.5%	26.5%	28.5%	30.5%	32.5%	34.5%	Proportion of places on CPD events (Language Teachers Network and Enabling Bright Futures) taken by teachers at priority schools
T16b_21	Access	Multiple	Other (please give details in Description column)	Governors at our 20 highest priority Outreach schools	No	2017-18	4	5	6	7	8	9	
T16b_22	Access	Mature	Operational targets	Progression to HE of mature students who have engaged in our outreach programme	No	2018-19	TBC	TBC	TBC	TBC	TBC	TBC	Baseline being developed -milestones and targets to be set for 2019/20
T16b_23	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Progress 8 score for students engaging in Norfolk Scholars mentoring programme in comparison to School average	Yes	2018-19	0.66	0.67	0.68	0.69	0.7	0.71	Students achieving progress ahead of their school's Progress 8 score is a key measure of value added to a student's education for participants in our Outreach work (https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=all-england&for=secondary&basedon=Progress%20&show=All%20pupils%202017). Positive Progress 8 scores have been linked with more positive outcomes for student progression. The Norfolk Scholars Mentoring Programme works with students from our target Outreach A schools; the majority of these schools have a negative progress 8 score meaning that pupils in this school on average do worse at KS4 as those with similar prior attainment nationally. One of the impact aims of this scheme is, therefore, to help students achieve above their school progress 8. Targets and milestones have been set based on this using the following methodology Published School average progress 8 score minus the attainment score for individual participants from that school to provide a difference measure. Average difference calculated across all participants to provide a summary figure for the overall impact of the scheme. The baseline we have set expresses the positive impact of this scheme showing an above school average progress from participants. Milestones express our aim for annual improvement in order to achieve continuous improvement.
T16b_24	Progression	Disabled	Student support services	Employability/access to the professions - closing the gap in levels of attendance of careers events among disable students in comparison to non-disabled students	No	2015-16	4	3	2	1	0	0	Milestone figures represent the percentage point gap in levels of non-disabled student attendance and disabled student attendance (% Disabled attendance of events minus Non-disabled % attendance)