University of Greenwich
Access Agreement 2017 - 2018

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. Furthermore, we continue to be an institution with considerable ethnic and cultural diversity, reflecting the protected characteristics set out in the Equality Act 2010. For example, 45% of our students are from black and minority ethnic backgrounds, and 51% of students are mature.

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 for access in London. However, disadvantage can follow learners through education and does not necessarily stop at entry into the University. In light of this, in the Access Agreement for 2017-18 we have adopted a whole life cycle model in order to audit and structure our approach to access, success and progression.

To strengthen our approach to widening access and promoting success we are continually enhancing our infrastructure with long term investment. Our approach is increasingly evidence-led by using data which has enabled the University to reflect on the success and retention of all students leading to new targets and initiatives outlined in this Agreement. The use of data is increasingly shaping our approach to monitoring and evaluation when identifying priority areas for targeted interventions. Our investment in data access has enabled staff to evaluate critically the performance of their programme and the groups of students within it. The outcomes of this work will be supported by our continued commitment to reinvest 20.5% of our fee income above the basic level in student access, success and progression.

Embedding a whole institution 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. These strategic leads manage and oversee access, recruitment and retention n each Faculty. Additionally, our central Education Development Unit is focused on enhancing learning technologies across the institution to improve inclusion and the academic experience, through projects such as Flipped Learning.

Further evidence of the University's commitment to a whole institution approach to widening access is manifest in our Student Engagement Framework (SEF), a strategic development which ensures a coordinated approach from Faculties and Directorates. In designing the SEF, the University has worked very closely with the Student Union University of Greenwich. The SEF lies at the heart of the Access Agreement 2017-18.

2. **Fees, student numbers and fee income**

The fees for students commencing a programme of study in the 2017-18 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 £9,250. The MPharm programme (jointly offered with the University of Kent and studied at the Medway Campus) will also continue to be charged at £9,250.

Bachelor Degrees and Integrated Masters delivered at partner colleges
Bachelor degrees studied at partner colleges will be charged a reduced rate of £8,630 with the exception of specialist provision in three colleges that requires expensive resources where a fee of £9,250 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 £9,250 for campus based provision and £8,630 (£9,250 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 £6,935.

Sandwich year placements
Students studying on a Sandwich course will be charged a fee of £1,000 during their placement year. This initiative is an important part of achieving our employability objectives.

Erasmus placements
The fees for students studying part of their course in a European higher education institution will be a maximum of £1,385 for the placement year. This initiative is aligned to our Greenwich Graduates initiative that is aimed at increasing cross- cultural and international awareness.

Foundation Degrees
Foundation degrees and HNC/Ds delivered in collaboration within partner colleges or on campus will attract a fee of £6,165.

Initial Teacher Training fees
Fees for the Initial Teacher Training programme are aligned to the cost of an Honours degree at £9,250 for the academic year.

It is anticipated that degree level study previously funded by the NHS will be subject to the same fees noted above. All fees in this Access Agreement are subject to an inflationary increase from 2018-19 onwards, based on the appropriate inflationary measure set by the government each year. Fees for entrants for earlier years are governed by the Access Agreement governing the relevant year of entry.

3. Access, student success and progression measures

Introduction and analysis

Aligned to our strategic goals, the University continues to exceed many of its targets for widening access, student success and progression. An assessment of our access work in the 2014–15 academic year highlights:

1. The percentage of students from NS-SEC classes 4, 5, 6 & 7 for all full-time young undergraduates remains high at 54.4%, which is 14% above benchmark and 21% higher than the sector average;
2. That 97.2% of the University's student population progressed from state schools, against a benchmark of 94%, and above the sector average of 94.9%. 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. That young full-time undergraduates from low participation neighborhoods account for 9.1% of the student body, against a HEFCE location adjusted benchmark of 7.5%;
4. The recruitment of mature students exceeding national benchmarks, with 39.7% of University undergraduates compared to a UK average of 22.9%;
5. That 50% of full time home undergraduate students who applied for state support have a household income of less than £25,000.

Similarly the performance of students as they progress through their studies with us, highlights another success story:

6. The continuation of all entrants following year of entry has made steady progress, from 84.8% in 2010-11 to 88.4% in 2014-15 (HESA Table 3a –All entrants).
7. The proportion of students being awarded a degree continues to exceed benchmark with 77.9% awarded a degree in 2014-15, an increase of over nine percentage points from 2010-11.
8. The success of our students also continues to improve with 65% of those completing their studies achieving a 2:1 or first class honours degree.
9. The employment outcomes for our students continues to improve with 88.4% in employment or further study in 2014-15, compared to 84.2% in 2012-13.

These achievements demonstrate the University's commitment to ensuring that students from the most disadvantaged backgrounds are represented at our institution and they are supported to stay and succeed with us. In 2014-15 another success was the 30% young participation rate of outreach students from the most disadvantaged backgrounds (POLAR Q1&2), in comparison to the national average of 25%. Furthermore, 65% of students with whom we engage in outreach fall into at least one widening participation category.

Based on the success outlined above, the University's strategic approach to access, success and progression is to further enhance the number of students completing their studies after the first year, increase the proportion of students achieving a good degree and improve the employment outcomes for students. Although we exceed our targets for recruiting students from the most disadvantaged backgrounds and the evidence above

highlights that retention and success are improving, there is still work to be done to align our success with national indicators. For that reason we will reinvest 20.5% of the additional fee income above the basic level with an increased focus around enhancing success, retention and progression.

Our priority going forward is to enhance the outcomes for *all* students as well as specific groups that experience un-equal outcomes, compared to the wider student population. To this end we have identified the following areas for development:

- In our Access Agreement 2017-18 we have introduced targets for improving the success and retention of BME students, and we are committed to continuing our work to achieving these targets. Analysis of the BME progression data in 2014-15 highlights that 17.2% of Black Caribbean and 15% of Black African students were unsuccessful, compared to 9.2% of white students. While aware of the national change in this area our target will be to reduce non-progression for Black African and Black Caribbean students. This is in addition to continuing to improve the progression of all BME students.

- There are also success and retention challenges for students that enter the University with a BTEC qualification, and we shall be introducing mechanisms to ensure that these students are not disadvantaged. Analysis of retention data highlights that students who enter the University with a Diploma, Certificate or award at level 3 are less likely to succeed than those who enter with A level qualifications. In 2010-11 22% of students who entered the University with a Diploma at level 3 failed, compared to 12.6% with A levels.

- The progression of male students is another priority for the University with 13.9% unsuccessful male undergraduate students in 2014-15, compared to 8.9% of female undergraduate students. A gap of 4% between the success of female and male students has occurred over the past three years indicating a trend, which we will address through a new target in this access agreement.

- Following the Government decision to reduce funding for the Disabled Students' Allowance, the University is working to identify the support measures for disabled students that count as above and beyond what constitutes reasonable adjustments for access to HE and ongoing support e.g. mental health support. These measures will be in place for on-course disabled students by 2017-18 and we will allocate a proportion of the funding for student success towards this support. To ensure this work is effective we will amend the target and milestones in this Access Agreement to achieve the most recent HESA recruitment target of 7.1% for students in receipt of Disabled Student Allowance. We acknowledge the need to focus upon this area as we are 2.4% below the benchmark.

- Although the University has increased the recruitment of young full-time undergraduate entrants (POLAR 3) in 2014-15 to 9.1% from 7.7% the previous year which exceeds benchmark, we are still ambitious to enhance those student numbers to support the Government's ambition to double the proportion of young people from disadvantaged backgrounds entering higher education from
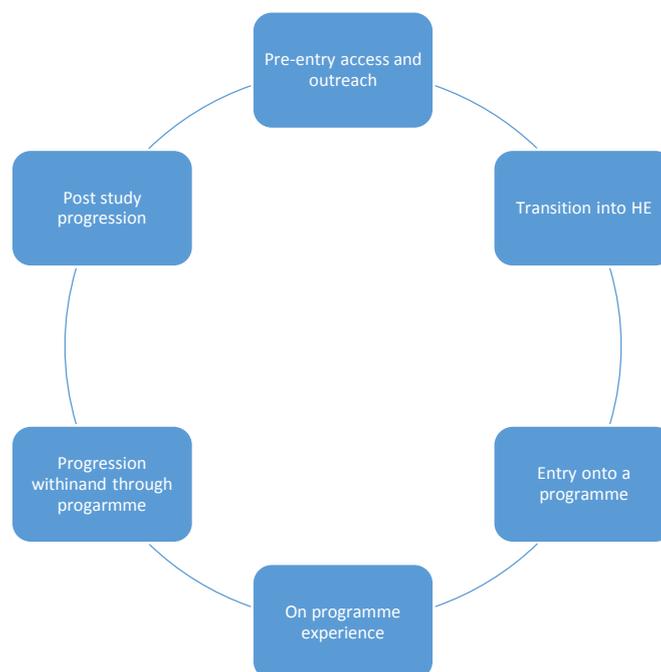
13.6% in 2009 to 28% in 2020. This will be achieved by launching 40 extended degree programmes in the 2016 academic session to further increase the numbers of students accessing the University from the most disadvantaged backgrounds.

In summary, to further enhance our widening access, student success and progression position we will add the following targets to our current list:

1. To improve the progression of Black African and Caribbean students;
2. To enhance the success and progression of male students;
3. To increase the success rate of students who enter the University with a BTEC qualification;
4. To improve access and outcomes for disabled students;
5. To build the number of disadvantaged students accessing HE through initiating a series of four year extended programmes.

What follows is an account of the measures we will be undertaking within the student life cycle that aim to improve outcomes for *all* students as well as the specific groups identified above.

The Whole Life Cycle and the University of Greenwich

Pre-entry access and outreach

Transition into HE

Post study progression

Progression withinand through progarmme

Entry onto a programme

On programme experience

The United Nations approach to access, success and progression adopts a whole institution, whole life cycle approach and strategic developments at the University of Greenwich are now fully aligned to this cycle. Specific institutional developments in relation to the six stages of the student life cycle can be found below. Targets and milestones for 2017 – 18 focused on widening the access, progression and attainment of our students, have also been written to the life cycle.

At each stage of the life cycle there are two broad types of intervention:
a) 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.
b) Targeted interventions which are aimed at particular groups of students e.g. the attainment of BME students through improving the on-programme experience;

In the sections that follow the institutional developments focused on access, success and progression for all students and specific groups of students are placed in the context of the Whole Life Cycle Model (WLCM). Many of the interventions noted are already an integral part of University's Student Engagement Framework (SEF) built around the central concepts of student journey, student support and student voice.

i.   *Pre entry access and outreach*

The University has a strong history of access through outreach with local schools, running programmes that demonstrably impact on recruitment across a wide demographic. At the centre of our outreach are the following imperatives:

- Raising an *awareness* of HE study for students from schools and colleges;
- Raising the *aspirations* of students in relation to HE level study;
- Raising the *attainment* of students such that they can successfully transition into HE level study.

While the University has a strong record of outreach with schools, there is an intention to replicate this focus on FE colleges in the future where there is a further potential for increasing access into higher education. For example, as part of the University's access work, we will sustain our commitment to the delivery of higher education in the further education sector. Furthermore, in the context of the demise of NHS bursaries this type of activity, especially in relation to *awareness* and *aspiration*, will be important to a group of potential students who have not been targeted in the past.

Outreach is also beneficial for our own staff and students who engage as mentors and ambassadors, in terms of professional development, higher degree classifications and more highly developed generic skills for improved employment opportunities.

Some of the key areas of outreach in schools *and* colleges that we will be pursuing are as follows:

- Programmes designed to enhance pre-entry study and thinking skills;
- Career planning for pre-entry learners;
- Ambassador support for raising *awareness* and *aspiration*;
- Subject specific mentoring for raising *attainment*;
- Engagement in local and regional collaborative outreach;
- Increase *awareness* of our work based learning programmes for mature learners;
- Long term outreach such as increased levels of engagement with primary school pupils and schools in geographical areas of low participation.

The last of these points 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 University will also engage in a collaborative approach to local and regional access through its association with the London based AccessHE. AccessHE is the largest regional network in England engaging with over 300 higher education institutions, schools, and colleges working in London to widen access to HE. Being part of AccessHE enables the University of Greenwich to both develop strong reciprocal collaborative relationships with other HEIs in London and also participate in joint activities with shared goals.

In 2017-18 AccessHE will be convening action forums across a range of outreach areas including working with Black and Minority Ethnic (BAME) learners and those with disabilities and facilitating joint projects to raise attainment/improve knowledge of HE via 'AccessHE Online' and evaluate outreach work through 'Impact London'. AccessHE also supports its members to work together in the areas of retention, success and progression in 2017-18 and we will be exploring how that can strengthen our work.

The key principle of the University's outreach strategy is one of fostering a mutually beneficial community of learners to raise *awareness*, *aspirations* and *achievements*.

ii.   Transition into HE

One of the most significant developments to support wider access in the transition to University study will be a new suite of four year degrees Students will be able to join these programmes with lower than usual tariff points and develop their skills to study in HE during year 1. This will provide an alternative transition pathway into higher education for some students who will benefit from the close academic and pastoral attention of a single programme team for four years as they grow and develop. These new programmes will have important implications for ongoing support (see *iii* and *iv* below), which we are actively addressing.

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;
- Communication through social media;
- Social media access to SUUG.

These cross Faculty and Directorate initiatives are all part of a fully developed pre-arrivals plan to encourage greater student engagement prior to formal registration.

A significant development for students entering in 2016 -17 has been our investment in a new Customer Relationship Management (CRM) system based on Microsoft Dynamics

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

iii.   *Entry onto a programme of study*

Further investment in the CRM will continue to facilitate the smooth entry of students onto a programme as 'new arrivals'. The Faculties and Directorates of the University all have 'new arrivals' action plans for each programme, based on annual evaluations, and invest resources in this important dimension of the student life cycle. Each Faculty has a New Arrivals Coordinator who works with Programme Leaders and representatives from University Directorates, 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 'Freshers' Fairs'. Such initiatives, which enable students to settle, will be particularly important in the context of the new 4 year degrees, especially where students have the potential to be younger than has been the norm.

The SEF has also initiated ongoing developments and investment for students on programmes with non-standard start times. In the main these are professional programmes endorsed by the NHS and NCTL, but also include any programmes that begin, for example, in January. The aim is to work with SUUG to offer the same 'day 1 week 1' experience to these students as that given to programmes with standard start times. In order to succeed, all students need to feel welcome and settled and this can be achieved through parity of experience in relation to facilities and services.

iv.   *On programme experience*

The on-programme experience is crucial to success through the successful retention, progression and attainment of students. The Student Engagement Framework (SEF) is at the heart of the University's approach to students settling and succeeding in their studies and we will continue to commit to investing in the following initiatives to facilitate this;

- An ongoing structural commitment to Directors of Student Experience and associated Faculty and University Student Experience Committees;
- The co-construction of policy and strategy through student representation and consultation;
- The development of facilities and resources e.g. new buildings, new library, new accommodation, new IT infrastructure;
- In association with the SUUG, the development of a greater sense of community through the sponsorship of clubs and societies;   Scholarships and bursaries noted elsewhere in this document and in particular the additional implications for NHS students in light of the possible demise of the NHS fees and bursaries;
- Academic and pastoral support for all, but especially those in year 1 of the new extended degrees;
- An institutional approach to safeguarding for students under the age of 18 on the extended degrees, such that they feel safe to study in an HE environment;
- Investment in the quality of learning, teaching and assessment through staff training and supporting resources;

- Working with the SUUG to enhance support for the mental health of students e.g. through counselling and 'listening ears'.

These 'big picture' initiatives are important for the success of all students but will also spawn personalised interventions for targeted groups. The next section will outline some more specific and fine-grained interventions that are aimed at the on-programme progression of students.

v.   *Progression on and through programme stages*

All of the initiatives noted in the previous section apply equally to progression on and through programme stages. As highlighted in section 3, a key issue for the University is the retention of specific groups of students that are classified as being protected under the Equality Act 2010 and their success as they progress through the programme towards employment or further study. The following strategies will be used to address this challenge for all students and for the specific groups of students noted above:

- The enhancement of the personal tutoring (PT) policy including a cross University remit for PT, further training for staff, a new web-based PT management and evaluation system and web-based resources to support PT;
- The implementation of an attendance monitoring system that will enable tutors to make early interventions if student engagement becomes problematic;
- The development of a new, integrated and enhanced approach to the development of academic skills (embracing study skills, literacy and numeracy), including web-based resources to support success and progression;
- Continued development of the course evaluation system built around the EVASYS software and associated analytical dashboard, which facilitates action planning by course coordinators at the level closest to the student learning experience;
- An enhanced focus on all transition points in relation to progression. For example a series of mini-inductions will be introduced from year 1 to year 2, year 2 to year 3, moving to and from placements and internships back to study at the University;
- Continuing to train tutors in the most effective assessment for learning strategies and in particular the use of feedback and target setting with their students.

These initiatives aim to improve the access and success of all students and will also support the success of specific groups of students in this stage of the life cycle, through targeted and personalised interventions. As with many HEIs we have work to do in this regard in relation to raising the achievements of BME students, and in particular, those of Black African and Caribbean backgrounds.

Our approach to targeted support for groups of students will be enhanced before 2017-18 by further ongoing research and action planning in the following areas:

- The success of students with different entry qualifications e.g. exploring if particular groups are over-represented in the relationship between success and

entry qualifications. Furthermore, in order to establish if students of all backgrounds are properly prepared for the assessments they will be taking, we will identify if there are demographic or previous qualification bias in the success and progression data.

- A University wide 'retention group' is being established to devise additional interventions based on a detailed analysis of this data, that can be targeted at all retention;
- A longitudinal study is being undertaken to research the patterns of success and progression of all students with protected characteristics over time;
- Evaluating the success and progression of students on the new extended degrees.

These targets will require specific actions at Faculty and Directorate level that are related to local iterations of the overarching data e.g. staff development activities that ensure staff are using best practice in learning and teaching to facilitate the attainment of students from all backgrounds.

vi.   ***Post study progression***
The University will continue to undertake a significant project on employability as part of post-study progression 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, for example, building on 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 are lower than the sector benchmark;
- The development of the Employability and Careers Service;
- 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 curriculum design, including the development of appropriate placements;
- Developing the social capital and 'soft' skills of our students through personal tutoring;
- Engaging students in outreach e.g. as subject and generic ambassadors, where employability skills and CVs can be enhanced;
- Sponsoring extra / co-curricular activities and where appropriate a 'passport' scheme to recognise this activity;
- Developing 'pools' of industry-based alumni mentors to work with students;
- Ensuring students have access to the relevant careers advice in relation to further study;
- Supporting students through a 'graduand to alumni' project.

In summary, the University has used the life cycle model to structure its account of the initiatives and interventions that we are undertaking to promote the access success and progression of our students.

A fundamental measure to enhance access, success and progression in the life cycle is the provision of financial support, and it is to this that we now turn.

4. Financial support

Finance continues to be a significant challenge for our students, with 50.5% in receipt of full state support. This has an impact on the financial support that we offer. Of those students whose families receive full state support or who were care leavers, 281 of them received additional financial support through our Access to Learning (ALF) Fund. This amounted to 63% of OFFA countable students accessing our hardships funds from the total population that received financial support through ALF. In total £240k of ALF funding was allocated to those students from the most disadvantaged backgrounds. The University is in the process of evaluating its bursaries and scholarships to ensure that its students are best supported to stay and achieve. The Students' Union (SUUG) has consulted with its members and concludes 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.

In 2017-18 it is likely that those students who have previously been funded by the NHS will be entitled to loans for fees and maintenance and as such will be entitled to the same financial support offered to all other qualifying students. At the time of writing this agreement, the University is considering the best way to mitigate the effect of this policy shift to ensure that the standard and quantity of NHS related applicants remains high, continuing our success in this area.

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.

The University remains committed to its belief 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 is simple and transparent. Existing schemes for scholarships and bursaries included in the 2016/17 OFFA access agreement will continue although further eligibility criteria will apply for all schemes listed:

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 £1,000 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. We continue to be mindful of the evidence around financial support and the effects that this has on access and retention but are also encouraged by the research conducted by BIS (2014)*, as noted by OFFA, that financial support may have a positive effect on the student experience. This is concomitant with our whole life cycle model and the development of the Student Engagement Framework. We will continue therefore with our mixed model of support, thus enabling us to provide financial assistance to those who come from less well-resourced financial backgrounds; targeted support to those where intervention is needed; alongside a more universal system of support to enhance the student experience.

*BIS (2014) National Strategy for Access and Student Success in Higher Education

5. Targets and milestones

Our achievements to date show that we recruit a diverse student population and our much improved success data shows that we are better at supporting them. However, the targets and milestones set out in this Access Agreement (see Resource Plan for milestones) reflect the challenges that the University currently faces, and outlines our continued commitment to widening access and the success of *all* groups who study with us. Our shift towards addressing the unequal outcomes that some groups of students experience indicates our continued drive for equality.

6. Monitoring and evaluation arrangements

Our SASS (Strategy for Access and Student Success) Committee continues to be the central point for monitoring and evaluating the access and student success interventions at the University. Their work will be enhanced by monitoring the impact of the measures described above on all students and also the specific groups of students identified. Access, retention, completion, outcomes and employment data will be used to interrogate work at Faculty, Directorate and University level. Student evaluation data derived from internal and external surveys will also be used. The SASS Committee is representative of the whole University (including all Directors of Student Experience and the Students' Union) and will receive reports from each section on progress with interventions and their impact and action plans.

The SASS Committee is a sub-committee of the University's Student Experience Committee which in turn reports to Academic Council through to University Court of Governors where the Access Agreement and updates are received and scrutinised.

The SASS group also has strong links with other University committees, for example, the Equality and Diversity Committee where targets associated with BME students are monitored. These are reported into the SASS committee for information and action. The Equality and Diversity Committee evaluates the performance of groups identified in the Equality Act 2010 and promotes inclusion across the institution. Chaired by the Director of Human Resources, this committee also reports into the University Student Experience Committee and Academic Council ensuring that senior managers have oversight and strategic management of equality and diversity.

The increased use of data has enabled the SASS committee to use an evidence-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.

In relation to outreach the University is a member of the collaborative Higher Education Access Tracker Service (HEAT) which assists members in targeting, monitoring and evaluating both their individual and their collaborative Fair Access activities. It allows us

to demonstrate outreach participation in relation to success at key transition points, collectively exploring best practice in combining qualitative and quantitative research on outreach facilitating the development of our collaborative work in this area. Membership of the HEAT service assists us to fully understand the patterns of participation in outreach and the effectiveness of different types and combinations of outreach, something which is made possible by the collaborative nature of the service. We use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in HE.

7. Equality and diversity

The University continues to be successful in achieving national recognition for its work to promote an inclusive and successful environment for all. Our work to take active steps to enhance the experience of Lesbian, Gay, Bisexual and Transgender (LGBT) staff and students has led to the University being ranked as one of the UK's most gay-friendly workplaces in Stonewall Top 100 Employers. Greenwich is placed at 80th in this list of the nation's best-performing employers, drawn from Stonewall's Workplace Equality Index 2016, an annual audit of workplace culture for lesbian, gay, bisexual and transexual staff. This is an impressive rise of more than 100 places from the previous year, when the University was listed in the top 200, at 182nd. Within the UK higher education sector, the University is ranked 11th.

Our work to support female staff to achieve senior positions has led to the University being awarded the Athena SWAN Bronze award in April 2015, demonstrating a commitment to supporting the advancement of women's careers in STEMM subjects. We were proud to host the Athena SWAN awards ceremony at the Greenwich campus in summer 2015, and have provided a number of events during the year to raise the profile of staff and student gender equality including; National Women in Engineering Day; Researcher Career Development and Athena SWAN Celebration and Next Steps; and Women in Construction.

The Athena SWAN Working Group, led by the Pro Vice-Chancellor for the Faculty of Architecture, Computing and Humanities, is progressing a series of actions themed around five areas of communication, culture & engagement, reporting & monitoring, strategy and talent development. A network of Athena SWAN Champions and Self-Assessment Teams has been instigated across STEMM and non-STEMM disciplines to engage the whole University in organisational change and work towards the expanded gender equality charter mark, which now incorporates non-STEMM academic disciplines, professional services and trans-staff and students. The University has developed a schedule for departments to prepare for Athena SWAN submissions to ensure all STEMM departments have submitted by 2017.

The University's next ambition is to achieve the Race Equality Charter Mark by 2017-18. Work has begun to assess the standards required against the University's current progress to enhance the outcomes for some groups that require additional support. This is aligned to the targets set out in the agreement and our commitment to achieve similar

levels of success for all students that study with us. We aim 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.

In December 2015 the University launched its Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2015-2017. Included in this strategy are the three objectives that drive our approach to further enhancing equality, diversity and inclusion:

- Equality Objective 1. Improve systems to monitor and report data related to the nine protected groups as defined under the Equality Act 2010 amongst staff and students

- Equality Objective 2. Promote the University's values and behaviours of equality, diversity and inclusion by sharing best practice, awareness and learning

- Equality Objective 3. Support the University's mission to be positioned in the top 50 Universities in the country by our commitment towards Equality and Diversity accreditation

The University's Equality, Diversity and Inclusion Committee assesses the progress of the EDI strategy and the equality and diversity objectives outlined in our Access Agreement, ensuring that Faculties and Directorates are making progress. The equality and diversity objectives that are stated in our Access Agreements are replicated in the University's EDI Strategy and Action Plan. The strategy and its objectives are then taken forward by our Faculties and Directorates, ensuring there is clear link between the Access Agreement and staff that deliver interventions to enhance student outcomes.

Our commitment to increasing the progression of pre-entry disabled learners into and through higher education will continue into 2017-18. Over the past ten years the University has built close links with local schools and colleges to deliver targeted outreach work with disabled learners in local schools and colleges. This work will continue into 2017-18 through the deployment of our Disability Support Officer who continues to develop best practice when working with these discrete groups that is acknowledged across the sector. Projects such as the: Special Interest Nurture Groups; AccessAbility Project and Pre-Entry Transition Support projects deliver interventions such as orientation, mentoring and achievement raising activities to enhance the progression, transition and success of students with a declared disability. This focus on the progression of disabled students in our outreach work has contributed to the increased recruitment of disabled learners into the University,

Our Student Wellbeing Service also provides information, guidance and specialist support to students who have a disability, specific learning difficulty, long term medical condition, or mental health condition. Prospective students can contact us for information, advice and guidance and are also present at open days. Students who apply to the University who declare a disability are also contacted by the Student Wellbeing team so that their

needs can be discussed as soon as possible before commencement of study. Student Wellbeing Coordinators are available on each campus to advise students as appropriate.

The University has also made a commitment to Time to Change, a project led by Mind and Rethink Mental Illness. The University has made a pledge which was signed by our Chief Operating Officer which outlines our commitment to a number of aims that we will undertake over the next academic year and beyond.   This includes developing policies, training and services in conjunction with the Student Union aimed at challenging mental health stigma and discrimination, as well as developing the information, advice and guidance available to those who experience mental health concerns. The University also has specialist Mental Health professionals who are able to offer one-to-one and group support. They also develop outreach and awareness campaigns for both students and colleagues.

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).

8. Provision of information to prospective students

Aligned to our legal obligations the University will provide fees information across a wide range of media platforms that will be available in durable formats to ensure accessibility at all key contact points with students. The information will be supported by Directorates 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 online prospectus;
- an online service for frequently asked questions;
- an online calculator;
- online bursaries and scholarships information;
- personal phone calls to applicants

Guidance and information on finance will also be made available throughout the year, at open days and talks given in local schools and colleges. The information for prospective students will be further enhanced as our new Customer Relationship Management system is completed in 2016-17. This will enable us to expand on the statutory information we supply as part of the application process. Developing a personal approach to prospective students has been piloted with success in the 2015-16 year, where every applicant receives a phone call to offer extended course and social life information. This approach will continue into 2017-18. This investment will provide information and support throughout the student lifecycle for students that engage in our outreach programmes through to supporting them into graduate level employment.

The SUUG, 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.

9. Consulting with students

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 Students' 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. This is embedded in the Student Engagement Framework (SEF) which was written in conjunction with the SUUG, and focuses on the student journey and the student voice.

The development of the student voice has been a major thread in the development of the SEF. 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.

The Student Union has representation on the majority of the University's committees, enabling them to have a broad understanding of the approach to access, success, retention and progression. For example they have representation at the Equality, Diversity and Inclusion committee that enables them to understand how the University's Faculties and Directorates are working to deliver equal outcomes for all ethnic and social groups. In addition they are fully involved in many of the projects that are initiated at the University's Student Experience Committee.

To ensure that the student voice is represented in the University's Access Agreement, the President of the SUUG and the Memberships Manager are members of the Strategy for Access and Student Success (SASS) committee which has oversight for writing the access agreement. At these meetings colleagues from the SUUG are encouraged to influence the content of the agreement and the direction of travel.

An example of the contribution of SUUG here is in relation to the types of financial support available to students. This has led to further research that is being undertaken to understand the impact of financial support for students at the University.

10. Conclusion

The University of Greenwich is committed to improving access and success for students in higher education and has a long history of doing this. The Access Agreement for 2017-18 places 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	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	**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. Our new four year extended degree will be key here.
T16a_02	Student success	**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%	7.7%	7.4%	7%	6.8%	
T16a_03	Student success	**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%	80.6%	81.1%	81.5%	82%	82.5%	
T16a_04	Access	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Ensure that students from low participation neighbourhoods achieve the same retention rates compared to the whole population, aligned to our Strategic Plan 2012-17	No	2014-15	8.5%	8.2%	8%	7.8%	7.4	7%	This is a new target to replace NS SEC, Our ambition is to ensure students from the most disadvantaged backgrounds achieve equal levels of retention compared to all entrants.
T16a_05	Access	**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%	7.8%	7.9%	8.%	8.3%	8.5%	See above
T16a_06	Access	**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%	5.2%	5.5%	5.8%	6%	6.2%	Having considered the feedback we feel that this target is reasonably achievable given our starting point
T16a_07	Student success	**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%	91%	93%	93%	93%	93.2%	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Student success	Management targets	Improve the progression of students from black backgrounds(all black categories-average)	No	2013-14	15.2	13%	11%	9%	7%	6.9%	The University has implemented a working group to address the retention of groups that experience unequal outcomes. The University is ambitious to address poor progression for certain groups but feel a moderate approach to be the most sensible, to achieve the institutional changes that are necessary, which may take longer than anticipated.
T16b_02	Student success	Management targets	Improve the progression of students from a Bangladeshi background	No	2013-14	13.8	11%	9%	8%	7%	6.9%	Please see above
T16b_03	Student success	Management targets	Increase the success (1st and 2:1) of students from all black backgrounds (average -PAS 292)	No	2013-14	36%	50%	55%	60%	65%	65.5%	Please see above

T16b_04	Access	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	270	290	330	360	380	
T16b_05	Progression	Management targets	Improve the employability of graduates (DLHE) to exceed HESA benchmark (Employment 1a)	Yes	2012-13	85.9	87%	88%	89%	90%	91%	
T16b_06	Access	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	240	260	280	300	320	
T16b_07	Access	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	170	180	190	200	210	
T16b_08	Access	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	900	1,000	1,150	1,200	1,300	
T16b_09	Access	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	110	120	130	140	150	
T16b_10	Access	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	290	310	330	350	360	
T16b_11	Student success	Management targets	Improve the progression of students from Black African backgrounds	No	2014-15	15%	14.5%	13%	12%	11%	10.5%	This is a specific subdivision of our BME target
T16b_12	Student success	Management targets	Improve the progression of students from Black Caribbean backgrounds	No	2014-15	17.2%	16%	14%	13%	12%	10.5%	This is a specific subdivision of our BME target
T16b_13	Student success	Management targets	Decrease the failure rate of students that enter the University with a Diploma, Certificate or Award qualification	No	Other (please give details in Description column)	25%	24%	23%	21%	19%	17%	We are using data from 2010-11 to initiate our work to support students that enter the University with a BTEC qualification and will update this late 2016
T16b_14	Student success	Management targets	Improve the progression of male students	No	2014-15	13.9%	13%	12%	11%	10.5%	10%	