

# University of Hertfordshire 2019-20 access and participation plan

## Assessment of current performance

This section is divided into three: access, success and progression. Each of these sections relies on institutional and sector data to demonstrate an understanding of current performance across the whole undergraduate student lifecycle. In our analysis, under-represented groups are identified, as is an assessment of performance in improving outcomes across the lifecycle. In most cases, data is available for 2016/17. Data refers to young, full-time, undergraduate students, unless otherwise stated (e.g. mature). However, there are differences between institutional categorisations of full-time students compared to national datasets (i.e. HESA). Data sources are labelled to avoid confusion.

### 1. Access

This first section provides an overview of key undergraduate student demographic groups. Our student community of over 24,500 includes more than 3,700 students from 134 different countries. Approximately half of our students are from a Black, Asian and Minority Ethnic (BAME) background and, in some Schools, make up the majority of students. Three-quarters of the students in our largest School (Health and Social Work) are mature students. A significant proportion of our students (40-44%) are first generation into higher education.

The University is committed to transforming lives through increasing access to higher education for students from under-represented and disadvantaged groups. In line with previous OFFA guidelines and TEF metrics the University's definition of widening participation is a broad and inclusive one which embraces students from socially disadvantaged backgrounds, BAME, disabled, mature and part-time students. Adopting this definition means that over 40% of our students come from a widening participation background.

#### 1.1 State school entrants

Previous OFFA submissions identified a state school entrant baseline of 97.8%, based on HESA T1b data. The proportion of state school entrants in 2016/17 was 97.6%, slightly below the baseline. This is still considerably higher compared to the institutional and national benchmark (96.6% and 90%, respectively).

#### 1.2 Low participation entrants (POLAR3)

Compared to national and institutional benchmarks, UH recruits fewer young, full-time, undergraduate students from POLAR3 Quintile 1 (Q1) backgrounds—the most disadvantaged quintile. Table 1 highlights this trend using HESA T1b data.

	POLAR3, Q1 2014/15	POLAR3, Q1 2015/16	POLAR3, Q1 2016/17
<b>UH</b>	7%	7.7%	7.4%
<b>Benchmark</b>	13%	13.5%	13.8%
<b>Location adjusted benchmark</b>	8.2%	8.6%	8.9%

Table 1: Entry rates for young, full-time, undergraduate POLAR3 Q1 students (HESA, 2016, 2017 and 2018)

As per previous OFFA submissions, we have set a participation baseline of 7.5% for POLAR3 Q1, which we are currently under by 0.1%. It should be noted that Hertfordshire, our primary recruitment area, is one of the least deprived regions in England and has one of the lowest number of young people not in education, employment or training. However, future targets are ambitious and include an 8.4% rate by 2019/20.

### 1.3 Disadvantage (POLAR3 + income)

To better support the needs of students with multiple measures of disadvantage, the University runs a programme (Herts Success) designed to increase support before and during their time in higher education. The University's 2015/16 Access Agreement included a baseline identifying at least 300 entrants from a POLAR3 Q1 or Q2 postcode and whose family income was £25,000 or less.

458 entrants were identified in 2015/16 and 350 in 2016/17. In 2016/17, the POLAR3 criteria was removed and the income threshold increased to £45,000 to support more students. As a result, 1885 new entrants were identified in 2016/17.

### 1.4 Ethnicity

Table 2 indicates a 10.3% gap in the 'applications to offers' ratio between full-time, Home/EU White and BAME applicants in 2015/16. This gap increased to 10.6% between White and BAME applicants in 2016/17. The largest gap in 'applications to offers' ratio is between White and Black applicants.

The 'offers to acceptances' ratio for both BAME and Black applicants is stagnating.

Ethnicity		2015/16	2016/17
<b>BAME</b>	Applications to Offers	55.9%	57.9%
	Offers to Acceptances	32.8%	32.6%
<b>White</b>	Applications to Offers	66.2%	68.5%
	Offers to Acceptances	29.7%	29.9%
<b>Black</b>	Applications to Offers	46.3%	48.7%
	Offers to Acceptances	34.2%	34.1%

Table 2: Applications to Offers ratio and Offers to Acceptances ratio for full-time, young and mature, Home/EU undergraduate applicants, segmented by ethnicity (UH, 2017 and 2018).

However, according to HESA data from 2015-16, UH's BAME student population of 48.2% is over 25 percentage points higher than the national average.

### 1.5 Age

Institutional data shows the 'offers to acceptances' ratio for full-time, Home/EU, mature applicants grew by 0.5% between 2015/16 and 2016/17. Similarly, it is very encouraging to see part-time, mature figures rebounding, with the ratio of 'applications to offers' and 'offers to acceptances' increasing by 17% and 18%, respectively, between 2015/16 and 2016/17. UH accepted over 300 more applications from mature, part-time students in 2016/17 compared to 2015/16.

### 1.6 Declared Disability

There is no evidence of under-recruitment of disabled students. In 2016-17, the offers to acceptances rate for Home/EU applicants who declared a disability is higher than that of their peers, at 31.5% to 30.6% (UH, 2017, 2018).

## 1.7 Care leavers at UH

Previous Access Agreements have outlined our commitment to recruiting (and identifying) care leavers. Numbers of identified care leavers increased in 2016/17 to 30, from 24 in the previous two years.

## 1.8 Conclusion

The University accepts a diverse intake of students and those from widening participation backgrounds are well represented (over 40% are first in their family to access higher education, from socially disadvantaged backgrounds, BAME, disabled, mature and part-time students). However, further work should be focused on ensuring specific groups continue to see progression, particularly for students from POLAR3 Q1 backgrounds and Black applicants.

## 2. Success

This next section focuses on some of the under-represented groups identified in the previous section, along with particular intersections of personal characteristics. Two main outcomes are explored: attainment of good degrees (first class or upper second class) and non-continuation.

### 2.1 Good degrees

#### 2.1.1 Low participation (POLAR3)

In 2015/16, students from the most disadvantaged backgrounds, as measured by POLAR3, outperformed their more advantaged peers in attaining good degrees 75% to 68% (Table 3). This proportion regressed in 2016/17 but it is still almost even.

	All Quintiles %	POLAR3 Q1-2 %	Non-POLAR3 % Q3-5
<b>UH 2016/17</b>	67%	69%	70%
<b>UH 2015/16</b>	67%	75%	68%

Table 3: Proportion of full-time, young entrant, Home/EU POLAR3 Q1-2 undergraduates achieving “good degrees” compared to full-time, young entrant, Home/EU POLAR3 Q3-5 (UH, 2017).

HESA data suggests the University is marginally under-performing compared to institutional and national benchmarks. 67.8% of POLAR3 Q1 students attained a good degree compared to 69.9% (competitor set) and 70.8% (national). NB: HESA’s measure of disadvantage using POLAR3 focuses on Q1, while internally, UH combine Q1 and Q2.

#### 2.1.2 Disadvantage (POLAR3 + income)

As described in section 1.3, historically, the University provided students with a POLAR3 and low-income intersection with further support in the form of the Herts Success programme. Table 4 highlights how Herts Success students—UH students with multiple levels of disadvantage—outperform their UH peers in attaining good degrees.

	2015/16	2016/17
<b>UH students</b>	67%	67%
<b>Herts Success students</b>	67%	75%

Table 4: Percentage of ‘good degrees’ achieved by Herts Success students compared to UH Home/EU, full-time, undergraduate population (Herts Success Annual Report 2014-15, 2015-16, 2016-17).

#### 2.1.3 Ethnicity with and without low participation (POLAR3)

The University has been committed to reducing the attainment gap between White and BAME students for several years. The 2014/15 Access Agreement indicated a baseline gap of 18.7%, with an aim to reduce the gap to 17% by 2018/19 and to 15% by 2021/22. As of 2016/17 the actual gap is 17% (UH, 2018). This is down from 21% in 2015/16 and 19% in 2014/15.

When factoring in POLAR3 alongside ethnicity, trend data continues to show the attainment gap shrinking: from 15% in 2015/16 between White and BAME POLAR3 Q1-2 students to 12% in 2016/17.

### 2.1.4 Ethnicity + low participation (POLAR3) + gender

Adding gender to this ethnicity and POLAR3 comparison, suggests White males are the highest achievers (Table 5). In 2016/17, they outperform BAME males by 23%, BAME females by 13% and White females by 10%. This gap is widening for White males v BAME males (+3%) and White males v White females (+10%) but not for White males v BAME females (-4%).

	2015/16	2016/17
<b>White Male</b>	82%	79%
<b>BAME Male</b>	62%	56%
<b>BAME Female</b>	68%	66%
<b>White Female</b>	78%	69%

Table 5: Percentage of good degrees for full-time, POLAR3 Q1-2, Home/EU students, grouped by ethnicity, and by gender.

### 2.1.5 Age

The difference in mature students achieving a good degree compared to young students hovers between 8-10% in favour of young students, in the last three years.

	2014/15	2015/16	2016/17
<b>Mature</b>	62%	60%	61%
<b>Young</b>	70%	70%	69%

Table 6: Percentage of good degrees for full-time, Home/EU, young and mature undergraduate students (UH, 2016, 2017 and 2018).

## 2.2 Non-continuation

### 2.2.1 POLAR3 (low participation)

Despite an increase in non-continuation between 2014/15 and 2015/16, table 7 suggests UH significantly outperforms the sector in non-continuation for young students from POLAR3 Q1 neighbourhoods (HESA, 2016 and 2017).

	2014/15	2015/16
<b>UH</b>	3.8%	5.9%
<b>Benchmark</b>	8.7%	9.3%
<b>England</b>	8.8%	8.7%

Table 7: Non-continuation rates for full-time, Home/EU undergraduates, across all cohorts (HESA, 2016, 2017, 2018).

### 2.2.2 Ethnicity

White students have lower non-continuation rates between Year 1 and Year 2 than BAME (11% to 13%). The largest gap between White and individual ethnicities is 3% (White versus Asian).

### 2.2.3 Ethnicity + low participation (POLAR3)

However, adding low participation to ethnicity when looking at non-continuation (table 8) introduces more variation in the data: in 2015/16 BAME students had a lower non-continuation rate than White students.

	15/16	16/17
	POLAR3 Q1&Q2	POLAR3 Q1&Q2
<b>BAME</b>	4.3%	8%
<b>White</b>	7.6%	6.8%

Table 8: Non-continuation rates of POLAR3 Q1-2, full-time, Home/EU undergraduate students, compared by ethnicity (UH, 2017 and 2018).

## 2.2.4 Ethnicity + low participation (POLAR3) + gender

Table 9 suggests that BAME males are the most at-risk group for non-continuation. In recent submissions to OFFA, the University made clear it would establish a baseline for non-continuation amongst White, socio-economically disadvantage males. Data from 2017/18 might confirm whether the same should be introduced for BAME males.

	2015/16	2016/17
<b>White Male</b>	7.7%	8.3%
<b>BAME Male</b>	4%	11.1%
<b>BAME Female</b>	4.5%	5.7%
<b>White Female</b>	7.5%	5.5%

Table 9: Non-continuation rates of full-time, POLAR3 Q1-2, Home/EU undergraduate students, compared by ethnicity and gender. All (UH, 2017 and 2018).

## 2.2.5 Age

Non-continuation rates for mature students at UH are broadly in-line with the rest of the sector (table 10, HESA). However, looking more closely at the difference between mature and young rates, within UH, indicates a wider gap as students progress beyond Year 1. Additionally, the HESA rate for UH in 2015/16 (10.1%) is not yet under the University's own baseline of 9.7% set as part of previous OFFA submissions.

Mature/non - continuation rate	2013/14	2014/15	2015/16
<b>UH</b>	8.9%	12.7%	10.1%
<b>Benchmark</b>	12%	11.5%	10.1%
<b>England</b>	12.8%	12.4%	12.2%

Table 10: Non-continuation rate of mature students (HESA, 2015, 2016 and 2017).

## 2.2.6 Care leavers

Care leavers have an extremely high non-continuation rate. At UH, the non-continuation rate for undergraduate care leavers, from year 1 to year 2, is 33% (NB: this population is less than 30). Trend data is currently being established.

## 2.3 Conclusion

The data suggests that the University has positive outcomes for students from low participation neighbourhoods (attainment and non-continuation); low income households (attainment); mature students (non-continuation); and that the attainment and non-continuation gaps between White and BAME students are shrinking and consistently small, respectively.

However, more work needs to be done in the following areas:

- Continuing to reduce the attainment gap between White and BAME students
- Reducing the attainment gap between White males and other gender/ethnicity intersections
- Improve the attainment gap between young and mature students

- Focus on non-continuation rates amongst ethnicity, low participation and gender intersections
- Improve data and outcomes for care leavers

### 3. Progression

This section looks at the most recent DLHE data (2015/16) and focuses on some of the unrepresented groups that have been identified in previous sections, as well as intersections of personal characteristics.

	Percentage in employment or further study	Percentage in graduate employment
All UK, Full-time, first-degree graduates	96.1%	78.4%

Table 11: Percentage of UH, UK, full-time, first degree graduates in employment or further study (DHLE, 2015/16)

#### 3.1 Low participation (POLAR3)

Employment and further study levels (DLHE, 2017) of graduates from POLAR3 Q1-2 (94.2%) versus other POLAR3 quintiles (96%) is not overly pronounced. However, this gap grows to 4.4% when considering graduate employment (see section 3.4).

#### 3.2 Disadvantage (Low participation + income (Herts Success))

The progression gap for students in the Herts Success programme increased between 2014/15 and 2015/16.

	Percentage employed or in further study	Gap	Employed in graduate level jobs	Gap
<b>Herts Success 15/16</b>	85.5%	10.6%	53%	25.4%
<b>UH 15/16</b>	96.1%		78.4%	
<b>Herts Success 14/15</b>	97.3%	1.1%	71.3%	6%
<b>UH 14/15</b>	96.2%		77.3%	

Table 12: Percentage of UH, UK, full-time, first degree Herts Success graduates in graduate level employment, compared with UH, UK, full-time first-degree graduates (DHLE, 2014/15 and 2015/16).

Previous OFFA submissions have recognised the need to reduce the progression gap between Herts Success students and the whole university cohort, with a target to reduce the gap to 4% by 2021/22. Currently, we are off our 2014-15 baseline of 6.3%. This one-year drop in employment and graduate-level employment may be due to DLHE methodology or cohort variations. That notwithstanding, 2014/15 may be an outlier, in which case students associated with multiple measures of disadvantage are facing lower levels of progression into (meaningful) employment. The release of 2016/17 DLHE data will hopefully confirm which of the years is an outlier and will be used to guide our strategy for continuous improvement in this area.

#### 3.3 Ethnicity

There is only a slight gap in the progression of White and BAME graduates to employment or further study (0.1%). Black graduates reported the highest percentage of employment or further study, 96.9%, compared to White students and BAME students overall (96.1% and 96%, respectively).

Although the progression gap for employment or further study is small, the progression gap for graduate level employment reveals that BAME students are less likely than their White peers to be employed in graduate roles after university (a gap of 3.7%).

### 3.4 Ethnicity + low participation (POLAR3)

As seen in section 3.1, graduates from POLAR3 Q1-2 backgrounds face lower levels of progression than their peers. Table 13 shows that this is particularly the case for BAME graduates, suggesting once again that those graduates who have more than one intersection of disadvantage are facing barriers to progression.

Ethnicity	All	POLAR3 Q1-2	Other POLAR3
<b>Employment or further study</b>			
White Male	94.2%	94.2%	94.2%
BAME Male	95%	91.7%	94.9%
White Female	97.8%	96.4%	97.7%
BAME Female	96.8%	93.2%	97.3%
<b>Graduate level employment</b>			
White male	78.2%	73.7%	77.5%
BAME male	72.1%	63.3%	71%
White Female	81.7%	76.4%	80.3%
BAME Female	79.9%	70.5%	77.6%

Table 13: Percentage of UH, UK, full-time, first degree graduates in employment or further study, grouped by ethnicity, gender, and POLAR3 quintile (DHLE, 2015/16).

The above data also suggests that despite being the highest achievers in 2015/16 (section 2.2.5), White males from low participation backgrounds have the same progression rate, and lower graduate employment rates than their peers from other POLAR3 backgrounds.

### 3.5 Conclusion

Graduates from low participation backgrounds face only slightly diminished rates of progression to employment or further study (94.2% compared to 96.1% overall). BAME graduates have progression rates equal to their White peers (96%), with Black graduates' rate the highest of all ethnicities (96.9%). However, in terms of graduate level employment, there is a 3.7% gap between White and BAME graduates, as well as, a similar gap between White and Black students. Furthermore, while progression rates are strong overall for various intersections, there are gaps between certain groups that should be addressed. For example, although students from low incomes and low participation neighbourhoods enjoy progression rates of 85.5%, this is receding compared to 2014/15.

## 4. Overall Conclusion

The many positive trends in terms of participation and outcomes across the student lifecycle are reflective of the University's commitment to widening participation and supporting students from under-represented backgrounds. However, we have also highlighted areas of improvement where data suggests gaps exist or are widening.

Regarding access, the University's student body is diverse, with over 40% listed as: first in their family to higher education; from socially disadvantaged backgrounds; BAME; disabled; care leaver;

mature; part-time. Further work should now concentrate on ensuring specific groups continue to see progression, particularly for students from POLAR3 Q1 backgrounds and Black applicants.

The University has achieved positive attainment and non-continuation outcomes for students from various intersections. In particular, the attainment gap between White and BAME students is shrinking. However, more work needs to be undertaken concerning attainment gaps between White and individual ethnicities, between young and mature learners and also non-continuation gaps between various intersections. Finally, graduate data reveals high overall progression for all students, especially Black students. Despite this, focusing on graduate level employment reveals a gap between White and BAME students that needs to be addressed.

## **Ambition and strategy**

### **1. Ambitions**

The University's approach to widening access and social mobility is holistic and fully aligned with our 2015-2020 Strategic Plan objectives, in particular:

- Strengthening the diversity of our community.
- Fostering enquiry, critical thinking and curiosity through inclusive, intellectually challenging courses.
- Developing students with the knowledge, skills and attributes to succeed in business and the professions.
- Strengthening professional partnerships to enhance graduates' employability.
- Developing students' social and global awareness.
- Demonstrating and promoting our positive social, cultural and economic impact.
- Sharing our knowledge, facilities and resources.
- Providing local leadership in education, culture and innovation.
- Attracting and developing outstanding people.

In order to achieve these objectives, the University is committed to enabling positive outcomes for all, and we have adopted the following principles to mainstream our approach to widening access and social mobility:

- The adoption of a broad definition of under-represented and disadvantaged groups as outlined above.
- A reflective and evidence-based approach to all widening participation activity in order to maximise the impact and reach of everything we do.
- A commitment to an inclusive approach which ensures that curriculum design, learning and teaching, and student support activity is successful in meeting the needs of our diverse student body in a way that enhances retention, success and employability.
- The provision of evidence-based, targeted additional support to students where needed.
- A commitment to working in partnership with schools and FE colleges in order to raise attainment of students and promote interest in, and enthusiasm for, higher education.

Following a review of access and student success activity in 2016-17, the University adopted a whole institution approach to raise attainment of learners from under-represented groups in schools and colleges and to accelerate the progress of our own students from under-represented and disadvantaged communities. Within this broad definition, the University acknowledges the additional needs of particular groups within our student body and includes care-leavers, carers, people estranged from their families, refugees, and people with a broad range of mental health conditions.

The University's Strategy for Widening Access and Student Success (2017-20) is fully aligned with the University's 2015-20 Strategic Plan objectives and sets our ambition for:

- A whole-institution approach embedding widening participation support and awareness at all levels;



- A student lifecycle approach encompassing access to HE, time at HE and progress to employment or further study;
- Smarter, evidence-based spend;
- Stretching targets which will enable faster progress.

Derived from this strategy, our Widening Access and Student Success Operational Plan outlines the way in which we will meet these requirements, through delivery and co-ordination of activity as well as building capacity across the institution. This is manifested in a whole-university approach, embedded in our Academic Schools and co-ordinated through our Learning and Teaching Innovation Centre, and supported by central teams including Marketing and Communications, Careers and Employment and Student Wellbeing. The Operational Plan was developed in consultation with students, senior management and relevant committees including the Student Education and Experience Committee and the Widening Access & Student Success Working Group.

We have reviewed our Access Agreement for 2018-19 in the context of the Office for Student's strategic priorities for 2019-20; the University's Strategic Plan (2015-20) objectives; the principles that underpin the University's commitment to widening participation; and assessment of our current progress against our targets. The University's Access and Participation Plan 2019-20, therefore, draws on all of this underpinning work and focuses our activity on priority areas relevant to the institution: outreach, retention, employability and success; and to particular student groups at each stage of this lifecycle where evidence suggests we require greater focus.

Our approach will be evidence-based. The importance of the task, and the standards that we expect to reach as an institution, all require that we understand who the students and potential students are that the University of Hertfordshire is seeking to work with. We will therefore continue to maintain our commitment to meet the targets already set out in previous Access Agreements, and in this Plan we will focus on the areas where assessment of our performance indicates that there is a need to target more resource and activity. At a strategic level this means for:

- Access – continue to recruit a diverse student body with a particular focus on improving Polar 3 Q1 & Q2 (overall numbers) and Black (and BAME) applications to offers/offers to acceptances;
- Success – continue to work on reducing the attainment gap, especially BAME, Black (male), and mature attainment gap; non-continuation amongst specific ethnicities and especially low participation gender/intersections e.g. (POLAR 3 Q1 & Q2)/BAME (males); non-continuation for care leavers;
- Progression – continue to sustain excellent student outcomes, aligned to the University's strategic objectives, with a focus on improved graduate employment for low participation/disadvantaged/male BAME students.

Going forward, we will direct resources to enhance widening access activities and to support students after they have enrolled. We continue to be committed to developing strategic relationships and to our leadership of NCOP work in Hertfordshire and Bedfordshire through the Aspire Higher consortium. We will further invest in evaluation and monitoring to improve our understanding of the challenges faced by different groups of students and to ensure that investment is informed by evidence to maximise impact and reach, in those areas where we most need to improve.

## **2. Target Groups**

UH intends to increase aspiration and access to higher education, and to raise academic attainment for all our target groups. The University prioritises the participation and outcomes of groups associated with multiple dimensions of disadvantage. 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 and Participation Plan. Since 2014/15, the University has funded Herts Success, a programme designed to increase our support for widening participation students before and during their time in higher education. In 2017/18 over 2,500 students (more than 10% of our overall student population) were supported by

Herts Success. This follows a decision to relax the eligibility criteria in order to support more students. Our programme evaluation reveals that there were high levels of success and retention across this targeted group of students.

We will continue building on those elements of our existing programme that we identify as most effective and continue to balance the need to target wider mainstream student groups while ensuring more identified targeted groups receive specialist support. Based on our assessment of institutional data and current performance in the previous section, we now outline which underrepresented groups we will be specifically targeting and at which stages of the student lifecycle.

Listed below are existing targets based on the 2018-19 OFFA Access Agreement. Additional new targets are italicised.

## 2.1. Access

- i. Maintain the percentage of young full-time undergraduate entrants from state schools or colleges at 97.8%.
- ii. Improve the percentage of young, full-time undergraduate entrants from low-participation neighbourhoods (POLAR3 method) to 9%.
- iii. Maintain the number of declared care leavers studying at the University at 24.
- iv. Maintain collaborative outreach activities for potential students at 5.
- v. Maintain interactions with potential students and their families at 5,400.
- vi. Maintain percentage of male attendees at outreach events on campus at 48%.
- vii. *Maintain the number of residential summer schools for young people at 3 – including targeted children in care summer school.*
- viii. Continue to sponsor UTCs and Free Schools. Work to support other schools through Trust Agreements.
- ix. In order to boost attainment in secondary schools, we will draw on University disciplinary expertise to support the subject knowledge development of secondary teachers in partnership schools.
- x. Maintain the number of secondary school pupils engaged in buddying/mentoring schemes at 130.
- xi. *Narrow the gap between Black and white applications to offer ratio from 19.8% to 9.9% and between BAME and white applications to offer ratio from 10.6% to 5.3%.*
- xii. *Increase Early Years' attainment and engagement through development of links with local primary schools and deliver 5 engagement activities across the year.*
- xiii. *Co-ordinate 2 cross-county primary school outreach schemes.*

## 2.2 Success

- xiv. Narrow the gap in attainment of a good degree between BAME and white students to 15%.
- xv. Maintain non-continuation rates in the year following entry of young full-time first-degree entrants not in higher education at 5.1%.
- xvi. Maintain non-continuation rates in the year following entry of mature full-time first-degree entrants not in higher education at 9.7%.
- xvii. Establish a benchmark for non-continuation rates of white, socially disadvantaged male students.
- xviii. Establish a benchmark for the number of widening participation students engaged in online programmes and higher/degree apprenticeships.
- xix. *Reduce the attainment gap between White and Black students from 27% to 13.5%*

- xx. *Improve non-continuation between Year 1 and Year 2 for low participation BAME males from 11.1% to 5.5%.*
- xxi. *Improve non-continuation for care leavers from 33% to 25%.*

### **2.3 Progression**

- xxii. Narrow the gap between graduate employment levels of widening participation students engaged in the Herts Success programme and the whole university cohort to 8%.
- xxiii. Maintain employment rates of full-time, first degree graduates who say they are working or studying (or both) as a percentage of all those who are working or studying or seeking work at 93.2%.
- xxiv. *Narrow the gap between graduate employment for low participation students and the whole University cohort to 3%.*
- xxv. *Narrow the gap between graduate employment for low participation BAME students and the whole University cohort to 3%; for low participation BAME males and the whole University cohort to 10%; for low participation BAME females and the whole University cohort to 4.5%.*

## **3. Collaborative working**

The University's commitment to partnership is underlined by Strategic Plan objectives to 'share our knowledge, facilities and resources' and 'provide local leadership in education, culture and innovation'. We work in partnership with schools, colleges and other organisations to raise students' attainment, aspirations and access to university. To achieve these aims we work strategically in three ways: through sponsorship of, and formal partnership with, local schools and colleges; through collaborative working with a much wider network of primary and secondary schools and FE colleges; and through collaborative work with other organisations. The work is driven forward and managed by the Widening Access and Student Success team and supported by teams across the university, including in Academic Schools, Careers and Employment, Marketing and Communications and Academic Registry who are all closely involved in delivering on our partnership vision.

### **3.1 Sponsorship/partnership with local schools and colleges**

The University sponsors four local primary free schools and two UTCs; and leads the Hertfordshire Higher Education Consortium with four Further Education (FE) colleges.

Our Widening Access team works in partnership with the UTCs, providing specialised mentor training to sixth form students throughout the academic year. The UTCs are invited to take part in our bespoke on campus events that provide high level technical education and supports the needs of the regional economy, for example STEM outreach days, or Young Enterprise and Federation of Small Businesses events. The University is involved in UTC open days and parents' evenings. We provide regular briefings and communication with UTC staff to ensure understanding of current HE developments (examples include student finance, the UCAS tariff, value of key skills, writing references and unconditional offers).

Our vibrant consortium partnership with the four Hertfordshire FE Colleges (Hertford Regional College, North Herts College, West Herts College and Oaklands) has resulted in over 15,000 students progressing to the University from the Consortium since it was founded in 2000. In 2016/17 63% of students transferring from the Consortium went on to achieve 'good' Honours degrees. With Oaklands College (geographically the closest college) we have also established the University Campus St Albans, a collaborative venture which delivers part-time higher education courses to predominately mature learners.

The University is mindful of reports underlining the need for longitudinal interventions to promote social mobility and has taken a lead in planning a long-term future for widening participation success in the county through our involvement in establishing four Free Schools (The Hatfield Community Free School, Jupiter Community Free School, Lanchester Community Free School and Ascot Road

Community Free School), which include areas where there is low aspiration and progression to HE. Staff from the University are involved in the strategic development of the schools as governors. We are also increasing engagement with these schools by developing a full lifecycle approach to support pupils from an early stage. This includes developing the skills, knowledge and information they need to access HE. We are currently facilitating teacher training for STEM activities for Free School staff members.

### **3.2 Collaborative working with wider networks of schools**

In addition to the targeted and focused work with our sponsored schools and consortium partners, we work with a much wider network of schools and colleges. This includes work with 23 Beacon Schools (secondary schools in areas of low progression to university). Activities developed in collaboration with Beacon Schools include: workshops providing additional skills support for those who need it prior to their HE studies; Pathfinder Days for year 9 pupils to work with outreach Student Ambassadors on the University campus to explore aspects of university life (including budgeting, course choice and student finance); residential summer schools; and academic assistance (including bespoke support for GCSE borderline Maths and English students) and subject masterclasses. We are also extending this work to include advice on vocational and Further Education routes to Higher Education, including work-based learning opportunities and routes for Apprentices, including Degree Apprenticeships; and a range of talks for years 9 to 13 regarding university, including 'Why Go to University', 'Personal statements, 'Student Finance' and 'Study Skills'.

The University is increasing engagement with primary schools to increase aspiration and attainment from an early stage. We are developing plans for a 'Great Science Share' day for local primary schools. This year the Widening Access team are supporting 'The Joy of Reading' events, focusing on engaging local primary schools in creative writing and English literature. The University is also home to the Primary Science Quality Mark (PSQM) which has worked with 3,383 UK primary schools since 2011 to raise attainment in primary science. Each of these schools have worked with us for at least a year, and 277 of them have worked with us for more than one year. This equates to 13% of English primary schools.

### **3.3 Collaborative work with other organisations**

The University continues to collaborate with other universities and organisations. The Widening Access team have links with external organisations, for example SET POINT Hertfordshire and the Institution of Engineering and Technology (IET), to offer bespoke activities. These include an evolving partnership with the Engineering Development Trust who have worked alongside the School of Engineering to deliver subject specific taster days developing student awareness of 'Routes into STEM'. Separately to the work outlined in this Access and Participation plan, the University continues to engage proactively with our 'Aspire Higher' partners in the NCOP, ensuring effective coverage of all wards covered by the funding. The University aims to continue its membership of the Forum for Access and Continuing Education (FACE).

In terms of student success, we have recently established a collaboration with Smart Resourcing Services (SRS) who worked with our Careers and Employment team to run the Assessment Centres for over 1000 second year students, from degree programmes in the School of Humanities and Hertfordshire Business School. In future we aim for 50% of all second-year students to be provided with this opportunity. It is a 'mainstream' activity that benefits all but, in terms of targeted student groups it has enhanced opportunities to apply for and succeed in achieving work placement and employment opportunities. There are also arrangements to support students with disabilities and those requiring adjustments associated with their personal development plans.

### **3.4 Conclusion**

Partnership and collaboration are fundamental to the University's work in widening access and student success. We remain committed to maintaining and further developing each of the areas of partnership outlined in the foregoing.

#### **4. Continuous Improvement: Monitoring and Evaluation**

Monitoring and evaluating the impact of our actions is at the heart of the University's strategic approach to evidence-led improvement. Our approach is designed to allow us to reflect on and inform our practice in order to direct our resources effectively and improve on our targets. Responsibility for monitoring and evaluation of the Access and Participation Plan falls under the Pro-Vice Chancellor for Education and Student Experience, reporting to Academic Board, the Student Educational Experience Committee (SEEC) and appropriate sub-committees.

'Disadvantage' and the effect it has on individuals is complex. Key to understanding this is the need for an improved knowledge of how information may be gathered and legitimately shared across the University. Monitoring and evaluation will be a key function of the central Widening Access and Student Success team. Our evaluation strategy is aligned with the University's Strategic Plan for Widening Access and Student Success and the Social Mobility and Widening Access Operational Plan. Details of our approach are listed below.

##### **Current approach:**

- Includes having developed an evaluation framework based on the collaborative NERUPI (Network for Evaluating and Researching University Participation Interventions) framework;
- Evaluating of outreach activities and student success and progression work across the University, according to our evaluation framework, to ensure we are meeting our ambitions and goals;
- Monitor the impact of the new bursary payment for first year, low-income students who live in POLAR3 quintiles 1 and 2; along with the ongoing care leavers' bursary and the University's Hardship Fund;
- Annual reports of Widening Access and Student Success are disseminated to senior committees including Student Educational Experience Committee and Chief Executive Group;
- Evaluation practice is also disseminated through other channels such as the Learning and Teaching Conference. Central evaluation of institutional peer mentoring and institutional student success initiatives is coordinated across the University;
- Externally, outcomes are presented at conferences and submitted to journals.

##### **Continuing improvement:**

- Enhance programme-level monitoring with the provision of tools to allow more sophisticated analysis of student data;
- Increase the use made of published and internal student data, including value added data, expanding the work of the Student Performance Monitoring Group (SPMG);
- Continue subscription to the Higher Education Access Tracker (HEAT) service to track engagement in outreach activities and build longitudinal evidence of student achievement;
- Continue to invest in systems and methods to analyse our data with a strong focus on evaluation;
- Greater involvement of students in the delivery, evaluation and continuous improvement of our plan;
- Outcomes of evaluations to guide activity and programme planning.

#### **5. Alignment to Equality and Diversity**

The University of Hertfordshire has a diverse student population of which we are proud. Our BAME student population 48.2% is compared to the 20.4% for the Hertfordshire population overall. 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/secreg/upr/EQ03.htm> .

The policy statement set out in this document summarises how the University will realise this vision, in accordance 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 and Participation Plan, supported by the University's Equality Office.

The University is committed to delivering inclusive practice in teaching and assessment, not just in accessibility but all facets of equality. We have mechanisms in place to regularly monitor the performance of our student body across a range of protected characteristics throughout the student journey, e.g. from admission to attainment, from University-wide to programme level data. Data-driven equality actions are being included in plans at all levels, with examination at a strategic level by the Student Performance and Monitoring Group, as well as consideration by programme teams through Annual Monitoring and Evaluation reporting.

Key equality achievements in recent years include achieving an institutional Bronze Athena SWAN award and eight Bronze departmental awards. The University is also one of only nine UK institutions to hold a Bronze award in the Race Equality Charter Mark. Both of these help the University to maintain a high level of awareness of gender and race equality, as well as to consider the intersections of other protected characteristics with race and gender that may affect student outcomes. Each School's Equality, Diversity and Inclusion Team provide a forum for enhanced engagement between staff, students and other stakeholders about recruitment, attainment and progression, as well as the student pipeline to postgraduate study and employment.

The University has a longstanding public commitment to reduce the attainment gap between BAME and White students, and this remains in our Equality Objectives for 2016-2020. Our work on the BAME Student Success project has identified that there is no single cause for the attainment gap. Our data consistently shows 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 bronze [submission](#). As a result, we have set the challenging target of further reducing the 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 gap for this particular cohort of students and begin to identify and implement strategies to reduce the gap. Our focus here will benefit all groups of students in future. The University has recently been successful in a recent HEFCE Catalyst bid in collaboration with other institutions to continue our work to address the attainment gap, and we are confident this will facilitate further development with our learning and teaching strategies.

There is also significant equality and diversity work related to disability. The University monitors recruitment, achievement and progression by disability on an annual basis and is proud to report that statistics remain positive showing 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 and methods of collecting data on disability disclosed post registration will be reviewed for reporting purposes.

The number of students seeking support for their mental health and the complexity of difficulties they present with continues to rise. We have therefore taken steps to address this through enhancement of our Mental Health Team in Student Wellbeing and by building closer working relationships with the local NHS trust who, due to demand on their own services, have recruited a mental health worker specifically to work with our students. This positive working relationship and the University's own Mental Health Team will be kept under review and further enhanced in line with identified need. We are also now providing a programme of Mindfulness workshops (online and face-to-face) for all students who wish to take up this opportunity, or who are advised to take the course by Student Wellbeing.

In response to changes to the Disabled Students' Allowance (DSA), the University continues to provide support services for individual disabled students by funding band 1 and 2 support workers. A strong focus for 2019-20 will be the embedding of our Inclusive Learning & Teaching action plan. While this specific action plan has been developed primarily for disabled students, it will enhance access to learning and assessment for a wide range of the student population. This includes the

universal recording of lectures; provision of digital capability/study skills relevant to students' course requirements; and provision of whole reading lists in accessible formats, when available from publishers. This will enable more students to learn and demonstrate their ability and knowledge without the need for so many individual adjustments, and the approach is in line with the University's overarching ethos in its Strategic Plan 2015-2020.

Key parts of this Access and Participation Plan positively impact on equality and diversity; for example, reducing the attainment gap between BAME and White students, and our ongoing support of Looked After Children/Care Leavers.

## **6. Student Consultation and Involvement**

The University is wholly committed to staff-student partnership and student co-production, consultation and evaluation is deeply embedded in all aspects of our work. Students are members of all formal university committees including the Student Educational Experience Committee (SEEC), where our Access and Student Success activities are considered and approved as a standing item on the committee's agenda.

The University consults with, and gains feedback from, students in many different ways including working with students from underrepresented groups. Feedback from the following student groups about their experiences via surveys, focus groups, informal discussions, evaluation reports have all informed the development of the Plan:

- Herts Success students
- BAME Student Advocates
- Commuting students
- Student with disabilities
- Care leavers

Feedback from the BAME Student Success Working Group, which has a very diverse membership and includes student representation from each School within the University, have also informed actions and activities within the Plan relating to student success and graduate employment.

Hertfordshire Students' Union (HSU) has worked in partnership with the University to develop our Educational, Access and Student Success strategies and this Access and Participation Plan. HSU are enthused about the University's inclusive approach to ensure all students achieve their potential and remove barriers which may exist to transform the lives of every student at the University of Hertfordshire.

The PVC (Education and Student Experience) chairs a Student Advisory Group that offers input and guidance on all aspects of student experience. The group, which includes our ten BAME Student Advocates as well as Community Student Officers and HSU Part Time Officers, was consulted during the drafting of this new Access and Participation Plan for their views on the key focus of the plan. With an emphasis on activity that is 'more than the degree', students talked about the importance of co-curricular activities, internship opportunities, engaging with representative activity and joining societies. This was true whether they were discussing outreach activity (benefits of supporting a summer school); Herts Success (trips/activities that built friendships and a sense of belonging); employability (internship opportunities as well as 'work like' activities) or other activity such as organising events and attending meetings. Their feedback aligned with, and further informed, the content of the Plan. We will report back to the group to monitor implementation as well as consult with them during the development of future iterations of the Access and Participation Plan.

In addition to student input into the development of the Plan, feedback on draft iterations was sought from students and the HSU. BAME Student Advocates were given the opportunity to feedback on the draft as were Executive Officers within HSU. Comments included endorsement of the importance of financial support for disadvantaged students but the need for the University to simplify the application process for Hardship funds.

*“... the support especially financial, to this group of students is important. I have a practical example of a student that applied for a hardship loan and the process is so cumbersome that it took me 6 hours to read and guide her through the process”.* (BAME Student Advocate).

Their feedback and suggestions were acted on before the draft plan was considered by the University's Chief Executive Group and the University's Board of Governors. The Chief Executive's Group and the Board of Governors includes student representation via the President of HSU and thus provided further opportunities for student input before final approval of the plan.

Formal monitoring of the implementation of the Access and Participation Plan will be carried out by the Student Educational Experience Committee (which as mentioned above includes student membership) and ongoing feedback on the implementation will be sought through our PVC Student Advisory Group, the BAME Student Advocates as well as through focus groups of students with disabilities, care leavers and mature students. Through the BAME Student Success Working Group, students have been involved in the discussion of attainment and employment data relating to students from underrepresented groups. Sharing the analysis of the data with students has been crucial in aiding our understanding and we will continue to do this as part of our data evaluation of the Access and Participation Plan.

## **Access, student success and progression measures**

### **1. Activities: Access**

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 higher education, enterprise and IAG partners to ensure that students in the local area have the best possible access to widening participation activities.

The University will continue to deliver a comprehensive year-round calendar of events, including residential summer schools, on-campus Student Shadowing and Pathfinder Days, GCSE attainment boosting Autumn and Spring schools and a suite of in-school talks and workshops in order to:

- Encourage learners to continue their education to Sixth Form/college/university;
- Raise awareness of Higher Education opportunities;
- Help with making choices and planning a future;
- Help learners to acquire and develop study skills in order to improve their application to their studies and raise attainment;
- Develop greater resilience, motivation and confidence;
- Help learners engage with education.

Specific activities will include:

- Regular briefings and communication with UTC staff to ensure an understanding of current HE developments (examples include student finance, the UCAS tariff, value of key skills, writing references and unconditional offers);
- Academic support for specific qualifications, for example, the extended project qualification;
- Development of a range of workshops providing additional skills support for those who need it prior to their HE studies;



- Advice on vocational and Further Education routes to Higher Education, including online learning, work-based learning opportunities and routes for Apprentices, including Degree Apprenticeships;
- A range of talks for years 9 to 13 regarding university. These include 'Why Go to University', 'Personal statements, 'Student Finance' and 'Study Skills'.
- Pathfinder Days for year 9 pupils to work with outreach Ambassadors on the University campus to explore aspects of university life (including budgeting, course choice and student finance);
- School visits to the University for years 9, 10, 11 and 12;
- Residential summer schools, academic assistance (including bespoke support for GCSE borderline Maths and English students) and subject masterclasses;
- Targeted provision of mentoring and coaching activity;
- Regular CPD activities to support the work of school/college staff;
- Liaison and progression activity with the FE Consortium Colleges;
- Development of a range of activities to enhance aspiration and attainment of primary, secondary and other learners;
- Wide-ranging support for careers activities in schools and colleges;
- Widening Participation Student Ambassadors and Student Mentors to work with pupils at schools with low participation rates;
- Work with mature and part-time learners to ensure that they have the necessary information to make a considered choice about higher education.

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

- Continuing the widening participation Beacon programme in order to support their students' progress into higher education;
- The sponsorship of academy schools and continuation of Trusts with schools to help build sustainable links and progression routes;
- To maintain the consortium arrangements with local FE Colleges as a core element of the widening participation work;
- To maintain University Campus St Albans, our collaborative venture with Oaklands College, which delivers part-time higher education courses to predominately mature learners;
- Partnering with targeted schools/consortia of schools to increase aspirations and attainment;
- Continuing our partnerships with four Community Free Primary Schools, focusing on social mobility and educational achievement;
- Maintaining our partnerships with the UTCs;
- Re-launching the University of Hertfordshire School and Colleges Governors' Forum;
- Expanding our participation in the Degree Apprenticeships programme;
  - To work closely with key national and local organisations, for example, SETPOINT Hertfordshire, IET;
  - To continue to collaborate with other universities;
  - To proactively engage with our partners in the NCOP, ensuring effective coverage of the wards covered by the funding;

All schemes are evaluated and an impact report provided to each school, to date this has shown in all cases, clear evidence of raised aspirations, raised levels of confidence and motivation to continue in education.

## **2. Activities: Success and Progression**

The University has been successful in attracting students from a diverse range of backgrounds and we support all our students to feel that they belong in our university community and to foster their academic confidence. We also recognise that students from under-represented groups often require additional support to ensure retention, employability and success. While we have adopted an inclusive approach which meets the needs of a large proportion of our students, we also recognise that we can do more to ensure our practices are mainstream and embedded. We have therefore

adopted a broad definition of widening participation and planned a number of approaches to enhance retention and success across all of our mainstream activity. We will ensure that all 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, including Maths and Academic English support (including online provision to support distance learning and degree apprenticeship students);
- Implementation of our Guided Learner Journey approach to scaffold learning in and beyond the classroom;
- Early feedback on work and provision of advice for academic success;
- Monitoring engagement and attendance as an early warning system enabling the identification of students who may be at risk of dropping out or failing, thereby enabling intervention to identify issues impeding their ability to succeed.

At a high level, the key elements that we will focus on will include:

- A longitudinal induction programme that will particularly support targeted student groups and which enables students to:
  - Understand basics about timetable, attendance, assessments (including resits), the curriculum;
  - Get to know people on their programme and elsewhere;
  - Understand online engagement including use of the library;
  - Develop any core academic skills that are missing;
  - Know how to get help when they need it;
- A curriculum and pedagogic approach which is inclusive and supports a learning environment in which students engage with each other and with staff;
- A personalised approach which ensures that each student is tracked and known by at least one person (personal tutor, coach/mentor, cohort tutor etc);
  - Peer mentoring (providing a consistent baseline for all student peer mentors through common training and evaluation);
- Facilitating cross-institutional student networks (e.g. mature, commuting):
  - Signposting, coordinating activity with Schools, some limited funding of activity (particularly online as these groups will be disparate and in high numbers);
- Ensuring all WP students have access to and can participate in a range of workplace and overseas experience opportunities:
  - Funding and other forms of support packages;
  - Pre- and post- support to ensure students maximise their opportunities and understand the employability benefits in terms of supporting their graduate outcomes;
- Targeting under-represented groups with student success activities, including:
  - care leavers, various intersections of disadvantage (e.g. income+ethnicity);
  - specialised support, financial or experience (current Herts Success);
  - a blend of face-to-face and online activity;
- Promoting hardship fund opportunities to WP students and supporting them through simplified application processes.

The University has taken the strategic decision to waive placement year tuition fees for those students spending their third year of a four-year course studying abroad or working. This is in recognition of the significant impact this has on the attainment and employability opportunities for students, and to make this an option for all. There will be a fee charged to students choosing to study abroad during their second year.

The University will also focus on the following specific areas and invest in initiatives to support student success by:

- Providing a range of options for students to participate in higher education, including Degree Apprenticeships, Foundation Degrees, online courses and part-time courses specifically aimed at mature learners;
- Ensuring that entry requirements explicitly reference a full range of vocational, technical and work based qualifications to be welcoming to students entering via these routes;
- 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 BAME students;
- Working with the Student Union to address the needs of commuting and mature students through the continued development of a collegiate campus experience;
- Increasing access to and opportunities for students from a widening participation background to participate in placements and other forms of workplace learning;
- Implementing a revised and re-focused Inclusive Teaching Action Plan;
- Evaluating the impact of the student retention and progression activity;
- Enhanced implementation of attendance monitoring software and processes;
- Embedding of our Inclusive Teaching Action Plan;
- Implementation of our Guided Learner Journey approach to personalized learning in and beyond the classroom.

### **3. Access, Progression and Success Measurements**

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.

- The University has set targets to maintain the levels of students coming from state schools. The latest published (2015-16) 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 reflect this.
- Non-continuation of students: for full-time, first degree entrants, percentage no longer in higher education the University continues to outperform the benchmark for young and mature students, as demonstrated in the most recent (2015-16) non-continuation data published by HESA.
- The most recent graduate data (2015-16) 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. In addition, 85.5% of Herts Success graduates were employed or in further study (compared to 96.1% across all UH graduates). However, DLHE data also reveal a graduate employment gap of 3.7% between White and BAME graduates and our targets reflect our aspiration to improve this.
- Ethnicity and gender of undergraduate students (2015-16) The University does 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.

The University has not historically included gender statistics in the Access Agreement but in light of the falling numbers of males entering higher education we are now monitoring this. In particular, the University is working to develop benchmarks for white, socially disadvantaged males, and our targets going forward will reflect this.

### **Investment**

The University's APP shows its evaluation of its own performance, we have considered this data and have developed our strategy and APP in light of our findings. It's important that a University

with our student profile embeds its widening participation activities across everything it does both centrally and within Schools. During 2019-20 the University plans to invest in the region of the following amounts on activities covering;

- Access £2.8m of which £2m is APP countable and is 4.8% of Higher Fee Income
- Success £5.5m of which £3.8m is APP countable and is 9.1% of Higher Fee Income
- Progression £1.5m of which £1m is APP countable and is 2.4% of Higher Fee Income
- Financial Support £550k and is 1.3% of Higher Fee Income

## Provision of information to students

The University recognises the importance of providing clear and transparent information on the financial arrangements for students. We 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, additional course costs and the availability of, and eligibility for, additional support (e.g. UH hardship fund). 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;
- Applicants are sent a copy of our Fees and Finance Policy as part of their Offer Pack;
- 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;
- The University runs Student Finance Parent Evenings/Workshops;
- 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. The University has mapped its information provision to the HEFCE guide to providing information to prospective undergraduate students and meets all expectations regarding information on 'Costs and Financial Support'.

## FINANCIAL SUPPORT

The University invests in the UH Bursary which has a value of £1,000 for the first year of FT undergraduate study to eligible Home and EU students. The eligibility criteria is can be found at <https://www.herts.ac.uk/study/fees-and-funding/bursaries>. The UH Bursary is means tested but students don't have to apply. If the student agrees to share their SLC financial Information with the University, we are able to identify whether they qualify via their student loans company application and will automatically put them forward to receive the funds.

We also invest in financial support for our students via the UH Hardship Fund, this provides discretionary financial assistance for home students to help them access and remain in higher education. Awards range from £300 to a maximum of £2,500 in any one academic year.

\* 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.

The University of Hertfordshire remains committed to students retaining their fee packages for the duration of their course, therefore, full time undergraduate students starting from September 2019 will be charged £9250 for the duration of their studies. There will be no inflationary increase in fees for students once they have commenced their studies with us providing there is no change to their course or mode of study. If inflationary increases were applied they would be linked to the Retail Prices Index.

Full-time course type:	Additional information:	Course fee:
First degree	2017 starters onwards excluding degree apprenticeships	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		£11,100
Sandwich year	Placement year fee	£0
Erasmus and overseas study years	Study Abroad full year out fee	£1,385
Erasmus and overseas study years	Erasmus full year out	£0
Other		£9,250
Franchise full-time course type:	Additional information:	Course fee:
First degree	Barnet and Southgate College (10000533) - 2018 starters onwards	£6,165
First degree	Hertford Regional College (10003035) - 2018 starters onwards	£6,165
Foundation degree	Hertford Regional College (10003035) - 2012 - 2017 starters	£6,165
First degree	North Hertfordshire College (10004690) - 2018 starters onwards	£6,165
Foundation degree	North Hertfordshire College (10004690) - 2018 starters onwards	£6,165
First degree	Oaklands College (10004835) - 2018 starters onwards	£6,165
Foundation degree	Oaklands College (10004835) - 2018 starters onwards	£6,165
First degree	Pen Green Centre (10034200)	£9,250
Foundation degree	Pen Green Centre (10034200)	£6,165
First degree	SEEVIC (10005736)	£8,000
Foundation degree	SEEVIC (10005736)	£5,800
First degree	West Herts College (10007417) - 2018 starters onwards	£6,165
Foundation degree	West Herts College (10007417) - 2018 starters onwards	£6,165
First degree	HIBT Limited t/a Hertfordshire International College (10010019)	£9,250
First degree	City and Islington College (10007455) - 2018 starters onwards	£9,250
First degree	Interactive Design Institute (10006389)	£4,500
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	- 2017 starters onwards	£6,935
First degree	Barnet and Southgate College (10000533) - 2018 starters onwards	£6,165
First degree	Hertford Regional College (10003035) - 2018 starters onwards	£6,165
First degree	North Hertfordshire College (10004690) - 2018 starters onwards	£6,165
First degree	Oaklands College (10004835) - 2018 starters onwards	£6,165
First degree	Pen Green Centre (10034200) -	£6,935
First degree	SEEVIC (10005736) -	£6,930
First degree	West Herts College (10007417) - 2018 starters onwards	£6,165
First degree	HIBT Limited t/a Hertfordshire International College (10010019) -	£6,930
First degree	City and Islington College (10007455) - 2018 starters onwards	£6,930
First degree	University College St Albans (10047339) -	£6,935
First degree	Interactive Design Institute (10006389) -	£4,500
Foundation degree	North Hertfordshire College (10004690) - 2018 starters onwards	£6,165
Foundation degree	Oaklands College (10004835) - 2018 starters onwards	£6,165
Foundation degree	West Herts College (10007417) - 2018 starters onwards	£6,165
Foundation degree	Pen Green Centre (10034200) -	£6,165
Foundation degree	SEEVIC (10005736) -	£5,800
Foundation degree	Epping Forest College (10002297) -	£6,935
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	Pen Green Centre (10034200) -	£6,935
Postgraduate ITT	- 2017 starters onwards	£6,935
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		£6,935

**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	<b>HESA T1b</b> - 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	Low participation neighbourhoods (LPN)	<b>HESA T1b</b> - 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%	8.2%	8.4%	8.7%	9%		The University intends to surpass the location adjusted benchmark of 8.4% to 9% by 2021-22.
T16a_03	Student success	Other (please give details in Description column)	<b>HESA T3a</b> - 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	Other (please give details in Description column)	<b>HESA T3a</b> - 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 (please give details in Description column)	<b>Other statistic</b> - 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	Care-leavers	<b>Other statistic</b> - 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	Part-time	<b>Other statistic</b> - Part-time (please give details in the next column)	Number of students participating in the Higher Apprenticeships programme	No	2015-16	0	30	40	50	n/a	n/a	The University has revised it WP Strategy and this will not be a target after 2021-2022
T16a_08	Progression	Other (please give details in Description column)	<b>Other statistic</b> - 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 has revised it WP Strategy and this will not be a target after 2021-2022
T16a_09	Access	Gender	<b>Other statistic</b> - 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%	n/a	The University aims to maintain at the baseline. The University has revised it WP Strategy and this will not be a target after 2021-2022
T16a_10	Access	Ethnicity	<b>Other statistic</b> - 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%	n/a	The University aims to maintain at the baseline. The University has revised it WP Strategy and this will not be a target after 2021-2022
T16a_11	Access	Ethnicity	<b>Other statistic</b> - 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%	n/a	The University aims to maintain at the baseline. The University has revised it WP Strategy and this will not be a target after 2021-2022
T16a_12	Access	Other (please give details in Description column)	<b>Other statistic</b> - Part-time (please give details in the next column)	Number of students participating in the Higher Apprenticeships programme	No	2015-16	0	30	40	50	50	n/a	The University aims to maintain at the baseline. The University has revised it WP Strategy and this will not be a target after 2021-2022
T16a_13	Access	Socio-economic	<b>Other statistic</b> - 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	85.5%	85.5%	85.5%	85.5%	85.5%	n/a	The University aims to maintain at the baseline. We have revised the baseline to the actual 2015/16 figure. The University has revised it WP Strategy and this will not be a target after 2021-2022
T16a_14	Access	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Establish a baseline for the higher education progression gap between identified WP student groups and the Hertfordshire cohort as a whole	No	2017-18	0	0	0	0	n/a	n/a	The University has revised it WP Strategy and this will not be a target after 2021-2022
T16a_15	Student success	White economically disadvantaged males	<b>Other statistic</b> - Socio-economic (please give details in the next column)	Establish a benchmark for non-continuation rates of white, socially disadvantaged male students	No	2017-18	0	0	0	0	8.3%	8.3%	The University will be establishing a baseline in 2017-18 and setting targets after this. New target based on our revised WP Strategy
T16a_16	Student success	Socio-economic	<b>Other statistic</b> - Socio-economic (please give details in the next column)	Establish a benchmark for the number of widening participation students engaged in online programmes and higher/degree apprenticeships	No	2018-19	0	0	0	0	0	0	The University will be establishing a baseline in 2018-19 and setting targets after this. New target based on our revised WP Strategy

T16a_17	Student success	Multiple	<b>Other statistic</b> - Socio-economic (please give details in the next column)	Narrow the gap between graduate employment levels of widening participation students engaged in the Herts Success programme and the whole university cohort to 4%	No	2014-15	6.3%	5.3%	4.8%	4.5%	4%	8%	New target based on our revised WP Strategy. See narrative Table 12.
T16a_18	Progression	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Narrow the gap in attainment of a good degree between BME and white students to 15%	No	2014-15	18.7%	17%	16.5%	16%	15%	14%	New, more stretching, target based on our revised WP Strategy
T16a_19	Success	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Reduce the attainment gap between white and black students	No	2016-17	27%	24%	21%	18%	16%	13.5%	New baseline and target based on our revised WP Strategy. The University's attainment gap between white and BAME students has been shrinking year on year but we wish to make more progress between white and Black students where the gap is largest. 2022/23 target represents a 50% decrease compared to the baseline.
T16a_20	Success	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Reduce non-continuation rate between year 1 and year 2 for low participation BAME males	No	2016-17	11.1%	10.5%	9%	8%	6.5%	5.5%	New baseline and target based on our revised WP Strategy. 2022/23 target represents a 50% decrease compared to the baseline.
T16a_21	Success	Care-leavers	<b>Other statistic</b> - Care-leavers (please give details in the next column)	Reduce non-continuation rate between year 1 and year 2 for care leavers	No	2016-17	33%	31%	30%	28%	27%	25%	New baseline and target based on our revised WP Strategy. 2022/23 target represents a 24% decrease compared to the baseline. NOTE: the small numbers of students in this group make this a volatile figure likely affected by individual outcomes.
T16a_22	Progression	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Narrow the gap between graduate employment levels of low participation students and the whole university cohort	No	2015-16	4.4%	4.1%	3.8%	3.5%	3.3%	3%	New baseline and target based on our revised WP Strategy. The University is already performing at a high level on this target. 2022/23 target represents a 32% decrease compared to the baseline.
T16a_23	Progression	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Narrow the gap between graduate employment for low participation BAME students and white students	No	2015-16	3.7%	3.6%	3.5%	3.3%	3.2%	3%	New baseline and target based on our revised WP Strategy. 2022/23 target represents a 19% decrease compared to the baseline.
T16a_24	Progression	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Narrow the gap between graduate employment for low participation BAME male students and whole University cohort	No	2015-16	15.1%	14%	13%	12%	11%	10%	New baseline and target based on our revised WP Strategy. The University is already performing at a high level on this target. 2022/23 target represents a 34% decrease compared to the baseline.
T16a_25	Progression	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Narrow the gap between graduate employment for low participation BAME female students and whole University cohort	No	2015-16	7.9%	7.5%	7%	6.5%	5%	4.5%	New baseline and target based on our revised WP Strategy. The University is already performing at a high level on this target. 2022/23 target represents a 43% decrease compared to the baseline.
T16a_26	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Narrow the gap between Black and white applications to offers ratio	No	2016-17	19.8%	18%	16%	14%	12%	9.9%	New baseline and target based on our revised WP Strategy. 2022/23 target represents a 50% decrease compared to the baseline.
T16a_27	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Narrow the gap between BAME and white applications to offers ratio	No	2016-17	10.6%	10%	8.5%	7%	6.5%	5.3%	New baseline and target based on our revised WP Strategy. 2022/23 target represents a 50% decrease compared to the baseline.

**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	Multiple	Operational targets	Reduce the HE progression gap between targeted WP students and the Hertfordshire cohort as a whole	No	2012-13	16.92%	14.5%	14%	14%	n/a	n/a	The University has revised it WP Strategy and this will not be a target after 2021-2022
T16b_02	Access	Multiple	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	Multiple	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	5,400	
T16b_04	Access	Gender	Outreach / WP activity (other - please give details in the next column)	Percentage of male attendees at outreach events on campus	No	2016-17	48%	48%	48%	48%	48%	48%	The University has revised it WP Strategy and reviewed attendance and updated this baseline to 48%
T16b_05	Access	Multiple	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	School sponsorship	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	The University has revised it WP Strategy and this will not be a target after 2021-2022
T16b_07	Student success	Ethnicity	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%	20%	18%	18%	n/a	n/a	The University has revised it WP Strategy and this will not be a target after 2021-2022
T16b_08	Student success	Multiple	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	The University has revised it WP Strategy and this will not be a target after 2021-2022
T16b_09	Access	Attainment raising	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	Attainment raising	Student support services	Increase the attainment of widening participation students engaged in the Herts Success programme	No	2015-16	65%	66%	66.5%	67%	n/a	n/a	The University has revised it WP Strategy and this will not be a target after 2021-2022
T16b_11	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	In order to boost attainment in secondary schools, we will draw on University disciplinary expertise to support the subject knowledge development of secondary teachers in partnership schools	No	2017-18	n/a	n/a	n/a	n/a	n/a	n/a	
T16b_12	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Increase Early Years' attainment through development of links with local primary schools and deliver 5 engagement activities across the year	No	2017-18	n/a	n/a	5	5	5	5	New baseline and target based on our revised WP Strategy.
T16b_13	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Co-ordinate 2 cross-county primary school outreach schemes	No	2017-18	n/a	n/a	2	2	2	2	New baseline and target based on our revised WP Strategy.