

OFFA Steering Group

Seventh meeting to be held on Friday 7 December 2012 at 13:00 in the Sussex House
Committee Room

AGENDA

1. **Welcome and apologies**
2. **Widening participation annual report**
To receive a report from the Head of Widening Participation (Paper OFFA 7/1)
3. **Evaluation**
Presentation by the Widening Participation Researcher on the evaluation strategy and the implications of evaluation undertaken in 2011-2012 (slides to be tabled)
4. **Report on Careers and Employability element of First-Generation Scholars' Scheme**
To receive a report from the Director of Careers on the First-Generation Scholars work and study programme. (Paper OFFA/7/3) To follow
5. **Access agreement and widening participation strategic assessment monitoring 2011-2012**
To receive the Access agreement and widening participation strategic assessment monitoring report. (Paper OFFA 7/4)
6. **Update on widening participation staffing**
To receive a report on changes in WP staffing. (Paper OFFA 7/5)
7. **Academic schools proposals process**
To discuss a report on the academic schools and USSU activities planned for 2012-13 and the procedure for receiving new proposals. (Paper OFFA 7/6)
8. **Any other business**

Deadline is next wednesday

Sarah Cullen
Head of Widening Participation
November 2012

Widening Participation Annual Report

1. Overview

2011-2012 was a transitional year for widening participation because of changes to funding and the impact of the end of Aimhigher. The University of Sussex increased expenditure ahead of the new fee regime enabling the widening participation team to build the foundations for an expanded outreach programme. Resource and time have been invested in developing an infrastructure and forging partnership agreements with schools and colleges. The new outreach team were not fully in place until the beginning of November 2011 delaying the start of the programme, however, there was an increase in activity as outlined below paving for the way for further expansion in 2012-2013.

Outreach activity

Programme

Activity	Number of deliveries	Number of schools participating	Number of participants	% of partner schools
Campus visits	54	44	1910	62%
Subject tasters and conferences	10	20	511	100%
Summer school year 10	1	18	86	100%
Summer School year 12	1	17	43	100%
HE Fairs	6	6	850	83%
Talks	16	12	1025	83%
Brilliant Club	2	NA	242	
Total	86	75	4667	68%

Budget

Activity	Allocation 2011-2012	Actual 2011-2012	Allocation 2012-2013
Campus visits	28,000	33,739	48,000
Tasters and conferences	41,000	34,342	40,000
Summer schools	90,000	66,860	85,000
Tutoring and mentoring	65,000	45,354	55,000
Study skills	10,000	11,812	7,500
Outreach	5,000	7415	8,500
CPD	37,500	8417	12,500
Shadowing	6,000	4324	10,000
Partnerships		15,000	20,000
Administration (including move)		43,775	
Central costs	17,500	36563	12,000
Total	282,500	307,601	300,000

The 2011-2012 access agreement committed the University to spending £750,000, actual expenditure was £680,000, within the 10% variance allowed by OFFA. As explained above

there was investment in developing future activity and building an infrastructure. In 2012-2013 the central costs have been reduced with an increased emphasis on delivery. The Year 12 Summer School took place in August 2012 which is why the expenditure is lower than anticipated because some of the costs were in the new financial year.

The academic schools were allocated a budget of £200,000 budget with actual spend of £160,000.

Academic school	Budget
Education and Social Work	6500
English	9070
Engineering	68606
Global Studies	5000
HAHP	11000
LPS	6000
Life Sciences	25390
MPS	11500
MFM	11460
Psychology	3000
Total	158450

2. Outreach programme

The outreach programme aims to support pupils make informed choices, develop skills, raise attainment and to provide opportunities for personal development and enhanced motivation. This achieved through a mixture of visits to the University and activities delivered in school or college. The offer ranges from low intensity activity such as talks to whole year groups to the highly intensive residential summer schools. The goal is to develop a programme that is comprehensive and cohesive whilst responding to the needs of partner schools and utilising the expertise of University staff.

Campus visits

Campus visits are popular with all year groups and consist of a student-led tour and talk that focuses on what it is like to live and study at university. The nature of the visit is adapted according to the year group with younger pupils being given an insight into living at university whilst for older pupils look at different courses and what it is like to study at university.

In 2012-2013 we are aiming to ensure that a higher percentage of campus visits are delivered to partner schools and colleges. A clearer programme has been developed for different year groups. The student ambassador training has been improved to ensure more consistency of delivery.

Subject tasters and conferences

The subject based element of the programme was delivered through whole day conferences and half day taster sessions. The late start of the programme and the need for academic schools to develop activities restricted the level of activity.

In 2012-2013 a much more complete programme is in place and we are working to ensure that all activities run and that we increase the number of schools and colleges taking part. We are also working with the academic schools to create a more structured framework for the activities and to investigate the possibility of staging events incorporating a range of schools enabling pupils to sample different subjects on the same day.

Summer schools

The Year 10 summer school was highly successful. The size was doubled from 45 to 90. It was the first time for some years that the University recruited and selected participants, previously this had been done centrally by Aimhigher. This meant we were able to focus more closely on our partner schools. The conversion of application to enrolment was higher than when the scheme was run by Aimhigher. The summer school was based around two themes; Communicating Science and Our World. The latter was a new development incorporating politics, global studies and product design.

The Year 12 summer school was a new development with places being available for 45 students. Because of the age of the participants the programme was more subject orientated and four strands were offered; history, media studies, physics and product design. We were concerned that because the summer school took place in the holidays this might deter the young people, which was not the case. The event took place immediately after the AS results so that the students would be starting to think about returning to college and to be making their university choices.

In 2012-2013 we are hoping to involve more partner schools in the summer schools, although this may make allocation of places harder. The subject content for each event is being revised. English is being included in the year 12 rather than trying to recruit to a separate event. Business is also a new addition.

Tutoring

Through the tutoring and mentoring programme Sussex undergraduates are placed in local partner schools to support pupils in English and maths classes. This was extended to include a science based element developed and led by the School of Education and Social Work. Through our partnership with the Brilliant Club we also placed 6 PhD tutors in London schools to work with groups of year 10 and 12 students.

Programme	Number of schools	Number of tutors	Total delivery hours
English and maths	10	45	2030
PhD programme	6	6	360
Science	3	15	1500
Total	16*		3890

*same schools involved in English, maths and science tutoring schemes

English and maths tutoring programme

This programme is led by the widening participation team. The students are placed for a 10 week block and are in schools for a slot every week.

School	No of English tutors	No. of Maths Tutors	Total number of tutors	Total hrs English	Total hrs Maths	Total hours tutoring
Blatchington Mill	1	1	2	32	51	83
BACA	7	8	15	147	350	497
Dorothy Stringer	1	2	3	41	80	121
Hove Park	2	2	4	201	113	314
Longhill	0	3	3	0	202	202
Peacehaven	0	2	2	0	126	126
Portslade	4	2	6	145	110	255
Shoreham Academy	0	2	2	0	138	138
Tideway	2	0	2	102	0	102
Varndean	3	3	6	126	66	192
Total	20	25	45	794	1236	2030

Science tutoring programme

This programme was led by the School of Education and Social Work and built on the successful Student Associates' Scheme. These students were placed for 2 week placement blocks.

School	Number of tutors	Total hours/days tutoring
Longhill High School	5	500
Portslade Aldridge Community Academy	5	500
Varndean High School	5	500
Total		1500

Brilliant Club PhD tutoring

The PhD students deliver a series of University style tutorials over a period of 5 weeks. At the end of the programme participants are expected to produce a 1500 or 2000 word essay depending on their year group.

School	Subject	Year group	Total hours
Bethnal Green Technology College			65
Chiswick Academy	English	12	55
Harris Academy – South Norwood	Maths	12	65
Lampton School	Philosophy	10	65
Little Ilford	Biology	10	55
Whitefield	Maths	12	55
Total			360

Visits to schools and colleges

Visits to schools and colleges are undertaken by members of the widening participation team and where appropriate student ambassadors. The visits take the form of talks, workshops

and attending HE Fairs. This work enables greater access for pupils although is not a substitute for visiting the University.

Study skills

Working with the Study Skills Development Coordinator we produced a set of materials to support the delivery of study skills in partner schools and colleges. This followed consultation with teachers who gave feedback on the Study Success at Sussex website and which areas would be most appropriate for use in Year 12 and 13. It was felt that the time management section could be used with very few changes. A series of postcards and posters have been distributed to partner schools. A session on how to use the material was included in the Widening Participation Conference. There was very positive feedback from participants.

In 2012-2013 material to support essay writing and revision will be produced.

3. Work with academic schools

The active involvement of the academic schools within the University is crucial to the success of our work. The widening participation programme benefits through having specialist input and academic schools are given insight into the issues facing schools and pupils. The identification of academic and administrative leads in each school has given a focus to the work. Allocating a proportion of the widening participation budget to the academic schools has meant that staff have the time to develop and refine activities.

In November 2011 the leads in the academic schools were invited to submit proposals to either continue with work they were already undertaking or to develop new ideas. The February OFFA steering committee reviewed the proposals and agreed to all those submitted. There were also some late proposals which we were able to agree. Much of the work included developing new activities. BMEC were not in a position to submit a proposal in 2011-2012, they are now actively engaged and will be participating in the Year 12 summer school.

Unfortunately the non-residential English summer school did not recruit enough students to run. We think that this was because we were late in promoting it and clashed with exams and also being non-residential limited our pool of potential participants. This year it will be included in the main summer school. This was also the case for the Awe and Wonder and Media Mini Skills course.

Please see the following page for a full list of activities and budgetary information.

Academic school	Proposals/Commissions	Budget
Education and Social Work	Science tutoring Awe and wonder sessions Geography revision day	
Total		6500
English	Shakespeare Day Non-residential summer school	
Total		9070
Engineering	Product design day Product design show Real Time Social Media School/college visits Year 10 Summer School Year 12 Summer School Computational Biology Ant pheromone trails Musical robotics Behaviour based robotics Development of arduinos for use in schools/colleges	
Total		68606
Global Studies	Geography revision day Talks in schools Year 10 Summer school	
Total		5000
HAHP	Philosophy teachers' website Photobiennial workshop Year 12 Summer school	
Total		11000
LPS	Aiming for Law Law Taster sessions Mock trial	
Total		6000
Life Sciences	Year 12 Chemistry Lab Experience days Lectures Year 9 Life Sciences day Year 10 Summer school Year 12 Biology Lab Experience days	
Total		25390
MPS	CPD for staff Particle Physics Masterclass Physics Subject conference Physics Schools lab sessions	
Total		11,500
MFM	Mini skills course Subject taster sessions Summer school year 10 Summer school year 12	
Total		11,460
Psychology	Consciousness expo 'The Girls' Drama project	
Total		3000
Total		158450

4. Partner schools and colleges

Type of partner	
Ex – Aimhigher	27
Non – Aimhigher Sussex school	4
Ex-SEAS	15
Non – SEAS London school	2
Total	57

The target for partner and associate partner schools has been easily exceeded, Schools and colleges were approached using the following targeting criteria

- Worked with the University through either the Aimhigher or SEAS schemes
- Local schools that do not fulfil traditional WP criteria but that have groups of WP students who they were willing to target

During the year we were also approached by new schools and where they were willing to engage and to target appropriately were offered partnerships.

Local schools were asked to identify Year 9 pupils to be part of the scheme, this was not expected of London schools because of the less intensive programme being offered and the higher proportion of WP pupils in each school. All partner schools and colleges have been invited to recruit post 16 students and we will be tracking the number of applications and enrolments from this group.

At this stage we have not distinguished between partners and associate partners because we want time to assess how the programme is working.

5. Other collaborative partnerships

OFFA have been actively encouraging the development of collaborative partnerships; the instructions for writing the 2013-2014 made explicit reference to this. The University has formal partnerships with Aimhigher London South and The Brilliant Club. These organisations provide us with two very different models of widening participation.

Aimhigher London South

Aimhigher London South provides access to a range of collaborative activities and Resources designed to ensure fair access and support the progression onto Higher Education for young people from non-traditional backgrounds. Through termly Network meetings of Member schools, colleges and universities members are better able to meet their own needs, the needs of specific groups of students and the staff who work with them.

38 schools and colleges in London and Croydon belong to Aimhigher London South. The following universities are part of the network - Brunel University, Goldsmiths University, St Mary's University College, St George's University London, University of Surrey, University of Sussex, Kingston University, Kings College London, London South Bank University, University of Greenwich and University of Roehampton.

In 2011-2012 we did not deliver any activities with AHLS but are leading on one event in 2012-2013 and contributing to others.

The Brilliant Club

The Brilliant Club is a non-profit organisation that exists to widen access to top universities for outstanding pupils from low-participation backgrounds. Their primary activity is to recruit, train and place PhD students in non-selective state schools serving low participation communities to deliver programmes of university-style tutorials to small groups of outstanding students, which develop the skills, confidence and ambition that help those students to secure places at top universities. Working together with schools and universities, the Brilliant Club are building a national movement that mobilises PhD students to engage with challenging schools and to address educational disadvantage more broadly.

Our work with the Brilliant Club takes three forms. We deliver the launch events for the schools and colleges in London. Sussex PhD students are placed in schools. We are also have been involved in the development of a scheme of work for use in schools. In 2011-2012 we hosted the Year 12 launch events comprising of 380 students visiting the campus. In 2012-2013 we will be hosting all the launch events for London schools bringing approximately 2000 very able state school pupils onto campus.

6. Evaluation

Evaluation during 2011-12 has focused on developing a robust evaluation process, with an evaluator seconded to work with the widening participation team specifically for this purpose. This has led to the development of an evaluation strategy involving key personnel in the widening participation team but also academics involved in delivering activities. One consequence has been greater clarity around expected short term outcomes, leading to the development of more focused, triangulated mechanisms for reporting on these. For each of the activities evaluated there has been a report containing key findings, a review of contextual data relating to participating institutions and the effectiveness of targeting and recommendations. These aim to maximise the activity's contribution to the achievement of wider programme goals. This process has led to the development of a more collaborative approach towards the delivery of activity and improved understanding of what the different stakeholders can bring in terms of resource and expertise. Key innovations this year include the involvement of academic staff in the design of evaluation tools and discussion of the findings and securing formal evaluative feedback from school/college staff. Both have contributed to better cross phase understandings around the team's core goals and both are likely to have longer terms impacts.

Evaluation activity during 2011-12 has resulted in securing a much more developed evidence base for ten distinct strands of activity (summer schools; subject tutoring; revision days; subject enrichment activities; campus visits; Information, Advice and Guidance events; higher education tasters; extended programmes and staff Continuing Professional Development activity). This provides a strong foundation for future programme development. Data were obtained from 2327 respondents in 71 schools and colleges in relation to 21 activities. Methods included post event and on-line questionnaires, interviews and focus groups and the analysis of contextual data. This work has led to a number of outcomes at programme level including the importance of developing a more balanced and progressive programme, with input spread more evenly across the age range and across institutions. Another outcome has been greater awareness of the scope to use widening participation to enrich learning and/or develop transferable skills and not simply to raise awareness of higher education.

Evaluation in 2011-12 has been a first stage in a longer term process and it is not yet possible to evaluate longer term impact. The focus for 2012-13 will be to ensure that there are systems in place to gauge longer term impact as well as to provide the evidence base for

new activity as the programme grows. Evaluation at both levels is necessary as it is difficult to isolate the impact of a single intervention, especially where those targeted are also the subject of other interventions, sometimes under other agendas (eg: Pupil Premium). It will nevertheless be possible to provide more quantitative data to evidence the impact of subject tutoring on progress and attainment as relationships with partner schools develop and the approach to evaluation becomes more embedded. An important task for next year will be to review how findings from the first year of evaluation were taken forward.

7. Targets 2012-2013

The targets below relate to University led activity. The academic school activity is included under Events and Tasters and the Summer schools.

Activity	2011-2012 (actual)	2012-2013 (target)
Campus visits	1910	3000
Events and tasters	511	2000
Outreach visits	1875	4500
Summer school – year 10	86	90
Summer school – year 12	43	60
Total	4425	9650

Tutoring and mentoring

Programme	2011-2012 (actual delivery hours)	2012-2013 (target)
English and maths	2030	8500
Science	1500	2000
Mentoring	-	150
PhD programme	360	500
Total	3890	11150

Collaborative activity

Partner	2011-2012 (actual)	2012-2013 (target)
Aimhigher London South	-	300
Brilliant Club	242	1800
Total	241	2100

Progress report

The level of activity so far has been very good. Please note the tutoring and mentoring is not included because this has a later start.

Activity	Actual to 23/11/2012
Campus visits	815
Events and tasters	430
Outreach visits	3297
Brilliant Club launches	892
CPD and staff conferences	268
Total	5702

Sarah Cullen
Head of Widening Participation
28/11/2012

Presentation to the OFFA Steering Group
December 2012
Dr Louise Gazeley

Widening Participation An Overview of Evaluation 2011-12

Evaluation seeks to:

- Include all stakeholders - participants, teachers, tutors, academics and the WP team
- Explore impact across four broad areas: knowledge and understanding of HE; insights that inform future choices; new or enriched learning opportunities; personal growth in areas such as confidence and motivation.
- Take account of contextual differences and contribute to effective targeting
- Strengthen the evidence base for future practice
- Raise awareness of key WP issues and messages

Evaluation outputs 2011-12

- Development of an evaluation strategy
- Individual reports on 21 activities, covering nine strands of the team's work
- A report providing an overview of progress with evaluation for the academic year 2011/12 and identifying emerging issues

Strand of activity	Event	Year Group
Summer Schools	Year 12	12
	Year 10	10
Tutoring	English and Maths	8-11
	Science	8-11
Revision Days	GCSE English	10
	GCSE Maths	10
	GCSE Geography	10
Subject enrichment	Shakespeare Day	12
	Biology Experience Day	12
	Business Conference	12
	Life Sciences Day	9

Campus Visits		8-13
IAG	School/college Careers Talk	12
HE Tasters	HE Conference	12
	Law Taster	12
	Media Taster	12
	University Taster	10
	Product Design Show	10
	Student shadowing	12
Programmes	Aiming for Law	12
CPD for staff	Philosophy Day	Staff

Individual reports covered:

- Contextual data relating to the participating institutions
- Feedback from participants
- Feedback from teachers
- Summary of key issues
- Targeting
- Recommendations

Involved in evaluation	Numbers
All schools	71
Schools in East Sussex, West Sussex and Brighton & Hove	27
All participants	2166
Participants involved in campus visits (Year 9s – 277, Year 12s – 918)	1489
All teachers	97
Teachers completing on-line questionnaire	56
University students (tutoring)	44 on-line (plus 10 in focus group)
Parents (Year 10 Summer School)	5
WP lead from academic schools	10
Estimated number contributing to evaluation findings in 2011-12	2311

Impact of activity:

- Provided a 'first opportunity' to a wide range of young people in a more diverse range of institutions
- Generated new knowledge – of subjects and choices
- Gave additional and valued opportunities to acquire and/or develop subject specific and transferable skills eg: in science, media, history and group work
- Provided insights into university life – ranging from a 'taste of' to time to enjoy and reflect

- Provided insights that will inform future decision making – ranging from what a university is, to what to study next, to whether to go to university...
- Provided information about student finance and the university admissions process
- Increased confidence and provided reassurance
- Enhanced the university experience of student tutors

Findings from on-line post-activity questionnaire for teachers	Strongly agree	Agree	Disagree	Unsure	Not relevant	Other
Insights that will inform future educational choices	27 48.2%	26 46.4%	1 1.8%	0	1 1.8%	1 1.8%
Developed academic skills	7 12.5%	19 33.9%	1 1.8%	5 8.9%	12 21.4%	1 1.8%
Had a positive impact on aspirations	30 53.6%	21 37.5%	1 1.8%	2 3.6%	0	2 3.6%
Had a positive impact on motivation	24 42.9%	26 46.6%	1 1.8%	4 7.1%	0	1 1.8%

Bringing together skills, knowledge, experience and understanding (Biology Experience Day)

- *I think I now understand more about science at university in general. I also learned some new things about biology.*
- *I enjoyed practicing identifying differences between 2 types of species*
- *It opened my eyes up to an area of science I hadn't ever given any consideration to.*
- *More of an insight in to the different aspects of life sciences and have been inspired by some of the academics and their passion for what they do*

Providing insights (Year 10 Summer School)

- *The sessions have helped me to understand about stuff I didn't understand before eg: quarks*
- *I have got a real insight into what university life is like. I feel I have gained confidence and feel more able to share my ideas.*
- *A good understanding of what it will be like to stay and study on a university campus. It has also narrowed down my choice of what I want to do. This will be Particle Physics. It has also helped me choose what I would want to do for my A levels.*
- *The lectures we have had have definitely inspired me – especially hearing about other people's success*

Empowering young people (Year 12 Summer School)

- *To research and study more independently at A level to further prepare myself*
- *It has removed any doubts about university life and given resources/opportunities to continue researching my options*
- *It gave me a needed insight into my subject and has given me the confidence of continuing Physics based subjects*
- *Now we know what we are aiming towards as well as what options are available*
- *I know what I want to do, why I want to do it and how I am going to do it.*

Enriching learning (Subject tutoring)

- *I do try and say to them, well wouldn't you like to try and work a bit harder and maybe get a B or an A. And they're just like:*
 - *'I'm never going to do that!'*
 - *'What! Of course you are!'**But a lot of them they're getting closer.*
- *Has genuinely made me happy to be able to help kids that might otherwise have slipped through the net*
- *I find it fulfilling to be able to help others learn and I also find it humbling to be reminded of the opportunity I have at university.*

Areas for development

- Balance of activity across the age range
- Ensuring coherence and progression
- Maximising the contribution to learning
- Refining approaches to delivery and targeting to take more account of differences between partner institutions
- Extending collaborative approaches to evaluation
- Developing systems for tracking longer term impacts
- Evaluating new activity and partnerships with other organisations
- Embedding a sustainable, robust approach to evaluation

Paper OFFA/7/3

Report on Careers and Employability element of First-Generation Scholars' Scheme

To receive a report from the Director of Careers and Employability Centre (CEC) on the First-Generation Scholars' work-study developmental programme and other contributions

The Careers and Employability Centre is involved in the following aspects of the First Generation Scholars initiative working with the Widening Participation team jointly on some of the projects below;

- (a) First-Generation Scholars' Welcome Launch on the 6th December 2012
- (b) Development and delivery of the First-Generation Scholars' work-study developmental programme including the focus groups and pilot for work experience (including the Mason Hayes Charitable Trust Work Experience Scheme with the School of Law, Politics and Sociology, Santander internships and STEP Sussex work paid work experience/internships);
- (c) Evaluation of the First-Generation Scholars' work and study developmental programme evaluation methods as advised by Dr Louise Gazeley, School of Education (seconded to OFFA project with the Widening Participation team).
- (d) Contributing to development and delivery of joint project work to develop *the Informed Choices* branded publications, posters and web-hubs for teachers and school pupils.
- (e) CEC staff contribution to the Widening Participation Conference on the 24th October 2012.

1. First-Generation Scholars' Welcome Launch, 6th December 2012

Professor Clare Mackie, Deputy Vice-Chancellor will be welcoming the current 1st year cohort of First-Generation Scholars on the 6th December 2012 (18.00-20.00). Venue to be confirmed next week depending upon final numbers of students, staff, visitors and major First-Generation Scholar Donors attending (Jubilee Lecture Theatre and foyer or Fulton A Lecture Theatre and Foyer). The programme is attached (Appendix 1).

CEC has worked with other Student Services Division teams; Widening Participation and the Student Life Centre on the Launch and Sarah Cullen, (Head of Widening Participation) has arranged for a team of student ambassadors (wearing First-Generation Scholar t-shirts) to be available as hosts for the Launch.

2. Development and delivery of the First-Generation Scholars' work-study developmental programme including the focus groups and pilot for work experience (including the Mason Hayes Charitable Trust Work Experience Scheme with the School of Law, Politics and Sociology, Santander internships and STEP Sussex work paid work experience/internships)

2.1 Scoping of the First-Generation Scholars' work-study developmental programme was undertaken in May 2011 and it was identified that the programme should include all the elements identified in Appendix 2 and in summary the text to be used in the next undergraduate prospectus (2014) will describe this as:

"As a First-Generation Scholar (refer to page xx) you will be invited to attend a bespoke work-study programme of developmental workshops to build your confidence, academic study skills and employability to help you:

- *develop career awareness about entering professional and career pathways;*
- *find part-time paid work while studying;*
- *access funded work experience/placements and internships to help you to try out your options*
- *explore further professional training pathways."*

As the University's agreement to the recruitment of a new full-time Careers Employability Adviser was delayed by 9 months, the successful candidate (Alison Brown) was recruited later than planned and joined the University at the end of August 2012 (which delayed the start of the delivery of the programme until January 2013).

During the autumn 2012 the Careers and Employability Centre staff¹ undertook two focus groups with the first cohort of first-generation scholars with the purpose of exploring with issues from the perspective of the students and checking whether there were gaps in the scoping of the programme and, in particular, exploring student views about:

- *becoming an independent learner*
- *communicating with confidence*
- *financial budgeting for students*
- *earning whilst learning*
- *getting relevant work experience*
- *personal development planning and using Sussex Plus*

The focus groups helped CEC to ensure that the study-work programme will cover relevant topics for first-generation scholars and to hear from the students what engaging titles would resonate for the workshops. The insights gained have been included in the way the Spring 2013

¹ Alison Brown (Careers Employability Adviser: First-Generation Scholars/Learning to Lead) and Clare Hardman (Study Skills Development Co-ordinator; now based in the Careers and Employability Centre team.

programme will be delivered (Appendix 3) and the programme will be further developed and presented in hard-copy and web-information versions.

2.2 Mason Hayes Charitable Trust Work Experience Scheme with the School of Law Politics and Sociology as a useful pilot

A pilot has taken place with Sussex alumnus Marcus Hayes, Managing Director of Mason Hayes Solicitors and 18 Widening Participation students from the School of Law, Politics and Sociology have undertaken short (a couple of days up to 1 week) with a range of legal employers who are clients/professional contacts of Marcus Hayes and including commercial companies, barristers chambers, Members of Parliament and legal firms.

This has provided an opportunity to test out partnership relationships with employers or Sussex alumni that could be established with other employment sectors for the First-Generation Scholars scheme.

2.3 Santander internships and STEP Sussex work paid work experience/internships)

CEC has established the central placements and work experience function and is in the process of establishing other First-Generation Scholar employment/alumni related partnerships.

For further information about all current options identified below see:

<http://www.sussex.ac.uk/careers/aboutus/employers>

- One year professional placements (part of the academic programme):
- Temporary and short term work experience through STEP Sussex:
- Sussex Santander Internships

3. Evaluation of the First-Generation Scholars' work and study developmental programme evaluation methods as advised by Dr Louise Gazeley, School of Education (seconded to OFFA project with the Widening Participation team). Sarah Cullen and Linda Buckham will be working with Dr Louise Gazeley to help us to establish a sophisticated evaluation scheme to demonstrate the outcomes for all elements of OFFA funded First-Generation Scholars work.

4. Contributing to development and delivery of joint project work to develop the *Informed Choices* branded publications, posters and web-hubs for teachers and school pupils covering:

- **Study Skills** (focusing upon exam skills; time management and essay writing)
- **Career transitions** (what you can do with your degree) and subject choices in relation to arts; social sciences and science/technology with key messages and student/graduate case-studies from Sussex
- **Money Positive** (How to manage your money and your life) Neil Almond video-clips.

Clare Hardman has also been working with the WP team to develop study skills resources for year 13 pupils to help them prepare for university. Having consulted with teachers and pupils resources have been developed for 3 topics to focus on: Time management, Writing skills and Exams and revision. This has resulted in the development of a range of posters and postcards offering tips on time management that can be used in a teaching session or given directly to students. These resources were launched and very well received at the WP conference. The Time management resources will be evaluated in the new year (2013) and feedback will be used to inform the development of any further printed materials. Twenty-one teachers at the WP conference signed up for email consultation and have already helped to review draft text for the writing skills topic.

Alison Brown and another member of the Careers and Employability Centre (Helen Gorman; Careers Employability Adviser: Equality and Diversity) will be developing the Careers Transition and subject choice resources and Money Positive resources to mirror the study skills resources for year 13 pupils and similar testing out of the materials with teachers and pupils will be part of this project being delivered between the Widening Participation and Careers and Employability Centre teams.

5. CEC staff contribution to the Widening Participation Conference on the 24th October 2012.

The Careers and Employability Centre team (Catherine Reynolds, Alison Brown, Clare Hardman and Helen Gorman) attended and contributed to the workshop sections of the Widening Participation Conference.

Linda Buckham, Director, Careers and Employability Centre
29th November, 2012

Appendix 1

DRAFT First-Generation Scholars' Launch

18.00-20.00, 6th December 2012

Student Ambassadors and CEC team (JN, JO) to welcome guests, register them, give out raffle ticket and direct them to Jubilee Lecture Theatre

To be confirmed: Jubilee Lecture Theatre or Fulton A

- 18.00 **Graduation 2012 video** with music plays as guests and students take seats
- 18.05 **Welcome to the First-Generation Scholars 2012 entry**
Professor Clare Mackie, Deputy Vice-Chancellor
- 18.20 **Personal transformations**
Linda Buckham, Director, Careers and Employability Centre
- 18.25 **Introduction to First-Generation Scholars Scheme**
Catherine Reynolds,
 - Film clip and short presentation covering all aspects of the programme
- 18.30 **Overview of work-study programme**
Alison Brown and Clare Hardman
 - First Generation Scholars study-work developmental programme
-
- 18.35 **Work experience/work-shadowing insights and future plans**
Andrea Wall
 - introduction to Marcus Hayes (30 second video clip)
 - film clip 30 seconds (student names) who took part in the Mason Hayes Charitable Trust Work Experience Scheme with the School of Law, Politics and Sociology
- 18.40 **Career narratives from Sussex graduates**
Mark Howell, Graduate Trainee, Royal Bank of Scotland BA Hons History graduating in 2011
Claire Harrison, Trainee Product Manager, Clarks International, BSc Business and Management with Economics, graduated in 2011.

- 18.50 **First-Generation Scholars Outreach programme**
Sarah Cullen, Head of Widening Participation and Chris Mason-Felsing, Graduate Intern.
- 18.55 **How the Student Life Centre can help you**
Rachel Gould, Head of Student Life Centre
- 19.00 **Thanks and close**
Claire Powrie, Director of Student Services Division
- will talk about DARO and thank/Wates Family bequest 10 student bursaries/ linkage to 1960's and building of campus etc other bequests Lord and Lady Horlick Trust/thanks etc (DARO) etc.
 - explain the iPad draw is to take place in the foyer after some food.
- 19.15 **Student Services exhibition, iPad draw and refreshments in the foyer**

Appendix 2

Extract from original scoping out document for First Generation Scholar

Diagram 1: Proposals for First Generation Scholar Scheme work-study developmental programme	
Undergraduate yr	Autumn/Spring/Summer programme themes covered through blended learning and action learning sets
1st year DISCOVERY THEME <i>Germ of a new life and a time of growth</i> <i>(egg and caterpillar)</i>	Induction to the <i>First Generation Scholar Scheme</i> and the Sussex Scholars Contract (GROW Model) Becoming an Independent Learner (1) (understanding learning styles/S3 website scholars tool/techniques/student experience support) Developing your full potential (1) (self esteem/confidence) Getting Started with Sussex Plus (1) the private space for personal development Financial budgeting/ literacy for students Earning whilst learning and paid work experience in the summer vacation facilitation scheme (1)

	Introduction to Action Learning sets
<p>2nd year</p> <p>DEVELOPMENT THEME</p> <p><i>A time of change</i></p> <p><i>(chrysalis)</i></p>	<p>Induction to the 2nd year <i>First Generation Scholar scheme</i> (GROW Model) plus options as part of the <i>Employability and Career Accelerator Programme</i> (see diagram 2)</p> <p>Sussex Plus review: so how can you build a stronger Sussex Plus profile?</p> <p>Becoming an Independent Learner (2) scholars tools/techniques</p> <p>Developing your full potential (2) (self esteem/confidence/making an impact/communication/presentation skills/team work)</p> <p>Earning whilst learning and paid work experience in the summer facilitation scheme (2)</p> <p>Action Learning Sets</p>
<p>3rd year (placement yr)</p> <p>TRANSITION THEME</p> <p><i>A time of transformation</i></p> <p><i>(butterfly)</i></p>	<p>Some <i>First Generation Scholars</i> will be on 1 year or 6 month placements and will provide all the placement induction and support package plus access to the Action Learning Sets, Blended learning materials for the <i>Employability and Career Accelerator Programme</i></p> <p>Induction to the 3rd year <i>First Generation Scholar scheme</i> (GROW Model) plus options as part of the <i>Employability and Career Accelerator Programme</i> (see diagram 2).</p> <p>Becoming an Independent Learner (3) scholars tools/techniques</p> <p>Pitching your Sussex Plus webfolio to employers (3)</p> <p>Realising your potential and next steps after graduation for paid internship/graduate job/post-graduate study /further training (3)</p> <p>(career development learning and transition job search tools and techniques)</p> <p>Action Learning Sets</p>

<p>4th Year</p> <p>TRANSITION THEME</p> <p><i>A time of transformation</i></p> <p><i>(butterfly)</i></p>	<p>Induction to the 4th year <i>First Generation Scholar scheme (GROW Model)</i> plus options as part of the <i>Employability and Career Accelerator Programme</i></p> <p>Becoming an Independent Learner (3) scholars tools/techniques</p> <p>Pitching your Sussex Plus webfolio to employers (4)</p> <p>Realising your potential: next steps after graduation for paid internship/graduate job/post-graduate study and further training (3) (career development learning and transition job search tools and techniques)</p> <p>Action Learning Sets</p>
<p>Plus Three aftercare</p> <p>3 year Careers and Employability Centre after-care service</p>	<p>Placement function to enable positive first destination for First Generation Scholars (paid internship/graduate traineeship/postgraduate study or training).</p> <p>On-going 3 year after-care service and personal/career development learning support.</p>

Appendix 3

Spring 2013 First-Generation Scholar work-study developmental programme (CEC delivery plans)

Title	Date & time	Venue	Brief marketing text
How to improve your grades	<p><u>Week 1</u></p> <p>Wed 23 Jan 13.00 – 14.30</p> <p>Fri 25 Jan 11.00 – 12.30</p>	CEC Seminar Room 2	The first term at university can be challenging. This session will help you improve and evaluate your progress and understand how you can improve your study strategies in the spring term.

Developing the skills employers want	<u>Week 2</u> Wed 30 Jan 13.00 – 14.30 Fri 1 Feb 11.00 – 12.30	CEC Seminar Room 2	Identify the main skills graduate recruiters want and discover ways in which you can develop these by the end of your degree!
Marketing yourself for work experience	<u>Week 4</u> Wed 13 Feb 13.00 – 14.30 Fri 15 Feb 11.00 – 12.30	CEC Seminar Room 2	Want to gain experience in a particular sector or start building up your experience in general? Find out where to look, how to approach employers effectively and how to market yourself in a CV in order to secure that all important experience
Presenting with confidence	<u>Week 5</u> Tues 19 Feb 10.00 – 12.00 & 14.00 – 16.00	Creativity Zone	Nervous about doing presentations? Get fantastic coaching from the BBC confidence coach Jeremy Stockwell. He's worked with top line presenters, actors, business leaders, pop stars, and politicians. You could be next!
Getting summer work	<u>Week 6</u> Wed 27 Feb 13.00 – 14.30 Fri 1 Mar 11.00 – 12.30	CEC Seminar Room 2	Discover where to find vacancies for summer jobs aimed at students, either in the UK or abroad, and how to market yourself effectively in application forms.
Succeed at interviews	<u>Week 9</u> Wed 20 Mar 13.00 – 14.30 Fri 22 Mar 11.00 – 12.30	CEC Seminar Room 2	Learn effective techniques for promoting yourself at interviews for any type of work. This interactive session will give you practice and lots of tips to help you get that job!
Revision and	<u>Week 12</u>	CEC	This session will help you to prepare for unseen exams.

exams	Wed 10 Apr 13.00 – 14.30	Seminar Room 2	The workshop will cover: planning revision time effectively , revision strategies and exam writing techniques
	Fri 12 Apr 11.00 – 12.30		

Access agreement and widening participation strategic assessment monitoring 2011-2012

This is to give the OFFA Steering Group an overview of the first draft of our combined WP monitoring return to OFFA/HEFCE relating to our Access agreement and Widening Participation Strategic Assessment,

The overall picture is a positive one and forms a good basis on which to build to the more challenging targets set in the 2012 OFFA agreement. The main points to note are –

- **Expenditure on bursaries/scholarships/outreach as a % of additional fee income**

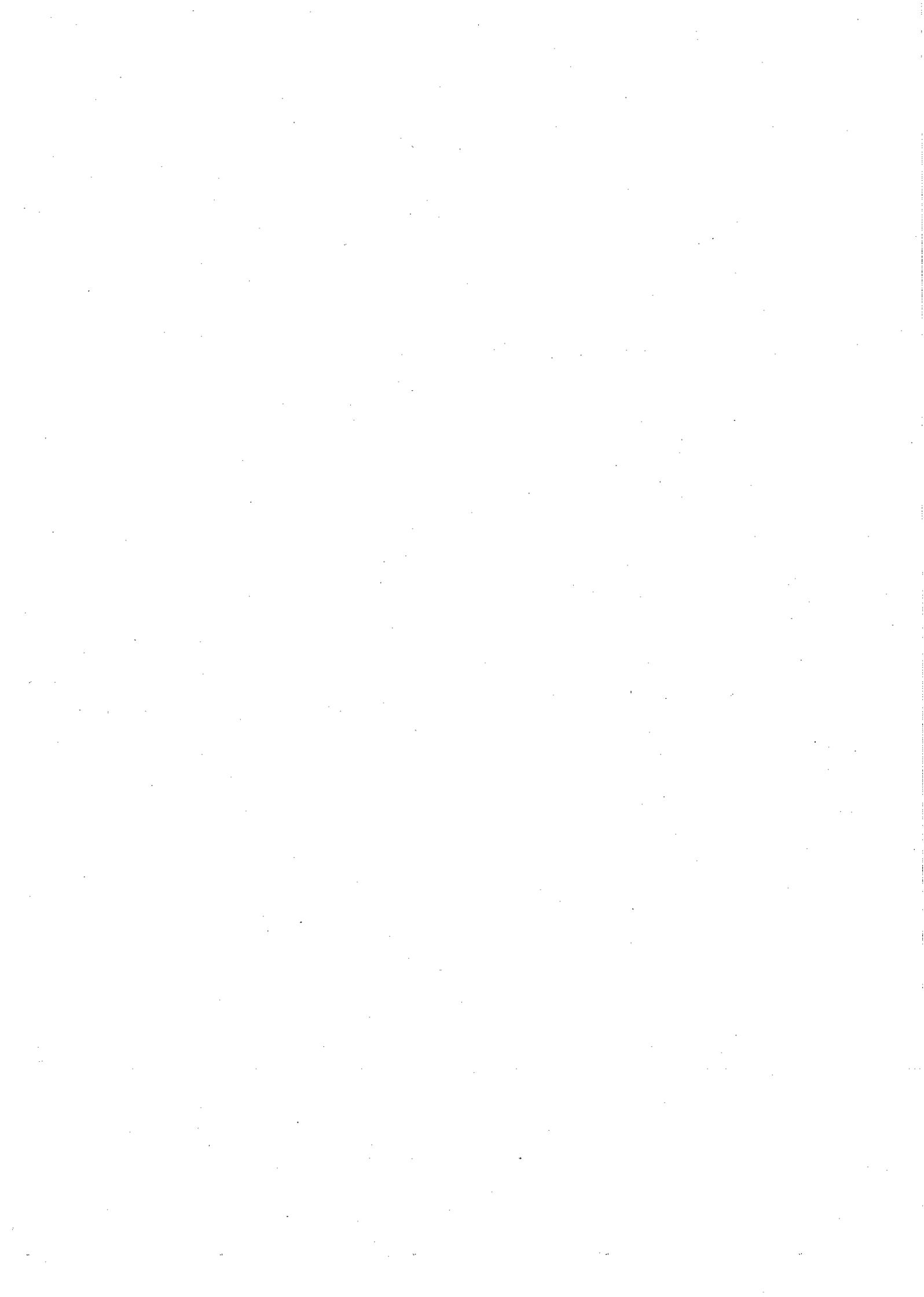
The University spent the highest proportion of fee income since 2006-2007. The slight decline in the percentage spend on bursaries is outweighed by the increase in expenditure on outreach.

	2010-2011	2011-2012
Total expenditure (bursaries plus outreach)	£2,965,550 (20.2% of new fee income)	£3,493,200 (22.2% of new fee income)
Expenditure on bursaries	2,673,550 (18.3% of new fee income)	2,813,200 (17.9% of new fee income)
Expenditure on OFFA-countable outreach	£292,000	£680,000

- **Targets and milestones**

The Access agreement also includes targets and milestones in relation to HESA widening participation indicators and outreach targets. Detailed information about this is included in tables 6-10 with commentary in tables 7 and 10. Again the university should be pleased that it is either on target or moving towards achieving targets in these areas:

Target group	2011/12 target vs actual	Comment
Entry from lower NS-SEC groups	target: 23% actual: 20.6%	This is a very challenging target and although there is slight decline from 2010-2011 set against the fact that this was an exceptional year the performance is pleasing.
BME students	target: stay at/above regional average (nearest proxy = national mean 12.1%) actual: 15.5%	percentage of entrants is well above the regional average
Mature students	Target: top quartile 94 Group Actual: 13.5%	The university has maintained its position in the top quartile of like institutions
Outreach	Partner schools Communication with parents Tutoring	Targets met or exceeded



b) Negative adjustments to higher fee income

Where the formulas in Table 1a mean that the figures provided are not an accurate reflection of your total higher fee income - for example, where students have withdrawn or intercalated, you should make any adjustments and provide a commentary below. Where figures are based on estimates, you should declare this with a brief explanation.

	2006-07 entrants	2007-08 entrants	2008-09 entrants	2009-10 entrants	2010-11 entrants	2011-12 entrants
	-£ 3 037	-£ 26 775	-£ 56 925	-£ 124 986	-£ 139 087	-£ 124 425

Brief commentary on higher fee income adjustments

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c) Total higher fee income

(This table calculates automatically, using the data you have provided in Tables 1a and b)

	2006-07 entrants	2007-08 entrants	2008-09 entrants	2009-10 entrants	2010-11 entrants	2011-12 entrants
Higher fee income from students above the basic fee (From Table 1a)	£ 34 510	£ 138 040	£ 336 845	£ 429 090	£ 492 810	£ 589 030
Negative adjustments (From Table 1b)	-£ 3 037	-£ 26 775	-£ 56 925	-£ 124 986	-£ 139 087	-£ 124 425
Subtotal	£ 31 473	£ 111 266	£ 879 920	£ 4 144 104	£ 4 787 724	£ 5 764 606
Total higher fee income	0	0	0	0	0	£ 15 719 092

Table 2 - Expenditure on bursaries and scholarships to under-represented groups (see paragraphs 48 to 64 of monitoring guidance)

a) Expenditure on bursaries and scholarships to under-represented groups

Income threshold	2006-07 entrants	2007-08 entrants	2008-09 entrants	2009-10 entrants	2010-11 entrants	2011-12 entrants	Total
i) Students on full state support (1)	£ 4 000	£ 16 000	£ 143 000	£ 806 000	£ 798 300	£ 794 900	£2 562 200
ii) Other students with household residual incomes of up to £50,020 (2)		£ 2 000	£ 35 000	£ 57 000	£ 107 000	£ 50 000	£ 251 000
iii) Students from other under-represented groups where either: a) household income is unknown and you can't make estimates or b) household income is above £50,020 (3)							£
Totals	£ 4 000	£ 18 000	£ 178 000	£ 863 000	£ 905 300	£ 844 900	£2 813 200

Where figures are based on estimates, you should declare this with a brief explanation of your calculations.

b) Number of students in receipt of bursaries and scholarships to under-represented groups

Income threshold	2006-07 entrants	2007-08 entrants	2008-09 entrants	2009-10 entrants	2010-11 entrants	2011-12 entrants	Total
i) Students on full state support (1)	4	16	126	710	685	724	2 265
ii) Other students with household residual incomes of up to £50,020 (2)		2	29	47	85	38	201
iii) Students from other under-represented groups where either: a) household income is unknown and you can't make estimates, or b) household income is above £50,020 (3)							0
Total OFFA-countable students	4	18	155	757	770	762	2 466
Total number of students paying a higher fee (from table (a))	17	68	462	2 139	2 435	2 901	8 022

Where figures are based on estimates, you should declare this with a brief explanation of your calculations.

- (1) Students on full state support: for entrants in 2006-07 and 2007-08 you should provide information for students with a residual household income in 2011-12 of up to £18,350. For entrants from 2008-09 onwards you should provide information for students with a residual household income of up to £25,000
- (2) Other students with household incomes of up to £50,020: for entrants in 2006-07 and 2007-08 you should provide information for students with a residual household income in 2011-12 between £18,361 and £50,020. For entrants from 2008-09 onwards you should provide information for students with a residual household income between £25,001 and £50,020
- (3) Wherever possible, we would like you to record bursary expenditure by the income group of the beneficiary rather than under this category.

c) Expenditure on bursaries and scholarships, as a proportion of higher fee income
 (This table calculates automatically using the data you have provided in Table 2a) - you should check that the figures are in line with your expectations)

Income threshold	2006-07 entrants %	2007-08 entrants %	2008-09 entrants %	2009-10 entrants %	2010-11 entrants %	2011-12 entrants %	Overall %
i) Students on full state support (1)	12.7	14.4	16.3	19.4	16.7	13.8	16.3
ii) Other students with household residual incomes of up to £50,020 (2)	0.0	1.8	4.0	1.4	2.2	0.9	1.6
iii) Students from other under-represented groups where either a) household income is unknown and you can't make estimates or b) household income is above £50,020 (3)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals	12.7	16.2	20.2	20.8	18.9	14.7	17.9

d) Proportion of students in receipt of bursaries and scholarships
 (This table calculates automatically using the data you have provided in Table 2b) - you should check that the figures are in line with your expectations)

Income threshold	2006-07 entrants %	2007-08 entrants %	2008-09 entrants %	2009-10 entrants %	2010-11 entrants %	2011-12 entrants %	Overall %
i) Students on full state support (1)	23.5	23.5	27.3	33.2	28.1	25.0	28.2
ii) Other students with household incomes of up to £50,020 (2)	0.0	2.9	6.3	2.2	3.5	1.3	2.5
iii) Students from other under-represented groups where either a) household income is unknown and you can't make estimates or b) household income is above £50,020 (3)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals	23.5	26.5	33.5	35.4	31.6	26.3	30.7

Table 3 - OFFA-countable outreach spend - actual and expected (see paragraphs 65 to 71 of monitoring guidance)

a) Actual expenditure on additional OFFA-countable outreach expenditure in 2011-12 (£) (this figure determines your total outreach figure in Table 5)	£ 980,000
b) Predicted or committed expenditure on additional OFFA-countable outreach expenditure in 2011-12 (£). This figure is based on the financial predictions you provided us in relation to your 2011-12 access agreement.	We do not hold any data on your institution's predicted outreach expenditure for 2011-12
Where no figure is included here, this is because we do not hold data for your institution on predicted spend.	

[Empty rectangular box for providing a brief explanation or comment]

(c) Please provide a brief explanation or comment where actual OFPA-countable outreach expenditure (in 3a above) is more than 10 percent below or 20 percent above your commitments or estimate set out in your access agreement (in 3b above).

If no figures are provided in 3b above there is no need to complete this section.

Part one: 2011-12 OFFA access agreement monitoring return

Institution name: University of Sussex

Institution UKPRN: 10007806

Table 4 - OFFA financial outcomes summary (see paragraph 72 of monitoring guidance)

This table calculates automatically using the data you have provided in Tables 1-3. Once it has been verified this is the data that OFFA will publish on your institution

a) Financial data that will appear in our outcomes report

Higher fee income	Expenditure on bursaries and scholarships for students on full state support	Expenditure on bursaries and scholarships for other OFFA-countable groups	Total expenditure on bursaries and scholarships	Additional outreach expenditure	Total OFFA-countable expenditure
£15 719 092	£2 562 200	£ 251 000	£2 813 200	£ 680 000	£3 493 200
As a proportion of higher fee income (%)	16.3	1.6	17.9	4.3	22.2

b) Data on bursary recipients that will appear in our outcomes report

Total number of students paying higher fees	Number of students in receipt of bursaries and scholarships on full state support	Number of students in receipt of bursaries and scholarships in other OFFA-countable groups	Total number of bursary and scholarship recipients
8 022	2 265	201	2 466

As a proportion of students paying higher fees (%)	28.2	2.5	30.7
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c) Year on year expenditure data

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
OFA-countable expenditure as a proportion of higher fee income (%)	24.7	16.8	18.3	19.1	20.3	22.2

Table 5 - Equality and diversity activity in 2011-12 (see paragraphs 73 to 78 of monitoring guidance)

Brief commentary on equality and diversity activities delivered as part of your 2011-12 access agreement

One of the University's Equality objectives is to increase the percentage of BME student from 12% to 15% by 2016. This has shaped the design of our outreach programme which builds on a long tradition of working with schools and colleges in London with the aim of engaging students from BME backgrounds. One of the key factors used to identify partner schools and colleges in London is the number of students who do not have English as a first language. The residential summer schools are the most intensive outreach activity; in 2012 32.5% of participants on the Year 10 event were from BME backgrounds; whilst 46.8% were on the year 12 programme. We actively recruit student ambassadors from diverse ethnic backgrounds to ensure pupils see a range of role models. In 2011-2012 36% of ambassadors were from a BME background. Males are an under represented group in HE, and whilst no specific target has been set because this is a national rather than geographical issue, we are mindful to attract male students to our outreach programmes. The summer schools were also positive in this respect with 46.5% attending the Year 10 and 65.1% on the Year 12. In designing the subject based elements of the outreach programme we have challenged gender stereotypes and provide engineering and computing activities that will appeal to females and males, for example the Real Time Social Media analysis. We are working with a local girls school and providing tailored activities for their year 8 pupils. Prior to writing the 2012-2013 access agreement the University conducted

Table 5 – Equality and diversity

One of the University's Equality objectives is to increase the percentage of BME student from 12% to 15% by 2016. This has shaped the design of our outreach programme which builds on a long tradition of working with schools and colleges in London with the aim of engaging students from BME backgrounds. One of the key factors used to identify partner schools and colleges in London is the number of students who do not have English as a first language. The residential summer schools are the most intensive outreach activity; in 2012 32.5% of participants on the Year 10 event were from BME backgrounds; whilst 46.6% were on the year 12 programme. We actively recruit student ambassadors from diverse ethnic backgrounds to ensure pupils see a range of role models. In 2011-2012 36% of ambassadors were from a BME background. Males are an underrepresented group in HE, and whilst no specific target has been set because this is a national rather than geographical issue, we are mindful to attract male students to our outreach programmes. The summer schools were also positive in this respect with 46.5% attending the Year 10 and 65.1% on the Year 12. In designing the subject based elements of the outreach programme we have challenged gender stereotypes and provide engineering and computing activities that will appeal to females and males, for example the Real Time Social Media analysis. We are working with a local girls school and providing tailored activities for their year 8 pupils. Prior to writing the 2012-2013 access agreement the University conducted questionnaire surveys of Mature, BME and Disabled groups, seeking feedback on both the general impact of the 2012 fee and support regime on their HE plans, and about Sussex's fee and access/support proposals. Two-thirds of respondents agreed with Sussex's decision regarding its fee level and the same proportion approved our planned support package. Less than 10% favoured a low-fee option. 60% did not think the 2012 arrangements would deter them from entering HE, but 25% felt they would be deterred and 15% were unsure. The work influenced the shape of our plans, guiding our choice of eligibility for financial support, and features designed to enable mature and disabled students to engage fully with student life in the first year. There is also a strong retention-focused element. This follows through to our package of targeted support for retention and success, including career outcomes, which will address the particular needs of equalities groups. 2012 admissions had a drop of 55000 students nationally entering HE compared with 2011. Early indicators are that 846 of our intake of 2420 (35%) have qualified for our First-Generation Scholarship Scheme which allocates a £3000 first year package to all students with a family income below £42,600 (embedded in this is our NSP offer). We are pleased that the number of students in receipt of the award will exceed our predicted 30%.

Part one: 2011-12 OFFA access agreement monitoring return

Institution name: University of Sussex
 Institution UKPRN: 10007806

Milestones and targets

Table 6 shows your HEIs performance against HESA WP performance indicators (HEIs only). It is pre-populated and is for information only.
 Table 7 covers the milestones from your access agreement only.

Table 6 - HESA WP performance indicators to 2010-11 for HEIs (from HESA table T1b) (see paragraphs 76 to 79 of monitoring guidance)

HESA RI category	Progress to date				
	2006-07	2007-08	2008-09	2009-10	2010-11
State School (%)	86.1	86.4	88.2	88.3	86.9
Location adjusted benchmark	77.3	80.4	81.4	81.6	80.4
Indicator significantly different from benchmark	+	+	+	+	+
NS-SEC 4-7 (socio-economic class) (%)	22.3	17.1		18.5	20.9
Location adjusted benchmark	21.7	22.4		23.1	23.6
Indicator significantly different from benchmark		-		-	
Low participation neighbourhoods (young) (%)	5.6	6.2	6.7	6.4	6
Location adjusted benchmark	5.3	6	6.1	6.2	6.1
Indicator significantly different from benchmark					

Table 7 - Access agreement milestones and targets (see paragraphs 83 to 89 of monitoring guidance)

a) Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, Ucas or Internal targets)

Please select milestone/target type from drop-down menu	Description	Baseline data (number or percentage)	Baseline year	Target (number or percentage)	Target year	Progress to date					Performance summary (please select from drop-down menu)
						2007-08	2008-09	2009-10	2010-11	2011-12	
State School (HESA Table T1a)		86%	2009	90%	2016	86.4	88.2	88.3	86.9	85.4	No progress made against baseline data
NS-SEC (HESA Table T1a)		17.1	2007	25	2016	17.1		19.5	20.9	20.6	Progress made - on course to meet target
LPN (HESA Table T1a)		6.4	2009	7.5	2016	6.2	6.7	6.4	6	5.8	No progress made against baseline data
Ethnicity		12	2009	15	2016	12	12.3	12.9	13.2	15.5	Target met/exceeded
Mature	To rise within peer group top quartile	16	2008	16	2016	16.7	18.1	15	16	13.5	Progress made - but less than anticipated
Disability											

b) Other milestones and targets

Please select milestone/target type from drop-down menu	Description	Baseline data	Baseline year	Target	Target year	Progress to date					Performance summary (please select from drop-down menu)	
						2007-08	2008-09	2009-10	2010-11	2011-12		
Outreach / WP activity (other - please give details in the next column)	Number of partner and associate partner schools			40	2011						51	Target met/exceeded
Outreach / WP activity (other - please give details in the next column)	All parents of target students in full partner schools to be invited to at least one annual information event.				2016							Progress made - on course to meet target
Outreach / WP activity (other - please give details in the next column)	Mentoring and tutoring contact hours	3000	2010	30000	2016						4000	Progress made - on course to meet target

Table 8 - Commentary on progress against your access agreement milestones and targets

Please note that Table 8 should be submitted as a Word document - submit via separate extranet link (see paragraphs 90 to 93 of monitoring guidance)

Institution name: University of Sussex

Institution code: H-0162

Institution UKPRN: 10007806

Table 8 – commentary on progress against access agreement milestones and targets (see paragraphs 90 to 93 of monitoring guidance)

You should use Table 8 to:

- comment on the level of progress made against the targets
- set the figures in some context, for example if they may have been influenced by external factors
- provide any explanations where you haven't met targets or where progress has been less than anticipated
- provide comment on key factors that have led to successful outcomes

Please limit this commentary to 750 words.

Your commentary must include all targets that aren't being met or where progress has been less than anticipated, but may also cover those targets where you have performed well.

Outreach/WP activity

The University's target for the number of partner schools was 40 and this has been easily exceeded with 51 partners recruited by the end of July 2012. This has been accompanied by an expansion in the scope and size of the outreach programme. The number of students participating in widening participation activities rose from 1410 to 4910. The University also ran two residential summer schools with 86 Year 10 and 43 Year 12 participants. This has been underpinned by an increase in activities designed and delivered by academic schools; all were involved in aspects of the programme. The tutoring programme delivered 4000 hours and a sound foundation has been built for future growth. We have also developed strong partnerships with Aimhigher London South and The Brilliant Club enabling us to work collaboratively with other HEIs and schools outside our formal partnership arrangements.

We are also working hard to engage with parents and whilst we have not used the CRM facility we have written to the parents of all members of the First-Generation Scholars' Outreach programme; pupils need to get parental permission to join and this ensures they have knowledge of the scheme. There is a specifically designed information leaflet for parents. We have piloted events to engage parents hosting visits to the campus and meetings in schools and colleges.

Statistical milestones and targets

The University is also making good progress towards its statistical targets and milestones relating to our entrants and student body. We have exceeded our target to increase the number of entrants from BME backgrounds with an increase from 13.2% in 2010-2011 to 15.5% in 2011-2012. This meets our 2016 target 5 years ahead of schedule.

One of our most stretching target relates to entrants from NS-SEC 4-7 where there was an

increase of 1.4% exceeding our milestone for 2011-2012. The figures for 2010-2011 can be set in the context of location adjusted benchmarks. Where absolute percentages have declined this has been mirrored by a corresponding fall in the location adjusted benchmarks. The number of entrants from state schools fell from 88.3% to 86.9%, however Sussex still performs strongly being 6.4% above the location adjusted benchmark. There has been a slight decline in the number of entrants from low participation neighbourhoods but this is set against a reduction in the location adjusted benchmark with Sussex being 0.1 below.

The figures from our HESA return for 2011-2012 do indicate a decline in absolute numbers. However, considering that this was an exceptional year we are pleased that our performance has remained relatively stable and will be able to assess the performance more accurately once the location adjusted benchmarks have been released. For NS-SEC 4-7 the drop was 0.3%, for low participation neighbourhoods 0.2% and state schools 1.5. The number of mature entrants did fall by 2.5% which is in line with national trends.

Part two: 2011-12 HEFCE widening participation strategic assessment monitoring return

Institution name: University of Sussex

Institution code: H-0162

Institution UKPRN: 10007806

Table 10 – Report on institutional evaluative activity and plans (see paragraphs 114 to 132 of the monitoring guidance)

1. Did your institution carry out any evaluation of WP activity during 2011-12?	Yes
2. a) Did your institution have a formal evaluation plan for your WP strategy in 2011-12?	Yes
b) If so, did you carry out evaluation in line with your plan for 2011-12?	Yes
3. Did the evaluation you carried out in 2011-12 broadly show that your activities were meeting your aims and objectives?	Yes
4. Did the evaluation you carried out in 2011-12 help you in meeting your aims and objectives, e.g. by focusing resource?	Yes
<p>Please provide a brief commentary (up to 500 words) on your evaluative activity in 2011-12 and plans for the future. This should include:</p> <ul style="list-style-type: none"> a) Your most important findings from evaluation of your WP activities in 2011-12, and what the impact was of your work b) How the outcomes of your evaluation helped you in meeting your objectives for WP, for example by focusing resource by demonstrating the most effective activities c) Planned actions to improve evaluation in the future, including the development of a formal evaluation plan from 2012-13 if you did not have this in 2011-12 d) If you answered 'No' to any of questions 1 to 4, then please provide a brief explanation of the reasons for this. <p>Please structure your response using sections a to d.</p>	
<p>a. Your most important findings from evaluation of your WP activities in 2011-12, and what the impact was of your work</p> <p>Evaluation during 2011-12 has focused on developing a robust evaluation process, with an education researcher seconded to work with the widening participation team specifically for this purpose. This has led to the development of an evaluation strategy involving key personnel in the widening participation team but also academics involved in delivering activities. One consequence has been greater clarity around expected short term outcomes, leading to the development of more focused, triangulated mechanisms for reporting on these. For each of the activities evaluated there has been a report containing key findings, a review of contextual data relating to participating institutions and the effectiveness of targeting and recommendations. These aim to maximise the activity's contribution to the achievement of wider programme goals.</p>	

This process has led to the development of a more collaborative approach towards the delivery of activity and improved understanding of what the different stakeholders can bring in terms of resource and expertise. Key innovations this year include the involvement of academic staff in the design of evaluation tools and discussion of the findings and securing formal evaluative feedback from school/college staff. Both have contributed to better cross phase understandings around the team's core goals and both are likely to have longer terms impacts.

b. How the outcomes of your evaluation helped you in meeting your objectives for WP, for example by focusing resource by demonstrating the most effective activities

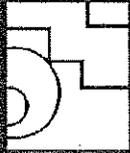
Evaluation activity during 2011-12 has resulted in securing a much more developed evidence base for ten distinct strands of activity (summer schools; subject tutoring; revision days; subject enrichment activities; campus visits; Information, Advice and Guidance events; higher education tasters; extended programmes and staff Continuing Professional Development activity). This provides a strong foundation for future programme development. Data were obtained from 2327 respondents in 71 schools and colleges in relation to 21 activities. Methods included post event and on-line questionnaires, interviews and focus groups and the analysis of contextual data. This work has led to a number of outcomes at programme level including the importance of developing a more balanced and progressive programme, with input spread more evenly across the age range and across institutions. Another outcome has been greater awareness of the scope to use widening participation to enrich learning and/or develop transferable skills and not simply to raise awareness of higher education

c. Planned actions to improve evaluation in the future, including the development of a formal evaluation plan from 2012-13 if you did not have this in 2011-12

Evaluation in 2011-12 has been a first stage in a longer term process and it is not yet possible to evaluate longer term impact. The focus for 2012-13 will be to ensure that there are systems in place to gauge longer term impact as well as to provide the evidence base for new activity as the programme grows. Evaluation at both levels is necessary as it is difficult to isolate the impact of a single intervention, especially where those targeted are also the subject of other interventions, sometimes under other agendas (eg: Pupil Premium). It will nevertheless be possible to provide more quantitative data to evidence the impact of subject tutoring on progress and attainment as relationships with partner schools develop and the approach to evaluation becomes more embedded. An important task for next year will be to review how findings from the first year of evaluation were taken forward.

VCEG, SC, CP, SJ,
CAM RE, LB, MW.

Policy briefing



Universities UK

University Challenge – responding to the Milburn report and a call for action from OFFA



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Action

1. OFFA call for evidence on access and student success (by Wednesday 12 December 2012)
2. Call for sector representatives by the Department for Business, Innovation and Skills (BIS) to join working groups to take forward recommendations from Alan Milburn's previous report, *Fair access to the professions* (see Annexe B)

Territorial relevance

E

Suggested distribution

Vice-chancellors and principals; staff involved in widening participation, admissions, careers and employability

Executive summary

To support members wishing to respond to the Milburn report, this briefing summarises the key themes and Universities UK's response to the recommendations.

Attachments and links

Annexe A *University Challenge* report recommendations

Annexe B *Fair Access to Professional Careers*

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Introduction

1. All members in England should have received a copy of the report *University Challenge: How Higher Education Can Advance Social Mobility* produced by Alan Milburn, the government's Independent Reviewer on Social Mobility and Child Poverty, published in October 2012. The report explores the role that universities play in advancing social mobility and examines progress to date through an evidence-based analysis of the sector's activities. It goes on to make recommendations for further action by universities, sector bodies (including Universities [UUK]) and the government. **A full list of the recommendations and UUK's analysis and response to these can be found at Annexe A.**
2. Although Milburn has now stepped down as independent reviewer, as the Chair of the Commission on Social Mobility and Child Poverty¹ he will continue to monitor the sector's progress and report back to parliament. To support this, all English universities and representative bodies, including UUK, have been invited to provide details on how they intend to respond. To that end, the UUK Board requested that UUK prepare an assessment of the Milburn recommendations, which institutions may find helpful in developing their own response.

The context

3. Alan Milburn's report on social mobility was originally expected to be released before the government responded to the June 2011 Higher Education White Paper *Students at the Heart of the System* and the August 2011 technical consultation *A new, fit-for-purpose regulatory framework for the higher education sector*. In view of the delay, members will note that a number of developments that might impact on the widening access agenda have already been set in motion by BIS – such as the review of the National Scholarship Programme – or by other bodies, such as the work by the Universities and Colleges Admissions Service (UCAS), to reform the UCAS application process, and the development of a robust evidence base for contextual data by the Supporting Professionalism in Admissions programme (SPA).
4. The recommendations will also need to be considered in light of the new 'National strategy for access and student success', which is being taken forward by Office for Fair Access (OFFA) and the Higher Education Funding Council for England (HEFCE) in collaboration with UUK, GuildHE and universities, following the request by the

¹ The commission was established under the Welfare Reform Act 2012. This is an Advisory Non Departmental Public Body, consisting of up to seven members, of which two will be nominated by the Scottish and Welsh governments.

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secretary of state for business, innovation and skills and the minister for universities and science.²

Key themes and UUK's response

5. UUK supports the report's recognition of the important role universities already play in contributing to social mobility. Milburn advocates that the sector should demonstrate 'collective leadership' on this agenda and although there is a divergence in education policies across the UK, there is already a firm commitment from all devolved administrations, as well as universities and UUK, to explore what more needs to be done. It is also encouraging to see that there is an understanding that to maximise the sector's contribution towards upward social mobility it will be essential to 'support excellence in all its diverse forms'³, recognising that improvements in social mobility have been achieved because of the diversity of the UK university system, with different institutions playing to their strengths.
6. The report also captures the broader public interest role universities play, which cuts across all university activities and contributes to social mobility. This is helpful particularly in light of the failure of the Higher Education White Paper to capture the full extent of the contribution that universities make to society and which has not always been well understood by the wider public.
7. Apart from a few recommendations for new initiatives, many of the proposals build on, or request an extension in scale to, processes and activities that are already happening or are planned by individual universities, the government, or sector agencies or bodies such as UUK, HEFCE and OFFA.
8. Although the report rightly acknowledges that the sector is making progress, it argues that if absolute social mobility is not to stagnate then a 'top down and bottom up' approach is required whereby:
 - (i) all parts of the education sector and government have a role to play and work together
 - (ii) the government ensures that public policy helps universities to promote social mobility, and investment in higher education increases so that more students can go to university
9. UUK strongly endorses the recognition that a step change in progress will require government, employers and all parts of the education sector working in partnership. However, it is worth noting that Milburn still appears to place considerable weight on the role of the higher education sector to achieve this, emphasising that universities

² Further information on the correspondence between government and OFFA on developing a shared strategy for access and maximising the impact of spending by government, HEFCE and institutions is available at: <http://www.offa.org.uk/press-releases/national-strategy-for-access-and-student-success/>

³ *University Challenge: How Higher Education Can Advance Social Mobility* p. 20

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will have to 'double their efforts' given the 'significant new headwinds' arising from continued fiscal constraint, an increase in tuition fees and the cap on student numbers.⁴

10. The report is right to highlight the responsibility of government for establishing a policy framework to facilitate universities in supporting social mobility. It is clear that Milburn has concerns that a number of current government policies, such as those on student number controls and the abolition of the Aimhigher programme and the Education Maintenance Allowance, could result in some unintended consequences that might hamper universities' efforts to widen participation in the future, and consequently inhibit social mobility. In view of this, a number of recommendations are also targeted at government to strengthen access work and to ensure that education policies do not undermine the government's social mobility strategy.⁵ UUK understands that apart from the initial response by the minister for universities and science, which acknowledged the work already in place, government will not be responding to specific recommendations.⁶
11. UUK supports the call for an increase in the proportion of GDP invested in education and in the long-term aim of increasing participation. Properly-funded expansion of the sector must remain the long-term aim if the UK is to become a more just and inclusive society and to remain globally competitive. The level of investment in higher education in the UK remains low compared to competitor countries (the UK is ranked 25th out of 31 for expenditure on higher education as a proportion of GDP). Notwithstanding the Treasury's priority of containing public expenditure, widening participation and meeting demand for different types of provision will be critical if we are to develop a workforce with the high level skills needed within a changing employment market.
12. In analysing the evidence, Milburn identifies a number of priority themes, many of which were reflected in UUK's submission. These, and UUK's response to them, are summarised below.
 - *Raising aspirations and attainment at school*

UUK endorses Milburn's acknowledgement that the continued inequalities in the level of attainment at school remain the primary barrier to widening access and increasing participation in higher education. That this is exacerbated by concerns around the availability of high quality and targeted information, advice and guidance in schools, particularly in terms of making informed choices of GCSE and A-level subjects and university degree courses. In view of this the report places the onus on universities to enhance the volume and effectiveness of their

⁴ *University Challenge: How Higher Education Can Advance Social Mobility*, Foreword and summary p. 2

⁵ *Opening Doors, Breaking Barriers: A Strategy for Social Mobility*, published by government in April 2011. This states that improving social mobility is the principal goal of the government's social policy.

⁶ See <http://news.bis.gov.uk/Press-Releases/David-Willetts-comments-on-Alan-Milburn-s-report-University-Challenge-How-HE-can-advance-social-mobility-681d9.aspx>

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links with schools and colleges, and increase their outreach activity. This mirrors a priority area for OFFA, which we understand will feature prominently in its new sector guidance on access agreements, due out in January 2013.

- *Both widening participation and fair access into higher education are important*
This reflects UUK's position, although we also advocate that the contribution of higher education to social mobility should be viewed as part of a wider strategy of lifelong learning, recognising that progress in social mobility can occur at all stages of life and extending higher education to wider groups in terms of age as well as social-economic status is critical. This is also necessary if higher education is to keep pace with the changing demands of the workplace.
- *The distinction between equity and excellence is false*
The report comments on the unhelpful 'social engineering' debate that received prominent media attention earlier in the year and states that '*all universities have a role to play in making sure equity and excellence are friends*⁷', citing evidence from the United States.
- *Diversification of approaches to recruitment*
The report rightly acknowledges that having a range of recruitment approaches will help broaden the pool of applicants, particularly in encouraging more people to stay on in school or college after 16 and in enabling institutions to uphold excellence. UUK also supports the assertion that if more universities are to use contextual data, they will require access to a more robust evidence base on using contextual data and access to better data. The current initiatives by both UCAS and SPA on contextual data and the work being led by the Regulatory Partnership Group to streamline the data and information landscape will support this.
- *Fair access from universities into professions*
The value of employer engagement for social mobility is emphasised throughout the report, with a focus on universities delivering better skills development and the need for greater university-employer engagement. Although Milburn provides some examples of universities initiatives to enhance the employability of students, his overriding message is that, '*There is, however, a long way to go before universities are focusing sufficient attention on helping students to acquire the broad range of skills that are nowadays needed to succeed in the professional market*⁸'. This echoes a key theme in *Fair Access to Professional Careers*,⁹ Milburn's previous report published in May 2012. Both reports also call for reform of internships and a broadening in employers' recruitment practices. The

⁷ *University Challenge* p. 2

⁸ *University Challenge* p.67

⁹ The report examines access to professional careers since 2009 with a specific focus on legal, medical and political careers. It can be downloaded at <http://www.cabinetoffice.gov.uk/resource-library/fair-access-professional-careers-progress-report>

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importance of businesses being open to employing graduates from across the sector was highlighted in UUK's submission to Alan Milburn for his report on higher education.

- *Development of financial support for postgraduates*

Although the report focuses primarily on undergraduate entry, it does rightly acknowledge that both universities and students have consistently raised concerns about access to postgraduate study. In UUK's response to the government's White Paper proposals, we highlighted the importance of sustainable funding at the postgraduate level and of ensuring that professions requiring postgraduate qualifications remain representative of the communities they serve. UUK is supporting work being led by BIS and HEFCE to build an evidence base on taught postgraduate students in order to better understand the drivers of demand and to improve knowledge of routes to postgraduate study and the extent to which barriers exist. This research will be important in explaining the value of postgraduate study to individuals, the economy and society. The Milburn report also urges government to consider a loan system for postgraduate study; members may wish to consider the NUS report on *Steps toward a fairer system of postgraduate funding in England*¹⁰ in this connection.

- *Communication for mature and part-time students*

Although UUK understands that BIS currently has no plans for a formal campaign to communicate information about the new funding arrangements for mature and part-time students, UUK will continue to work with the department through channels such as its part-time stakeholder group. We will also continue our own work on this, including the promotion of resources developed by Martin Lewis and the Independent Task Force on Student Finance Information and our work with the Student Loans Company. Given the fall in mature applicants in the 2012–13 cycle it is essential that information on the availability of support for both full-time and part-time applicants is made clearly accessible. To support this initiative, UUK has distributed copies of the guides for mature and part-time students produced by the taskforce to all libraries in England.

- *Impact of student number controls on widening participation*

The Milburn report highlights concerns regarding the current student number controls, noting that not only do these restrict the freedom of institutions to increase their undergraduate entrant numbers but could also work against wider social policy goals. UUK shares this concern and is currently monitoring the impact of policy changes – including those on student number controls and core and margin – on the different types of institutions and groups of students. This will

¹⁰ This is available at http://www.nus.org.uk/Global/Campaigns/1595-PGTFundingReport_v2-PAGES.pdf

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provide an important evidence base, along with data from other organisations including HEFCE. UUK will publish its findings in April 2013.

- *Increased emphasis on ‘outputs’, the targeting and evaluation of interventions and the development of an evidence base*

Given the economic constraints on both university budgets and public expenditure, Milburn argues that all activities should be evaluated to ensure that efforts and resources are not wasted. This is also highly likely to apply to access agreement approval and monitoring by OFFA in 2013.

Call for evidence from OFFA

13. Milburn's emphasis on building effective evaluation and demonstrating value for money reflects the current political imperative for the sector to provide an evidence-based narrative which captures the impact and value for money of what government sees as a significant increase in the level of expenditure by universities, government and HEFCE to widen access and support success under the new system.¹¹ By 2016–17, total investment in access and student success is forecast to be £809.5 million.¹²
14. Although OFFA and HEFCE have committed to developing a national access strategy by autumn 2012, a request has been received by ministers to provide an interim report in mid-January 2013 on the impact of existing work on widening participation and student success. In view of this, **the director of fair access has written to all English institutions seeking examples of programmes that demonstrate successful impact.**¹³ Given the importance of ensuring that ministers are aware of the impact of the different funding streams supporting access and retention – particularly within a shifting landscape and a context in which not all factors influencing participation are under the control of higher education – UUK urges members to support OFFA by providing case studies across the student lifecycle. **Case studies should be sent to OFFA at enquiries@offa.org.uk by Wednesday 12 December 2012.**

Areas of concern

15. In developing UUK's response to the call for evidence in the Milburn report, UUK's Students, Quality and Participation Policy Network proposed a number of recommendations. It is encouraging to see that all these recommendations have been taken on board in the final report, with the exception of our concerns on the use

¹¹ See letter from BIS to HEFCE and OFFA in May 2012:

http://www.hefce.ac.uk/media/hefce/content/news/news/2012/nationalstrategy/AL_letter_to_OFFA_HEFCE.pdf

¹² This includes the government's contribution to the National Scholarship Programme and funding from HEFCE.

¹³ On 23 November, HEFCE and OFFA published correspondence with BIS relating to the development of a national strategy for access and student success in higher education. This followed a request for a shared strategy by autumn 2013 from Vince Cable, Secretary of State for Business, Innovation and Skills and David Willetts, Minister for Universities and Science. See:

<http://www.hefce.ac.uk/news/newsarchive/2012/name.76065.en.html>

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of free school meals as a measure.¹⁴ However, we also note that there are a number of recommendations in the report which we believe could be problematic:

- UUK recognises the importance of collaborative working and the benefits that could arise from a national outreach programme and the pooling of knowledge and research. We support this objective by facilitating engagement between institutions, students' unions and other stakeholders, including schools and colleges, and by developing strategic partnerships to influence the work of others. However, we do not support the proposal that UUK should attempt to play the role undertaken in the past by previous organisations such as Aimhigher. There is already evidence that successful collaborative partnerships and projects are beginning to emerge and UUK will build on this by working with OFFA and HEFCE to explore how this can be strengthened and supported within the new national strategy on access and student success.
- UUK appreciates the difficulties that may arise as a result of the abolition of the Education Maintenance Allowance. However, we do not support the recommendation that universities fund post-16 learners, unless a university decided that this would be an effective use of resources according to its institutional circumstances and the needs of its students.
- Milburn also recommends a 'Pupil Premium-type funding arrangement' to 'incentivise' pupils from disadvantaged backgrounds. However, it is not clear how this would relate to HEFCE's current Student Opportunity funding, which already supports widening participation activity. This would also exclude a third of all undergraduates who would not be eligible as they do not enter higher education at 18.
- UUK supports the use of contextual information to help identify individuals with potential from under-represented groups. However, it is important to clarify that institutions use this data in a variety of ways. It may be used to make an offer, or to make a lower offer than would normally be the case, but it would not have to lead to lower offers. UUK will liaise with members, SPA and UCAS to explore whether it is possible to devise a common statement on contextual data.
- UUK does not support the recommendation that the sector, through UUK, should set a five-year target for progress in widening participation and fair access. Statistical targets are unsuitable for a sector as diverse as higher education. This is why OFFA and HEFCE maintain a balance between quantitative and qualitative approaches for monitoring access agreements and Widening Participation Strategic Assessments. Furthermore, each university is best placed to determine what targets to set based on their own circumstances and the characteristics and needs of their students.

¹⁴ UUK's submission to the initial call for evidence is available at <http://extranet.Universitiesuk.ac.uk/PolicyAndResearch/StudentsQualityParticipation/StudentQualityParticipationNetwork/Documents/UUK%20response%20to%20Milburn251011NDFW021111final.pdf>

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Next steps

16. We will respond to the Milburn report recommendations specifically aimed at UUK, as detailed above, and highlight our continued role in:
 - (i) understanding what is happening in the sector through the analytical capacity provided by our data team
 - (ii) working with other bodies such as the Regulatory Partnership Group, HESA, UCAS and SPA to define and improve the data and information landscape
 - (iii) facilitating networking opportunities and promoting partnership and collaborative working promoting the sharing of knowledge and effective practice and showcasing the impact of universities at both institutional and sector level
 - (iv) supporting the development of an evidence base through research and analysis
 - (v) ensuring the sector has the right policy framework in place to support social mobility

17. UUK will also highlight specific projects and activities, as outlined in Annexe A. Members of UUK's Student Quality Participation Policy Network will also be invited to explore what further action should be taken at the group's next meeting in February 2013.

18. In order to get a picture of the sector response it would be helpful if universities could forward a copy of their submissions to Fiona Waye at Fiona.waye@universitiesUK.ac.uk. In addition, UUK urges members to support OFFA by providing case-studies across the student lifecycle. Case-studies should be sent to OFFA at enquiries@offa.org.uk by **Wednesday 12 December 2012**.

Further information

19. The Milburn report can be downloaded at <http://www.cabinetoffice.gov.uk/resource-library/independent-reviewer-report-higher-education>

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Annexe A: Milburn recommendations aimed at higher education and sector bodies: Universities UK's initial response

Page	Recommendation	UUK's position and sector progress so far
	General recommendations	
21, 47 30	HEIs to make improvements in fair access (FA) and widening participation (WP) a priority HEIs encouraged to make commitments to WP and FA in mission statements	<ul style="list-style-type: none"> • Universities remain fully committed to making progress in fair access and widening participation. The emphasis now is on reviewing widening and fair access strategies in light of the new funding regime, feedback from the 2012 recruitment cycle, and to adapting to national developments such as the abolition of Aimhigher and connexions. This will be critical for ensuring that an institution has the right strategies in place, given the particular context and the increasingly marketized system within which they now operate. Emphasis is also on developing a much more robust evidence base to determine which activities are the most effective and can demonstrate impact. • To support institutions in this process UUK is monitoring the initial outcomes of the higher education reforms as well as changes to immigration, covering both undergraduates (full-time and part-time) and postgraduates. A report will be produced in March 2013. • UUK is also working with OFFA and HEFCE in the development of a national strategy for access and student success, in partnership with the sector.
24	The sector, through its representative bodies, to set out publically, statistical targets for progress in both WP and FA over the next 5 years	<ul style="list-style-type: none"> • The rationale for making targets a sector task is not clear since Milburn acknowledges that government financial considerations are the critical factor in terms of the number of higher education places that can be supported. • UUK does not support the view that the sector, through its representative bodies, should collectively set out 'statistical targets' for the next five years. Each university is best placed to determine what targets to set and the level, based on their own circumstances. Institutions set out targets clearly in their access agreements and Widening Participation Strategic Assessments (WPSA), both of which are available publically and are monitored on a regular /annual basis by institutions as well as OFFA and the Higher Education Funding Council for England (HEFCE) through a formal evaluation process.
5	Sector to set up a new database which can track the progress of people from school through to employment, preferably using the Unique Learner Number (UNL) and establish new progress monitoring indicators by autumn 2013	<ul style="list-style-type: none"> • UUK supports the use of the ULN to provide a means of tracking pupils all the way through the education system. Although we recognise that this is difficult to achieve UK-wide, and that it is still likely to be a number of years before all students entering higher education are able to provide this. We do note, however, that this is already being done in Wales. • Currently UCAS and HEFCE share data from the National Pupil Database for research purposes, however, institutions do not have access to this data or know the details about the backgrounds of their applicants on an individual basis.
		<ul style="list-style-type: none"> • Linkage of data is also being considered as part of the sector work in developing the future higher education landscape (http://landscape.hesa.ac.uk/). • We do not believe it is currently possible for the sector to set up a tracking database in isolation. Any database of this type would require working closely with other departments and organisations such as the Department for Education, the Office for National Statistics etc. We do note, however, that the government's <i>Social Mobility Transparency Board</i> will be important in terms of improving the access and transparency of data across different government departments. • The report helpfully acknowledges that the sector is already reviewing higher education entry measures including the fundamental review of performance indicators (including widening participation) in 2013.
30	HE sector to collaborate with Teach First to	<ul style="list-style-type: none"> • Teach First has an established network of some of the hardest to reach schools and so can act as a vehicle for brokering links between schools and colleges.

Page	Recommendation	UUK's position and sector progress so far
	provide bursaries for graduates who join them	However, it will be up to each individual university to determine the most effective ways to allocate their financial support.
29	Government should set a five-year ambition for schools to make progress on closing the attainment gap	<ul style="list-style-type: none"> • UUK welcomes the acknowledgement that school attainment remains the primary barrier to widening access and increasing participation in higher education. This is now well established by a range of researchers. • Although the DfE has not set targets for attainment, we note that schools in England are subject to a number of performance targets, including a duty on schools to provide independent information, advice and guidance, a destinations indicator (from July 2013) and on outcomes at key stage 2 and key stage 4. • UUK endorses the DfE's primary objective to raise attainment and aspirations throughout the primary and secondary levels. Universities will continue to support this by enhancing the effectiveness of their links with schools and colleges through a wide range of interventions. However, a key challenge remains in terms of the sector's capacity to enable all schools to interact with one or more universities and FECs, particularly in the absence of any national infrastructure to facilitate these engagements and partnership working. Where an institution may have opted to focus extensive support into one type of link such as sponsoring an Academy or a University Technology College this might inhibit the ability to work across a much wider range of schools and colleges.
Chap	Getting ready – accessing potential	
34 37	<p>Links with schools and academies</p> <ul style="list-style-type: none"> • All HEIs to develop links with individual schools • More HEIs to consider sponsoring academies • Government, with HEFCE and OFFA, to ensure all schools have a link with an HEI or partner via a regional network 	<ul style="list-style-type: none"> • Universities are committed to working with schools, academies and colleges although, as Milburn rightly points out, this has been made more difficult due to the abolition of Aimhigher and connexions which had provided a national infrastructure to facilitate these engagements. The sector has, however, responded innovatively by developing regional networks and new collaborations and the focus will now be on exploring how these can be adapted to a more competitive environment and whether new approaches and delivery models will be required. UUK supports the proposal to map out the collaborations that current exist and we welcome the work by Graeme Atherton from NEON who has begun this process. UUK will support OFFA and HEFCE in developing this work further through the national access strategy. • Consideration could be given to how networks such as Teach First and the Transformation Trust which have already established links with schools, particularly the 'harder to reach schools', can be used to facilitate greater contact between schools and universities; this will be needed if all 4,000+ schools in England are all to have access to a university or further education college (FEC). • The report encourages partnerships with academies. UUK is currently working with Nottingham University and the Specialist Schools and Academies Trust (SSAT) to explore lessons learned from the different models and partnerships that have been developed since the establishment of academies and trust schools etc. Whether it is appropriate for an institution to sponsor an academy will, however, depend on a number of factors, including the target applicant group. It may be the case that it would be more effective to partner with another type of school or an FEC in the case of mature students.
36, 81	<p>National outreach programme</p> <p>Existing regional fora to come together into a national forum, and UUK could lead on a national outreach programme by</p>	<ul style="list-style-type: none"> • UUK notes that, given the number of extant initiatives and organisations working on outreach, there is merit in providing a mechanism for enabling all groups to come together to pool knowledge, research and an evaluation of activities. UUK, as a representative body, already acts as a broker to create such opportunities for universities through our annual access summits (eg the 'Access Summit' in October 2012) and events to support the dissemination of good practice and showcasing what works (eg the 'Access with impact' conference, February

Page	Recommendation	UUK's position and sector progress so far
	<p>pooling the knowledge, research and evaluation of activity across the different groups and institutions</p> <p>HEIs to consider incentivising less advantaged pupils to engage with these programmes through:</p> <ul style="list-style-type: none"> • guaranteed interviews • contextual offer making • provision for tariff points for completion of university preparation • providing financial help to these students given the abolition of the Education Maintenance Allowance (EMA); higher education representative bodies should develop a scheme to do this 	<p>2012). Other organisations such as Action on Access, NEON, the Higher Education Liaison Officers Association (HELOA) and the Marketing Network also provide an important coordinating role. UUK will work with these groups, together with HEFCE and OFFA to explore what more can be done to facilitate a more joined-up approach across the sector.</p> <ul style="list-style-type: none"> • The increased resources for OFFA will be important in enabling OFFA to enhance its database on good practice and research. • The newly created widening participation database by the Higher Education Academy, which includes the research and materials from Aimhigher and other bodies such as the Lifelong Learning Networks will also provide a useful resource. (Please see www.heacademy.ac.uk/retention-archives). • It is also worth noting that in sharing good practice, regional, subject-specific, demographic and other targeted activity may not necessarily be transferable. • UUK does not support the view that universities should necessarily provide financial support to encourage students to stay in school beyond 16 or to develop a scheme to enable this to happen. An institution may decide that this is an effective form of outreach but this must be for the institution to determine based on the needs of its students. • Guaranteed interviews could be an incentive but would need to be accompanied by appropriate information, advice and guidance. • The UCAS tariff was not designed for the purpose of attributing equivalence to un-credited activity. UCAS has recommended the withdrawal of the UCAS tariff due to the lack of transparency, and once a new system is in place this will be removed.
39	<p>Access spending should shift more towards outreach and away from bursaries and fee waivers.</p>	<ul style="list-style-type: none"> • This is based on the outcomes of earlier research which clearly showed that bursaries had a limited impact. However, it is not clear whether this will remain the same within a context of higher fees. In view of this, UUK is currently supporting research into the impact of financial aid across the student lifecycle from school students to final degree classification. The outcomes of this research will be used to contribute to the evidence base on what works, along with the research on bursaries that OFFA has committed to undertake. UUK will produce a report on the outcomes in spring 2013. • UUK also understands that for the 2012 intake some institutions have reported that there are groups of students that have specified a preference for fee waivers over bursaries. Research is required into why this might be the case and whether this is a result of a misunderstanding of the new student support system or perceptions around debt.
38	<p>Expenditure should be rebalanced towards better focused outreach activity.</p>	<ul style="list-style-type: none"> • UUK supports this, although recognition should also be given to occasions where institutions will wish to be innovative or experimental in an outreach activity and that this may not be effective initially.
39	<p>Role of OFFA</p> <p>Access agreements and Widening Participation Strategic Assessments (WPSAs) should be combined by the end of 2012.</p> <p>OFFA should develop</p>	<ul style="list-style-type: none"> • OFFA is already working with HEFCE, institutions and organisations such as UUK to produce a national access strategy. We understand that this will include exploring how access agreements and WPSAs can be brought together.

Page	Recommendation	UUK's position and sector progress so far
40	<p>common standards for how universities direct their resources and evaluate impact based on their research.</p> <p>OFFA should make a more holistic assessment of progress, and take account of both the short- and long-term impacts of what HEIs do.</p> <p>OFFA needs (a) better resources and (b) new powers by spring 2013 to inform its guidance on production of access agreements for 2014–15.</p>	<ul style="list-style-type: none"> • UUK welcomes the increase in resources for OFFA. This will support OFFA in developing a central evidence base of the most effective widening participation interventions, enable the further collation of research, and enhance their ability to disseminate good practice. However, we do not believe there is a need to grant OFFA more powers or extend its remit. Our view is that OFFA already has the necessary powers required to carry out its role effectively including the refusal of an access agreement and therefore the ability to charge above £6,000.
41	<p>National Scholarship Programme (NSP)</p> <ul style="list-style-type: none"> • removal of fee waivers • better distribution of NSP towards those who do better at widening access • simplify the process • applicants to know if they are eligible prior to application 	<ul style="list-style-type: none"> • On behalf of BIS, HEFCE has already established a review to evaluate the effectiveness of the NSP. This is chaired by Professor Madeleine Atkins, Vice-Chancellor of Coventry University. This will provide an important evidence base on which to improve the programme. • Future developmental work is also being taken forward by a Steering Group, chaired by David Willetts and includes Nicola Dandridge. This group is supported by a Working Group including representation from the sector and UUK. • Information on the changes to the NSP for 2013–14 will be available in the new guidance on the programme which is due in January 2013, alongside the sector guidance on access agreements from OFFA.
4, 41	<p>HEFCE and OFFA should review all expenditure and WP funding streams to maximise social mobility impact.</p>	<ul style="list-style-type: none"> • There is a clear political imperative for the sector to demonstrate that each of the different funding streams directed at widening participation and fair access are being used by the sector as effectively as possible, and can demonstrate an impact as well as ensuring value for money. HEFCE has already begun to explore the impact of student opportunity funding and universities are currently working with OFFA to provide case study examples of initiatives that demonstrate a successful impact across different parts of the student lifecycle. • UUK will continue to work with MPs, press and stakeholders to raise the profile of universities' achievements in and commitments to this area, as evidenced by institutions' access agreements and WPSAs, and to emphasise that universities remain fully committed to widening participation and fair access. • UUK is also contributing to the development of the Performance Indicators through the Performance Indicators Steering Group and the Performance Indicators Technical Group. However, given it is not until 2013 that a more fundamental review of Performance Indicators will take place the future of the indicators related to widening participation and retention remain unclear. UUK supports the approach to measurement of performance in widening participation and retention and would want to see that maintained and developed further as appropriate. This would need to acknowledge the various ways they are used (e.g. in access agreements). • There is also a significant amount of research being undertaken by OFFA, HEFCE and UUK as well as individual universities which will contribute towards the development of an evidence base for the sector on what works well.

Page	Recommendation	UUK's position and sector progress so far
	Getting in – admissions	
50	<p>Contextual data</p> <ul style="list-style-type: none"> The Representative bodies should agree a common statement of support for the appropriate use of contextual data. The Sector should agree collectively on the contextual data that should be used. The sector should produce a best practice guide on the use of contextual data. The right data should be gathered and made available to staff in a usable and timely fashion. 	<ul style="list-style-type: none"> UUK supports the use of contextual data and recognises the need for a better evidence base and more robust data in this area and we recognise that both SPA and UCAS are ideally placed to take this work forward. SPA has committed to establishing a better understanding of the factors that impact on the use of contextual data (such as data quality) and will commission research on the existing evidence base for contextual data as well as sharing good practice. UCAS is working to support the development of a more sophisticated and versatile data collection process through UCAS Course Select, which will provide a more solid platform for contextual data collection. UUK's press and parliamentary teams will continue to capitalise on opportunities to enhance the understanding of politicians and the wider public of how and why universities use contextual data. SPA and UCAS are also working with institutions and stakeholders, including UUK, to explore whether it is feasible to establish a core set of data. Notwithstanding this, it will remain up to the institution to determine the best way to use the data and for the sector to decide whether it would be feasible to develop a common statement of support for contextual data.
51	<p>Better data</p> <p>The government's Social Mobility Transparency Board should work with the HE sector to unlock necessary data and establish a dataset for the 2014–15 cycle.</p>	<ul style="list-style-type: none"> UUK endorses the government commitment to make more data publically available. This board should help this process, particularly in making data more accessible across government departments. The board is also an important mechanism by which to secure improvements in the quality of data.
51 53	<p>Transparency in admissions</p> <ul style="list-style-type: none"> All admissions processes should be transparent, fair and holistic To make admissions simpler and easier to navigate Sector encouraged to share student data with existing organisations. HEFCE as student champion to ensure data is accessible to all students <p>Admissions criteria</p> <p>HEIs should ensure that assessment processes do not create barriers for some applicants.</p>	<ul style="list-style-type: none"> In 2012 SPA explored whether the Schwartz principles of 'fair admissions' remained applicable within the new funding system. The review concluded that the principles of fair admissions are still relevant and appropriate in the changing UK higher admissions landscape and the funding arrangements. The principles continue to apply to all types of applicants and all parts of the admissions process and a report on how these apply within the current context is available at www.spa.ac.uk/information/fairadmissions/fairadmissionstaskan The sharing of data across the sector is currently being taken forward through a working group chaired by Sir Tim Wilson under the Regulatory Partnership Group. This is a project to enhance the arrangements for the collection, sharing and dissemination of data and information about the higher education system. Further information is available on the HEFCE website, please see the link Redesigning the data and information landscape.
54	<p>Diversifying entry routes</p> <p>Government should increase the number of apprentices entering</p>	<ul style="list-style-type: none"> UUK supports the recognition of the need for join-up across the wider skills agenda. Universities already actively encourage applicants from across a wide range of entry routes and pathways, including apprenticeships. This process will be supported by the proposed development of profiles for

Page	Recommendation	UUK's position and sector progress so far
	<p>higher education and HEIs should set out how they plan to accept more apprenticeships.</p>	<p>apprenticeships as well as all regulated Level 3 qualifications by UCAS (this constitutes part of the Qualifications Information Review reform programme being implemented by UCAS).</p> <ul style="list-style-type: none"> UUK will consider the outcomes of the BIS-commissioned independent review into the future of apprenticeships (Richard Review) published on 27 November 2012, (see http://www.schoolforstartups.co.uk/richard-review/richard-review-full.pdf and the implications this may have in terms of links with universities and progression on to higher education.
55	<p>Foundation year programmes HEIs are encouraged to:</p> <ul style="list-style-type: none"> mainstream foundation year programmes and view as a valid form of prior attainment agree that a programme at one HEI should enable access to a similar HEI adopt the same tools used for the KIS <p>UCAS should set up a portal to enable applicants to compare foundation programmes.</p>	<ul style="list-style-type: none"> Foundation year programmes provide a valuable tool to support applicants and can be used to enhance both knowledge and skills, and are already used by institutions to support access across the sector. However, in the absence of a national framework of assessment it would be difficult for institutions to agree that a programme developed at one institution could provide access to another institution. There are also significant funding implications if there is to be universal provision of foundation programmes. UUK will liaise with UCAS on the feasibility of establishing a portal for applicants to compare foundation programmes. If a portal is developed, to ensure that it can be effective the information will need to be contextualised as a programme may be customised to support a particular course(s) at an institution.
55	<p>HE within FE</p> <ul style="list-style-type: none"> Wherever an applicant lives they should be able to access HE in FE. HEFCE should map out provision. 	<ul style="list-style-type: none"> The report is right to acknowledge the increasing role of FECs in delivering higher education; almost two thirds of colleges deliver HE in an FE setting and many work in partnership with higher education to do this.
56	<p>Off-site learning Sector to agree how online learning can be developed to support access to HE</p>	<ul style="list-style-type: none"> UUK endorses the report's reference to off-site learning. Online learning offers great potential in terms of volume and reach of institutions and flexibility for students. Online learning and innovations such as Massive Open Online Courses (MOOCs) are likely to be important parts of the higher education policy mix in the future. Many UK institutions are already developing online learning offers to suit a wider range of students. For example, the Open University is a world leader in providing flexible distance higher education. In November 2012 UUK supported an event convened by David Willets looking at the role of online learning. UUK will also publish a paper on MOOCs in spring 2013. However, as illustrated by the Online Learning Task Force report, further progress is needed in terms of infrastructure investment, quality and credit as well as learner attitudes before they can become viable alternatives to 'analogue' models of education and the solution to widening access at undergraduate level.
57	<p>Highly selective institutions in particular to:</p> <ul style="list-style-type: none"> close 3,000' gap by 2017 sponsor a city academy take collective 	<ul style="list-style-type: none"> Using available evidence and professional judgement, each university is best placed to determine its own outreach strategies in terms of which activities will have the greatest impact given the particular contexts in which they operate and the profile of their student base.

Page	Recommendation	UUK's position and sector progress so far
	<p>ownership of Teach First</p> <ul style="list-style-type: none"> provide foundation degree opportunities for pupils with potential 	
Staying in – student retention		
61	<p>Holistic programme of student support</p> <p>HEIs to provide support by adopting evidence-based interventions throughout the student lifecycle</p>	<ul style="list-style-type: none"> The report usefully highlights how activities such as mentoring and residential schemes can support conversion rates for students from less advantaged backgrounds. Universities are continuing to develop an evidence base for interventions, the outcomes of which will be documented in both access agreements and WPSAs, however, this is a complex process and further work to develop a methodology and an evaluation framework. The new The WP Toolkits, commissioned by HEFCE and launched in 2012, will also provide a valuable resource for institutions. These have been developed based on good practice and consist of four toolkits: Partnership, Targeting, Programmes and Evaluation.
62	<p>Equalising skills</p> <p>HEIs to support students in developing skills for successful participation (before and after admission)</p>	<ul style="list-style-type: none"> Given the diversity of pathways to higher education and the wide range of presenting qualifications, applicants differ in the range of skills they have on arrival at university. In view of this, universities deliver support for students both before and after admission.
62	<p>Student charters</p> <p>All HEIs should have student charters.</p>	<ul style="list-style-type: none"> UUK has supported the student charter and the vast majority of universities have now adopted these. The report is right to acknowledge that form and content should be a matter for individual institutions and we agree with the NUS that a charter is far more than just a piece of paper: the real benefit of the charter is in the engagement of students in drafting, agreeing, monitoring and implementing it.
63	<p>Credit transfer</p> <ul style="list-style-type: none"> Government should work with the sector to facilitate credit transfer between HEIs. All HEIs are encouraged to join HERA. 	<ul style="list-style-type: none"> UUK supports credit transfer and there are mechanisms in place to facilitate this. Currently most universities in England have signed up to the credit framework. However, it will be up to individual institutions to decide on whether a transfer is possible. UUK has endorsed the development of the HEAR. This will enable institutions and students to demonstrate the wider skills and richer experiences that higher education has to offer, and employers are interested in. It is already being implemented by a large number of universities. The HEAR's introduction puts the UK at the forefront of best practice in Europe in terms of measuring, recording and reporting student achievement.
64	<p>Bursary schemes</p> <ul style="list-style-type: none"> More progress is needed on evaluating impact of bursaries. 	<ul style="list-style-type: none"> UUK supports the recommendation that progress is needed on evaluating the impact of bursaries. In view of the lack of empirical evidence on whether bursaries do have an impact on progression, UUK has supported two pieces of research to evaluate <ul style="list-style-type: none"> (1) a project led by the Strategic Society Centre which looks at the impact of financial support on the likelihood of choosing to go to university, and (2) the project led by the LSE on the impact of bursaries on retention and academic performance . <p>Taken together, these projects will provide data and findings on the impact of financial aid across the student lifecycle, from school students to final degree classification. This will complement the research on bursaries which OFFA has committed to undertaking which replicates their original research within the new funding system.</p> UUK agrees with the need to increase targeting of retention. The new HEA retention archive (http://www.heacademy.ac.uk/retention-archives) provides

Page	Recommendation	UUK's position and sector progress so far
		<p>information on the outcomes of a number of student retention and success programmes, including the findings from Aimhigher and the What Works research programme.</p>
	<p>Getting - on student outcomes</p>	
68	<p>Skills development HEIs to be clear about the workplace capabilities they will offer students</p>	<ul style="list-style-type: none"> • Universities are aware of the importance of the role they play in enabling graduates to transfer successfully into employment. This includes making clear the tools they will equip graduates with to succeed in their careers along with access to information on what employers are looking for. There is also a recognition that where some of these skills are obtained through extra-curricular activities, more support is needed to ensure all students (particularly those studying part time) can access these. • By working with business and employers through social enterprise, universities can support their students to develop entrepreneurial skills. UUK's report on social enterprise highlights some of the good work already happening here, please see: http://www.universitiesuk.ac.uk/Publications/Documents/UniversitiesEnablingSocialEnterprise.pdf • The Futuretrack research provides a comprehensive evidence base of the relationship between higher education and the graduate labour market, please see http://www.futuretrack.ac.uk/
69	<p>Careers services HEIs to structure careers service to prioritise outcomes for students and be 'embedded within academic departments rather than separate from it</p>	<ul style="list-style-type: none"> • UUK acknowledges that for some institutions embedding careers services within academic departments may be an appropriate model but it is also important to note that there are a number of models which universities use depending on their particular context. It is also necessary to take account of the strategic positioning of university careers services and to recognise that they can also have a role in delivering services to students, employers and the university.
69	<p>Work experience</p> <ul style="list-style-type: none"> • More HEIs to provide sandwich placements • HEIs to consider a national agreement not to facilitate exploitative work placements • Employer-HEI partnerships should provide extra-curricular opportunities. More work is needed here to target students who would benefit most 	<ul style="list-style-type: none"> • The report clearly recognises the strength, diversity and importance of university business interactions and supports a number of important recommendations highlighted in the Wilson Review that have the potential to enhance the vital role that higher education plays in our economy. Milburn is right to highlight the importance of the overall student experience in graduate prospects and not just academic credentials, as well as measures to strengthen graduates' employability through opportunities such as work experience during their studies, internships and sandwich degrees. • We also support the recognition that the access to extra curriculum activities is not always even across all student groups and yet access to such activities can facilitate a graduate's prospects in terms of skills desired by employers. It is also good to see that the report looks at postgraduate level education. This is a helpful recognition of some of the concerns that we, and others in the sector, have been raising, particularly the lack of an evidence base in terms of who might be deterred from undertaking postgraduate studies and why. UUK is working with HEFCE and HESA to advise on what additional information should be collected about post-graduates to inform policy decisions on widening access to postgraduate study. • Consideration should be given to incentivising more employer co-funded places.
71	<p>Employer practices</p> <ul style="list-style-type: none"> • Employers should broaden their recruitment practices and be open to recruiting from a wider range of HEIs. 	<ul style="list-style-type: none"> • UUK strongly supports Milburn's recommendation that employers should broaden their recruitment practices. UUK's submission to Milburn highlighted the diversity of excellence across the sector and the benefits to employers by recruiting from a wide range of universities. The work of individual institutions with employers, alongside other collaborative partnerships such as the Gateways to the Professions Collaborative Forum will support this.

Page	Recommendation	UUK's position and sector progress so far
71	<p>League tables</p> <ul style="list-style-type: none"> • Need to better reflect 'value-added' • Government should instigate new outcomes-focused national league tables 	<ul style="list-style-type: none"> • Although supportive of the publication of information for students, UUK believes that league tables can be an inadequate way of providing information to users, particularly when dealing with such a diverse higher education sector. It is important to note the distinction between a league table as published by newspapers such as the Sunday Times and the Guardian, and other methods of information provision such as Unistats, the Key Information Set (KIS) and performance indicators which do not attempt to rank institutions by measures. • This was also reflected by the HEFCE report <i>Counting what is measured or measuring what counts?</i> (http://www.hefce.ac.uk/pubs/year/2008/200814/) which stated that league tables ranking institutions were an inadequate form of guidance for students in choosing a course, and could present an inaccurate picture of higher education and promote perverse behaviour amongst students and institutions. The report recommends that subject-level details are more appropriate, which are already available from Unistats and the KIS. PIs for employability are also already available with benchmarks provided to allow the performance of institutions to be measured accounting for student profile. This would not be possible under the proposal suggested in the report.
72	<p>Postgraduates</p> <ul style="list-style-type: none"> • There should be a new funding model for postgraduate degrees. • A sector working group should be established to assess emerging trends. • Government should commission an independent review on postgraduates and proposals for a post graduate loans system. • Data should be gathered on the social background and progression rates of different groups of postgraduates. 	<ul style="list-style-type: none"> • UUK would welcome a review of the funding model for postgraduate students. Whilst an independent report on the options would be helpful, this should not duplicate previous work such as Adrian Smith's review and should incorporate others strands of work already being taken forward in this area such as the projects underway in BIS, HEFCE and the NUS (the NUS's <i>Steps toward a fairer system of postgraduate taught funding in England</i> is available at http://www.nus.org.uk/Global/Campaigns/1595-PGTFundingReport_v2-PAGES.pdf). • A key challenge for the sector is the difficulty in obtaining information on how many students may be deterred from postgraduate study due to a lack of funding. Similarly it is difficult to know what is meant by widening participation at postgraduate level; we also know very little about the social and economic backgrounds of postgraduates, which makes it difficult to target funding for students who may be deterred by cost.
Recommendations to government		
81	<ul style="list-style-type: none"> • Set up a communications campaign, to include both part-time and mature students • Work with UUK, UCAS, the SLC and the National Careers Service to develop a new strategy for encouraging non-traditional students – especially part-time and mature students – into higher 	<ul style="list-style-type: none"> • Although UUK understands that there are currently no plans for a formal campaign, BIS is committed to providing continued support to communicating information about the new system, particularly part-time and mature students, through the BIS Part-time Stakeholder Group, of which UUK is a member. Through this group, BIS will work with a variety of stakeholders with different target audiences to promote the resources available on part time and to help people understand the part-time offer. Particular attention will be given to disseminating information on the introduction of the FE Loan for 24+. • UUK will continue to promote the resources developed with Martin Lewis and the Independent Task Force. Martin Lewis has agreed to work with UUK to update all four student guides (part-time, mature, school and college leavers, teachers and advisers). He will also be available for comment and to publicise these issues. For further information see the website: www.moneysavingexpert.com/students2012 • UUK has distributed copies of the guides to all schools in England and in November 2012 a copy of the part-time and mature guides were distributed to

Page	Recommendation	UUK's position and sector progress so far
82	<p>education by 2013–14 cycle</p> <ul style="list-style-type: none"> • Review the total allocation of resources directed towards all education • Retain the AAB+ threshold for two admissions cycles to allow for an evaluation of policy 	<p>1,300 libraries across England.</p> <ul style="list-style-type: none"> • UUK is planning to carry out a review of part-time students. This will provide a road-map of part-time/flexible provision, exploring both demand and supply factors. Given the importance of both economic growth and social mobility, the review will contextualise the role and contribution of part-time within this broader context. Emphasis will be placed on the relationship between education, business and employment.
83	<ul style="list-style-type: none"> • The Commission on Social Mobility and Child Poverty should monitor the impact of the EMA 	<ul style="list-style-type: none"> • UUK supports the view that consideration should be given to the allocation of expenditure to education and the call for more student numbers notwithstanding that 'affordability' will remain the primary factor for the Treasury. This is critical on the grounds that access to higher education is necessary to social mobility and to supporting economic growth, especially within the changing pattern of employment which is resulting in an increase in demand for higher level skills. The level of investment in education in the UK remains low compared to competitor countries; (the UK is ranked 25 out of 31 for total expenditure on higher education as a proportion of GDP).
84	<ul style="list-style-type: none"> • Government should encourage schools to provide professional and independent face-to-face careers guidance. 	<ul style="list-style-type: none"> • UUK shares Milburn's concerns that the proposals on AAB+ and a price-based core-and-margin funding model could work against the government's wider social policy goals by reducing student choice and minimising institutional flexibility over admissions decisions. In view of this UUK is monitoring the impact of policy changes – including those on student number controls and core and margin on different types of institutions and groups of students. A report on our findings will be published in spring 2013.
85	<ul style="list-style-type: none"> • Schools should be monitored in their delivery of careers guidance and this should be part of the Ofsted inspection. 	<ul style="list-style-type: none"> • UUK shares Milburn's support for independent face-to-face careers guidance for young people and welcome the extension of the duty to offer independent career guidance post 16 and to year 8. However, UUK remains concerned that schools do not have funding to support the duty to provide impartial careers guidance and that there is a lack of evidence on how the impact of the changes to the careers guidance is playing out on the ground.

5. This work will be taken forward through a number of working groups that will focus on specific aspects of the fair access agenda. The priority themes are:
 - Fair access from universities into the professions
 - Further work to secure good practice on internships
 - Diversification of routes into professions
 - Raising aspirations among young people to enter the professions

6. UUK has been asked by BIS to provide a number of representatives for the working groups from the English higher education sector (the groups will also include representatives from professional bodies, employers, representative bodies and regulators). **If anyone is interested in becoming involved could they kindly contact fiona.waye@universitiesuk.ac.uk by Friday 21 December 2012.**

7. UUK will keep members briefed on the outcomes of the forum's activities.

⁴ The Gateways to the Professions Initiative was set up in response to the Langlands report in 2005, and now aims to encourage more effective joint working between professional bodies and the higher education sector.

Annexe B

Fair Access to Professional Careers

1. During his term as the Independent Reviewer on Social Mobility, Alan Milburn committed to delivering three reports on social mobility. The first report was published in May 2012 and was titled *Fair Access to Professional Careers*.¹
2. This report built on the report *Unleashing Aspiration* which was published by the Panel on Fair Access to the Professions in 2009.² In this follow-up report, Milburn concluded that:
 - The UK workforce should become more diverse in order to align with the reshaping of employment.
 - There were still a number of employers that continued to recruit from a narrow range of universities and regions.
 - More effort was required to raise awareness and aspirations at school about the range of professions.
 - Work experience and internships continued to remain 'a lottery'.³
 - Because the 'graduate grip' on the labour market remained strong, access to the professions should become more open to applicants with a wider range of qualifications.
3. Several of these themes, such as raising aspirations at school level, reforming internships and broadening employers recruitment practices, were also highlighted in *University Challenge*.
4. David Willetts, Chair of the government's Gateways to the Professions Collaborative Forum⁴, has requested that the recommendations contained in the *Fair Access to Professions report* should be considered by the forum, of which UUK is a member.

¹ The report examines access to professional careers since 2009 with a specific focus on legal, medical and political careers and can be downloaded at <http://www.cabinetoffice.gov.uk/resource-library/fair-access-professional-careers-progress-report>

² *Unleashing Aspiration: The Final Report on Fair Access to the Professions* is available at <http://webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/media/227102/fair-access.pdf>

³ The need to reform internships has also been highlighted in the government-commissioned *Review of Business-University Collaboration* by Sir Tim Wilson, published February 2012, available at <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/w/12-610-wilson-review-business-university-collaboration>.

University of Sussex widening participation case studies

We are responding to OFFA's request for examples of widening participation case studies as part of the work being done to develop a national strategy for access and student success. We feel that these case studies provide evidence of short term impact with longer term potential and that they are sufficiently innovative to be of interest to others. Common to both case studies is collaboration with key stakeholders, bringing professionals together to raise awareness of this agenda in ways that stimulate reflection on practice and encourage the development and dissemination of good practice.

Case Study 1. University of Sussex: Widening Participation Conference. Continuous Professional Development activity for staff.

In November 2012 the widening participation team provided a free conference for all stakeholders working with them in partnership around this agenda (schools, colleges; voluntary sector organisations, university staff and Local Authority officials). The conference included:

- an overview of the University of Sussex First Generation Scholars scheme and a report on the evaluation of this activity that was done during 2011-12;
- a key note presentation on The Sutton Trust tools kit for effective uses of the Pupils Premium, delivered by Professor Steve Higgins of Durham University;
- workshops led by voluntary sector organisations. Local Authority staff and university officials, providing opportunities to learn more about widening access resources and opportunities;
- question and answer session with an invited panel, to provide a range of perspectives on the widening access agenda.

Feedback about the impact of the conference was gathered via a questionnaire completed at the end of the day and returned by 52 participants (58%). The analysis suggested high levels of satisfaction with the event and gains in four main areas: increased knowledge and understanding of the widening participation agenda; opportunities to reflect on practice; opportunities to network; insights into how widening participation activity might be developed in relation to the respondent's context and role.

The majority of respondents (84%) suggested that the conference had provided insights that would support them in their professional role.

- I feel better equipped to advise students who are writing personal statements as well as prepare them for their future

And:

- More able to disseminate information to other staff

These insights were of particular value to those who did not see themselves as 'experts' within this field:

- As a WP 'lay person' v. useful to hear ideas on what works and opportunity to hear from 'experts' and think through issues/ideas

And:

- A deeper understanding of the widening participation work in a variety of contexts. Seeing more of a context to the work already being done and how this could be accessed within my school - didn't know there was so much going on!

Overall 84% of respondents indicated that the conference had provided new knowledge about the widening participation agenda and the qualitative feedback suggested that the acquisition of new knowledge had the potential to be an impetus for future action:

- It made me reflect upon my role - enabled me to feel I could be more proactive in contacting universities directly to discuss the individual needs of the young people I work with

And:

- Motivation to set up activities within the institution involving staff, students and parents eg. Input into induction/tutorials, staff training on how to deliver study skills/write references etc, setting up a peer tutoring programme

The research input from Professor Higgins was clearly very powerful and it had perhaps tapped into an important and current issue for schools. The conference through the workshops had also raised awareness of the specific needs of more vulnerable young people, particularly care leavers, while also focusing attention on the importance of the quality of teaching and learning and of interventions around this agenda:

- A fantastic insight into the Pupil Premium which gave a lot of food for thought regarding the need for similar evaluation of the effectiveness of certain techniques/programmes in HE and great chance to network with secondary school staff.

The questionnaire responses also suggested that the day had raised the profile of the work being done around evaluation:

- Clearly the importance of the quality of interventions means that the impact will be greater. Evaluation of interventions in WP in short term is as important as long term and must be done together. One without the other tells you little

The majority of respondents (88%) indicated that they expected to be able to apply something gained from the conference in the future, highlighting the role that the conference could play in developing institutional practice:

- I will report back all I have learnt at this conference to the SMT and hopefully some of these ideas will be implemented

The questionnaire responses also suggested that participants were more aware of the resources and organisations that they could access to support widening participation activity:

- I will find the Study Skills website extremely useful. I didn't know it existed.

Some respondents indicated that they would explore ways of following up the contacts that they had made to develop their programmes. The conference had also raised awareness of the level of support available through the University of Sussex's First Generation Scholars Scheme, something that is particularly important given that this now varies across the sector and that concerns about cost can be a disincentive to participation.

Respondents were also asked to identify what they felt to be the key barriers to the success of the widening participation agenda – this being seen as a way to inform the team's future interventions. A very wide range of factors were identified including: weaknesses in the shape and scope of widening participation activity - such as not working with young people over time, difficulty getting in to schools and not recognizing that some young people require support entering university at a later point in their lives; wider structural and systemic issues, including social and cultural factors; constraints caused by other pressures within the education system, largely framed as political and involving shifting/conflicting agendas but also seen to undermine institutional commitment; cost, largely fees; constraints relating to the capacity to deliver, largely time.

The widening participation conference addressed some of the structural weaknesses inherent in approaches that overlook wider systemic issues by bringing together a wide range of stakeholders so that experiences and perspectives could be shared – and better understood - across all phases and sectors. Although the evidence presented here relates to the immediate impact of the event, it has the potential for wider impact because staff attending suggested that they had gained knowledge and insights that they would utilise in relation to their future practice but also disseminate within their professional contexts. (995 words)

Case Study 2. University of Sussex: Widening access through collaboration with the academic schools.

During the course of 2011-12 much work was done to promote collaboration around the access agenda between the widening participation team and the academic schools in the university. The aim was to ensure that this agenda had a high profile and was embedded across the university. Each academic school was asked to identify an academic lead for widening participation and an administrator, thereafter

invited to meet as a group to discuss the work they are doing. Each academic school was also invited to submit a tender to run widening participation activity, using a template developed for this purpose. This covered the rationale and the cost of the activity and was used as the basis for a discussion between the academic lead and the widening participation team. This discussion informed the targeting of the activity and helped to clarify the outcomes that were expected and how these would be evaluated.

After the event the academic leads were sent an evaluation report to review and comment on. These reports contained feedback from teachers collected via an anonymously completed, on-line questionnaire in addition to feedback from participants. They also included contextual data taken from DfE performance tables for each participating institution, tailored to the focus and age range of the activity and recommendations for future development.

Using this model the academic leads and the widening participation team delivered and evaluated 11 activities, involving 86 schools and colleges, the majority being widening participation partner schools and colleges. Activity ranged from a Philosophy Conference for teachers working in 18 schools (some from selective and independent schools), to science tutoring in three local schools as well as subject taster and subject enrichment days delivered on campus.

Initial feedback relating to the implementation of this way of working suggests positive impact across a number of areas, impact that has the potential to feed into improved access and retention in the future. For example it has facilitated the development of relationships between the academic schools with a wider range of institutions than previously, thereby opening up opportunities that enrich learning to a more diverse range of young people and staff in less advantaged contexts:

- We had several teachers from WP schools to the conference and were able to discuss with them directly their experience of teaching Philosophy, and the transition for WP students from school to university. I have been told by WP teachers that their students do very little self-directed learning and need to be explicitly taught study skills and how to manage their time when they get here. We are attempting to build study skills sessions into first and second year courses.(Philosophy Conference: CPD for teachers)

A second outcome has been increased awareness of the contribution that widening participation activity is about more than aspiration and awareness raising, encouraging reflection on how learning opportunities can be maximised:

- It was great to be able to bid for funds to develop new and exciting workshops for a variety of age groups. It worked extremely well with the WP team dealing with all aspects of the administration (e.g., liaising with schools) leaving faculty/staff time to concentrate on how best to convey

our subject interactively. I think we need to make sure that our workshops, in addition to inspiring them to take science further, state clearly how the skills that they have just learnt will benefit them directly in their school studies. My goal this year was for the students to have fun and to see that science, whilst challenging, is really very rewarding and enjoyable. Next year, we will try to take 5 minutes at the end of each workshop to allow the students to reflect on what they've learnt. (Year 9: Life Sciences Day)

A third outcome has been closer relationships with the widening participation team and increased knowledge and understanding of their work:

- This was the first time the team had been involved at all with WP as we had previously had no formal mechanism to promote it as an activity. Meeting the pupils and understanding what they needed from us in terms of information was useful. (Year 10: Opportunity to see final year undergraduates present their work at work at the Product Design Show)

A fourth outcome has been heightened awareness of the need to offer a wider range of activity and to begin this work earlier:

- Last year we increased the number of WP taster events we organised, including running a summer school in August. We worked with WP to ensure a more focused recruitment to taster events, ensuring we reached First-Generation scholars. I would not say that the events have given us insight, but a closer relationship with the central WP team certainly has. We now better understand what would benefit students on a visit, what proportion of 'speaking' and 'doing' is appropriate and also the need to invite in younger pupils than we have done previously. We have developed relationships with 4 partner schools (thanks to WP team) and we have co-devised a set of practice workshops that will be of relevance and interest to WP students. This set of workshops includes a focus on 'getting' to university and will not only give them intellectual and critical skills but also practical skills for CV writing etc. (Year 10 and Year 12 Summer School and Year 12 Taster Day: Media Film and Music)

This model of working has therefore stimulated reflection on practice in relation to the access agenda and opened up opportunities and experiences to more young people - informed by more nuanced understandings of their learning needs and contexts. Collaboration with the widening participation team has also actively

promoted understanding of the widening access agenda and what academic schools can do to support this. The model provides therefore an important, additional route into addressing the challenges of opening up access (972 words)

Academic schools and USSU proposals 2012-2013

The estimated budget needed to run the programme of activities for 2012-2013 is £135,834. This is based on activities included within the programme. USSU will be running two projects; a volunteering scheme in two primary schools and modern foreign languages tutoring programme in three secondary schools. There is funding available for Schools to submit additional proposals and for the widening participation team to commission activity. We are encouraging Schools to consider developing activities to run in 2013-2014 because the programme for this year is already very full. Last year the OFFA Steering Group approved the majority of proposals.

New proposals

MFM have submitted a proposal to run a short course on Media Practice for Year 13 pupils. The budget they have requested for this is £2800. The academic lead has already met with members of the widening participation team and college representatives.

Proposals under development

The School of Psychology are planning to develop a lab based activity and are currently putting a proposal together.

A broader proposition to support the provision of a GEOSITE website at Sussex is being investigated by Hazel Cox. This will be a cross curricular project.

A meeting was held in October to inform the academic school leads that there is funding available and to discuss the proposal process. The academic leads were interested in developing multi-taster events and also to respond to the evaluation reports. A longer meeting is scheduled for 15 January where the findings of the evaluation will be disseminated. There will also be the opportunity to discuss new ideas and members of the widening participation team will be available to support the development of new proposals.

Clare Mackie

From: OFFA press releases [OFFA-PRESS@JISCMail.AC.UK] on behalf of PRESS@OFFA.ORG.UK
Sent: 15 November 2012 13:45
To: OFFA-PRESS@JISCMail.AC.UK
Subject: Sutton Trust report is right to encourage outreach, says OFFA

PRESS RELEASE

FOR IMMEDIATE RELEASE

Sutton Trust report is right to encourage outreach, says OFFA

The Office for Fair Access (OFFA) welcomes the report published today [Thursday 15 November 2012] by the Sutton Trust and Department for Business, Innovation and Skills, on the reasons for the university choices made by young people who achieve high A level grades.

Professor Les Ebdon, Director of Fair Access to Higher Education, commented:

“This is very interesting and useful research. The report underlines how important it is for universities and colleges to invest in outreach work that raises ambitions and increases confidence among students with academic potential from disadvantaged backgrounds.

“I agree with the Sutton Trust that universities and colleges should look to increase their investment in outreach activities for people from low income and other under-represented groups, to raise their aspirations and to inform their choices about higher education. These activities might include, for example, mentoring, master classes and summer schools.

“In OFFA’s guidance to universities and colleges on their access agreements for the 2014-15 academic year, we will further emphasise the importance of sustained, targeted outreach.

“In particular, we are encouraging institutions to increase their collaborative outreach activities, including collaboration between the most selective universities to motivate high achievers from under-represented groups to apply to them.”

ENDS

For further information, please call:

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NOTES FOR EDITORS

1. The report *Tracking the Decision-Making of High Achieving Higher Education Applicants* is available at <http://www.bis.gov.uk/policies/higher-education/research-analysis> and www.suttontrust.com.

2. The Office for Fair Access (OFFA) is an independent, non-departmental public body established under the Higher Education Act 2004 to help promote and safeguard fair access to higher education, particularly for lower-income and other under-represented groups. The main way we do this is by approving and monitoring access agreements. All English universities and colleges offering undergraduate higher education courses must have an access agreement approved by OFFA in order to charge above the basic fee (in the academic years 2012-13 and 2013-14 this will be £6,000 per year for full-time students and £4,500 for part-time students). For more about OFFA, please see our website www.offa.org.uk, particularly the Quick Facts and FAQ in the Press section.

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