University of Greenwich
Access Agreement 2016 - 2017

Contents

1. **Introduction**

The University of Greenwich has a long and rich history of widening access to higher education for learners from the most disadvantaged backgrounds and this continues to be a strength. This is clearly evident from the improvements we have reported over the last five years where the percentage not in HE has dropped from 15% to a current position of 8.6%, 1.2% below our benchmark. Our goal is to get to the sector average, currently 7%, so we are aware that we still have work to do.

We are committed to playing our part in social mobility by increasing access to higher education and maximising student achievement, enabling students to fulfil their potential and ambitions in employment and further study. Based on our many achievements in this area we are proud to be one of the top higher education institutions in London.

Aligned to the OFFA Strategic Plan 2015-20 the University has adopted a whole life cycle model to access and success, in recognition that disadvantage can follow learners through education and doesn't stop at the gates of the University. Our main priorities are for improving the retention of learners and their progression into graduate employment, whilst also increasing levels of outreach. This agreement outlines that 77% of our total activity expenditure for Student Opportunity and Access Agreement commitments will be expended on student success and progression.

To strengthen our approach to widening access we are continually enhancing our infrastructure with long term investment. Through our Strategy for Access and Student Success Committee we are embedding our aims and objectives for access and success and integrating new structures such as the student dashboard to enable staff to gain a better understanding of our student's experience with a view to achieving the objectives outlined in our Student Engagement Framework. This will be supported by our continued commitment to reinvest 22% of our fee income above the basic level on student success and progression.

Improving access to data has enabled the University to reflect on the success and retention of groups categorised under the Equality Act 2010 who need further support, leading to new targets for this Agreement. The use of data is shaping our approach to monitoring and evaluation. We continue to be an institution with considerable ethnic and cultural diversity, reflecting the protected characteristics set out in the Equality Act 2010: 42.2% of students are mature; 48% of students are from black minority ethnic backgrounds and 55% of students are female.

The University is committed to maintaining a whole institutional approach to widening access and we are currently up-dating our Strategy for Outreach. This will ensure a coordinated method for engaging partner schools and colleges with sustained long term projects, to achieve our mission for outreach which is to 'deliver the mutually beneficial raising of achievement, aspiration and awareness'. Our success at outreach work continues to be a strength of the university with over 65% of students with which we engage falling into at least one widening participation category.

2. **Equality and Diversity**

The university has a structured approach to delivering our responsibilities outlined in the Equality Act 2010, our aim is to create an environment in which students and staff are selected and treated solely on the basis of their merits, abilities and potential, regardless of sex, colour, ethnic or national origin, race, gender, gender identity, disability, mental health, HIV status, age, sexual orientation, socio-economic background, religious or other beliefs, trade union membership, marital status or family circumstances.

Our Equality and Diversity Committee meets three times per year to: publish our Equality and Diversity Policy Statement; support Faculties to deliver their Equality and Diversity Plan; evaluate the performance of groups identified in the Equality Act 2010 and generally promote inclusion across the institution. Chaired by the Director of Human Resources this committee reports into the University Student Experience Committee which then reports into Academic Council ensuring that senior managers have oversight and strategic management of equality and diversity. Our Equality and Diversity Manager delivers a supporting role for Faculties and Directorates, offering expertise to create and deliver projects designed to enhance the performance of under-performing groups.

The University publishes equality information annually which provides an overview of students with protected characteristics. Our 2013-14 Equality and Diversity report confirmed that 6.8% of the University's student population had declared a disability while studying with us. The report also highlights variable levels of disability across Faculties which has led to specific interventions to support targeted groups.

The University is committed to promoting equality and valuing diversity, and this is central to our commitment to excellence in all that we do: teaching, research and enterprise. This commitment will also support us to meet our vision: that by 2017 we will have an enhanced reputation as a leading London university.

Our commitment to equality is reflected in how we aim to:

- Do our best to ensure that everyone is treated fairly and with respect.
- Recognise that students and members of staff have different needs.
- Make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or gender reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

By deploying a specific Disability Coordinator for outreach and retention work the University has led the way across the sector to enable this work to have a discrete focus. Projects such as the: Special Interest Nurture Groups; AccessAbility Project and Pre-Entry Transition Support project deliver interventions such as orientation, mentoring and achievement raising activities to enhance the progression, transition and success of students with a declared disability.

The university has developed this agreement with due regard to our responsibilities outlined in the Equality Act 2010 and its impact on our institutional processes is assessed through the completion of an Equality Impact Assessment (EIA). The EIA identifies any adverse impacts on particular protected characteristics and we are analysing it against all nine protected characteristics, as well as taking into consideration factors such as part-time working and caring responsibilities. We believe that this ensures the decision making and policies we implement are fully informed and do not disadvantage any group unintentionally. The results of the EIA is discussed at the Equality and Diversity Committee enabling the university to reflect on the impact of the Agreement and take forward its recommendations. Our previous Access Agreements have positively impacted on the institutional approach to equality and diversity by influencing current policies, however we acknowledge there is further work to be undertaken to achieve our goals in this area including a greater focus on protected characteristics at a Faculty level.

3. **Assessment of our retention, student access, success and performance**

The University of Greenwich in 2013-14 exceeded its benchmarks for access. This position was underpinned by specific measures aimed at recruiting students from low participation neighbourhoods, state schools and lower socio-economic classes. The success of our access work is based upon working in partnership with regional institutions such as schools, colleges, local authorities and other higher education institutions (HEIs). An assessment of our access work in the 2013–14 academic year highlights:

1. An increase in the percentage of students from NS-SEC classes 4, 5, 6 & 7 for all full-time undergraduates from 54.2% to 56%, now approximately 15% above benchmark and 23% higher than the sector average;
2. Some 98.1% of the university's student population progressed from state schools, against a benchmark of 94.3% and a sector average of 89.9%. While we have set our new targets to reflect the sector position and to ensure that we are able to respond effectively to the more competitive recruitment environment, we will continue to recruit from state schools and do not anticipate this figure reducing significantly;
3. Young full-time undergraduates from low participation neighbourhoods accounting for 11.1% of the student body, against a HEFCE location adjusted benchmark of 9.1%;
4. The percentage of mature full-time (4.7%) and part-time (2.0%) undergraduates being above the location adjusted benchmark;
5. The recruitment of mature students exceeding national benchmarks, with 42.4% of the university undergraduates compared to a UK average of 22.8%;
6. 50% of full time home undergraduate students who applied for state support have a household income of less than £25,000.

Our access retention targets are ambitious and stretching, and are aimed at positioning the University of Greenwich to be at the national average for all English universities by 2017. Good progress has been made in this regard with improvements in continuation

that currently stands at 88.5%. While this result is 0.4% lower than in 2012-13, the overall trend over the last five years has been steadily upwards and we anticipate this improvement will continue.

The University of Greenwich continues to make considerable progress in increasing the number of students who are awarded a degree, improving from 68.3% to 79.7% between 2010-11 and 2013- 14 (HESA, Table 5). This outcome, which is 2.5% above bench-mark, is the best we have recorded for this performance measure, and is on course to achieve the national average of 81.8% by 2017-18. In addition, 63.4% of undergraduates graduating in July 2014 achieved a first or 2.1 honours degree, the best ever performance for the university.

Employability rates for University of Greenwich graduates from 2013-14 are anticipated to show a significant improvement compared to the previous session. Our own in-house analysis of data indicates that this improvement is both in relation to those in employment and to those in graduate employment. A range of employability initiatives are being undertaken within the university to ensure that this trend continues and our position is at least as good as the sector average.

Within the University's Strategic Plan 2012-17 we have set ourselves ambitious targets of: student retention 93%; students graduating with a good honours degree 65% and student employability above the sector mean, to reflect the shift towards graduate outcomes rather than access, recognising our success at recruiting a large proportion of students who meet at least one widening access criteria.

Other milestones that have been exceeded are the number of students receiving UCAS and student finance information support from 2,127 in 2012-13 to 2478 in 2013-14. The number of students engaged in our taster days has risen again to 919 in 2013-14 an increase of 155 from the previous year. Targeted funding of outreach activity with local schools has facilitated the University to meet many of our widening access milestones. General pre-induction work has increased across the University with Faculties pro-actively engaging local schools and colleges to maintain our widening access profile.

4. **The University's approach to access and success expenditure in 2016-2017**

The University is committed to reinvesting 22% of the additional fee income above the basic level on our Whole Life Cycle Model outlined below. The priorities for the model are focused around enhancing access, success, retention and progression.

To ensure that the Access to Learning Fund (ALF) continues the University is repurposing a proportion of the Student Opportunity allocation to cover the financial shortfall. The University has 50% of students studying with us who have a family income of less than £25k, and many of whom will need financial support at some point during their academic journey, making the continuation of the Access to Learning Fund a priority.

Together with the SUUG (Student Union University of Greenwich) we have agreed a structure for our bursaries and scholarships going forward into 2016-17. Although

national evidence cannot substantiate any impact that bursaries have on recruitment or retention, the SUUG has consulted with their members and conclude that financial support for students is essential because of the large proportion from low income backgrounds, making them susceptible to non-completion on financial grounds.

Embedding the whole institutional approach to access and success is a key priority for the University, and to this end we have reorganised our Faculty staffing structures to include specific posts at director level focused on the student experience. This has enabled us to have strategic leads with management and oversight of access, recruitment, retention and success in each Faculty. Additionally our Education Development Unit are focused on enhancing learning technologies across the institution to improve inclusion and the academic experience, through projects such as Flipped Learning. Our investment in data access has seen significant improvements with the creation of a new University Reporting system that enables staff to critically evaluate the performance of their programme and the groups within it.

The University is working closely with SUUG to ensure that the needs of disabled students are accommodated following the recent Government decision to reduce funding for the Disabled Students' Allowance. It is likely that we will allocate a proportion of the funding for student success towards this support.

5. **An Introduction to the Whole Life Cycle Model**
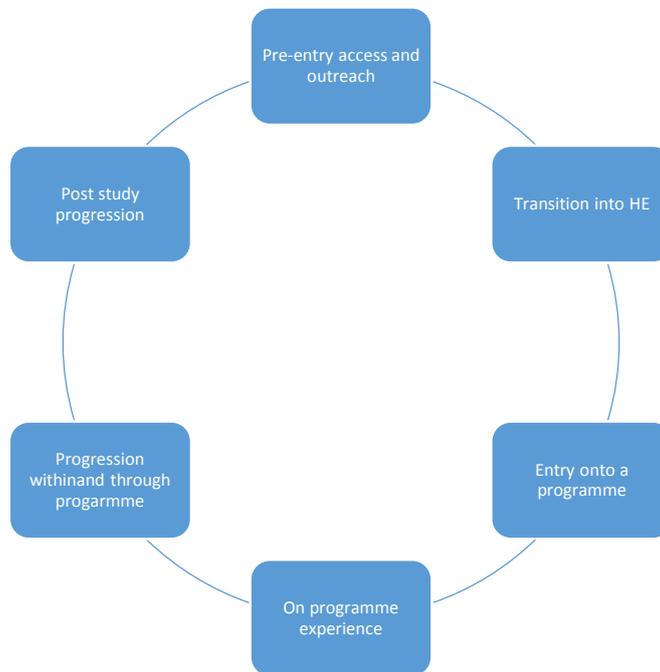
The United Nations approach to student inclusion and progression adopts a whole institution, whole life cycle approach and strategic developments at the University of Greenwich are increasingly aligned to this cycle. Specific Institutional developments in relation to the six stages of the student life cycle (that are in the process of being fully embedded) are described more fully in section 8 below. Future targets have also been

written to the life cycle and actions will be monitored and evaluated to identify priority areas for targeted interventions.

At each stage of the life cycle there are two broad types of intervention:
a) Targeted interventions which are aimed at particular groups of students e.g. the attainment of BME students through improving the on programme experience;
b) Targeted interventions which are aimed at a wide range of students in relation to an identified area for development e.g. improving employability for all students as part of post study progression.

Targets set for 2016-17 and wider institutional developments are focused on widening the access, progression and attainment of our students as part of the whole life cycle.

The development of the whole life cycle approach has been part of a significant step change in collaboration between the University's Faculties and Directorates and the Student's Union, University of Greenwich (SUUG). This has been manifest in structures that aim to ensure the full participation and representation of students in the ongoing development of the student experience in terms of access and success across the life cycle. Furthermore, the University is about to implement a new Student Engagement Framework (SEF) which has been written in conjunction with the SUUG, and focuses on the student journey and the student voice.

6. Targets for 2016-17 and the Whole Life Cycle Model

The majority of targets that are being proposed for this Agreement in the Resource Plan are aligned to the University of Greenwich Strategic Plan 2012-17, so we will continue to measure the success of our recruitment for the most disadvantaged students using the measures of: state school; no longer in HE after one year; projected degree outcomes; NS-SEC Classifications; Low Participation Neighbourhoods and the participation of students in receipt of DSA. These targets reflect our commitment to widening access and success, which is considered an institutional strength.

Based on evidence from our data, we have reviewed the success and retention of all groups of students and have formulated new targets and milestones based on this information. Aligned to the mission of our Outreach Strategy to deliver the mutually beneficial raising of achievement, aspiration and awareness, the remainder of our new targets focus upon the key themes outlined in the OFFA Strategic Plan 2015-20: attainment differences; student lifecycle approach; mature students; disabled students; care leavers; carers; raising pre-entry student achievement and aspirations.

7. Fee Charges

As part of the university's access work, it continues to offer a proportion of its student numbers to partner colleges reflecting its commitment to Foundation Degrees and the development of HE in the Further Education Sector.
The fees for students commencing a programme of study in the 2016-17 academic year are as follows:-

Bachelor Degrees, Integrated Masters and PGCE programmes <u>on campus</u>
Fees for Honours degrees, Integrated Masters and PGCE programmes studied at the university will be set at £9,000. The MPharm programme (jointly offered with the University of Kent and studied at the Medway Campus) will also continue to be charged at £9,000.

Bachelor Degrees and Integrated Masters delivered at partner colleges
Bachelor degrees studied at partner colleges will be charged a reduced rate of £8,400 with the exception of specialist provision in three colleges that requires expensive resources where a fee of £9,000 is charged.

Part-time Bachelor degree programmes
The fees for part-time Honours Degrees programmes will be pro rata to the full-time fee of £9000 for campus based provision and £8,400 (£9,000 for specialist provision) for programmes of study in partner colleges, where appropriate. The maximum amount of credits that can be studied in one academic year will be 90. The maximum part-time fee is £6,750.

Sandwich year placements
To support the University of Greenwich's employability objectives, Students studying on a Sandwich course will be charged a fee of £1,000 during their placement year

Foundation Degrees
Foundation degrees and HNC/Ds delivered in collaboration within partner colleges or on campus will attract a fee of £6,000.

Initial Teacher Training fees
Fees for the Initial Teacher Training programme are aligned to the cost of an Honours degree at £9,000 for the academic year.

All fees are subject to an annual inflationary increase based on the forecast RPI-X for each year. Fees for entrants prior to 2017-18 are governed by the Access Agreement for the relevant year of entry.

8. **Scholarships and Bursaries**

Scholarships and bursaries at the University of Greenwich are a mix of targeted and universal application to support access and success in the whole life cycle and in particular to support students in their transition, entry to a programme and their on-programme experience.

It is clear that financial support has the potential to impact positively on the student life cycle, for example, on social capital whereby students are better able to engage with activities, clubs and societies when there is less constraint on their finances. This is also the case in relation to employability.

We believe that information on our schemes for students are simple and transparent. Existing schemes for scholarships and bursaries included in the 2015/16 OFFA access agreement will continue although further eligibility criteria will apply for all schemes listed. There are also some new elements to the schemes in operation:

Greenwich Scholarship programme (GSP)
This scheme is available in the year of entry to home undergraduate honours degree students where Household incomes are less than 25k. Funding of £2,000 per full-time student is available in the form of a £1,000 fee waiver, a £200 voucher and £800 in-kind support, with the value of the voucher and in-kind support credited to a smart card. Part-time students will receive the pro-rated fee waiver only based on credits studied. Students do not need to apply for this Scholarship; the university selects candidates based on the eligibility criteria up to a certain number of awards.

Access Scholarship
This can be up to £500 available in the year of entry and credited to a smart card for eligible students who are new entry, home fee payers, undergraduate honours degree students. Students do not need to apply for this Scholarship; the university selects candidates based on the eligibility criteria on the same basis as the GSP up to a certain number of awards.

Aspire@Greenwich
This is a £200 smart card available in the year of entry to be spent against learning resources to encourage investment in eligible students' personal development and is for full-time home/EU undergraduate students not in receipt of a Greenwich Scholarship or an Access Scholarship. A survey conducted of students in 2014/15 who have an Aspire@Greenwich award from over 500 student respondents found that: 90% students agreed or strongly agreed that it helped them obtain materials for their studies, 68% agreed or strongly agreed with the statement that they felt it helped them perform better in their studies.

Care leavers Bursary
This £1000 per year is payable for a maximum of three years and part-time eligible students will receive this on a pro-rata basis subject to the number of credits they are studying. In addition to the annual award, students will receive £100 in their final year towards the costs of attendance at a graduation ceremony.

High Achievers Scholarship
The University also has a High Achievers Scholarship with specific eligibility criteria, in the form of a bursary payable for three years of study subject to satisfactory progress for students attaining certain grades pre-admission.

Access to Learning Fund
This is a hardship fund with specific eligibility criteria that targets students from lower income backgrounds where we can provide intervention in the form of individual student need assessed financial support.

The University continues to review its approach to scholarships and bursaries in light of sector wide research including that by OFFA. While we are mindful that there is relatively little evidence of impact on retention , bursaries and scholarships are meeting a desire to promote greater access to HE for lower income groups and further that students would seem to value supplementary funding once on programme. For example, research by OFFA in 2014 could find no evidence 'that the institutional bursary schemes in operation 2006-7 had an observable effect on continuation rates for young full time first degree students', (**OFFA 2014:1) although this evidence was not under the new fee regime arrangements. However, it was also noted by OFFA in 2009 that 'most bursaries are meeting OFFA's and the government's desire to promote greater HE access for lower income students.' (*OFFA 2009:4). Students, both at the University of Greenwich and nationally, have lobbied for schemes to be as close to cash as possible by broadening the things that students may use their funds on. The position on bursaries and Scholarships is complex to say the least and the University therefore aims to offer a package that includes both targeted and assessed support. More local, regional and national research is needed on assessing the impact of financial assistance.

*Office For Fair Access, (2009), *Awareness, Take–up and Impact of Institutional Bursaries and Scholarships in England.*
**Office for Fair Access, (2014), *An interim report: Do bursaries have an effect on retention rates?*

9. **The Whole Life Cycle and the University of Greenwich**

In the sections that follow the targets for 2016 – 17 and wider institutional developments focused on access and success, are placed in the context of the Whole Life Cycle Model (WLCM). Throughout the WLCM the University of Greenwich is undertaking both targeted and universal initiatives that are aimed at impacting upon the access and success of students. This section aims to put these initiatives in the context of the WLCM.

i. *Pre entry access and outreach*
The University has a strong history of outreach with local schools and colleges running programmes that demonstrably impact on recruitment across a wide demographic. We are now in the process of refreshing our outreach strategy such that it presents a more coherent and integrated package of benefits for schools, colleges, the University and HE in general.

Key to this strategy is the moral imperative of improving outcomes for *all* of those involved and these include:

- Heightened awareness and understanding of University study for students from schools and colleges;
- Higher aspirations and a deeper understanding of university level study for the same;
- More highly developed skills that support transition to University study;
- Improved attainment outcomes in national curriculum and examination results;
- Teacher and lecturer development that will impact on the quality of learning and

teaching in schools and colleges (and thus attainment outcomes);
- Higher degree classifications for our own University students involved in outreach;
- More highly developed generic skills for our students involved in outreach and thus improved employment opportunities;
- Increased understanding of schools, colleges and recruitment among our own University staff.

Some of the key areas of outreach that we will be pursuing to achieve these ends can be found in our targets and include a focus on (amongst other things):

- Pre entry study and thinking skills;
- Career planning for pre-entry learners;
- The engagement of mature learners;
- Subject specific mentoring and master classes from students and staff;
- The engagement of primary school pupils.

The last of these is a relatively new venture for the University but one that recognises the need for early interventions in order to impact on the aspirations, awareness and attainment of learners.

'All universities and colleges should work to raise the aspiration and attainment of pupils from primary age upwards….Long-term outreach is a strategic priority and we expect all institutions to invest in it' (from OFFA, 'How to produce an access agreement for 2015-16' OFFA, 2014).

The key principle of the University's outreach strategy is one of fostering a mutually beneficial community of learners and that there is a moral imperative for the University to do this through raising awareness, aspirations and achievements.

ii.   *Transition into HE*
The University will continue to support and invest in the quality of transition into HE through such activities as:
- Keep in touch (KIT) activity;
- Open days, tasters days and familiarisation events;
- The development of our 'Acceptor's Portal';
- Communication through social media;
- Social media access to SUUG website via the Applicants Portal.

These are all part of putting in place a more fully developed pre-arrivals plan to encourage greater student engagement prior to formal registration. This will in the future include greater emphasis on 'getting to know your fellow students', 'getting to know the staff who will teach you', and 'tips for managing registration'.

A significant development in relation to transition for students entering in 2016 -17 will be a new Customer Relationship Management (CRM) system based on Microsoft

Dynamics which will facilitate a wide range of rich communications with students throughout the life cycle.

iii.   *Entry onto a programme of study*

The CRM will also facilitate the smooth entry of students onto a programme as 'new arrivals'. The Faculties and Offices of the University all have 'new arrivals' action plans for each programme, based on annual evaluations, and are increasingly investing resources in this important dimension to the student life cycle. Each Faculty has a New Arrivals Coordinator who works with Programme Leaders and representatives from University Offices, to enhance the quality of this experience. This work is embedded in the Student Engagement Framework (SEF), supported by a cross-University 'Day 1 week 1' group and coordinated with SUUG activity such as 'Fresher's Fairs'.

iv.   *On programme experience*

The on programme experience is crucial to success through the successful retention, progression and attainment of students. As part of the Student Engagement Framework (SEF) the University will continue to invest in a raft of initiatives that support student success. These include, amongst other things;

- A structural commitment to Directors of Student Experience and associated Faculty and University Student Experience Committees;
- Task and finish groups to implement the SEF which is focused on student journey, student support, student voice and the use of data and resources to enhance the student experience;
- Increasing levels of the co-construction of policy and strategy through student representation;
- The development of facilities and resources e.g. new buildings, new library, new accommodation;
- Increased levels of, and training for personal tutoring;
- Ever increasing numbers of fully qualified teachers and ongoing CPD to enhance the learning experience for students;
- A full menu of academic and pastoral support for students;
- A wide range of processes to support the monitoring and evaluation of the student experience, such as the new course evaluation system built around the EVASYS software;
- Increased opportunities for students to engage with clubs and societies;
- Scholarships and bursaries noted elsewhere in this document.

These initiatives aim to improve the access and success of all students and will also support the additional targets we have set that focus on the success of specific groups of students in this stage of the life cycle. These groups include:

- All BME students, and in particular Black Caribbean and Bangladeshi students;
- Disabled students;
- Mature students.

However, these targets will require specific actions at Faculty and Office level that are related to local iterations of the overarching data e.g. engaging in staff development

activities that ensures staff are using best practice in learning and teaching to facilitate the attainment of students from different backgrounds.

v.   Progression on and through programme stages

All of the points made in the previous section apply equally to progression on and through programme stages.

Further initiatives to support this particular phase of the life cycle include:
- The 'Day 1 Week 1' group moving its attention to a strategy for enhancing other points of transition in relation to progression. For example, year 1 to year 2, year 2 to year 3, moving to and from placements and internships to university study;
- Enhanced and focused academic and pastoral support for students e.g. English and maths skills, counselling, 'listening ears';
- Reviewing assessment practices to ensure that there is no hidden demographic or previous qualification bias and that students of all backgrounds are properly prepared for the assessments they will be taking. This could involve exploring the timing of assessments and method for providing feedback.

This additional activity aimed at both specific groups and the overarching student population will build on the research already carried out by HEA in relation to ensuring that those with protected characteristics are able to fulfil their potential.

vi.   *Post study progression*

The University has undertaken a significant project on employability as part of post progression study at both University and Faculty levels. At the University level the following will continue to be aspects of investment and initiative:

- The use of on-campus support for the development of employability through the REED agency: a unique partnership between the University and a major high street agency;
- The sponsorship of internships, especially for students from programmes where graduate employment data is lower than the sector benchmark;
- The development of the Guidance and Employability Team (GET);
- The initiation of Employability Partnership Managers.

At Faculty level the following will continue to be areas of priority:

- The use of employability leads and champions;
- Embedding employability skills into programme design, including the development of appropriate placements;
- Developing the social capital and 'soft' skills of our students;
- Engaging students in outreach e.g. as subject and generic ambassadors, where employability skills and CVs can be enhanced;
- Engaging with the full University wide project.

10. **Collaborative partnership working**

The university maintains a strong commitment to collaborative outreach activity when contributing to the needs of the region. This is evidenced in projects such as Linking London where the university continues to drive forward the collection and application of progression data in further education colleges, which continues to inform recruitment strategies in a range of institutions across London. We are also continuing our involvement in a variety of post Aimhigher organisations, including AccessHE, a London Higher membership group where we support a range of their initiatives including AccessHE online, the Student Advisory Board and the Disability Forum.

The University continues to subscribe to the Higher Education Access and Tracker (HEAT) service where we are working collaboratively with 20 HEIs. This collaborative work is beginning to shape the national approach to monitoring and evaluation of widening participation interventions and has heavily influenced the development of our own extensive new outreach strategy which will being implemented in 2015-16.

The University is also committed to local partnership working in relation to access into HE with organisations such as the Charlton Athletic Community Trust who have a reputation for promoting inclusive practice and for whom we are a major sponsor.

11. **Provision of information for prospective students**

The university will provide fees information across a wide range of media platforms to ensure accessibility at all key contact points with students. The information will be supported by Offices across the university, which will be integral in providing one-to-one information and support to students. This information will consist of:

- our web site and on line prospectus;
- an online service for frequently asked questions;
- an online calculator;
- online bursaries and scholarships information.

Guidance and information on finance will also be made available throughout the year, at open days and talks given in local schools and colleges. This work was additionally extended for 2014-15 through the development of the 'Acceptors Portal' which is proving to be an important source of information, of all types, to students who have chosen the University. This will be further enhanced for 2015-16 and 2016-17 through the introduction of a new Customer Relationship Management (CRM) system based on Microsoft dynamics. This investment will eventually provide information and support for students from outreach to employability within the next three years.

For enrolled students the Student Finance and Financial Support (SFFS) team within the Directorate of Student Affairs will provide advice and guidance on student financial support and money management via a variety of self-service, remote access media, targeted events and face-to-face contact with students through our Matrix-accredited 'one-stop shop'. SFFS will also provide administrative support and guidance for the funds and bursaries available.

The student union, and in particular its team of student advisers, will also play an important role in providing additional support and advice to students about sources of information and help, including a union database for grants and funds. Information on union services will be widely available to students through the university's Student Centres.

12. Consulting with students

The development of student voice has been a major thread in the development of the University's Student Experience Framework. The framework has introduced both Faculty and University level Student Experience Committees. In collaboration with the Students' Union the University has significantly overhauled its approach to student representation which is now an integrated structure from course through programme to department and Faculty to University. As this structure becomes more embedded the quality of the students' contribution to the development of the University will flourish.

An important example includes the presence of the President of the Students Union sitting on the Strategy for Access and Student Success (SASS) committee which has oversight for writing the Access Agreement. This committee (newly re-designated as a sub-committee of the University Student Experience Committee) engages in discussion and decision making regarding the balance of activities and funding for access. Another example is the new course evaluation system using Evasys software, which enables more efficient collection, analysis and action planning around the student voice.

13. Monitoring and evaluation

To ensure that a strategic, whole institutional approach is used for monitoring and evaluation, our SASS (Strategy for Access and Student Success) Committee oversee the targets outlined in the institution's Access Agreements. The primary role of the SASS Committee is to report on the access, retention, success and progression of students within each Faculty and as a University as a whole. The Committee is formed of senior staff from each Faculty, Directorate and the Student Union University of Greenwich. It has a clear reporting line by being a sub group of the Student Experience Committee, who then report into Academic Council. The SASS working group is chaired by the Deputy Pro Vice-Chancellor for Education and Health and is responsible for the completion, monitoring and reporting of the Access Agreement and the success of interventions delivered to achieve the targets.

The university is currently up-dating its Outreach Strategy which will contain a clear evaluation plan for the interventions delivered, and will be summarised in an annual review. The University subscribes to the Higher Education and Access Tracker (HEAT) service and will be using this data to create a cohort of pre-entry learners who engage with outreach. We will track the progression of those students who have participated in outreach activities into higher education which will form an annual measure of our

success. Current progression rates of students who have participated in outreach events organised by the University stands at 34%.

The increased availability of data has enabled the SASS working group to use an evidenced based approach to evaluate the performance of specific groups across the University and within each Faculty. This has led to the generation of new targets for this Access Agreement that identify the under-performance of specific groups that are classified with protected characteristics under the Equality Act 2010.

14. **Conclusion**

The University of Greenwich is committed to improving access and success for students in higher education and has a long history of doing just this. The access agreement for 2016-17 aims to place our new and ongoing work in a strong conceptual framework of the Whole Life Cycle Model. Our approach to this is a combination of targeted initiatives based on both the University and OFFA priorities, and a more universal and overarching approach to enhancing the experience of all students. Together we believe that this dual strategy will enable us to continue making a strong contribution to access and success in higher education.

Table 7 - Targets and milestones

Institution name: University of Greenwich

Institution UKPRN: 10007146

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

Reference number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	**HESA T1a** - State School (Young, full-time, first degree entrants)	Sustain the number of students recruited from state schools	No	2013-14	98.1%	98.1%	98.1%	98.1%	98.1%	98.1%	This is a challenging target to maintain given that we out perform so many other universtites and are well above our benchmark. We aim to achieve at least the current baseline but fluctuations in demographic could cause this level to drop.
T16a_02	**HESA T3a** - No longer in HE after 1 year (All, full-time, first degree entrants)	Decrease the non-continuation of students following year of entry (Not in HE)	No	2013-14	8.6%	8.3%	8%	7.7%	7.4%	7%	
T16a_03	**HESA T5** - Projected degree (full-time, first degree entrants)	Sustain the number of students awarded a degree (Exceed HESA benchmark)	No	2013-14	79.7%	80.2%	80.6%	81.1%	81.5%	82%	
T16a_04	**HESA T1b** - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	Exceed the HESA recruitment benchmark for students classified in NE SEC 4-7	No	2013-14	56%	56%	57%	58%	58%	59%	We have adjusted this target in line with feedback although once again given our performance in comparison to the sector, this will be tough to maintain and subject to fluctuations chages in our demographic.
T16a_05	**HESA T1b** - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Exceed the HESA recruitment benchmark for LPN students (Location adjusted)	No	2013-14	7.7%	7.7%	7.8%	7.9%	7.9%	8.0%	See above
T16a_06	**HESA T7** - Students in receipt of DSA (full-time, first degree entrants)	Improve the recruitment of disabled students to exceed the HESA benchmark	No	2013-14	4.6%	4.9%	5.2%	5.5%	5.8%	6%	Having considered the feedback we feel that this target is reasonably achievable given our starting point
T16a_07	**Other statistic** - Other (please give details in the next column)	Improve student retention (aligned to the University's Strategic Plan 2012-17)	No	2013-14	89%	89%	91%	93%	93%	93%	

Notes

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

Table 7b - Other milestones and targets.

Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	Management targets	Improve the progression of students from black backgrounds(all black categories-average)	No	2013-14	15.2	14%	13%	11%	9%	7%	
T16b_02	Management targets	Improve the progression of students from a Bangladeshi background	No	2013-14	13.8	12%	11%	9%	8%	7%	
T16b_03	Management targets	Increase the success (1st and 2:1) of students from all black backgrounds (average -PAS 292)	No	2013-14	36%	45%	50%	55%	60%	65%	
T16b_04	Outreach / WP activity (collaborative - please give details in the next column)	Increase the number of primary school students engaging with outreach work	Yes	2014-15	210	240	270	290	330	360	
T16b_05	Management targets	Improve the employability of graduates (DLHE) to exceed HESA benchmark (Employment 1a)	Yes	2012-13	85.9	86%	87%	88%	89%	90%	
T16b_06	Outreach / WP activity (collaborative - please give details in the next column)	Increase the number of pre-entry students engaging with the University's career planning course	Yes	2014-15	200	220	240	260	280	300	
T16b_07	Outreach / WP activity (other - please give details in the next column)	Increase the number of mature students engaging with the University's work based learning programmes	No	2014-15	150	160	170	180	190	200	
T16b_08	Outreach / WP activity (other - please give details in the next column)	Increase the number of students receiving progression to HE support	No	2013-14	800	850	900	1,000	1,150	1,200	
T16b_09	Outreach / WP activity (collaborative - please give details in the next column)	Increase the number of care experienced young people engaging with outreach activities	Yes	2013-14	90	100	110	120	130	140	
T16b_10	Outreach / WP activity (collaborative - please give details in the next column)	Increase the number of students engaging with the University's pre-entry study skills programme	Yes	2014-15	250	270	290	310	330	350	

Optional commentary on milestones.

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