

Plymouth University Access Agreement 2014-15

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1. Introduction

Plymouth University is fully committed to widening participation (WP) in higher education. Raising aspirations and driving engagement is one of the university's four key ambitions, identified in the [Plymouth University Strategy 2020](#).

The University's Access Agreement 2014-15 outlines how a proportion of student fee income above the basic level will be used to support additional measures to improve access for and support the success of students from lower income and other under-represented groups. The Access Agreement contributes to the University's broader widening participation strategy and requires approval by the Office for Fair Access (OFFA).

2. Fees, Student Numbers and Fee Income

a) Tuition fees

The University plans to levy a fee of £9,000 per annum for full-time undergraduate level programmes offered through its main campus (es). The exception to this will be a fee of £7,500 per annum for the University's two Foundation Year programmes (Extended Science and Foundation Pathways in Technology) which are part of the University's targeted access measures. Students undertaking a placement year as part of a 'sandwich' degree will pay a fee of £700.

For part-time students the university plans to levy a fee of £750 per 10 credits, based on a full-time equivalence of £9,000 per annum; no part-time student will be charged more than £6,750 in any academic year.

The fees planned for each programme for new students in 2014/15 will be inclusive of the following elements:

- the costs of compulsory field trips
- the fee for compulsory Criminal Record Bureau applications
- all required studio costs, with the exception of printing costs for Arts courses
- all required laboratory consumables and equipment costs
- all required travel expenses for students on teacher training placements.

Subject to approval of the University's Access Agreement, 2014-15 fee levels will therefore remain at the same level as for 2012-13. We will review our fees for subsequent years and may move to further differentiate by subject or other measure and apply annual increases in line with government permitted rises.

Plymouth University's Access Agreement also extends to higher education programmes offered on a franchised basis through the University's network of partner Further Education Colleges. Fees for programmes in partner colleges will be in the range of £5,950 - £7,500 per annum in 2014-15. Nine partner colleges have elected to charge the basic tuition fee of £6,000 or under per annum:

- Bicton College
- City College Plymouth
- Exeter College

- Petroc
- South Devon College
- Weymouth College
- City of Bristol College
- Bridgewater College
- Tor Bridge High

A further four partner colleges have set some tuition fees above £6,000, and will be producing their own Access Agreements:

- Cornwall College
- Strode College
- Somerset College of Arts and Technology
- Truro and Penwith College

Fee levels have been advised directly and separately by the respective Principal of each College and were not set by the University. The University's OFFA agreement does not attempt to suggest measures for outreach or retention or additional financial support at the Colleges given this is a matter for each College to determine.

It should be noted that the overall average fee, across the University and its partner colleges, will be £8,686, per annum.

b) Student numbers

Estimated student numbers, both those falling under the old regime and those on the new regime, from 2012 entry onwards, are shown in figure 1.

The figures include Initial Teacher Training students and students undertaking a programme of study with the Plymouth University Peninsula College of Medicine and Dentistry (PUPCMD), included for the first time in 2013-14. Undergraduate level programmes commissioned by the Strategic Health Authority which attract a nationally established benchmark price are not included in this agreement.

Figure 1: Estimated total number of students 2014-15

Students	2014-15 Student numbers
Old system students	581
- of which above the basic fee	581
New system students - full-time	14733
- of which above the basic fee	14509
part-time	313
- of which above the basic fee	142
Total students	15627

There will be an estimated 224 students undertaking a placement year as part of their sandwich degree during 2014-15

c) Estimated fee income

The estimated fee income for 2014-15 is shown in figure 2.

Figure 2: Estimated fee income above the basic fee level 2014-15

Students	2014-15 Fee income (£)
Old system students	1,211,385
New system students - full-time	38,964,076
part-time	422,097
Total	40,597,558

3. Access and Student Success Measures

a) Plymouth's performance

Plymouth University performs well against widening participation benchmarks and its own access targets in terms of outreach activity, recruitment and retention.

HESA data for Plymouth in 2011/12 shows that in terms of recruitment:

- 93.4% of students studying for a first degree came from state schools, well above the locally adjusted benchmark of 90.9%
- 30.1% of new young first degree entrants came from lower socio-economic backgrounds, slightly below the locally adjusted benchmark of 30.9% but an improvement on 2010/11
- 11.7% of new young first degree entrants came from low participation neighbourhoods (LPN¹), slightly lower than the locally adjusted benchmark of 11.9% but an improvement on 2010/11
- 9.6% of mature first degree entrants with no previous history of higher education came from low participation neighbourhoods, above the locally adjusted benchmark of 9.3%.
- 9.7% of all Plymouth full time first degree students were in receipt of the Disabled Students Allowance (DSA), exceeding the 6.4 % benchmark by more than 50%.

HESA use of the more current POLAR 3 data shows Plymouth's performance to be stronger than suggested in recent years. Regarding the National Statistics – Socio-Economic Class (NS-SEC) and LPN benchmarks for young entrants, Plymouth University is formulating a strategy to address a shortfall of less than 1% in both categories.

HESA data for Plymouth in 2011/12 shows that in terms of student retention and success:

- 82.5% of all degree students successfully completed their studies with the University against the benchmark of 79.6%. Overall completion rates were 86.1%
- 93.4 % of full time first degree entrants continued into their second year, comfortably exceeding the benchmark 91.5%

Institutional data shows:

- In 2012, 0.4 % of Plymouth undergraduate entrants were identified as Care Leavers, more than five times the planned target. During 2012/13, 47 students have been in receipt of the Care Leavers bursary. Achievement in this area has been acknowledged through the Frank Buttle Quality Mark accreditation.
- In addition to the students in receipt of DSA there are other students who have declared a disability; 12.6% of students declaring a disability in 2011/12.

¹ LPN data is now based on POLAR 3; previous HESA data was based on POLAR 2. POLAR (Participation of Local Areas) is a classification of small areas across the UK showing the participation of young people in higher education (HE) for geographical areas ranging from regions to ward.

- The university has an increasingly diverse ethnic profile, particularly compared to its wider community which is enhanced by significant numbers of international students. During 2011/12, 9.3% of all students were from Black and Minority Ethnic groups, exceeding previous Access Agreement targets. Excluding international students the BME proportion is 5.7%; the percentage from Devon and Cornwall is 3.5% an increase from 3.1% in the previous year.
- In 2011-12, the University's outreach activity recorded over 16,000 interventions, through almost 500 mainly high intensity activities. Participant profile data showed 61% to be from Index of Multiple Deprivation (IMD) target groups. Outreach also included 7,873 information, advice and guidance activities. The scale of activity in 2011/12 was less than the previous year, in part reflecting the cessation of Aimhigher activity but also due to some internal changes.
- During the first 6 months of 2012/13 a further 16,300 interventions have been delivered. Detailed participant profile data for over half of these interventions showed 58% to be from Index of Multiple Deprivation (IMD) target groups.

Progression data is also collected from target schools which in autumn 2012 showed that 48% (n=866) of level three leavers progressed on to higher education, of which 18% progressed to Plymouth University. This was a smaller proportion than the previous year when 57% of leavers progressed onto higher education, of which 24% progressed to Plymouth.

Destination of Leavers in Higher Education (DLHE) data for 2010/11 showed that overall 57% of Plymouth graduates were employed or studying in graduate level positions. A study disaggregating the data showed that 56.7% of students from WP backgrounds were in graduate employment, compared to 59% of students from non WP backgrounds. The Careers and Employability team have developed a strategy to enhance graduate level employment for students from widening participation cohorts.

An overview of performance against previous Access Agreement targets is presented in [Appendix 1](#).

b) A strategic approach

i) Assessment:

- Recruitment figures show a strong performance in relation to a number of target groups, including students from state schools, mature students from low participation neighbourhoods, Care Leavers and learners with disabilities. Outreach work needs to be continued with these groups to sustain this success.
- Recruitment of young learners from low participation neighbourhoods and poorer backgrounds remains an area of concern, despite a carefully targeted outreach programme. There will be an increased emphasis on outreach work with schools, including additional work with younger learners through primary schools and the Children's University.
- There was an overall decrease in the level of outreach activity during 2011/12, reflecting some significant organisational changes. The start of 2012/13 has seen this

trend reversed, although the intervention targets set in the 2013/14 Access Agreement now appear unrealistic.

- The overall retention figures for the university are strong but there remains a disproportionate attrition rate from target groups, which needs further investigation. Challenges in introducing the National Scholarship Programme (NSP) during 2012-13, including the introduction of an electronic campus card, also added pressure for these groups. There will be an enhanced NSP system introduced from 2013-14 as well as additional targeted measures, financial, academic and pastoral, to better support student success. These measures will be informed by lessons learned from pilot activities introduced during 2012/13.
- Employability of students from WP cohorts is comparable with the wider student body, although there are a slightly smaller proportion of those in graduate employment or study. In light of the Milburn Review of Social Mobility in Higher Education measures to support the progression of WP groups onto post graduate study will be introduced and progress will be evaluated.

ii) **Students as Partners**

- Our students study with Plymouth University and are respected co-creators of their learning experiences. Our Students' Union supports the University in the priorities identified within this Access Agreement and works in partnership with Plymouth University to deliver a vibrant formal and informal curriculum with an explicit expectation of the University continuing to sustain and further enhance the student experience. With this in mind we will be adopting a new strategic approach with an additional focus on peer-to-peer initiatives for widening participation.
- Historically we have developed a number of access and retention focussed peer mentoring and support initiatives such as those described (in section 3e (iii)). During 2013-14 however we will establish a new, coordinated approach to bring together all of our peer-to-peer initiatives to take advantage of the vast potential they represent for establishing Plymouth University as the leading engine of social and economic development in our region. This will be embedded in 2014-15.
- Drawing upon our highly successful model of training for our Peer Assisted Learning Scheme (PALS) leaders, we will offer an accredited training route enabling students to work as leaders in local schools, community centres, with employers and social groups in the voluntary sector. We will offer support and mentoring opportunities targeted to the specific needs of a range of groups to support their participation and success in education through to university and employment, including those from lower income households; from areas of deprivation; from under-represented black and minority ethnic groups; and those with disabilities and/or specific learning difficulties. This will be aligned with and contribute to the existing outreach programme, delivered through the Plymouth Access Scheme

iii) Plymouth Access Scheme

The Plymouth Access Scheme is designed to have a high impact employing a range of activities to raise awareness, aspiration and achievement and to maximise the progression of learners to Higher Education in general and to Plymouth University specifically.

The Plymouth Access Scheme is structured around the needs of its target groups:

- young learners from low income backgrounds (Plymouth Access for Schools and College Learners)
- those returning to education (Plymouth Access for Returners)
- disabled people (Plymouth Access for Disabled Learners)
- children in care/Care Leavers (Plymouth Access for Looked After Young People)
- black and minority ethnic groups (Plymouth Access for Minority Groups)

During 2013-14 the work of the newly launched Plymouth University Peninsula College of Medicine and Dentistry (PUPCMD) WP team will be more closely aligned with the Plymouth Access Scheme through the introduction of Plymouth Access for the Professions (PAP) in Medicine and Dentistry. 2014-15 will see increased co-ordination across the schemes.

The Plymouth Access Scheme will be refined to meet the priorities outlined above and to ensure a progressive programme of activities which supports awareness and aspiration raising, as well supporting learner achievement. A key feature will be through partnership work with the Children's University in the region. Recognising that raising aspirations presents a significant challenge in widening access, Plymouth University will also run programmes for parents and carers of school children in low socio-economic communities to raise aspirations and break down perceived barriers to Higher Education. We will also run programmes for and with teachers to raise awareness of higher education opportunities and requirements and to help raise expectations of school children in the classroom.

c) Expenditure on access and student success measures

i) Overview

In total the University proposes to spend £9,197,768 of additional fee income on further widening access and retention measures in 2014-15. This equates to **22.7%** of all additional fee income above the basic tuition fee level and is broadly in line with previous years. An overview of its expenditure is shown in figure 3 and figure 4.

Figure 3: Planned expenditure for 2014-5: new regime students

Total additional outreach spend for 2014-15	£1,789,889
Total additional retention spend for 2014-15	£4,655,228
Total spend on the National Scholarship Programme for 2014-15	£ 2,385,000
Total additional expenditure on outreach and retention for 2014-15	£8,830,117

Figure 4: Planned expenditure for 2014-15: old regime students

Total expenditure for bursaries and scholarship support for continuing students - 2014-15	£234,808
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ii) National Scholarship Programme

Plymouth University will match fund the government's contribution for the National Scholarship Programme (NSP). This programme provides a financial package or a payment in kind for a targeted number of new full-time and part-time entrants for 2014 entry. The NSP award is equivalent to £3,000 per student and awarded only during the first year of study.

The University has provisionally been allocated 795 National Scholarships. Of these, 547 have been provisionally allocated to eligible students studying on programmes at Plymouth University's main campus site(s). The remaining 248 have been provisionally allocated to students studying on undergraduate level programmes provided through the University's Partner College network.

For students studying at Plymouth University's main campus, the University will double the number of students who can receive NSP award (i.e. $547 \times 2 = 1094$ students). The University will match the Government's contribution of £2,385,000 by providing a total funding of £4,770,000 for NSP on the main campus.

The NSP will comprise of 2 elements for full-time students, namely:

- a £1,000 cash award to the student during their first year of study. This will be paid in two instalments.
- a £2,000 allocation towards set up, living costs and on-course expenses for the student. This will be delivered through a Campus Card which will allow the student to pay for University services including campus accommodation, childcare at campus nursery, catering costs, and recreation activities. It will also support other on course costs such as computing equipment and software, specialist equipment, books, printing and photocopying. The system has been designed to be flexible and responsive to individual needs rather than within a prescribed format.

Colleges participating in the NSP scheme have agreed to match fund the Government's contribution as set out in guidance. The criteria relating to students' eligibility to NSP will be decided by the individual colleges subject to local circumstances. A summary document regarding eligibility criteria for NSP at the partner colleges for 2014-15 is attached at [Appendix 2](#).

NSP eligibility criteria for Plymouth University students studying on the main campus will be students:

- applying to study on an undergraduate level programme at the Plymouth University main campus *and*
- who apply to a Plymouth University degree programme as their first choice institution *and*

- for whom the offer of a place at the University is a confirmed offer, *and*
- domiciled in England *and*
- who have a residual household income of £25,000 maximum.

Priority for the award of NSP will be given to the following students if application for NSP is over-subscribed. *Either*

- students studying at a target school/college partnered within the Plymouth Access Scheme for School and College Learners (PASC). This includes students who have studied at a target school/college within the last 3 years prior to 2014-15 entry, *or*
- independent students: For student funding purposes this is defined as a student over 25 years who has been self-supporting for 3 years, *or*
- declared Care Leavers who have been in local authority care for a minimum of three months. This does not include people who have been legally adopted, *or*
- disabled students who have been assessed by the Disability Assist Service at the University as having the highest level of non-medical support needs.

Eligibility for NSP is subject to assessment through Plymouth University's NSP Award processes. Students studying eligible full-time undergraduate programmes within an agreed specified part-time mode will be entitled to an appropriate, partial NSP award.

In the event of over subscription the University reserves the right to further refine the eligibility criteria and make final decisions based on need and the number of NSP awards available. The University will keep the NSP eligibility criteria under review.

Finalised eligibility criteria for University NSP and Partner College NSP allocations will be subject to confirmation through University and College Senior Management Committees.

We will evaluate the impact and delivery of the National Scholarship Programme and discuss alternatives with students..

iii) Bursaries and Scholarships

Students who commence their programme of study in 2014-15, will be able to access the financial support shown in figure 5.

Figure 5: Financial support for new regime students

Income threshold	Target group	Student Bursary
Below £25,000	All – 1094 places	£3,000 equivalent (NSP**)
Not applicable	Care Leavers	£2,000

**Available for the first year only

The University will provide a sum of £3 million to be ring fenced as a Student Retention Fund for 2014/15. The fund, introduced in 2012/13, will ensure that students in greatest need have access to additional financial support. Those accessing the retention fund will primarily be from target groups, including all of those in receipt of National Scholarship Programme

funding during 2012/13 and 2013/14; 90% of the recipients are likely to be from these cohorts.

Additional support for these means tested students includes third party funding, such as through Santander Scholarships, Helena Kennedy Bursaries and the Reid Access Bursary. Our goal is to secure the persistence of these students through to graduation.

Plymouth University is committed to delivering the financial support measures it agreed in the 2012/13 and 2013/14 Access Agreements for students who commenced their undergraduate study prior to 2012 (old regime students). These students will be able to access the financial support shown in figure 6.

Figure 6: Financial support for old regime students

Income threshold	Target group	Student Bursary
Below £25,000	All students, except those from PCMD	£900
£25,001 - £40,000	All students, except those from PCMD	£300
Below £25,000	PCMD students	£1500
£25,001 - £35,000	PCMD students	£750
Not applicable	Care Leavers	£2000
Low income students	Students undertaking compulsory field work	£200

d) Balance of spend

The University will continue to sustain and gradually grow its outreach activity, recognising the importance of delivering a progressive, sustained programme of activity over time, the need for engaging young people at different stages in their educational career, beginning at primary, and the benefits of collaborative provision (OFFA and HEFCE Jan 2013 pp3,4)²

Funding for student success will be further increased to support the embedding of successful pilot projects introduced during 2012/13 and 2013/14 and to allow funding for new innovative ideas. This reflects the importance of fostering a sense of belonging and the importance of the academic sphere in doing so (Ibid pp4). Robust support and retention efforts delivered through peers are planned to fully embed student success programmes focused on our WP population.

Funding for student bursaries and the Student Retention Fund will remain similar to 2013/14, when the retention fund was doubled.

The balance between these components will be kept under review as will the wider impact of any changes to the HEFCE Student Opportunity Fund.

² HEFCE and OFFA (Jan 2013) National Strategy for Access and Student Success – Interim report to BIS
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e) Examples of activity types

i) Outreach

The University will continue to deliver its outreach activities through the Plymouth Access Scheme, structured around its target groups (see pages 6/7).

The scheme operates effective targeting strategies, including working with 25 target schools, systematically identified using key data sets: POLAR 2 score, National Statistics Socio-economic Classification (NS-SEC), GCSE attainment, Index of Multiple Deprivation (IMD) score and percentage take up of Free School Meals.

In 2011-12 the University's outreach activity recorded 16,065 interventions through almost 500 mainly high intensity activities. Participant profile data showed 61% to be from Index of Multiple Deprivation (IMD) target groups. Outreach also included 7,873 information, advice and guidance activities. The scale of activity in 2011/12 was significantly less than the previous year, in part due to the cessation of Aimhigher activity but also due to some organisational changes.

During the first 6 months of 2012/13 a further 16,300 interventions have been delivered. Detailed participant profile data gathered for over half of these interventions showed 58% to be from Index of Multiple Deprivation (IMD) target groups, 36% from NS-SEC target groups. The original target included in the 2012/13 and 2013/14 Access Agreements of 35,000 interventions by 2016/17, however, no longer appears valid.

Outreach activities range from campus visits to school and community based sessions, from generic sessions on student finance and student life, to discipline related activity closely aligned to the school curriculum, from broad awareness and aspiration raising session for year 8, to support for UCAS applications in year 12, from group workshops to individual opportunities for mentoring and student shadowing and from 2 hour workshops to 5 day residential. The activities have been designed within carefully tailored progression frameworks for each target group, identifying the most impactful activities to achieve and sustain desired partnership and institutional outcomes. Specific programmes have also been designed to improve access to HE courses with professional career progression, such as medicine, dentistry, teaching and females into science and engineering.

During 2013-14 we will introduce our unified peer-to-peer initiative (see 3b), which draws upon research and models of success in widening participation and retention from the US and the UK to provide support for targeted groups that start in their communities and schools, offering opportunities for coming onto the university campus for increasingly participative activities. This will create a number of supported pathways acting not just as progression routes to university but also as genuine partnerships where membership of our wider learning community is fostered.

Outreach provision is refined on the basis of participant feedback, ongoing dialogue with key gatekeepers such as school teachers and Access tutors, internal evaluation by the outreach team and feedback from the University's External Evaluator for outreach activity. Practice is further informed by research in this area; including worked work commissioned

through the University's Pedagogic Research Institute and Observatory (PedRIO), see for example, Cotton, Kneale and Nash (2013)³. Evaluation of outreach interventions and their impact will remain a priority for 2014-15.

Our outreach scheme will continue to draw on evaluation evidence to improve practice, develop new opportunities for learners, including at Key Stage 2 and embrace additional facets of collaborative partnership. Student need and experience will remain at the heart of the scheme. Key features of our activity in 2013-14 and 2015-16 will be our work with the Children's University where we already have a leading regional role, introduction of our unified peer to peer initiative and a career education and development programme for schools.

As well as this 'breadth' of outreach provision, the University has chosen to make substantially deeper investments through close involvement and sponsorship arrangements in both secondary and primary education during 2013-14 and beyond with:

- [Marine Academy Plymouth](#) (the University School);
- [University Technical College Plymouth](#)
- [Mayflower Community Academy](#), a primary school.

ii) Collaborative approaches and delivery mechanisms to support outreach work

Plymouth University works in collaboration with a number of partners to deliver the Plymouth Access Scheme. These include the University's network of partner colleges, supporting progression to higher education as well as contributing to its delivery.

HEIs in the south west, previous partners through Aimhigher, are continuing to strengthen their collaborative widening participation partnerships to ensure that young people and adults across the region have access to activities that promote successful progression to higher education. A co-operative organisational structure has been agreed and introduced during 2012-13, with individual universities leading on key areas along with meetings and some regional events coordinated through Universities South West (USW), the membership organisation for the 13 HEIs in the south west.

The work includes:

- Sharing and building upon best practice in WP
- Consideration of provision in the region and identification of future areas for collaboration
- Coordination of regional networks and events specialising in key areas e.g. disabled learners. Care Leavers and the progression of Access to HE Diploma learners
- Working towards greater coherence and consistency in data collection and data protocols to facilitate monitoring and evaluation
- Identification and promotion of future opportunities for promoting further collaborative delivery mechanisms

³ Cotton, Kneale and Nash (2013) [Horizon Scanning: Widening Participation](#) PedRIO
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- Contributing to feedback to HEFCE and OFFA

An outreach practitioner network meeting in April 2013 will provide a regional forum for feeding back to HEFCE and OFFA on development of the National Strategy for Access and Student Success.

As a result of discussions through USW, Plymouth will also collaborate with other universities in the region to fund, maintain and develop the careers support websites Lifepilot (www.life-pilot.co.uk) and Careerpilot (www.careerpilot.org.uk) managed by the Western Vocational Progression Consortium (WVPC). Partners will support the development of the websites through an IAG Steering Group; design impact measures to gauge the impact on applications to SW Universities; develop strategies to embed the websites into outreach activities and explore funding opportunities for the development of additional resources to support schools in providing IAG about progression to HE.

As previously mentioned the University already has an important role in the development of the Children's University in the South West.

The University is part of the Combined Universities in Cornwall and a co-deliverer of collaborative outreach work, such as through the European Social Funded CUC 'Raising Aspirations' programme.

The University will also play an active role to support key national and international network(s) to enhance sharing of best practice, and inform policy development. The University is a member of NEON and the [Forum for Access and Continuing Education \(FACE\)](#) and is hosting the 2013 FACE conference.

iii) **Supporting Student Success and Retention**

Plymouth University already provides a first class student experience and is increasing expenditure on measures to enhance student success and retention, including in relation to transition, extra-curricular opportunities, academic performance and future employability.

- ***The Plymouth Learners Access Network (PLAN)***

A pre-entry/on-entry social networking facility to maximise existing student to prospective student interactions has been established and piloted in 2012/13, supported by student ambassadors. PLAN provides detailed information, advice and guidance to provide reassurance for new students pre-entry, helping clarify expectations and familiarity for 'what's ahead'. PLAN therefore supports the transition of new students into the University, and the transitional experiences of the target groups identified in the Plymouth Access Scheme and Access Agreement

The 2012-13 PLAN pilot involved 282 users and was exclusively focused on WP target groups. Most activity took place between August and October and included students introducing themselves to each other (93 posts), as well as seeking answers to specific questions from student ambassadors, for instance, about induction, timetabling and finance. There were some technical issues identified, such as being able to receive notifications of new posts and some ambiguities about the student ambassador role

emerged. Refinements and further development will be undertaken to ensure that it is fit for purpose for 2013-14 entry students and subsequently for 2014-15 entrants. From 2013-14 it will be rolled out to the wider student body.

- ***The Plymouth Headstart Programme***

In the pre-entry period (summer to mid-September) a number of new initiatives now provide transitional experiences for target students coming to the University as part of the Plymouth Headstart Programme. These include Transition Days for groups of mature entrants, Progression Days for learners progressing from Partner College Foundation Degrees and additional transitional support for Care Leavers and learners with disabilities.

The 2012/13 the Headstart pilot was smaller in scope than hoped, in part reflecting organisational changes within the University. There were 60 adult returners who attended 5 bespoke events and 4 Care Leavers who attended their own session, although originally 10 had committed to attending. Participants found the events valuable: “...*informative, welcoming, relaxed and friendly*”; “... *excellent to network with students and course colleagues*”. The key challenge going forward is to involve more students.

Following evaluation in 2012-13 these targeted programmes are being refined and their reach extended in 2013-14 and 2014-15. In addition to enhanced communications, changes will include the move from discrete to additional supplementary transitional support for care leavers and learners with disabilities, as well as the introduction of pre-entry welcome events for local students such as those identified through the Plymouth Access to Schools and Colleges scheme. On-going evaluation in 2013-14 will further inform 2014-15 provision.

PLAN and Plymouth Headstart are designed to inter-link, extending communication channels to target cohorts of students, providing early direct experiences of Plymouth University, extending opportunities to meet with students a stage further on in their experience and offering access to relevant support. Plymouth is also redesigning its welcome weeks to deliver coordinated and targeted activities to ensure all students have opportunities to develop ties to the institution, their peers and the region.

- ***Accommodation and Residents Assistants***

Plymouth recognises the importance accommodation plays in a new student’s experience of university and the impact this may have in any decision to withdraw. From 2013-14 Plymouth will introduce a new Residents Assistants programme specifically designed to ensure students in residence are given multiple opportunities to form bonds with the institution and their fellow students. The programme will include peer-to-peer support, mentoring and opportunities to experience university life outside of the classroom.

- ***Peer Learning and Mentoring Programmes***

Initiatives have been established and supported through the Access Agreement to provide additional support on programmes where there are higher proportions of WP students. In 2012-13 a number of new programmes have been piloted which are at an

earlier stage than the PLAN and Headstart pilots and therefore still being evaluated. They include Peer Assisted Learning (PAL) schemes across three different programmes, an employer mentoring scheme targeted at learners with disabilities, an alumni mentoring scheme and a support network for Care Leavers. The PALS initiatives are part of a much broader University wide scheme. During 2013-14 and 2014-15 the most effective funded programmes will be rolled out and further extended by new initiatives.

Established support systems for learners with disabilities and Care Leavers will continue to operate in 2014-15.

- ***The Centre for Writing at Plymouth University CW@PU***

CW@PU part-funded through the Access Agreement from 2013-14, will promote the development of writing skills and abilities for learning and critical thinking; research; publication; and professional development. The centre will provide an integrated offer that will be of particular benefit to students from non-traditional backgrounds. It will offer drop-in, peer learning, writing retreats and writing workshops.

- ***A Work/study model***

Our emphasis on retention measures will include a new approach to the distribution of monies from the Plymouth Retention Fund. During 2013/14 we will pilot a work/study model of funding allocation where students demonstrating most financial need are employed on campus to earn money towards living expenses, as well as becoming deeply engaged in the life of the University and therefore experiencing a stronger commitment to University life, enhancing retention. The Student Funding Unit will provide support to target part-time jobs and skills development towards students with the greatest need.

- ***Student employability***

To support student employability and success on completion of their programme the University has invested heavily in providing a wide range of work based learning and other opportunities to enable students to gain the experience and develop the key skills they will need for the future. Additional targeted activities are being and will continue to be funded through the Access Agreement

- ***The Plymouth Post Graduation Employment Programme***

As part of its alumni offer, the University provides a three year post-graduation employment care scheme for graduates from target groups. This will include access to information, advice and guidance, information on post- graduation employment vacancy opportunities, access to graduate Internships and an extension of schemes designed to provide employer/alumni mentoring support.

Following a project bidding process pilot schemes have been implemented during 2012-13 and are being thoroughly evaluated, including in relation to targeting and impact. In addition to project level evaluation, a meta-analysis has been conducted across the projects by campus researchers. In 2013-14 and 2014-15 we will be seeking to embed identified good

WP practice into our existing services and programmes. We will also make funding available for academic and professional staff to bid for funds to support further innovations in widening participation and will assess proposals against strict WP criteria and planned outcomes. This accords with the belief that academic and professional staff are best placed to undertake WP work and deliver quality outcomes in their specialised areas.

4. Targets and Milestones

a) Targeted outcomes are:

- i. Produce effective and progressive programmes for WP populations within the South West and nationally at all levels that attract them to Plymouth University and to higher education,
- ii. Build on our successful model of peer support and embed the strategy of peer to peer learning in all our activities to support WP
- iii. Provide best practices peer and professional support for all young learners from lower socio economic groups over their course of study through to graduation
- iv. Provide best practices peer and professional support for all adult returners from lower socio economic groups over their course of study through to graduation
- v. Provide best practices peer and professional support for all identified care leavers over their course of study through to graduation.
- vi. Provide best practices peer and professional support for all identified learners with disabilities over their course of study through to graduation
- vii. Provide best practices peer and professional support for all learners from Black and Minority Ethnic Groups, appropriate to their needs over their course of study through to graduation
- viii. Identify specific factors leading to student attrition and make adjustments to retention of programmes to increase levels of progression to graduation
- ix. Work with key partners and stakeholders, including students, to further raise awareness of WP programmes and offerings which foster retention
- x. Establish evidence based input for continuous improvement of all WP programmes efforts for outreach and student success
- xi. Provide effective programmes, support and opportunities to enhance the employability of WP populations

a) Milestones that we will monitor and assess:

- i. The proportion of new entrants from state schools (HESA Table T1a). Meet the targets that we agreed in our 2013/14 Access Agreement and continue to exceed the HESA benchmark - 2014/15 target = 94.5%
- ii. The proportion of young entrants from NS-SEC groups 4, 5, 6, 7 and 8 - low income families (HESA Table T1a). Meet the targets that we agreed in our 2013/14 Access Agreement and continue to exceed the HESA benchmark – 2014/15 target = 32.5%
- iii. The proportion of young entrants from low participation neighbourhoods (HESA Table T1a). Continue to meet our 2009-10 baseline figure and exceed the HESA benchmark- 2014/15 target = 12.3%. This target is now based on POLAR 3 data.
- iv. The proportion of mature undergraduate entrants from low participation neighbourhoods (HESA Table T2a). Continue to meet our 2009-10 baseline figure and exceed the HESA benchmark- 2014/15 target = 11.4%. This target is now based on POLAR 3 data.

- v. The proportion of part-time entrants from low participation neighbourhoods (HESA Table T2b). Continue to meet our 2009-10 baseline figure and exceed the HESA benchmark- 2014/15 target = 8.3%. This target is now based on POLAR 3 data.
- vi. The proportion of all undergraduate degree students progressing on to the second year of their programmes (HESA Table T3a). Meet the targets that we agreed in our 2013/14 Access Agreement and continue to exceed the HESA benchmark - 2014/15 target = 91.9%.
- vii. The proportion of students who are in receipt of the Disabled Students Allowance (HESA Table T7). Continue to meet our 2009-10 baseline figure and exceed the HESA benchmark- 2014/15 target = 9.4%.
- viii. Increase the number of undergraduate Care Leaver entrants from 0.5% in 2011-12 to 1.0% by 2016-17. (Plymouth University Corporate Data)
- ix. Increase the recruitment of undergraduates from Black and Minority Ethnic (BME) groups including international students, from 9.3% in 2011-12 to 10% by 2016-17. (Plymouth University Corporate Data)
- x. Increase the proportion of males recruited onto Primary Initial Teacher Training programmes from 14% in 2010-11 to 19% by 2016-17 (Corporate/Teacher Development Agency data)
- xi. Increase the proportion of leavers in graduate level employment or study from 64% in 2008-09 to 66% by 2015-16
- xii. Increase the number of strategic partnerships from 24 in 2011-12 to 41 in 2016-17:
 - Transition 25 target school partnerships into formal agreements with Plymouth University
 - Transition, or develop 10 target external organisational partnership agreements to support outreach activity and progression on to HE
 - Develop pilot programmes for 5 formal agreements which consider contextual data and guaranteed progression
- xiii. Increase the proportion of learners from 25 target schools who apply to higher education from 45% in 2012-13 (n=1791) to 50% by 2017-18
- xiv. Increase the number of 1:1 information, advice and guidance sessions completed with adult learners from 350 in 2012-13 to 425 by 2017-18

As part of a process of continued review, the University has reported on performance against its targets during 2011-12. The results are found in [Appendix 1](#).

5. Monitoring and Evaluation Arrangements

To ensure that students from defined target groups are enabled to gain access to and benefit from higher education provision and opportunities before, during and after graduating from Plymouth University, we will:

- follow the existing WP evaluation strategy and protocols encompassing all aspects of the University's WP activity and informed by research in the field
- monitor on an annual basis performance and progress improvement against relevant key performance indicators as set by the Higher Education Statistics Agency (HESA) and against key performance indicators as set for access, retention, diversity, equity and employability by the University
- the Widening Participation Strategy and Access Agreement Monitoring Group is our representative committee, which includes student representation.. The senior manager responsible for the Access Agreement is our Dean of Students
- ensure regular reporting internally to monitor and review progress. Scrutiny will be provided through the Dean of Students Office and Office of the Vice-Chancellor groups (OVC Fees Advisory Committee) and reporting through the University's Board of Governors will be routine
- support and conduct additional evaluation and research to better understand the impact of our activity and the student experience and incorporate the outcome results into a continuous improvement approach to programme development.

6. Equality and Diversity

Plymouth University is committed to equality and diversity and has developed its Access Agreement with due regard for its responsibilities under the Equality Act 2010 seeking to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between protected groups and others.

The Plymouth Access Scheme (PAS) has been configured to ensure outreach activities provide positive actions relating to class, age, ethnicity, disability and in care/care leaver status – see section 3b. Targeting has followed best practice Level 1 and 2 guidance drawn from HEFCE Targeting Guidance (HEFCE May 2007/12). The collection of participant and activity monitoring data will continue to be through University's WP Participant and Activities Database (WPPAD). Monitoring and evaluation for impact on all target groups runs across the PAS scheme as well as operating at strand level.

New transitional activities have been devised to support these target student groups on entry to Plymouth University. These include social networking and support through Plymouth Learning Access Network (PLAN) and face to face transitional support programmes – see section 3e (iii).

The University's Disability Assist Services provides advice, guidance and support to learners with disabilities and also arranges appropriate support. In 2011/12 12.3% of Plymouth students declared a disability. Targeted support is provided for Care Leavers through a bespoke Care Leaver Support Officer and the CAKE (Care Advisory Knowledge Exchange) network. Additional services are available to support all students, which recognise the diversity of our student body, for instance the Multi-Faith Chaplaincy and the Learning Development service.

The University's research agenda also supports student and staff equality and diversity. For instance, a study was commissioned in 2011-12 to explore the underlying reasons why black student achievement was lower than white students on some courses. The study included recommended actions which have since been implemented. Similarly, a longitudinal study has been commissioned by the WP team to track the on- course experiences of students awarded NSP for 2012 entry to better inform future provision. Plymouth University also completes an annual employability study comparing post course outcomes and destinations for our key WP groups with other students, which indicates that WP cohorts are generally performing well compared to the rest of the student body.

There is an annual analysis and reporting on equality and diversity data for both students and staff at the University, at course, school, faculty and institutional level. The priorities identified above are the same as those embedded within all University quality processes, such as for programme validation and review.

We will be undertaking a fuller institutional Equality Analysis prior to implementing our 2014-15 Access Agreement.

7. Provision of Information to Prospective Students

Plymouth University will publish clear and accessible information for prospective and continuing students through its prospectus, other university literature and its dedicated web pages: www.plymouth.ac.uk/money. This will include information relating to:

- Tuition fees
- Financial support available and eligibility criteria
- The National Scholarship Programme
- Access Agreements

The targeted outreach programme will provide a range of additional information and advice activities, opportunities and resources in appropriate formats to target groups, individuals and their key influencers.

The University will provide timely and accurate information to UCAS and the Student Loans Company to better inform student applications.

8. Consulting with Students

Plymouth University is committed to working with students as partners in all aspects of the student experience, including activity identified in the University's Access Agreement. The [Students as Partners Agreement](#) outlines Plymouth's commitment to students and Plymouth University students' commitment to the university community. The University approaches all its decisions with students as partners in design, development and delivery of all student related services.

Representatives from University of Plymouth Students' Union are members of all committees cited in section 9 of this agreement and meet on a regular basis with the WP team and the Dean of Students. The Students Union is engaged in the planning, delivery and review of the universities WP activity, including development and writing of the Access Agreement for 2014-15.

For instance, building on the highly successful [RELAYS project](#); delivering art and sports related outreach activities to widening participation target groups. The Students Union is working with the University to sustain this work, funded through the Access Agreement. Students Union sports societies are also being supported to provide coaching to WP target groups.

Through the Students Union a National Scholarship Programme support officer has been appointed. Based in the Students Union building this has provided a highly effective means of providing advice, support and effective communication with those in receipt of NSP. This will also be sustained in 2014-15.

In addition to work with the Students' Union the student voice is sought through other feedback mechanisms. This includes a four year longitudinal study of the 2012-13 NSP intake and their experiences of university life, which will be continuing through 2014-15. A Care Leaver study is also planned for 2013-14 which will be used to inform future practice in 2014-15.

In support of the Access agreement 2014-15, UPSU provides the following statement:

“UPSU is proud to have been involved in the development of this agreement, and are equally committed to ensuring the University fulfils the agreement; we look forward to working with Plymouth University to deliver an accessible and supportive Higher Education experience. UPSU hopes the University will continue to widen access and participation, through both this OFFA (Access) agreement and other proactive measures.

Furthermore, we believe that the commitment of the University to include the Students Union in this process, will only benefit students and strengthen links between the two organisations in coming years.”

Jazz Singh-Khaira, UPSU President 2012-13

Appendix 1: Performance against 2012-13 Access Agreement Targets

Target	Description	Baseline Year	Baseline Data	Performance 2011/12 (2010-11)	Target set for 2016-17	Comments on performance 2010-11 to 2011-12
1. State school (Location Adjusted HESA Table T1a)	From state schools or colleges	2009-10	93.50%	93.4% (93.9%)	94.90%	Small drop in performance, still well above the benchmark of 90.9%
2. NS-SEC (Location Adjusted HESA Table T1a)	Young full-time first degree entrants from National Social-Economic Classifications 4-8 (lower middle, to manual, and unemployed)	2009-10	31.8%	30.1% (29.7%)	33.30%	Improvement in performance, still slightly below the benchmark of 30.9%
3. LPN (Location Adjusted HESA table T1a) – now based on POLAR 3	Young full-time first degree entrants from low participation neighbourhoods	2009-10	12.3%	11.7% (11.5%)	12.8%	Baseline and targets revised on basis of POLAR 3 data. Slight improvement in performance, still just below benchmark of 11.9%.
4. Mature LPN (HESA table 2a – now based on POLAR 3	Mature full-time undergraduates from low participation neighbourhoods, no previous HE	2009/10	11.4%	12.2% (13.5%)	12%	Baseline and targets revised on basis of POLAR 3 data. Improvement in performance, matching the locally adjusted benchmark of 12.2%
5. LPN Part-time table 2b	P/T undergraduates all entrants from low participation neighbourhoods	2009-10	8.3%	6.4% (7.6%)	9.8%	Baseline and targets revised on basis of POLAR 3 data. Drop in performance relative to last year and against the benchmark of 7.5%. In part reflects the relatively low number of opportunities available, as well as take up.
6. Non-continuation following year of entry: All students HESA Table T3a	All entrants	2009-10	8.4%	6.6% (7.2%)	7.8%	Improved performance significantly below the benchmark of 8.5%. Completion rates rising from 92.8% to 93.4%
7. Disabled (Students in receipt of DSA, HESA table 7)	Students full-time on first degree in receipt of DSA	2009-10	9.4%	9.7% (9.3%)	9.4%	Baseline and target revised to use HESA benchmarks, rather than institutional data Improvement in performance, well above benchmark of 6.4%. A total of 12.6% of Plymouth students declared a disability in 2011-12.

Target	Description	Baseline Year	Baseline Data	Performance 2011/12 (2010-11)	Target set for 2016-17	Comment on performance 2010-11 to 2011-12
8. Care Leavers	Care Leavers new entrants – undergraduate, excluding partner colleges - institutional data	2010-11	0.5%	0.5% (0.5%)	1.00%	Strong performance, attributed to having a dedicated member of staff to support this cohort, and is reflected in the Frank Buttle Quality Mark
9. Ethnicity	BME data -institutional data, includes international students - undergraduate	2009-10	7.30%	9.3% (8.2%)	10.00%	Increased diversity profile; significant proportion international students. 2011-12 5.7% of non-international students from BME groups.
10. Males into ITT primary	Males into ITT primary institutional/TDA data	2009-10	16%	(14%)	19%	Slight drop in performance. It should be noted that across all stages of BEd programme in 2009-10, males represented 21.6% of students
11. Outreach activity – total interventions	WP participant interventions from WP Database (Institutional data)	2009-10 Proposed baseline (2011-12)	31,766 Proposed baseline 16065	16065 (26655)	35,000 (Proposed target 30,000)	Significantly below target during 2011-12, reflecting some internal refocusing, but also suggesting target needs revisiting. 499 activities delivered of which 478 were high intensity representing 1567 hours of activity. Complete participant profile data captured on 9107 participants for database: 43% male; 4% BME; 9% with disability; 31% POLAR 2; 61% IMD; 40 NS-SEC Performance during 2012/13 is showing 16,200 interventions after 6 months. Target no longer appears valid and more appropriate target now suggested for 2016-17
12. Outreach WP activity - IAG	Information, Advice, Guidance (IAG) activities	2009-10	6000	7873 (6200)	6500	Improved delivery. Performance during 2012/13 is showing 4475 interventions after 8 months.
13. Strategic Partnerships – formal relationships with schools, colleges, employers	Partnership agreements for Plymouth access scheme	2010-11	29	24 (29)	41	During 2011/12 the University formally identified and worked with 22 target schools, and 2 colleges. During 2012/13 the university is working with 25 targets schools and 2 colleges and is developing more formalised agreements. Work is also taking with other partners e.g. Access providers, local authorities and community groups.
14. Other	Employability of students, DHLE category 1 in graduate employment	2008-09	64.00%	2011/12 data being analysed (66.8%)	66.00%	2010-11 results: 56.7% of WP graduates in graduate level employment, compared to 59% of non-WP graduates. 74.7% of WP graduates in employment, the same as non-WP graduates (Destinations study PU, 2010-11)

Appendix 2 – Plymouth University Partner College National Scholarship Programme (NSP) Eligibility Criteria

1. City College Plymouth

a) The Criteria

In making these awards, we will abide by the eligibility criteria set nationally for the NSP. The scheme is open to both new FT and PT students.

b) Essential Criteria

- Home/ EU student; (please note that certain residency criteria will apply)
- Household income below £25,000 (based on 2010/11 financial year);
- Undertaking first course of Higher Education (not a transferring student);
- Have received and accepted an offer of a place on a Higher Education programme at City College Plymouth as a firm choice (not an insurance choice). Please note that full time students must apply via UCAS
- Self-funded, as opposed to employer sponsored students

c) Additional Criteria (priority will be given to students who also meet the following criteria):

- Students classed as a Care Leaver;
- Students who have a disability/learning difficulty;
- Progressing students from a level 3 FE course or apprenticeship at City College Plymouth within the last two years.

d) How will the funding be applied?

The scholarships will have a maximum value of £3000. This will be awarded as:

- £2,000 fee waiver
- £1,000 grant, awarded to students in 10 monthly instalments of £100

Part time students and EU students who are not eligible for the grant element will receive a fee waiver, which will be awarded on a pro rata basis for part time students

2. Cornwall College

a) The National Criteria

- The NSP is available to first year full-time entrants only
- Is available only to students with family incomes of up to £25,000 and subject to institutional criteria

b) Institutional Criteria for Cornwall College

- Priority to care-leavers and lone parents

c) The NSP would be offered as a

- Fee waiver or discount
- A financial scholarship/bursary (capped as a cash award at £1,000) to aid towards transport or childcare costs

3. Exeter College

We will offer the 5 accepted NSPs as fee waivers and understand that as we will be setting a fee of less than £6,000 for 2014/15 we also need to provide an additional £1,500 funding per candidate in the form of an additional fee waiver

a) Eligibility criteria:

Students must be applying for

- a full time HE Plymouth University Programme
- have residual family incomes of less than £21,000
- be entitled to state maintenance grants

If the college receives more applications than available Scholarship then further criteria will need to be applied. Decisions on who will receive the Scholarship will therefore also be based on:

- Distance of travel from home to place of study
- Student commitment to study. Students will be required to write about their level of commitment to study as part of the application process.

4. Petroc

Eligibility Criteria

New learners with:

- a) A level grades of BBC or equivalent and who are also receiving one or more of the following benefits:
- Income Support
 - Income Based Job Seekers Allowance
 - Employment Support Allowance (Income Related)
 - Guarantee Element of Pension Credit
 - The maximum level of Working Tax Credit
 - Child Tax Credit if it is the only benefit received, and if annual income as assessed by the inland revenue does not exceed £16,190

OR

- b) A level grades of BBC or equivalent and whose household income does not exceed £16,190. Those new learners meeting the criteria a) or b) will be eligible to apply for a National Scholarship Programme which will provide full or partial fee remission for one year of a Full Time Foundation Degree programme.

5. South Devon College

a) Number of scholarships available - 7

b) Total value of each scholarship - £3,000

c) The number of years each scholarship will be awarded for - 1 year

d) Entry Criteria

Full time students

- Household income less than £25,000

And either:

- Living in a TQ postcode
- Students applying for one of the following strategically important courses:-
 - Bioscience
 - Animal Science
 - Engineering Technologies

Or

Relocating to the region for the purpose of studying and living in SDC accommodation

e) How the scholarship will be awarded - Fees waiver/or accommodation waiver

f) Application process - complete an application form, processed on a first come basis

6. Truro and Penwith College

National Scholarship Programme – Allocation 45

a) Eligibility criteria

The criteria that we will be applying to the NSP bursaries are:

- Household income below £25,000
- Postcode i.e. deprived area
- Family background – first to attend HE
- Good attendance
- Predicted grades

b) How the scholarship will be awarded For 2014/15 students will receive a cash bursary of £1,000 and fee remission of £2,000.

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OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: University of Plymouth
 Institution UKPRN: 10007801

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	State School (location adjusted) (HESA Table T1a)	From state schools or colleges	No	2009-2010	93.5%	94%	94.3%	94.5%	94.8%	94.9%		Exceed benchmark and meet the targets agreed in our 2013/14 Access Agreement
2	NS-SEC (location adjusted) (HESA Table T1b)	From NS-SEC 4, 5, 6 7 & 8	No	2009-2010	31.8%	31.8%	31.9%	32.5%	33%	33.3%		Exceed benchmark and meet the targets agreed in our 2013/14 Access Agreement
3	Non continuation: All (HESA Table T3a)	All entrants	No	2008-2009	8.4%	8.4%	8.3%	8.1%	8%	7.8%		Exceed benchmark and meet the targets agreed in our 2013/14 Access Agreement
4	Care-leavers	Institutional data Care Leavers - % of undergraduate entrants	No	2010-2011	0.02%	0.08%	0.25%	0.5%	0.75%	0.1%		Update to inaccurate milestones
5	Ethnicity	Institutional Annual Baseline data	No	2009-2010	7%	8.6%	8.8%	9%	9.5%	10%		Improved data description
6	Other (please give details in the next column)	Employability - DHLE Category 1 in Graduate employment	No	2008-2009	64%	64%	64.5%	65%	65.5%	66%		Focusing on grad employment destination not all employment and post grad study
7	LPN (location adjusted) (HESA Table T1a)	Young full-time first degree from low participation neighbourhoods (based on the new POLAR 3 method)	No	2009-2010	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	Exceed the benchmark and maintain our baseline. Replaces milestone 3 - now based on POLAR 3
8	Disabled	Table 7 Students full time first degree, in receipt of DSA	No	2009/10	9.4%	9.4%	9.4%	9.4%	9.4%	9.4%	9.4%	Exceed the benchmark and maintain our baseline. Replaces milestone 5 - now based on HESA rather than institutional data
9	Mature	Table 2A Mature full time undergraduate LPN using POLAR 3	No	2009/10	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%	Exceed the benchmark and maintain our baseline. Replaces milestone 6 - now based on POLAR 3
10	Part-time	Table 2B Part-time UG all entrants LPN	No	2009-10	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	Exceed the benchmark and maintain our baseline. Replaces milestone 7 - now based on POLAR 3
11	Other (please give details in the next column)	Males into ITT primary -PU/TDA data	No	2009-2010	16%	17%	18%	19%	19%	19%		Setting an improvement target - previously appeared in table 5b

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Progression partnership agreements for Plymouth Access Scheme	No	2010-11	24	29	32	35	38	41		Working more extensively and intensively with fewer (but increasing) no of targeted partners. Updated baseline
2	Both ITT: Outreach / WP activity	Males into ITT primary -PU/TDA data	No	2009-2010	16%	17%	18%	19%	19%	19%		Now appears in table 5a, relating to Plymouth University entrants
3	Outreach / WP activity (other - please give details in the next column)	Increase the proportion of students from 25 target schools applying to HE (n=1791 2012-13)	No	2012-13	45%	45%	46%	47%	48%	49%	50%	Indicator of successful schools outreach
4	Outreach / WP activity (other - please give details in the next column)	Increase in number of 1:1 adult returner Information, Advice and Guidance sessions completed	No	2012-13	350	350	365	380	395	410	425	More appropriate indicator of in depth IAG, replacing milestone 3

Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.