UNIVERSITY OF EAST ANGLIA

ACCESS AGREEMENT

2018-19

April 2017

1 INTRODUCTION

The University of East Anglia (UEA) continues to be committed to widening participation to high-quality higher education (HE) and takes a full student lifecycle approach to enable motivated and able students from under-represented groups, particularly from the East Anglian region but also from elsewhere, to gain the advantages of HE irrespective of background. During 2016/17, UEA has created the new roles of Academic Director of Widening Participation and Widening Participation Manager to work alongside our existing successful Outreach team to lead on driving forward complementary strategy and initiatives focussed on student success and progression.

For 2018/19, we will have one franchised further education college partner: Easton and Otley College. They deliver fee regulated HE courses, funded indirectly by HEFCE, validated by UEA. Student numbers, fees, income and expenditure in relation to Easton and Otley College are outlined in the Resource Plan and referenced in section 2 of this Agreement. Data in subsequent sections of this Agreement and the Resource Plan focus on UEA performance and activity only.

For 2018/19, a very small proportion of continuing students may still be studying under UEA's joint validation arrangement of University Campus Suffolk (now the University of Suffolk, with its own degree-awarding powers) in partnership with the University of Essex. Due to the low numbers these have not been referenced in our agreement.

Our Access Agreement is comprised of two parts - this document and a separate Resource Plan.

2 FEES, STUDENT NUMBERS AND FEE INCOME

Institution	Level	Fee	Students
University of East Anglia	Undergraduate incl. foundation (2017/18 onwards entrants)	£9250	6980
	Undergraduate incl. foundation (pre 2017/18 entrants)	£9000	3907
	Postgraduate ITT	£9250	290
Easton and Otley College	Foundation degree	£7500	220
	First degree	£8500	99

Figure 1: Maximum fee levels and total number of new system full time students in 2018/2019

For 2018/19 entrants, UEA intends to continue to set its maximum fees levels at £9250. For existing new system full time students who commenced their studies prior to 2017/18, fees will remain at £9000. Part time entrants for 2018/19 will not be charged more than £6935 in an academic year.

A more detailed breakdown relating to tuition fees and student numbers, including by provider, course type, fee level, part time provision, a year in industry/abroad, is available in the Resource Plan.

Income and expenditure estimates are based on current student cohort characteristics and planned numbers. They are, therefore, liable to change. Key assumptions relating to income and expenditure are explored further in section 3.3.1. Within the appropriate maximum fee cap, we intend to apply annual increases in line with the amount set by the Government each year.

3 ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

3.1 Assessment of performance

In developing this Access Agreement we have undertaken a broad assessment of our performance utilising HESA key performance indicators (KPI) and Teaching Excellence Framework 2 (TEF) core metrics where available and additional internal data for all stages (based on full time, first degree, home students unless otherwise specified). When reviewing our performance and identifying gaps we consider the following key characteristics/groups across the student lifecycle:

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

We also consider indicators of household income where data are available, as well as utilising other measures as appropriate.

A top-line summary of this analysis is provide in Figures 2a and 2b and then discussed in more detail in the following sections by lifecycle stage.

To identify the main trends we have RAG-rated each measure based on gaps in performance against the specified comparator (benchmarks, England average or non-WP).

- **Red**: Performance gap identified - particular concern and priority focus. Additional investigation and/ or activity required.
- **Grey**: Performance in line with comparator– Monitor carefully to ensure stability. Activity required to maintain.
- **Green**: Performance ahead of comparator - current performance good. Should still be monitored and supported by activity to maintain.

We have also looked at these in terms of trends in direction of travel as represented by the direction of arrow.

- **Downwards arrow** – Decline in performance. Additional activity required to reverse trend; need to review and change any current activity.
- **Level arrow** – Stable trend. Needs further investigation to review effectiveness of current activity; additional activity may be required.
- **Upwards arrow** – Upwards trend in performance. Continue/enhance current activity to continue progression and/or maintain performance.

WP Group	Intake	First Year non-continuation
State School	⬇ (green down)	
LPN	⬆ (grey up)	⬌ (green left-right)
Mature (no HE)	⬌ (green left-right)	⬌ (red left-right)

WP Group	Intake	First Year non-continuation
State School	⬇ (grey down)	
LPN	⬆ (red up)	⬌ (green left-right)
Mature (no HE)	⬌ (green left-right)	⬌ (grey left-right)

Table 2a: RAG rated WP performance based on HESA key performance KPIs where available

WP compared to non-WP

WP Group	Intake	First Year non-continuation	Good Honours	Graduate Prospects
LPN	⬆ (white up) HESA	⬌ (grey left-right) HESA	⬆ (red up) Internal	⬆ (green up) Internal
Mature	⬌ (white left-right) HESA (no HE)	⬌ (red left-right) HESA (no HE)	⬆ (red up) Internal	⬌ (green left-right) Internal
Disabled	⬇ (white down) Internal	⬇ (red down) Internal	⬆ (red up) Internal	⬌ (grey left-right) Internal
BME	⬆ (white up) Internal	⬆ (green up) Internal	⬆ (red up) Internal	⬌ (green left-right) Internal
Young White LPN Males	⬌ (white left-right) Internal	⬌ (green left-right) Internal	⬆ (red up) Internal	⬆ (green up) Internal
Males on Primary PGCSE	⬆ (white up) Internal (FT, UK Dom)	n/a	n/a	n/a

Table 3b: RAG rated WP performance based on comparison between WP and Non-WP groups where appropriate

We are currently working to broaden our understanding further of issues such as the relationship between measures, interlocking indicators and the impact of other contextual factors, including subject of study; this work will inform action taken in 2018/19 and more detail is provided in section 3.1.3.
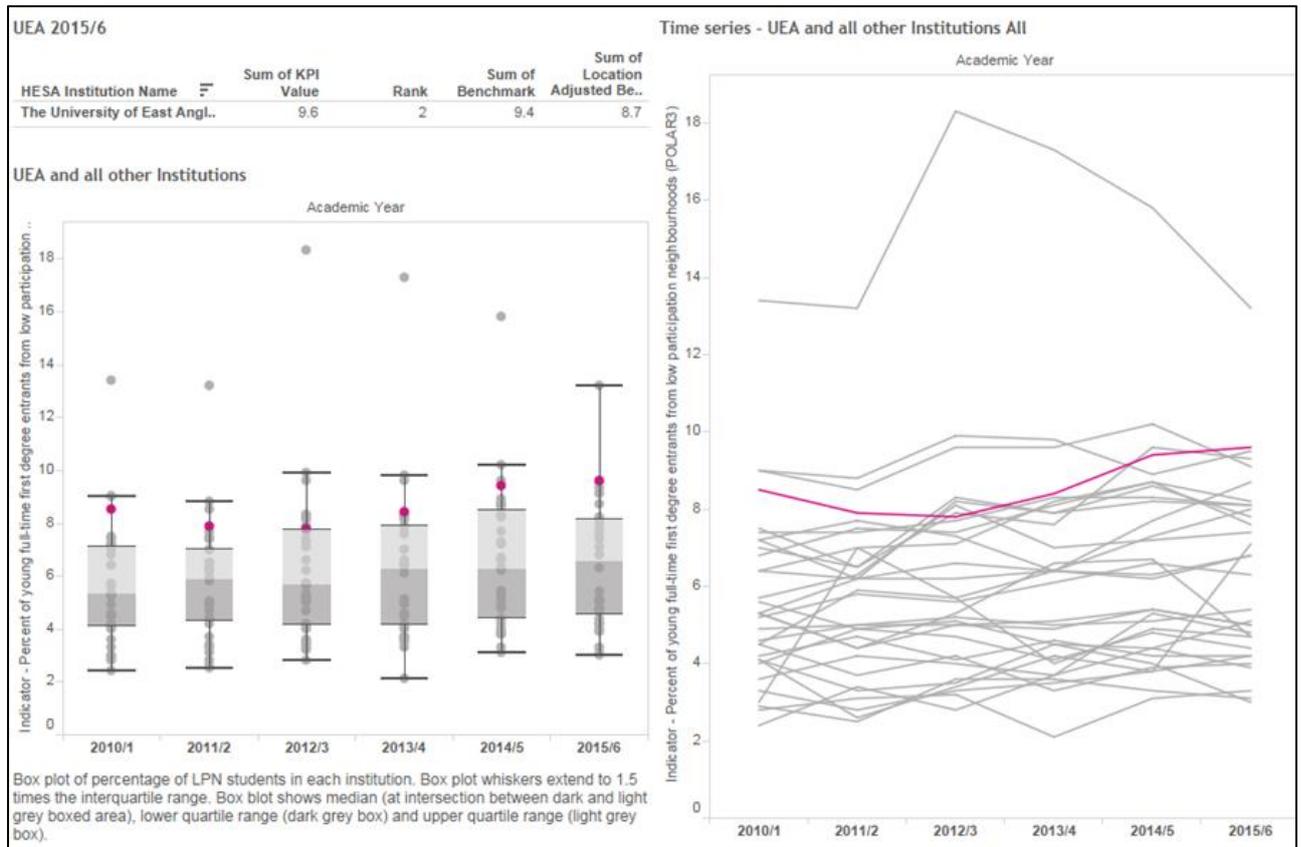
3.1.1 Access

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

We note the importance of higher tariff institutions' access performance in relation to meeting social mobility goals. In this context, UEA delivers a strong performance, consistently in the upper quartile of higher tariff institutions when ranked by proportion of LPN students, as illustrated in Figure 3. Higher tariff represents a challenge for us to maintain our performance in relation to access. Our Outreach programme contributes to our inclusive student cohort through delivery of high quality and innovative activities in the region.
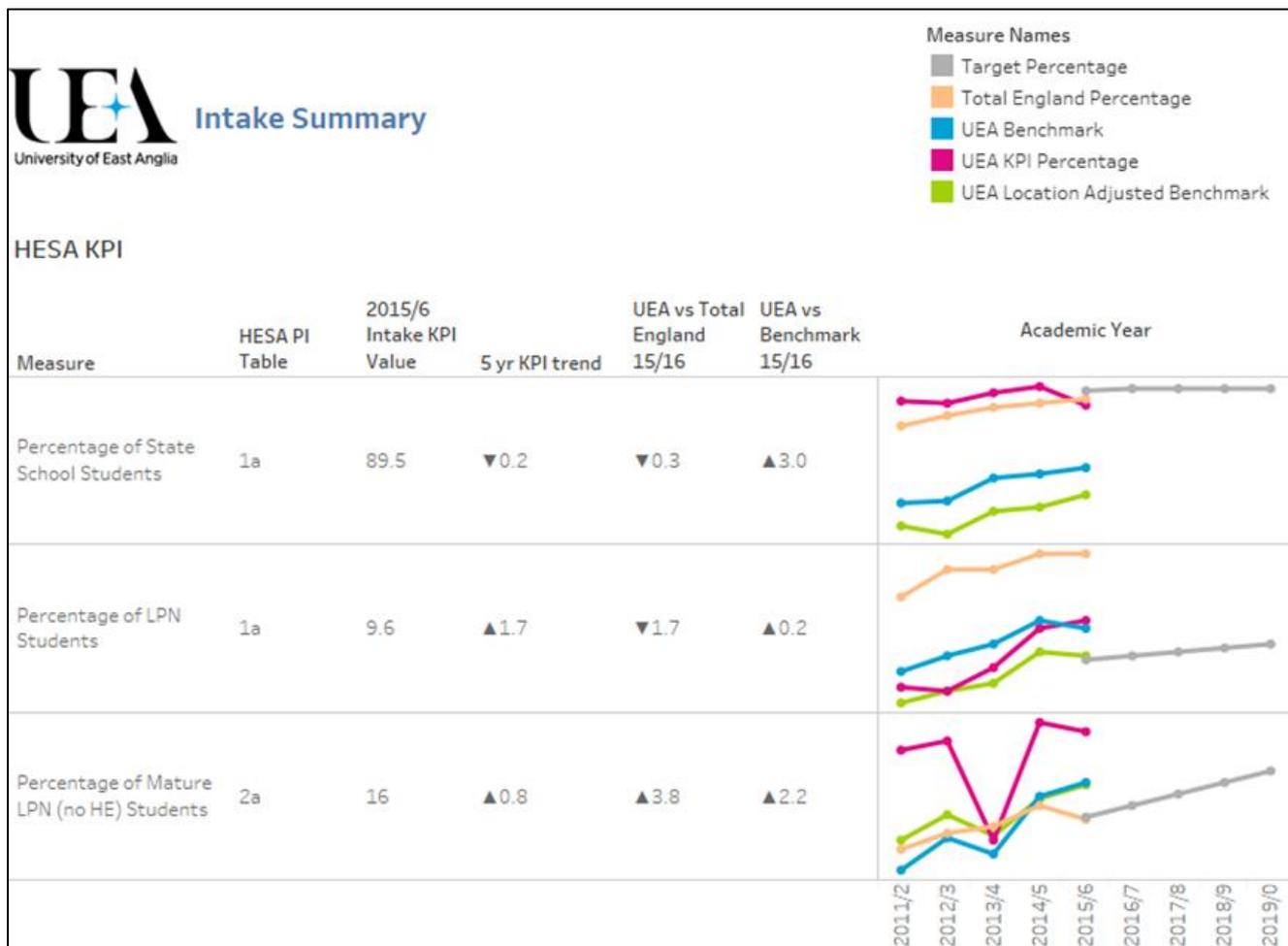
Intake Summary

Measure Names
- Target Percentage
- Total England Percentage
- UEA Benchmark
- UEA KPI Percentage
- UEA Location Adjusted Benchmark

HESA KPI

Measure	HESA PI Table	2015/6 Intake KPI Value	5 yr KPI trend	UEA vs Total England 15/16	UEA vs Benchmark 15/16	Academic Year
Percentage of State School Students	1a	89.5	▼0.2	▼0.3	▲3.0	
Percentage of LPN Students	1a	9.6	▲1.7	▼1.7	▲0.2	
Percentage of Mature LPN (no HE) Students	2a	16	▲0.8	▲3.8	▲2.2	

Figure 4: 2015/16 access performance indicators. Source: HESA

Figure 4, shows that for students from state schools and mature students with no previous experience of HE UEA performs well above our location adjusted benchmark and for young students from LPN just above.

However, particularly for young LPN students, and, very slightly, for students from state schools, we are below the England average, and, thus, these are areas of particular note for action, despite our strong performance within our tariff group.

In addition, our internal data analysis flags intake of students with disabilities as an area for further action due to a decline in the proportion of new entrants with a disability in the two most recent years (although performance is still above target).

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

6

3.1.2 Success and progression

Non-continuation

As one measure of student success we continue to review our performance in terms of non-continuation in a number of ways to ensure we are focussed on making improvements where needed.

1. Comparison of UEA performance against the HESA KPI's of LPN students and mature students with no previous experience of HE (using the most up to date data available of 2015/16 PIs based on 2014/15 entrants) (as shown in Fig. 5).
2. Comparison of performance to identify gaps between groups within broader WP characteristics (using the most up to date internal data available of 2015/16 entrants).
3. This year we are also able to draw on the UEA TEF core metrics for some groups to provide further insight into UEA's performance against the sector.
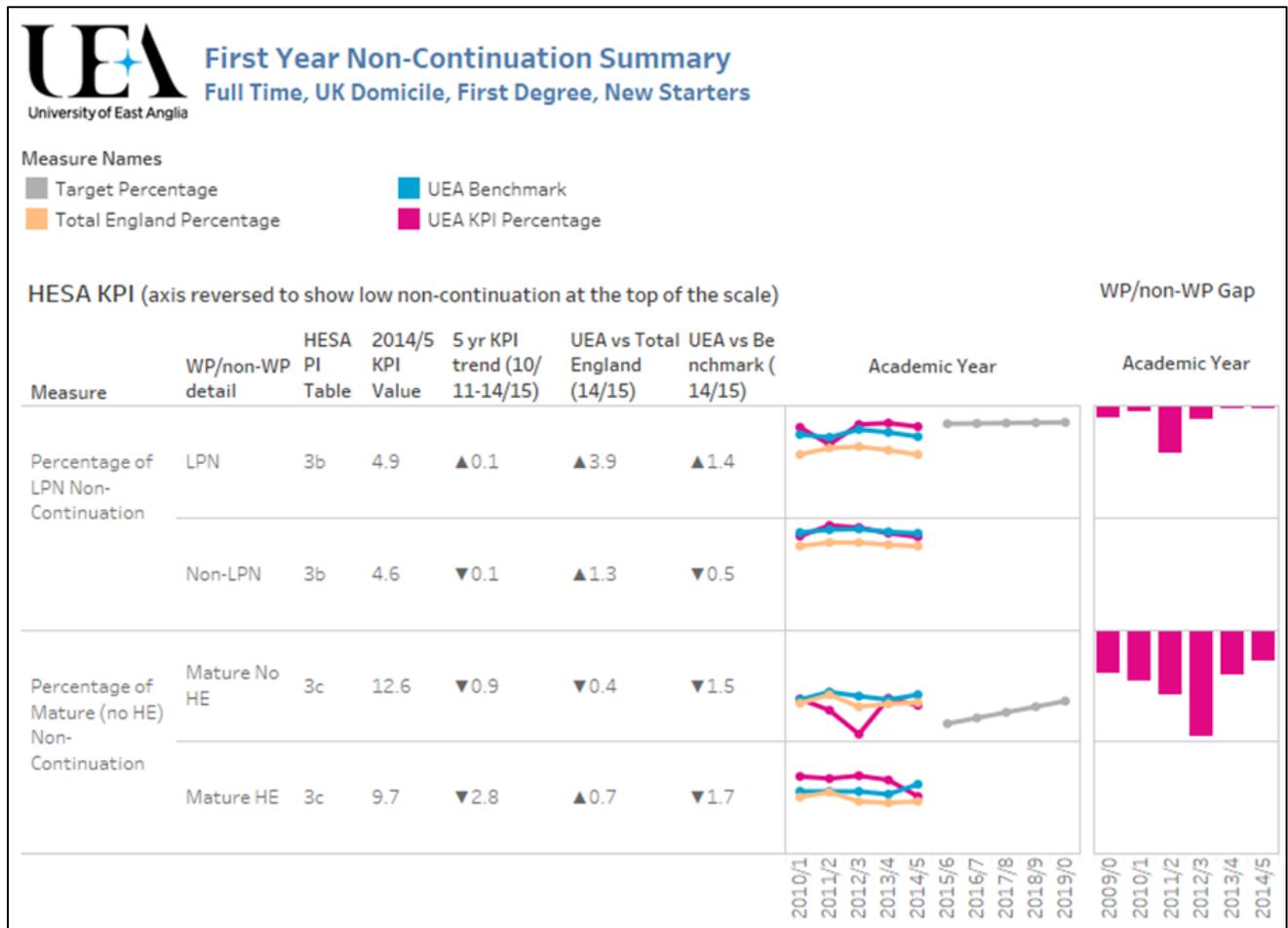
Figure 5: 2015/16 first year non-continuation performance indicators for 2014/2015 entrants. Source: HESA

This 2015/16 analysis of first year non-continuation reveals

- LPN students – In terms of HESA KPIs, UEA continues to outperform both the England average and our benchmark. Indeed, UEA's TEF core metrics highlight performance ahead of the subject-adjusted benchmark for the disadvantaged category. However, comparison of non-continuation rate for LPN and non-LPN students at UEA does reveal a slight performance gap with LPN students being slightly more likely to drop out than their non-LPN counterparts are. It is also of note that non-continuation rates for young white LPN males and females for 2015/16 entry are considerably worse than the UEA average.

- Mature students with no previous experience of HE – In the 2014/15 HESA KPI data set, UEA has dropped behind the England average and its benchmark. In addition, UEA mature students with no previous experience of HE are considerably more likely to drop out than other mature students and approximately twice as likely to drop out as our overall cohort. Indeed, UEA's TEF core metrics for highlighted mature retention as slightly behind benchmark whereas for young students UEA performed ahead of benchmark.
- Disabled students – UEA's TEF core metrics for showed UEA performing slightly ahead of benchmark for both disabled and non-disabled students. However, we have continued to give non-continuation for UEA students with disabilities a red rating due to both an ongoing negative performance trend and a performance gap between disabled and non-disabled students revealed in both our internal analysis and the TEF ratings.
  - We note that, for 2015/16 entry, internal data analysis highlights that disabled non-continuation was highest among UEA students with an Autistic Spectrum Disorder and students with mental health conditions.
- BME - Non-continuation for UEA UK BME students has improved year on year and for the first time in three years in 2015/16 UK BME students were less likely to drop out than their white counterparts were.
  - We do note that 2015/16 internal data indicate that, whilst white students most frequently drop out for other reasons (e.g. personal) for BME students this is most likely to be due to academic fail.
  - In addition, 2015/16 non-continuation rates were higher among our small cohorts of Asian-Pakistani and Black-Caribbean students, which needs further investigation and action.

Good honours

In order to understand fully student success, we also use internal data to consider whether there are performance gaps in terms of achieving good honours when reviewing performance.

Looking at performance in the most recent year, 2015/16, highlights considerably improving but ongoing performance gaps for a number of WP characteristics. This will be a specific area for continued action moving forward.

- BME, disabled, LPN students (although slightly), mature students and young white LPN male students are less likely to achieve a 2.1 or higher degree (good honours) than their counterparts.
- Positively, the 5-year trends in the proportion of students achieving good honours for all groups is positive, moving towards closing the gaps and indicating that current activity is being impactful.
- The gap in performance remains largest between BME and white students and young white LPN males and young white LPN females.
  - We note that good honours rates were lower than the BME average in 2015/16 among our small cohorts of Asian-Indian, Asian-Pakistani and Black-African students, which needs further investigation/ action.
- In addition, internal data analysis of good honours performance across disability subgroups highlights that all bar one group shows performance below the non-disabled average. Particularly of note, average good honours scores for those with specific learning difficulties, as well as the small groups with two or more impairments or a serious hearing impairment, fell below the average for disabled students.

Progression

We assess progression in terms of positive graduate destinations using the most up to date DLHE data for 2014/15. We have also reviewed UEA's TEF core metrics for 'Employment or further study' and for 'Highly skilled employment or further study' by the widening participation splits.

Positively, reviewing these data highlight no significant specific negative performance gaps between groups.

- We are not complacent, however, and note that detailed analysis of graduate prospects performance by disability sub groups highlights specific groups where performance is below the average for disabled students. This includes a below average performance for students with an Autistic Spectrum Disorder or mental health condition in both 2013/14 and 2014/15.
- In addition, review by ethnicity subgroup highlights inconsistent performance across many of the smaller groupings year on year. Small base sizes make these data only indicative but areas to address may include the below BME average graduate prospects in each of the last 4 years of available data for our small Black-Caribbean cohort.

3.1.3 Enhancing UEA Widening Participation Performance Monitoring

UEA carries out continual work to develop and enhance our monitoring of performance by widening participation groups, including through benchmarking our performance, reviewing our performance gaps and monitoring direction of travel. We see this as fundamental to driving action and interventions and ensuring that these are designed and implemented to target areas of need.

For example, we are currently working on two large annual data orders from HESA to allow us to benchmark performance across intake, non-continuation and good honours, by the full range of widening participation characteristics, including, for example, care leavers and looked after children, by subject area and to allow us to benchmark performance by detailed ethnicity and disability sub-groups. The outcomes of detailed analysis of this data set will help to shape action for 2018/19.

3.2 Our strategic approach to widening participation

UEA's 2016-2020 Widening Participation Strategy[1] details our overarching strategic approach. Our key principles that guide the strategy reflect the following:

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

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

3.2.1 Regional context

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

The region ranks third highest, after London and the South East, for its young participation rate[2]. However, there are pockets of low participation across much of the East particularly in Norfolk, eastern Cambridgeshire, west Suffolk and Essex. The Social Mobility Index[3] also identifies that well over half of local authority areas in the bottom 10 per cent are found in the East Midlands and the East of England, including Norwich itself, which ranked second from bottom.

Norfolk is predominately classified as a rural county, although approximately half the population live in a more urban environment. Both Norfolk's urban and rural areas are performing below national and regional averages for student attainment, HE progression, social mobility, and deprivation. The more populated areas of Kings Lynn, Norwich, Great Yarmouth and Thetford all have areas that are classified as being among the 10% most deprived in England. Unsurprisingly, these areas also have participation cold spots as well as parts of coastal and rural Norfolk and Suffolk. Disadvantaged children and young people living in rural areas face even greater barriers to reaching university than their urban counterparts[4]. Barriers affecting attainment, aspirations, and progression in these communities (including those locally) include: geographical location, poor public transport, and neighbourhood characteristics[5].

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[1] https://www.uea.ac.uk/about/corporate-social-responsibility/widening-participation
[2] HEFCE 2014. Further Information on POLAR3: An Analysis of Geography, Disadvantage and Entrants to Higher Education
[3] Social Mobility and Child Poverty Commission. 2016. The Social Mobility Index
[4] Robertson 2015. Rural aspiration: access to Higher Education in rural, coastal and dispersed communities.
[5] Spielhofer et. al. 2011. Young People's Aspirations in Rural Areas.

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

UEA has played a major part in the development of University Campus Suffolk (UCS), helping to widen access to HE in the region. UEA is no longer jointly validating new degrees at UCS as it has been granted its own Taught Degree Awarding Powers and from August 2016 became the University of Suffolk.

We also continue our long-standing partnership with City College Norwich. This, along with the partnership with Easton & Otley College and the transition of UCS to the University of Suffolk, evidences UEA's commitment to widening access in the region.

3.2.2 Target groups

We continue to refine our understanding of disadvantaged groups and those under-represented within HE and specifically at UEA. To inform our targeting we draw on both national research and our own data analysis of students from the key groups referenced in section 3.1. These characteristics are reflected in our targets and milestones and our core target groups. These groups are sometimes referred to collectively as students from a widening participation (WP) background and are listed below:

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

Looked-after children and care leavers are a core target group, and we are committed to ensuring they are encouraged and supported throughout the student lifecycle. Through our Outreach inclusion strand we also offer support to other disadvantaged groups such as young carers. We also deliver outreach activity for gypsy and traveller communities.

3.2.3 Resourcing our approach

In line with our WP Strategy, UEA has increased resourcing to strengthen our focus across the student lifecycle. During 2016/17, this has included the appointment of an Academic Director for Widening Participation to provide academic leadership to ensure implementation of our WP Strategy and the development and effective implementation of related policy and procedures and evaluation and monitoring. To support this role, UEA has also appointed a Widening Participation Manager, is currently recruiting a Widening Participation Officer, and is considering further investment in staffing in 2017/18. This new Widening Participation team, with a focus on student success and progression, will work closely with academic and professional services staff across the student lifecycle to monitor and draw on detailed

internal and external data analysis and research to ensure the effective design, delivery and evaluation of impact of the University's strategy for widening participation. Instrumental in this will be the formation of UEA's Widening Participation Committee drawing on expertise from across the institution.

3.3 Expenditure

Following the assessment of our performance (section 3.1), the University remains committed to spending approximately 25% of additional undergraduate fee income and 10% of postgraduate ITT income on access, success, progression and financial support. We will maintain our expenditure on Access (outreach) at 7% of additional income, and deliver our financial support commitments. The balance will be allocated to student success and progression with a slant towards success based on the outcomes of the analysis of performance gaps. The overall distribution of expenditure is outlined in Figure 6.

	Actual spend	Planned spend		
	2015/16	2016/17	2017/18	2018/19
Access	26%	27%	27%	27%
Success	3%	4%	15%	15%
Progression	3%	4%	6%	6%
Financial support	68%	66%	52%	52%

Figure 6. Actual (2015/16) and planned (2016/17, 2017/18, 2018/19) Access Agreement expenditure as a proportion of overall commitment. More detail on actual spend is included in the Resource Plan.

Our plans have been designed to allow flexibility, to enable us to respond to both external policy and funding changes as well as evidence of gaps in performance internally. We will remain agile and focussed on smarter, evidence-based spend. During 2016/17 and 2017/18 we have/will be undertaking considerable academic and market research into sector best practice and the specific experience of UEA students, as well as continuing to closely monitoring the impact and effectiveness of all initiatives. In light of this, it is possible that adjustments on the planned spend may be made to reflect the outcomes of this research.

3.3.1 Assumptions and uncertainty

As in our 2017/18 Access Agreement, given the Government's decision to reduce Student Opportunity (SO) funding by up to half by 2019-20, we have assumed a sector average reduction in our own calculations. This reduction has been smoothed from current 2016-17 levels resulting in a 50% reduction by 2019-20. Our SO funding has historically been focussed on supporting success and progression activity. Our additional fee income will be utilised to ensure key activity is not negatively impacted by the drop in funding.

Approximately 500 additional UEA students per annum will be impacted by the NHS funding changes. These students are based within our School of Health Sciences (HSC). According to our internal data, HSC has higher than average proportions of students from low participation neighbourhoods and mature students as well as other under-represented groups. There is, therefore, the potential for the changes in bursary support for HSC students to have a disproportionate impact on participation. We have assumed that student numbers will be maintained but that 50% of HSC students will be eligible for financial support.

The impact of the shift from grants to loans for students from low household income backgrounds is yet to be fully understood, especially in terms of success and progression. UEA is fully committed to robustly analysing the impact and effectiveness of our financial support approach, for example, by implementing the *Understanding the impact of institutional financial support* data analysis model once data are made available by HESA in May 2017 (see also section 3.7.1).

3.4   Access

UEA's performance in terms of access continues to be good. Our ongoing strategy is to focus on activity that is proven to be effective whilst continuing to innovate.

Planned for our 2017-18 Access Agreement, we have conducted a Review of our Outreach activities this year (to be concluded in June 2017) in order to gain a deeper understanding of the activities we run, their impact, the national outreach picture regarding best practice and to identify areas for development and potential new projects. Outcomes from this Review will shape our offer and we brought this activity forward in order to align with the introduction of the HEFCE-funded NCOP project to enable streamlining of our activities and ensure the two programmes are complementary to each other.

To fulfil our aim of increasing progression to both UEA and higher education more generally our dedicated outreach team deliver a breadth of activity, working from key stage 2 through to mature students and with influencers such as parents and teachers. All our activities are supported by one of the largest Student Ambassador Schemes within the sector, and delivered by a dedicated team of academic and professional administrative staff.

Our activity continues to be structured around a progression framework of content and outcomes, based on the following model[6]:

$$\underset{(I\ want\ to)}{aspiration} + \underset{(I\ know\ how\ to)}{awareness} + \underset{(I\ am\ able)}{attainment} = \underset{(I\ will)}{progression}$$

3.4.1   Attainment raising activity

We currently have and are developing several programmes working to raise attainment in schools and have added a target for expansion into our resource plan:

- Norfolk Scholars Programme – using the charity Villiers Park, this is an intensive mentoring programme engaging over 100 students from target widening participation schools, engaging with the students from Year 10 - Year 13. The work focuses on developing soft skills as well as improving attainment. Whilst our first cohort in the programme have not yet 'graduated', in other areas they have seen substantial increase in students' grades at GCSE and A Level.
- Discover Teaching – a relatively small programme presently, with 16 undergraduates, this scheme matches WP undergraduates who are considering studying a PGCE with WP students in schools to undertake a six week programme of tutoring sessions across local WP primary and secondary schools. This programme jointly supports students in schools with their attainment in specific subjects (including English, maths, geography, science and modern foreign languages) and our undergraduates in making an informed decision about teaching. Due to the small size of the current programme, metrics have not been collated, but for next year we plan to increase the size and scale of the programme, working with more students in more schools and a wider range of subjects. Outcomes will be measured against progression of the undergraduates to initial teacher training opportunities and their improved knowledge of the profession and against attainment of the pupils involved in the scheme. Selection criteria for participating school pupils will be increased to include those traditionally who struggle most with attainment including looked after children, gypsy, Roma traveller students and white males.
- Schools Partnership Agreement - this programme, with our highest priority 13 schools, includes a Schools Champion, a current UEA student going into the schools each week throughout the year. They offer various services but in particular many tutor small cohorts of pupils with English, geography, science and business in both GCSE and A

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

level preparation. Currently this is on a more adhoc basis but we are introducing metrics to track student attainment and also support with study skills and revision techniques.

We plan to increase and develop all four programme areas and to have impact and attainment metrics for all in the coming year. All students engaged in these programmes are being included in the HEAT database collection, enabling us to track their progression and outcomes.

We share the good practice of these programmes through our collaborations with the other local HEIs and are also working on several research papers, conferences and national award nominations to share our Schools Partnership Agreement Scheme.

3.4.2 Complementing NCOP

Our work with Norfolk schools through NCOP will target specific students from GAP wards in Years 9-13. We have focused our work for this project by targeting the schools with most students from the target wards. Our ongoing Outreach programme, which includes talks, workshops, taster days, residentials and mentoring, will continue and, as such, we have designed a programme of activities that will be delivered through NCOP that does not duplicate this work and that is additional. Whilst the programme is still evolving, activities delivered through NCOP include a progression programme for Year 12-13 delivered by HEAN (the Higher Education Access Network), resilience and mental health workshops, online platforms for engaging young people, employer engagement and various charity interactions.

Reflecting the outcomes of our Outreach Review (which will be completed in June 2017), our ongoing Outreach work is likely to shift and move slightly to fill the gaps that NCOP will leave. Additional work in areas such as Primary, Mature, looked after children and working specifically with WP students and schools who are not in the target wards is likely. However, we must be mindful that NCOP is time-limited and our ongoing Outreach programme must remain consistent and broad to continue the important outreach work once / if NCOP concludes.

3.4.3 Opportunity Areas

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

We are a key member of our community with buy in from the city for our UEA Plan which provides a strategic approach to the UEA of 2030. Additionally, through NCOP we are engaging to ensure we prevent duplication of work and a consistent approach to schools and colleges.

3.4.4 Work with target groups

We deliver a series of events for boys in Year 7 who are not currently considering higher education study. These 'Sport for Boys' events are highly successful and have great impact on the attending pupils. They include male role models and a combination of sporting activity and science and health workshops. We are now in the process of expanding this programme to include engagement across Year 7 – 11 with a series of events on campus and in schools, all supported by a CRM system to continue interaction and engagement of the young people. Here there will be impact metrics included and students will also be included in the HEAT database to enable tracking.

New this year we are introducing, in partnership with Educator Solutions Norfolk, a gypsy, Roma, traveller (GRT) conference for young people, parents and teachers from this community to attend with the aim of celebrating best practice in the county and across the country to support policy changes in schools. This is an area of real concern in Norfolk with little support for the GRT community and their varied needs. Examples of best practice will be discussed on the day to showcase innovation in the education sector, and the key challenges in retaining and transitioning young people from GRT communities will be deliberated with the help of experts. We will build on this Conference with community days on campus, training in conjunction with the council for target schools and inclusion in our developing Discover Teaching programme.

We have an ongoing commitment to mature students and are in the process of developing a more enhanced offer for students on Access courses including workshops, study skills sessions and transition events in the summer before commencing with UEA.

3.4.5 Collaboration

We will continue to work collaboratively with HE providers locally and across the wider East Region. This will ensure a shared understanding of any potential gaps in provision and further opportunities for collaborative projects. As outlined in section 3.2.1, we consider UEA has a particular responsibility to support our local area, and will be working with Norfolk providers and stakeholders to support this aim. For example, members of academic staff sit on the Norwich Social Mobility Group run by MP Chloe Smith.

We aim to host and participate in an increasing number of collaborative activities such as summer schools, campus visits and careers events. For example, our Move on Up two day event for Year 10 pupils which involves workshops and activities from various FECs and HEIs in the area. We will also continue working with the University of Suffolk offering joint activities for specific groups such as the looked-after children residential. Our collaborative target in Table 7b of the Resource Plan reflects these projects.

Through our introduction of the HEAT database to track students engaging in our activities we are working collaboratively with some 50+ HEIs nationally.

UEA is the lead university for Norfolk for the East Anglian consortia of NCOP. Working with the four other HEIs in the region, plus the nine FECs, training providers, councils and employers, we are creating a cohesive and inclusive approach to supporting young people in making informed decisions for higher education study.

3.4.6 Other access considerations

The exploration of the use of contextual information in admissions processes is ongoing. We recognise the importance of strong evidence to enable the development of a transparent and robust policy. Although progress has been slower than anticipated, we are now introducing the use of Progress 8 scores in order to make decisions for some of our Foundation Degree courses and in the UEA Scholarships we provide to WP students.

We continue to offer foundation years, designed to be more accessible to different types of learners or students yet to fulfil their potential. These courses provide a strong platform from which students can progress into their chosen area of study giving them a variety of key study skills, which will enable them to excel as an undergraduate. Through our Partnerships Office we enable alternative progression routes to higher education for students to study for a UEA award with one of our partners.

We are exploring the introduction of a series of non-residential 'summer school' style events for WP students from the local area that have made UEA their firm choice. If deemed to be of interest and use to our applicants these will be run in July / August 2018 and will offer a range of preparatory sessions to support students with study skills, thinking and writing academically, preparing to live independently and with the practicalities of coming to UEA. Our intention is that, for those without the family history of HE, the concept of HE and UEA is alien and these days will enable them to feel connected and prepared, ready to transition in September. Our hope is this will also increase retention rates for WP students, especially from our mature student cohort.

Through the validation activities of our Partnerships Office we enable alternative progression routes to higher education for students to study for a UEA award with one of our partners. Further to UEA's validation arrangements within the region (Section 3.2.1), activity further afield also supports the strategy to widen access. In the past year, we have entered into partnership with Brooksby Melton FE College in Leicestershire and through our validation of degrees at the Royal Marsden School in London offer nurses working full time the opportunity to study part time to advance their careers in cancer care. UEA remains committed to this strategy and is actively seeking additional HE in FE validation partners in the region and beyond

3.4.7 Strategic Relationships with Schools

UEA currently has an ongoing supportive relationship with City Academy Norwich (CAN), an 11-16 school. The proportion of pupils at CAN known to be eligible for pupil premium is significantly above the national average and the school does not meet the government's current minimum expectations for pupils' attainment and progress. We, therefore, offer intensive input to support the school staff with behaviour management, such as lunch time clubs to engage students in more positive and fruitful endeavours, and with attainment, including our reading scheme for Year 7-9 pupils; building on this work we will develop an outcome based metric this coming year to include in next year's milestones and targets (Resource Plan).

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

schools, nurseries and colleges with the total currently standing at 170. The fact that the majority of our students gain teaching posts within the region is an indication of the strength of these relationships.

Members of our School of Education are also actively involved in raising the quality of schools in the region through broader initiatives. For example, our head of school is trustee of the Viscount Nelson Network (VNET). Originally the Norfolk Better to Best (NB2B) programme, which across three years, has seen the percentage of good or outstanding schools in Norfolk rise from 63% to hit the national average of 89%, this has now been developed into a not-for-profit company with control being handed to the member schools and others working in partnership such as UEA. The huge range of services it offers includes helping schools prepare for an Ofsted inspection, workshops in specialist subject areas such as maths or phonics, professional development training for teachers and best practice events for head teachers. The scheme currently involves 240 schools in the region, including a number of academies. As the work of VNET expands UEA are committed to furthering our contribution.

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

A further example of this breadth of engagement and relationships across local Schools and Colleges is the considerable number of staff members who act as governors. A recent review of UEA staff who are governors revealed that 32 staff members reported being current governors or directors or being in the process of becoming one (1 at a Pre- School, 19 in primary schools, 9 in secondary, 2 in colleges and 1 in a school for children with complex needs). A further 16 reported having been a governor in the last 5 years. In addition, a further 25 reported interest in becoming a governor in the future. UEA will be working to develop training and support for staff who are, or express interest in becoming, a governor and methods to ensure that we engage with those who are or have been to develop and maintain relationships with schools.

3.5 Student Success

UEA is firmly focussed on student success being a product of both academic achievement and personal wellbeing.

A review of Student Services took place in 2016 and a new Student Support Centre has been created. This is a one-stop-shop offering a range of professional, proactive and approachable services for students. A reorganisation of the structure, including a new Senior Management Team, and an investment in additional staff within areas where there is a high student demand has created a more effective, accessible and user-friendly service.

As outlined in our performance review in section 3.1, a key area for improvement for UEA is in closing the performance gaps revealed by differences in rate of achieving good honours degrees. The University's Learning Enhancement Team is leading a project that aims to develop students' assessment literacy by using examples of student work to deepen understanding of criteria and standards, increase self-efficacy and improve performance. It is a university-wide, collaborative project involving members of the Learning Enhancement Team, the Centre for Technology Enhanced Learning and academic staff. Our approach combines opportunities for peer-to-peer and teacher-led discussion of examples of student work in class with subsequent online access to short videos containing tutor commentary. This approach is being trialled with undergraduate students at different levels and on a range of degree programmes across all four UEA Faculties. A pilot of the project has been implemented in our School of Health Sciences to support students in the preparation of a 3000 word reflective essay. As a result of the pilot we have seen substantial increases in self-reported levels of student confidence. We will also make use of data on fail rates and achievement of good honours to evaluate the impact of this work on student performance including working torwards reviewing this by all WP characteristics and hope to continue to roll out further to target specific performance gaps as review in our performance monitoring.

Our performance review also particularly highlighted the need for further action in terms of retention of students with disabilities including specifically those with mental health issues. As part of the review of our student support services, it was recognised that an increasing number of students were reporting that they experienced mental health issues and a significant number of these were not seeking help. It is widely known that attending face-to-face sessions can be a barrier for those who are fearful of how others might perceive this or it may seem too demanding a commitment when a student is already feeling overstretched. Offering a service to students via the internet, therefore, gives an alternative and more flexible source of support to those hard to reach students who we may otherwise not know are struggling until they reach a crisis point. We, therefore, plan to offer a new on-line support service in addition to our existing face-to-face support. Transferring the use of counselling skills to computer-mediated technology requires additional skills to those utilised within the face-to-face interactions and, as part of our plan of work, we aim to train relevant staff in the Wellbeing Service so that they can manage this transition.

In addition, the University is currently training a number of students to deliver peer support groups as part of the Student Minds Peer Support initiative. Peer interventions can change the state of student mental health and the aim is for students to take action to foster an environment where everyone has the confidence to talk and listen to each other, the skills to support one another and the knowledge to look after their own mental health.

As outlined in our 2017/18 Access Agreement, we will continue to ensure that any student opportunity funding reduction that may affect student success activities is supplemented through our Access Agreement expenditure. The changes to DSA funding will mean that some aspects of support will no longer be funded through this route. We note that the cost of reasonable adjustments is not countable expenditure[7] but will include expenditure on

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[7] OFFA 2014. Changes to Disabled Students' Allowances – how these affect your access agreement.

support that goes beyond what would be considered 'reasonable adjustments' under the Equality Act 2010.

The performance review also highlighted success of mature students with no previous experience of HE as a key area of focus. Research has shown that a strong sense of belonging for all students is extremely important. In recognition of this, a review of the Mature Students' Induction Day is currently taking place with an aim to better prepare students for university life and improve student success and retention. In addition, analysis of internal data highlights the large proportion of mature students who do not continue in their studies are based in our School of Health Sciences (HSC). A new role has been created in the School for 2017/18, focussed on implementing targeted initiatives to raise retention and success.

We will continue to utilise all available data to monitor and evaluate the impact of our student support and remain alert to any new issues as they arise. For example, the Non-Academic Experience survey, a new annual survey run by our Business Intelligence Unit (first introduced in autumn 2016) includes sections on engagement and satisfaction with the full student experience including with all student support and is analysed by age, ethnicity, disability and whether students are in receipt of a bursary. Trends from the first year of analysis include clear patterns of higher reported usage and satisfaction with a range of Student Support Services among a number of widening participation groupings.

Furthermore, for 2017/18 we will have a WP strategic plan for student success in place. This will incorporate our state of knowledge in relation to engagement and output data as well as clear targets and outcomes. We will utilise data to support the identification of the performance and needs of various groups. In 2018/19 we will be targeting funds to specifically address these and robustly monitoring the impact and effectiveness of the initiatives in closing the gaps.

3.6 Progression

We have a strong record in terms of overall graduate destinations of students from WP cohorts, as identified in section 3.1.2, and undertake a range or impactful and effective initiatives in this area. To support progression we currently deliver a mix of inclusive activities for all students and those targeted at specific groups. Examples include:

- An employability development fund to support students with the costs of development opportunities to enhance employability such as participating in work experience. Students from our target groups, including LPN, disabled, mature or from a low income household, are eligible and 65 students received an award in 2015/16 (considerable growth on the number in 2014/15). The vast majority of these used their award to fund time in work experience or an internship or attendance of a course or conference. Student feedback regarding the fund has been very positive with outcomes including; increased confidence and clarity regarding future careers, soft skill and personal development and increased professional contacts and networks.
- In 2015/16 we fully launched the UEA Award. Developed in conjunction with employers and students the Award provides a framework that enables students to develop their skills and attributes through both academic and extra-curricular activities to improve their employability. 12 per cent of the students who participated in 2015/16 were from a WP background.

We will not be complacent, however, and will continue to target funds and activity to ensure that we maintain and build on our current strong performance; especially where our performance monitoring highlights difference between detailed subgroups and/or Faculties or Schools at UEA.

Indeed, taking continual action is particularly important in light of the clear national trends which illustrate that there are issues relating to employability for students from under-represented groups. For example, LPN and black African graduates are less likely to be in graduate level jobs 6 and 40 months after graduating[8]. Graduates from higher income households earn significantly more after graduation than other graduates, even after completing similar degrees from similar universities[9].

We are also extremely aware that the existing time lag in determining positive outcomes after graduation will be increasing even further with the move to the Destination of Leavers from Higher Education Survey (DLHE) taking place 15 months after graduation. In light of this, we have been working to ensure we have additional methods of monitoring potential progression. For example, new questions have been added to the University's registration task, completed by all new and returning students each year, to gain a more live and detailed understanding of students' employment aspirations, plans and confidence, and the level of impact their university experience is having on these factors. Initial analysis of these data indicate lower levels of confidence among some widening participation students in their ability and preparedness to find graduate employment - especially among some disability subgroups including students with mental health issues or an Autistic Spectrum Disorder.

During 2016-17, UEA's Careers Service trialled a three-day leadership programme with Common Purpose designed specifically for students with disabilities. 23 students attended the programme and early feedback was very positive. We are now working to track the longer-term impact of this programme with the students to assess whether running this more regularly would be effective.

In addition, our 'MyCareerCentral' online hub provides a wealth of internal data measuring students' engagement with our careers service and employability opportunities. We have

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[8] HEFCE (2015) Differences in employment outcomes: Equality and diversity characteristics.
[9] IFS (2016) How English domiciled graduate earnings vary with gender, institution attended, subject and socioeconomic background.

established a year on year dashboard allowing close monitoring of any uptake gaps between LPN and non-LPN students. The three years' worth of data available so far show a gap in engagement levels but that each year LPN students are moving towards matching the engagement levels of non-LPN students, including being as likely to have made an appointment with our Careers Service in 2016/17 so far. Work is now being undertaken to ensure that similar analysis can be carried out by the other target WP characteristics to ensure that action can be taken to close any other engagement gaps.

Our Non-Academic Experience survey includes a detailed section on engagement and satisfaction with the Careers Service at UEA. During analysis, data is cut by respondent type, including age, ethnicity, and those in receipt of a bursary (used as a proxy for household income and/or LPN students). Findings revealed differences in how useful on average those from different widening participation characteristics found elements of the service. For example, reported usage of the Careers Service generally by bursary recipients is higher than for non-recipients and, positively, this group were more likely to find dropping into Career Central useful whereas mature respondents were less likely to find dropping into Career Central useful. In addition, those reporting a disability and BME respondents were more likely than average to report finding social media posts useful. These data will be utilised by UEA's Careers Service in ensuring accessibility of the service to widening participation students and considering when planning targeting of services to specific groups.

More detailed analysis and ongoing monitoring of all relevant data sets will continue to be carried out in order to support the development and targeting of appropriate activity. For 2017/18, and as already identified in our WP Strategy, we will have a WP strategic plan for progression in place. This will incorporate our state of knowledge in relation to engagement and output data, our understanding of potential causes of performance gaps as well as clear targets and outcomes. In 2018/19 we will be targeting funds to clearly address these and robustly monitoring the impact and effectiveness of these in closing the gaps.

3.7 Financial support for students

Reviews of current national research have shown that bursaries have little if any effect on access on at a national level[10,11]. It should be noted that the published research predominantly relates to the pre 2012 system of fees and student support. Similar findings on retention demonstrating no significant impact[12].

However, evidence relating to the impact of bursaries on retention remain conflicting. Institutional reviews continue to suggest that bursaries may have an indirect effect on retention and attainment by supporting and enhancing the student experience and students' abilities to engage with their studies, rather than having a direct influence.

Therefore, taking into account; the new external changes to student support identified in 3.3.1, that undertaking robust evaluation and responding to findings takes time and our internal review is still underway and the existing uncertainty relating to impact of this support on student success we are not proposing making further changes to our financial support package for 2018/19.

We will continue to work to ensure that we are making an evidence based decision regarding our financial support offering beyond 2018/19. UEA have commenced undertaking a wide range of research and analysis activities to review the impact of our financial support in terms of demonstrable changes in behaviour. The outcomes of these will inform our decision making as to the approach we will take to Financial Support going forward.

- We have established a Widening Participation Financial Support Working Group with membership from key areas across the University and our Students' Union. The Working Group have designed a job of work, which will be taken forward by our Widening Participation Manager, including undertaking comparative impact evaluations of financial support and non-financial support initiatives.
- Our Business Intelligence Unit are undertaking a range of market research and management information analyses including looking at key measures of access, success and progression and analysing surveys of student experience by bursary recipients compared to non-recipients. For example, data from our Non-Academic Experience Survey is being analysed by bursary recipients compared to non-recipients, in order to provide insight into the potential impact of finances on students' experiences.
- We are in the process of commissioning a large-scale literature review to be undertaken by academic and research colleagues in our School of Education focussing on what the most impactful and effective actions are to support widening participation student success.
- We are committed to utilising the tools developed by the OFFA commissioned project *Understanding the impact of institutional financial support.* We will undertake the data analysis as soon as the data set is made available by HESA (May 2017) and training has been delivered (which we are signed up for). We are keen to work with other relevant institutions to share and compare data to ensure the robustness of this analysis as appropriate. We are also exploring ways to utilise questions from the proposed survey and topic guide in our registration task, regular student surveys and planned qualitative projects following students through their first year at UEA and will take this forward in 2017/2018 as appropriate.

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[10] Nursaw Associates 2015. What do we know about the impact of financial support on access and student success?
[11] OFFA 2010. Have bursaries influenced choices between universities?
[12] OFFA 2014. Do bursaries have an effect on retention rates?

3.7.1 Support for 2018/19 entrants

Our financial support for 2018/19 entrants is outlined in Figure 7 below.

Recipient	Amount
Household income less than £16,000	£1800
Household income £16,001 – 20,000	£1000
Care leavers	£3000
Humanities or Sciences Foundation Year, household income less than £16,000	£1800

Figure 7: Support for 2018/19 entrants.

The financial support detailed in Figure 7 is provided for no more than four years of study even if a course is longer. A Foundation Year counts as one year of study towards the maximum of four years of bursary support. All recipients are able to choose annually the type of support they receive: fee waiver, accommodation waiver or cash payment. We offer a Bright Sparks scholarship that recognises students who have undertaken the Extended Project Qualification with a £3,000 scholarship, which can be combined with a bursary for eligible recipients. We will also offer an 'Article 26' scholarship for asylum seekers worth £12,000. This will cover the cost of home fees £9250 as well as offer a £2750 bursary per year of study.

4 TARGETS AND MILESTONES

UEA's targets and milestones outlined in Tables 7a and 7b of our Resource Plan are a combination of HESA KPI's and internal measures. For HESA measures, we consider that benchmarks are the most helpful milestone against which to assess performance as they reflect context. Equally, we recognise the value of aspirational targets and have therefore expressed milestones in absolute terms.

Overall, our targets have a clear focus on access measures, thus supporting OFFA's strategic plan for 2015-2020.

4.1 Further planned development of targets and milestones

We anticipate revising our outreach targets once the review of activity is completed. This could include adopting different or new measures of performance should existing activity or target groups change or become obsolete.

UEA recognises the need for activity to raise attainment and commit to developing outcome based target/s and milestone/s regarding attainment-raising activity in our future Access Agreements.

We also recognise the importance of demonstrating the impact of additional activity relating to success and progression through new targets. However, available data are not currently sufficiently robust, or consistent enough, to enable us to take an informed approach when setting a baseline and appropriately stretching targets for all areas so we will continue to work on the data development necessary. Examples are likely to include;

- Setting progression baselines and targets following adequate years of data collection for the new DLHE 15 month survey.
- Setting additional activity based success targets having worked with our new Student Support Service and Business Intelligence Unit on developing the monitoring of use and impact of different types of support for student success by widening participation characteristics.

We anticipate that working with our purchased HESA data (section 3.1.3) may also enable us to set further targets based on benchmarked performance by other widening participation characteristics and ethnicity and disability sub groups.

Furthermore, with the development of our internal data monitoring strategy (section 5.1), we anticipate that gaps in performance, which drive our strategic priorities, rather than absolute measures will also feed into institutional targets.

The start of this target and milestone development can be seen in the Resource Plan Table 7b which contains a new progression target based on closing the gap in terms of rates of engagement with our Careers Service.

5 MONITORING, EVALUATION AND RESEARCH

The University undertakes to monitor compliance with this agreement and our progress towards milestones. This responsibility sits with our Pro-Vice-Chancellor (Academic) who is supported by the new Academic Director for Widening Participation (section 3.2.3). Our WP Committee will include representation from across UEA, including the Academic representation, the Union of UEA Students and the Careers, Student Support and Learning and Teaching Services, the Outreach and Widening Participation Teams and the Equality and Diversity Office.

UEA's strategic approach to widening participation continues to be underpinned by an emphasis on monitoring and evaluation to prioritise activities and interventions with the greatest impact. We achieve this by utilising data to establish baseline and identify gaps in performance between different groups and build an evidence base of effective activities, good practice and areas for improvement. The University's commitment to this way of working is exemplified by the fact that skills in monitoring and evaluation generally, and in techniques to measure impact and effectiveness of initiatives specifically, were essential in the recruitment of our new Widening Participation Manager and in the current recruitment of our Widening Participation Officer.

The new Widening Participation Team will be developing a Monitoring and Evaluation strategy and related tool kit by 2017/18 and expect this to be fully utilised across the institution by 2018/19.

UEA are also currently actively exploring options to implement Learner Analytics to; enhance our understanding of predictive factors in retention and success of different student groups, increase our ability to take active interventions and monitor and evaluate the impact of these, and provide staff and students with improved data and insight into individual student engagement and success in order to undertake targeted interventions.

5.1 Data and monitoring

UEA continues to invest time and resources into the development of methods to monitor performance and further considerable progress has been made since our last Access Agreement. For example, in terms of utilising both HESA and internal data to look at more detailed WP groupings, to consider different contexts such as performance at School and Faculty level and further embedding analysis by WP characteristics across student surveys and other data collection. We have a range of longitudinal institutional WP reports looking at entrants, non-continuation, degree outcome and graduate destinations broken down by the key characteristics over time outlined in section 3.2.2. We also have reports for each statistical target tracking actual performance against milestones.

We will continue to further our understanding of challenges faced by different groups by looking more at other indicators of access, success and progression such as reasons for decisions, confidence and attitudinal factors.

5.2 Monitoring and evaluating activity

Monitoring and evaluation is embedded within all our outreach activity. We consider outputs and outcomes in terms of both short and long-term impacts and we recognise the need for an even clearer focus on outcomes to demonstrate the value of specific interventions and target resources most efficiently.

UEA is now a member of the Higher Education Access Tracker (HEAT) membership service, which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity. UEA records data about its outreach and participants on the HEAT database. This is entered into the HEAT longitudinal tracking system that matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data

through to postgraduate study and employment. Tracking reports received from HEAT help the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We are able to track student progression to any HEI, including this institution, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole. Being part of the HEAT service also enables the University to engage with collective WP sector research. By using data from all members as an aggregate, the HEAT service is now able to explore new multi-dimensional ways of defining under-representation, disadvantage and differential outcomes and the effect that outreach can have on different groups of participants. By subscribing to HEAT we can take an evidence based approach to planning outreach delivery so that we can continue to invest in outreach activities that optimise progression with disadvantaged cohorts. HEAT will also allow us to create end of year reports for our target schools, providing them with an overview of the work they have undertaken with UEA. This will be helpful in building relationships with key schools and developing a partnership approach to supporting students as these reports will prove invaluable for school reporting and OfSted visits.

Although monitoring and evaluation of interventions does occur for a range of activities, our WP Strategy identifies that we need to develop a WP monitoring and evaluation strategy that reflects all aspects of the student lifecycle. This will map against institutional structure and coordinate with equality and diversity measures. Our cross-institutional team of monitoring and evaluation coordinators already cover the student lifecycle.

As outlined in section 3.4, UEA is conducting a detailed review of Outreach activity and is currently exploring ways to extend this review across the student lifecycle.

5.3 Evaluation and research

Our Business Intelligence Unit continues to undertake cross analysis of all surveys and qualitative research with potential, current and past students to highlight differences in requirements, satisfaction and experiences of UEA provision for different student groups. In addition to the Non-Academic Experience Survey, other internal surveys which will continue to be analysed in this way include the Reasons for Choice Survey (annual survey of enquirers, applicants and offer holders, exploring decision making and information sources used), Open Day and Applicant Day surveys and monitoring of National Student Survey and UK Engagement Survey responses.

In 2015/16, we undertook a tracker project consisting of qualitative interviews with a small (30 students) panel of 1st and 2nd year home undergraduate students across the academic year following their experience of a year at UEA. This helped us to better our understanding of the interplay between different positive and negative factors in the retention and success of our students and any differences in the experience of choosing, studying at and living at UEA between WP and non-WP students. To further our understanding, monitor changes in needs and evaluate impact of newly implemented activity, we have furthered this work by introducing a WP specific group into our annual New Student Focus Group Project and will continue to run the full tracker project every other year.

In 2015/2016 UEA's Business Intelligence Unit also launched an ongoing Exit Survey with students who have withdrawn from the institution or academically failed. At the end of the academic year 2016/17, full statistical analysis of two years' worth of data will be undertaken including cross analysis by widening participation characteristics. Dashboarding will be designed to allow for live monitoring of trends. This will enable the University to learn more about the reasons behind the non-continuation of widening participation students and take action to address specific trends and issues.

Following a successful set of five short term fellowships into specific WP issues, we plan to utilise further the wealth of academic expertise within UEA through funding colleagues in our School of Education and Life Long Learning to undertake an initial scoping review (2016/17)

and then a more targeted systematic review (2017/18) into key issues for the success of widening participation students. In 2018/19, we plan to fund further research to investigate key issues raised in this review.

We also engage in sector wide research opportunities to increase our knowledge and understanding of issues facing widening participation students and effective activity to address these. For example, since 2010 UEA has been an active member of a syndicate of universities working with research specialists HAVAS People on an annual tracker of barriers and motivators to university choice among Year 12 and 13 potential students including monitoring attitude and awareness of financial issues. We have recently been working with HAVAS to broaden the analysis of these results by widening participation characteristics, which will provide a new rich source of insight for UEA and other participating institutions. We have also recently signed up to be an active member of a collaborative study with specialist market research agency Alterline, which will aim to help institutions to broaden participation and retention through gaining a better understanding of the thoughts and aspirations of adolescents and children through a qualitative and quantitative study with young people from the age of 6 through to 18. UEA are working with Alterline to ensure that the sample reflects a diversity of background and that analysis is undertaken by widening participation characteristics.

6 EQUALITY AND DIVERSITY

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

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

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

Our equality and diversity and WP staff work closely in partnership, including in the development of data sets and analysis of performance, and are represented on committees that steer both areas of activity. UEA's Head of Equality and Diversity is involved in the development of our access agreements and monitoring returns.

7 PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

UEA remains committed to publishing clear and accessible information for existing and prospective students on the fees we intend to change and the financial support we offer. Once this agreement has been submitted we will publish fee and financial support information online, noting it is subject to approval by OFFA. We will ensure we provide timely and accurate information to UCAS and the Student Loans Company (SLC) so they can populate their course databases in good time to inform applications.

We recognise the importance of ensuring prospective students, especially those from under-represented groups, have access to information to make their decisions on higher education. We provide this information across a range of sources, from hard copy information leaflets to emails and webpages.

As a result of focus group research with prospective students, including those in our target outreach schools, we are currently redeveloping a section of our website. Our 'Information for Parents, Teachers and Young People' pages are being restructured with updated content to reflect young people's feedback. Alongside this, we have an intern in place to explore opportunities for improved communication, and sustained impact, with young people from under-represented groups who have participated in outreach activities. The results of our 'Reasons for Choice' survey across 2015 and 2016 entrants (section 5.3), indicated that potential students from LPN are more reliant on their own research in selecting institutions and less likely to use advice from friends and teachers/ careers advisers. In contrast, LPN students reported using the UCAS website to gather information more often than those from POLAR quintiles 2-5.

We will continue to ensure that students receive accurate information about the implications of any policy and funding changes. For example, in relation to the Disabled Students' Allowances we will make sure that students have a clear understanding of the support they can expect to receive from UEA. For potential Health Sciences students, and all those from low household income who would previously have received a grant, we will ensure clarity in terms of the implications of funding changes and the support available.

8 CONSULTING WITH STUDENTS

Student representation in terms of WP falls within the remit of the Undergraduate Education Officer within the UEA Students' Union (SU). They, and a senior member of Union staff, are members of our WP Committee. The Officer is also a member of other University committees such as the Learning and Teaching Committee, Employability Executive and Equality and Diversity Committee, which enables them to input into discussions and decisions that impact on WP across the student lifecycle. Through their involvement in our WP working group, now Committee, the UEA SU have contributed to both our WP Strategy and the development of this Access Agreement.

As a specific example, UEA SU are represented on our Widening Participation Financial Support Working Group and are, therefore, actively involved in the planning and interpretation of the review of our financial support (section 3.7).

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

UEA also continues to regularly gather student feedback and views through institutional surveys and focus groups. We have a clear schedule of planned engagement to prevent survey fatigue so where possible and appropriate integrate WP analysis into this broader activity. Some examples of this are outlined in section 5.3. We have agreed with the UEA SU that they will facilitate engagement with the network of Student Representatives to offer additional opportunity for consultation on WP issues both to develop access agreements and for the longer-term implementation of the WP Strategy. We gather feedback from our Student Ambassador cohort, and in particular are utilising their experiences as part of our review of Outreach activity.

UEA's outreach team continue to work closely with the SU to support their volunteering activity with schools and colleges through the provision of training and school engagement opportunities. We also work collaboratively with student groups offering training for the Outreach team including training on being a young carer or from the group Headucate on mental health issues.