



University of Hertfordshire

Access Agreement 2017-18

1) Overview

The University of Hertfordshire has a significant track record of success in raising aspirations and attainment in widening participation students both at the University and in schools. This is amply demonstrated by the performance in recruiting students from under-represented groups and the University's consistency in meeting the relevant HEFCE performance indicators. In a broader sense, the University is committed to contributing to the raising of participation rates at national level.

The University will focus the Access Agreement activity on priority areas relevant to the institution; these are Outreach, Retention, Employability and Success.

Analysis of student recruitment and surveys of student opinion carried out by the University and nationally indicate that maintenance bursaries have not been very effective in encouraging less well-off students to apply to University (OFFA 2010). The University therefore proposes to direct resources to enhancing outreach activities and the support of students after they have enrolled. A range of additional innovative support initiatives for WP students will be implemented. These include:

- Ongoing support for primary and secondary schools in areas of low participation in HE;
- A partnership programme directed at schools and colleges previously supported by Aimhigher Hertfordshire and targeting other schools which also have low progression to university;
- Support at Academic School level for outreach activity and measures to promote student success;
- Additional support for teaching staff and careers advisors;
- Enhancement of retention and employability activities.

This Access Agreement covers all relevant University provision delivered on and off campus.

2) Fees, student numbers and fee income

New fee-regulated full-time entrants in 2017-18 will be charged £9,250 if based on the University of Hertfordshire Campus.

New fee-regulated full-time entrants in 2017-18 will be charged £6,000 if based at one of the University's four consortium colleges in Hertfordshire: Oaklands College, North Hertfordshire College, Hertford Regional College and West Herts College. Additionally Barnet and Southgate College in London will be charged £6,000. New fee-regulated full-time entrants in 2017-18 to the BA (Hons) Education Studies & Early Years top up year at SEEVIC College will be charged £8,000. New fee-regulated full-time entrants in 2017-18 at Pen Green will be charged £9,250.

Our 2017/18 OFFA return is based on the assumption that health courses previously NHS funded will be charged at the current student fee cap of £9,250. We are awaiting further guidance on the transitional arrangements for these health care courses and reserve the right to amend the fees for 2017/18 entry based on this guidance.

Part time students will be charged on a pro rata basis; the maximum a part time student will pay in a single academic year will be £6,930. In subsequent years, continuing students may pay a figure increased only in accordance with DfBIS regulations for index linking. Within this agreement and the corresponding resource book we have assumed we will raise fees for continuing students in 2017-18, however that decision has yet to be made by the University as the 2.8% allowable increase was only announced recently and the fees decision requires agreement through our committee structure, therefore our income and associated spend may decrease if the decision is taken to freeze the fees of continuing students.

3) Access and student success measures

The University uses well-established performance indicators produced by HESA for assessing widening participation, retention and employability outcomes. We have revised our targets to reflect the success of our previous performance and to challenge ourselves to perform even better. (see Section 4: Targets & Milestones).

3.1.i) Participation of under-represented groups in HE - Young full-time undergraduate entrants:

The University has set targets to maintain the levels of students coming from state schools. The latest published HESA performance indicators show that the University is outperforming the benchmark and our targets for the percentage from state schools. The numbers recruited from low participation neighbourhoods using the POLAR 3 method have increased but we have not yet reached the benchmark, and our targets to reflect this.

3.1.ii) Non-continuation of students - For full-time, first degree entrants, percentage no longer in HE:

The 2013-2014 HESA performance indicators show a decline in terms of retention of all groups of students compared to the baseline targets that the University has set; however the University continues to outperform the benchmark for young and mature students.

3.1.iii) Employment Indicator (including further study)

The most recent graduate data shows that the University has increased employment levels for both full-time and part-time first degree graduates, and we are outperforming the benchmark in both these measures.

3.1.iv) Ethnicity and gender of undergraduate students (14/15)

UNDERGRADUATE	Full-time & Sandwich %	Part-time %	Total %
Asian/Asian British	21.5%	11.7%	18.5%
Black/Black British	18.2%	10.7%	15.9%
Chinese	4.8%	2.9%	4.2%
Information refused	1.2%	4.0%	2.1%
Mixed	4.5%	2.6%	4.0%
Other Ethnic background	4.7%	4.0%	4.1%
White	45.0%	65.4%	51.2%
Grand Total	100.0%	100.0%	100.0%

The University has not set specific targets relating to the recruitment of students from ethnic minority groups as these groups are already well represented. The University will however monitor to ensure that this diversity is maintained.

UNDERGRADUATE	Full-time & Sandwich %	Part-time %	Total %
Female	52.3%	68.1%	57.1%
Male	47.7%	31.9%	42.9%
Total	100.0%	100.0%	100.0%

UNDERGRADUATE	Female	Male	Total %
Asian/Asian British	16.0%	21.9%	18.5%
Black/Black British	16.1%	15.8%	15.9%
Chinese	3.3%	5.5%	4.2%
Information refused	1.9%	2.2%	2.1%
Mixed	3.8%	4.1%	4.0%
Other Ethnic background	3.7%	4.6%	4.1%
White	55.2%	45.9%	51.2%
Grand Total	100.0%	100.0%	100.0%

The University has not previously included gender statistics in the access agreement but in light of the falling numbers of males entering HE, we will now begin monitoring this.

3.2) Our success

The University is proud of its successful record of working with students from widening participation backgrounds; our strong performance on many of the HESA measures is evidence of the effectiveness of the approach that we take, and we intend to continue in our commitment to that strategy. In response to the HESA statistics demonstrating potential for growth, we will renew our focus on attracting a higher percentage of students from low participation neighbourhoods according to POLAR3 data. We will continue to evaluate the effectiveness of our activities and use these evaluations to guide our programme of activities in the future. We will work in collaboration with other universities, our local consortium colleges and other HE, enterprise and IAG partners to ensure that students in the local area have the best possible access to widening participation activities.

We are mindful of reports (e.g. HEFCE/OFFA, 2013; Milburn, 2012) underlining the need for longitudinal interventions to promote social mobility; the University of Hertfordshire has taken a lead in planning a long-term future for widening participation success in the county through our involvement in establishing Free Schools and two UTCs; we intend to continue that collaboration with local schools, such that we are supporting potential students from their first to final years in education.

The University is cognisant of the research carried out by OFFA in their report 2014/02 that bursaries are ineffective at student retention, and as such has restricted access expenditure to those in most financial need through a hardship fund and by granting a bursary of £1500 per year to each care leaver. This has allowed the University to retain our outreach, retention and success activities. Our innovative student support programme will continue to enhance the experience of our current students.

The University has a good track record of ensuring widening participation and strives to continually increase retention. A significant level of investment which comes from all sources, levelling out at over £5.5 million by 2019/20, will be used to resource additional widening participation, outreach

and retention activity. This relates to £2.9 million expenditure on direct outreach activities and £2.6 million on progression and student success activities.

3.3) Outreach

As a result of the University's widening participation strategy, the number of students recruited from our target groups exceeded many of our benchmarks. The University has established an Outreach and Widening Participation department to ensure the continued delivery of support for students from low participation backgrounds. This includes a Research and Evaluation Officer to ensure that the University is effective in targeting areas of under-participation and students who will benefit most from outreach activities. The department's secondary school work predominately targets the former Aimhigher schools in the county, to ensure that the schools in most need receive the greatest amount of interaction.

In planning our outreach work, the University is guided by existing research highlighting the need for a sustained programme of activity with interactions occurring throughout the students' educational careers (e.g. HEFCE/OFFA, 2013). We build on the successes of the Aimhigher programme through delivering established effective interventions such as Summer Schools (e.g. Hoare and Mann, 2011), campus visits and talks in schools (Roberts and Weston, 2010), and also introduce new activities which we evaluate on an on-going basis to assess their effectiveness.

The University recognises the significant advantages of collaborative work and intends to do this in the following ways:

- Maintain the consortium arrangements with local FE Colleges as a core element of the widening participation work;
- Maintain University Campus St Albans, our collaborative venture with Oaklands College which delivers part-time HE courses to predominately mature learners;
- Work closely with key national and local organisations, for example, SETPOINT Hertfordshire, IET;
- Continue to collaborate with other universities in the Eastern Region WP Group;
- Maintain our partnerships with Trust Schools, Academies, Free Schools and the two University Technical Colleges (UTCs).

A number of strategic partnerships and support will be maintained. These include:

- Continuing the WP partnership programme which includes all the former Aimhigher schools, in order to support their students' progress into higher education;
- Continuing the collaborative outreach relationships with the partners in the Herts AHEAD network established during the 14-15 and 15-16 academic years;
- The sponsorship of academy schools and continuation of Trusts with schools to help build sustainable links and progression routes;
- Partnership with targeted schools/consortia of schools;
- Being a leading partner in the Elstree UTC and the Watford UTC;
- Continuing our partnerships with four Community Free Primary Schools, focusing on social mobility and educational achievement, and considering being actively involved in establishing other Free Schools in collaboration with the Hertfordshire Free School Company;
- Expanding our participation in the Higher Apprenticeships programme.

Within the partnership frameworks, we also engage directly with pupils to provide them with experience of the University environment, to make HE more accessible and to dispel negative perceptions, particularly in areas where there is a tradition of low participation in HE.

The provision of accessible, timely and co-ordinated information about all aspects of HE remains vital to our success and the University will further enhance the raft of communication activities aimed at young people, their parents/carers and teachers. The University will continue much of its established programme of support for schools and colleges designed to reach out to groups who might otherwise have been excluded from a university career. Specifically, this includes:

- Regular briefings for school/college staff to ensure an understanding of current HE developments (examples include student finance, the UCAS tariff, value of key skills, writing references);
- Academic support for specific qualifications, for example, the extended project qualification;
- Liaison and progression activity with four Consortium Colleges to foster links and support for students and progression to higher education from further education;
- Development of a range of activities providing additional skills support for those who need it prior to their HE studies;
- Wide-ranging support for careers activities in schools and colleges;
- Vocational and Further Education Routes to Higher Education, including work-based learning opportunities and routes for Apprentices;
- A range of talks for years 9 to 13 regarding university. Topics include Personal Statements, Student Finance, Student Life, Parents' talk, Learning Skills for University;
- Routine engagement of Widening Participation Student Ambassadors and Student Mentors to work with pupils at schools with low participation rates;
- Summer schools, academic assistance and subject masterclasses particularly targeted at under-represented groups;
- Expansion of our programme of work with mature and part-time learners to ensure that they have the necessary information to make a considered choice about HE.

3.3) Looked after children and care leavers

The University is committed to providing support for looked after children as they make decisions about HE, and for care leavers once they have arrived at the University. We intend to continue our Summer School for looked after children and are investigating partnering with local schools and virtual schools to provide long-term outreach activities for children in care. Once care leavers arrive at the University, there is a dedicated officer to support them and they receive a £1500 per year bursary. The University will evaluate the effectiveness of this financial support.

3.4) Retention, Employability and Success

The University has been successful in attracting students from a diverse range of backgrounds. We also recognise that students from widening participation groups often require additional support to ensure retention, employability and success. We have therefore identified this area as an important element of our Access Agreement. The University will ensure that students have a clear sense of identity and engagement with their programme of study and support for their transition into the University through:

- A carefully planned and supportive induction period for both new and returning students;
- Focus on generic study skills;
- Early feedback on work and provision of advice for academic success;
- Monitoring engagement and attendance as a tool to identify issues students may have that may affect their ability to succeed, including identifying students who may be at risk of dropping out/failing.

The University will also focus on the following areas:

- Raising retention awareness among all staff;

- Promoting and sharing good practice within the University in relation to student retention;
- Supporting, monitoring and informing the retention, progression and achievement performance of the University, its Schools of study, programmes and subjects;
- Identifying and removing obstacles to retention, progression and achievement;
- Increasing the degree attainment of BME students;
- Evaluation of the impact of the student retention activity.

The University has taken the strategic decision, recognising the significant impact this has on the learning, degree attainment and employability opportunities for students, to waive placement year tuition fees for those students spending their third year of a four year course studying abroad or working. There will be a fee of £1,385 charged to students choosing to study abroad during their second year, including those on the Erasmus scheme.

3.4.i) Herts Success programme

Following the end of the National Scholarship Programme, the University introduced a new programme designed to increase our support for widening participation students before and during their time in higher education. In designing the programme, the University has considered reports such as OFFA 2014/02 indicating that bursaries appear to have little effect on retention rates, and that resources are better focused on outreach and student support.

Students will be eligible for inclusion in the Herts Success programme if they are on courses charging fees above £6,000 (excluding programmes with fees not covered by this Access Agreement; for example foundation degrees franchised to partner colleges) and who have a household income of up to and including £25,000 and fall into one or more of the following groups:

- Identified to be from the lowest HE participation quintiles
- In receipt of incapacity benefit
- Identified as a Looked After Child (Using the statutory definition)

The Herts Success programme delivers a range of activities designed to increase retention, student success, progression to post-graduate study and employability. The programme will be expanded in 2017-18 to include students who would previously have been eligible for NHS financial assistance.

4) Targets and milestones

4.1) Widening Participation, Retention & Employability

HESA has well established performance indicators for widening participation, retention and employability. The University has updated its targets to reflect that we have made excellent progress in exceeding our previous targets and therefore need new goals to challenge us. Our targets for the 2017-18 academic year are as follows:

4.1.i) Participation of under-represented groups in HE (HESA Performance Indicators Table T1b)

Young full-time undergraduate entrants:

- from state schools or colleges : 97.8%
- from NS-SEC (social) classes 4, 5, 6 & 7: we have removed this target
- from low participation neighbourhoods (based on POLAR3 method): 8%

4.1.ii) For Full time, First Degree entrants: non-continuation of students_(HESA Performance Indicators Table T3a)

- Percentage not in HE: Young entrants 5.1%
- Percentage not in HE: Mature Entrants 9.7%

4.1.iii) *Leavers obtaining first degrees from full-time courses* (HESA Performance Indicators Table E1a Employment Indicator (including further study): 93.2%

During the 2015-16 academic year, the University will be establishing a baseline employment indicator for widening participation students, and a baseline for student success indicators for widening participation students. These baselines will then be used to set targets that will be included in subsequent access agreements.

In addition, the University will, on a timely and regular basis, collate and disseminate transparent and robust data (both qualitative and quantitative) on students prior to entry, and on the retention, progression and achievement of students at University, School and programme level, that are amenable to analysis by gender, race, age, disability, social background, pre-entry qualifications, and familial experience of HE.

5) Monitoring and evaluation arrangements

Research will be fundamental to monitoring and evaluating the impact of the advance measures within the access agreement. The University will continue to fund the Research and Evaluation Officer within the Outreach and Widening Participation Department, whose work involves collaboration with colleagues in the Registry, Office of the Dean of Students, and Marketing and Communications. The University will establish a Widening Participation Steering Group comprising senior leadership from across the institution, intended to set strategic priorities and monitor progress.

Accountability for the monitoring and evaluation of the Access Agreement will be divided into two areas of responsibility:

- Outreach: the Dean of Students and Head of Outreach and Widening Participation; reporting to Academic Board or the appropriate subcommittees.
- Retention, Employability and Success: the Pro Vice-Chancellor for Student Experience, Pro Vice-Chancellor for Enterprise and the Dean of Students; reporting to Academic Board or the appropriate subcommittee, Student Educational Experience Committee (SEEC).

Academic Board is attended by representatives from the Students' Union.

6) Equality and diversity

The University of Hertfordshire has a diverse student population that is reflective of our continuing commitment to equal opportunities. Our over-arching Equality and Diversity policy articulates a renewed vision for advancing equality and valuing diversity which supports the achievement of the University's Strategic Plan. The Equality and Diversity policy (UPR EQ03, updated 4th April 2012) can be accessed on the University's website at the following location:
<http://sitem.herts.ac.uk/segreg/upr/EQ03.htm>

The policy statement set out in this document summarises how the University will realise this vision, and ensure compliance with the Equality Act 2010 and other relevant legislation. The University is committed to producing Equality Impact Assessments for the areas covered by this Access Agreement, supported by the University's Equality Office.

Much of the work set out in this Access Agreement will positively impact on the equality and diversity of the University of Hertfordshire; particular examples of this are our commitment to lessening the attainment gap between BME and white students and our ongoing support of Looked After Children/Care Leavers.

Key Equality achievements in recent years include achieving institutional Bronze Athena SWAN award and four Bronze departmental awards. The University was also one of only eight UK institutions to be awarded Bronze award in the inaugural Race Equality Charter. Both of these charter marks have helped the University to raise awareness of gender and race equality specifically across the institution, and enhanced engagement across staff, students and other stakeholders about the work the University is undertaking. This work has included staff and student recruitment, staff development and progression, and student attainment.

The University has in place institutional action plans relating to Athena SWAN and the Race Equality Charter, and is actively implementing these across the institution to address areas that require change or improvement.

6.1) BME attainment

The University has a longstanding public commitment to reduce the attainment gap between BME and white students. Our work on the BME Student Success project has identified that there is no single cause for the awarding gap. We have used data to inform us of awarding levels across different ethnic groups, and this has consistently shown that black students continue to receive 'good degree' awards at a lower rate than any other ethnic group, and this was evidenced within our Race Equality charter submission. We are setting the challenging target of reducing the awarding gap between white and black students receiving a 'good degree' by 10 percentage points by 2020. This will focus our attention on the reasons behind the awarding gap for this particular cohort of students and begin to identify and implement strategies to reduce the gap. We believe this will benefit all groups of students in future.

6.2) Disability

The University monitors recruitment, achievement and progression by disability on an annual basis. Statistics shows that there is no significant difference in the way disabled students at the University perform academically or in their progression when compared to non-disabled students. There is also no evidence of under-recruitment of disabled students. This data will continue to be reviewed regularly.

Statistics show that the number of students disclosing mental health as a disability has increased significantly while SpLDs remain the most commonly disclosed disability. The University has taken steps to address this through enhancement of its mental health team in Student Wellbeing and will keep this under review. It is also well placed to support students who have SpLDs and other disabilities through its Disability team.

In response to the Government's changes to Disabled Students' Allowance (DSA) and the withdrawal of funding for the majority of bands 1 and 2 support workers, the University has reviewed its practice. It has made a commitment continue to provide disabled students with essential support, once the DSA is removed and to review its learning and teaching to see if it could be more inclusive to meet the needs of disabled students.

It is estimated that the additional cost to the University of supporting disabled students once the DSA is withdrawn will be approximately £120,000pa after three years of the change coming into force.

The review of inclusive learning and teaching has yet to conclude however it is anticipated that resource will be required in order to implement its recommendations.

7) Provision of information to prospective students

The University recognises the importance of providing clear and transparent information on the financial arrangements for students. It will communicate information on fees and scholarships to applicants and potential applicants in several different ways:

- The website will continue to include student finance web pages explaining the University's policy on tuition fees and availability of, and eligibility for, additional support. Where appropriate the web pages will be linked to relevant external websites, such as Student Finance England;
- The University's undergraduate prospectus will contain information explaining the policy on tuition fees and scholarships;
- A separate leaflet will be available at higher education fairs, open days and within the Student Centre;
- All University open days will have designated presentations and trained staff available to answer questions on student finance;
- The University's website has a specific section containing information for parents on how to support their children;
- A facility for applicants to see Student Finance staff on an individual basis is and will continue to be available.

The University will provide timely and accurate information to UCAS and Student Finance England about the finance offer to our students.

8) Consulting with students

Students in receipt of widening participation support have been consulted frequently during their studies about their experiences and the support they have received. Their responses to questionnaires and within focus groups have informed our student support arrangements in the current Access Agreement. A draft version of the access agreement was discussed with sabbatical officers from the Students' Union in April 2016 and they expressed the hope that the University will expand the support measures available to widening participation students in light of the changes to maintenance grants and the DSA.

9) References

Department for Education (2013) Destinations of key stage 4 and key stage 5 pupils: 2010 to 2011 Available at: <https://www.gov.uk/government/publications/destinations-of-key-stage-4-and-key-stage-5-pupils-2010-to-2011>

HEFCE/OFFA (2013) National Strategy for Access and Student Success: interim report to the Department for Business, Innovation and Skills by the Higher Education Funding Council for England and the Office for Fair Access. Available at: <http://www.hefce.ac.uk/news/newsarchive/2013/name,78843,en.html>

Hoare, T. and Mann, R. (2011) The impact of the Sutton Trust's Summer Schools on subsequent higher education participation: a report to the Sutton Trust. Available at: <http://www.suttontrust.com/research/the-impact-of-the-sutton-trusts-summer-schools-2012/>

Milburn, A. (2012) University Challenge: How Higher Education Can Advance Social Mobility. A progress report by the Independent Reviewer on Social Mobility and Child Poverty. Available at: <https://www.gov.uk/government/publications/independent-reviewer-s-report-on-higher-education>

OFFA (2014) An interim report: Do bursaries have an effect on retention rates? Available at: <http://www.offa.org.uk/wp-content/uploads/2014/03/OFFA-2014-02.pdf>

OFFA (2013) How to produce an access agreement for 2014-15. Available at: <http://www.offa.org.uk/guidance-notes/producing-access-agreements-for-2014-15/>

Roberts, A. and Weston, K. (2010) Aimhigher Hertfordshire: An evaluation of attitudinal changes to higher education among young people in relation to their experience of the Aimhigher programme. Available at: http://www.heacademy.ac.uk/assets/documents/aim_higher/Herts-Attitudinal_Changes_to_HE.pdf

Table 7 - Targets and milestones

Institution name: University of Hertfordshire

Institution UKPRN: 10007147

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	HESA T1b - State School (Young, full-time, undergraduate entrants)	Percentage of young full-time undergraduate entrants from state schools or colleges.	No	2013-14	97.8%	97.8%	97.8%	97.8%	97.8%	97.8%	The University aims to maintain at the adjusted baseline.
T16a_02	Access	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Percentage of young, full-time undergraduate entrants from low-participation neighbourhoods (POLAR3 method).	No	2013-14	7.5%	7.8%	8%	8.2%	8.4%	8.5%	The University intends to meet the location adjusted benchmark of 8.4% by 2019-20.
T16a_03	Student success	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Non-continuation following year of entry: percentage of young full-time first degree entrants not in HE.	No	2012-13	5.1%	5.1%	5.1%	5.1%	5.1%	5.1%	The University aims to maintain at the adjusted baseline.
T16a_04	Student success	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Non-continuation following year of entry: percentage of mature full-time first degree entrants not in HE.	No	2012-13	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	The University aims to maintain at the adjusted baseline.
T16a_05	Progression	Other statistic - Progression to employment or further study (please give details in the next column)	Employment of full-time, first degree qualifiers: HESA table E1a: graduates who say they are working or studying (or both) as a percentage of all those who are working or studying or seeking work.	No	2012-13	93.2%	93.2%	93.2%	93.2%	93.2%	93.2%	The University aims to maintain at the adjusted baseline.
T16a_06	Access	Other statistic - Care-leavers (please give details in the next column)	Number of declared care leavers studying at the University	No	2014-15	24	24	24	24	24	24	The University aims to maintain at the baseline.
T16a_07	Access	Other statistic - Part-time (please give details in the next column)	Number of students participating in the Higher Apprenticeships programme	No	2015-16	n/a	n/a	n/a	n/a	n/a	n/a	The University will be establishing a baseline in 2015-16 and setting targets after this.
T16a_08	Progression	Other statistic - Progression to employment or further study (please give details in the next column)	Employment of widening participation students who have participated in the Herts Success programme.	No	2015-16	n/a	n/a	n/a	n/a	n/a	n/a	The University will be establishing a baseline in 2015-16 and setting targets after this.
T16a_09	Access	Other statistic - Other (please give details in the next column)	First year male primary ITT students as summarized in the NCTL Performance Profiles Report 1	No	2012-13	13%	13%	13%	13%	13%	13%	The University aims to maintain at the baseline.
T16a_10	Access	Other statistic - Other (please give details in the next column)	First year "minority ethnic" primary ITT students as summarized in the NCTL Performance Profiles Report 1	No	2012-13	16%	16%	16%	16%	16%	16%	The University aims to maintain at the baseline.
T16a_11	Access	Other statistic - Other (please give details in the next column)	First year "minority ethnic" secondary ITT students as summarized in the NCTL Performance Profiles Report 1	No	2012-13	20%	20%	20%	20%	20%	20%	The University aims to maintain at the baseline.
T16a_12		Other statistic - Part-time (please give details in the next column)	Number of students participating in the Higher Apprenticeships programme	No	2015-16							The University will be establishing a baseline in 2015-16 and setting targets after this.
T16a_13		Other statistic - Progression to employment or further study (please give details in the next column)	Employment of widening participation students who have participated in the Herts Success programme.	No	2015-16							The University will be establishing a baseline in 2015-16 and setting targets after this.

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the 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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Operational targets	Reduce the HE progression gap between targeted WP students and the Hertfordshire cohort as a whole	No	2012-13	16.92%	15.5%	15%	14.5%	14%	14%	
T16b_02	Access	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative outreach activities for potential students	Yes	2015-16	5	5	5	5	5	5	
T16b_03	Access	Outreach / WP activity (other - please give details in the next column)	Interactions with potential students and their families	No	2013-14	5400	5400	5400	5400	5400	5400	
T16b_04	Access	Outreach / WP activity (other - please give details in the next column)	Percentage of male attendees at outreach events on campus	No	2013-14	42.6%	46.9%	48%	49%	50%	50%	
T16b_05	Access	Outreach / WP activity (summer schools)	Number of residential summer schools for young people	No	2014-15	3	3	3	3	3	3	
T16b_06	Access	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Continue to sponsor UTCs and Free Schools. Work to support other schools through Trust Agreements.	Yes	2014-15	n/a	n/a	n/a	n/a	n/a	n/a	
T16b_07	Student success	Operational targets	Reduce the awarding gap between black and white students getting a 'good' degree by 10 percentage points by 2020	No	2014-15	28%	24%	22%	20%	18%	18%	
T16b_08	Student success	Student support services	Support at least 300 widening participation first year students through the Herts Success programme	No	2015-16	n/a	n/a	n/a	n/a	n/a	n/a	
T16b_09	Access	Outreach / WP activity (other - please give details in the next column)	Number of secondary school pupils engaged in buddying/mentoring schemes	No	2013-14	130	130	130	130	130	130	
T16b_10	Student success	Student support services	Increase the attainment of widening participation students engaged in the Herts Success programme	No	2015-16	n/a	n/a	n/a	n/a	n/a	n/a	The University will be establishing a baseline in 2015-16 and setting targets after this.
T16b_11		Outreach / WP activity (other - please give details in the next column)	Number of secondary school pupils engaged in buddying/mentoring schemes	No	2013-14	130	130	130	130	130		
T16b_12		Student support services	Increase the attainment of widening participation students engaged in the Herts Success programme	No	2015-16							The University will be establishing a baseline in 2015-16 and setting targets after this.