Access and Participation Plan 2019-20

University of Derby

May 2018

University of Derby
2019-20 Access and Participation Plan

Introduction

We have developed our Access and Participation Plan using the regulatory notice and advice issued by the Office for Students (OfS). It includes an assessment of our performance, our ambition and strategy, and the measures and expenditure that we believe are necessary to further enhance the access, success and progression of students from disadvantaged backgrounds. Our plan demonstrates that we have identified areas for improvement in non-continuation, attainment and progression to highly skilled employment for students from disadvantaged backgrounds. We are fully committed to addressing any unacceptable differences that may occur between groups across the student lifecycle.

Assessment of current performance

Access

Table 1: Access - headcount and % of total undergraduate student population, first degree, UK domiciled. Data: Student HESA return (including 'shift' in % of total student population)

Group/Year	2014-15	2015-16	2016-17	Shift (pp)
LPN (P3 Q1)	2245 (22.3%)	2302 (22%)	2502 (22.7%)	**+ 0.4pp**
BME	1990 (19.7%)	2138 (20.3%)	2427 (21.8%)	**+ 2.1pp**
Mature (25+)	2347 (23.2%)	2319 (21.9%)	2512 (22.4%)	**- 0.8pp**
Part-time	1369 (13.5%)	1344 (12.7%)	1471 (13.1%)	**- 0.4pp**
Disabled	1507 (14.9%)	1514 (14.3%)	1750 (15.6%)	**+ 0.7pp**
Care Leavers	29 (0.3%)	55 (0.5%)	67 (0.6%)	**+ 0.3pp**
University	10133	10571	11199	**N/A**

Table 1 reveals a significant increase in headcount for widening participation student groups over the period of 2014-17 with percentage growth as follows: LPN (11.4%), BME (21.9%), Mature 25+ (7%), Part-time (7.4%) Disabled (16.1%) and Care Leavers (89.6%). In 2016-17, 22.7% of our total undergraduate population and 20.6% of our new, young, full-time, first degree entrants were from low participation neighbourhoods (LPN). This compares well against the sector average (English institutions) of 11.4% and makes us one of the highest performers in England for this measure. Growth in part-time and mature student numbers is particularly noteworthy given the widely reported sector participation downturn for these groups. The City of Derby has a BME population of 19.7% (and East Midlands 8.5%). With a BME population of 21.8% in 2016-17, our student body is representative of the range of communities that we serve, and we have witnessed growth in all ethnicity categories in recent years with the exception of Chinese students. In addition, the number of new full-time, first degree entrants who had disclosed a mental health disability increased by 81.5% over 2014-17 (76 to 138), with white, female students accounting for the majority of this growth (51 in 2014-15 to 96 in 2016-17)

We have recently developed a new data tool to analyse the composition of our student body, intersectionality, to become better placed to understand trends and how we can best support individual applicants and students. An initial observation is that whilst the headcount of part-time and mature students grew over 2014-17, the percentage of white, mature, male

students on part-time, first degree programmes decreased by 16.1% (278 to 233 headcount) over this period. In comparison, the percentage of BME, mature, male students increased by 20% during this time. This is something we will seek to investigate in the coming months. We have also observed a 7.5% decrease in the number of young, white, full-time entrants from low socio-economic classification (SEC 4-7) backgrounds from 307 in 2014-15 to 284 in 2016-17. This group accounted for 6.7% of our full-time, first degree, entrants in 2016-17, a 1.4 pp decrease from 2014-15 (8.1%). We are considering new ways to define and research this group (including the use of household income, free school meals and the Indices of Multiple Deprivation data) to add value to the SEC data that is currently used.

Non-continuation

Table 2: Non-continuation - headcount and % of group, all undergraduate, full-time (expect when stated part-time), UK domiciled. Data: TEF base population

Group/Year	2013-14	2014-15	2015-16	Shift (pp)
LPN (P3 Q1)	91 (12.4%)	65 (8.3%)	8.1%	**- 4.3 pp**
BME	75 (10.9%)	76 (11.4%)	11.2%	**+ 0.3 pp**
Mature (25+)	66 (11.1%)	46 (9.0%)	11.2%	**+ 0.1 pp**
Part-time	62 (23.2%)	59 (19.0%)	21.1%	**- 2.1 pp**
Disabled	43 (9.0%)	44 (8.9%)	9.0%	**0 pp**
Care Leavers	N/A	N/A	N/A	**N/A**
University	307 (9.2%)	296 (8.8%)	8.8%	**- 0.4 pp**

Table 2 reveals the number and percentage of students in that academic year who did not return to higher education one year after entry (full-time) or two years after entry (part time). The figures provided for 2015-16 are taken from our TEF three year average metrics (2017). HEFCE altered the way it released the underlying data making the latest aggregated figures non-comparable to previous years (transfer students are now grouped with those no longer in higher education whereas previously they were grouped with those continuing in higher education). We have made positive progress in improving the continuation of students from LPN (POLAR Q1) who have exceeded the University average over the past two years. The situation has also improved for part-time students. We have witnessed no change or marginal increases in non-continuation in the other groupings. In 2014-15 there was a 2.6 pp gap between BME students and the University average. Our analysis revealed marked difference in the non-continuation rates of Black African Male students (16.0%) and White Female students (6.8%) on first degree programmes in 2014-15, an 8.8 pp gap. We will explore intersectionality further in non-continuation in the coming months.

Attainment of Good Honours

Table 3: Attainment of Good Honours - headcount and % of student group attaining either 1st or 2:1, undergraduate, full-time, first degree, UK domiciled. Data: Student HESA return

Group/Year	2014-15	2015-16	2016-17	Shift (pp)
LPN (P3 Q1)	313 (65.8%)	353 (67.5%)	350 (64.6%)	**- 1.2 pp**
BME	230 (58.4%)	265 (62.8%)	231 (55.3%)	**- 3.1 pp**
Mature (25+)	359 (68.8%)	351 (67.2%)	384 (73.4%)	**+ 4.6 pp**
Part-time	195 (55.6%)	196 (51.9%)	192 (56.8%)	**+ 1.2pp**
Disabled	255 (68.2%)	213 (69.4%)	247 (69.2%)	**+ 1.0 pp**
Care Leavers	N/A	3 (42.9%)	11 (83.3%)	**+ 40.4 pp**
University	1514 (68.3%)	1721 (68.3%)	1696 (69.5%)	**+ 1.2 pp**

Our analysis has identified a number of attainment gaps (full-time, first degree) for widening participation students. In terms of student ethnicity, the BME/White attainment gap was 18.1pp in 2016-17, with an increase of 4.7pp since 2014-15. By means of comparison, the sector attainment gap between BME/White students remained at 14% over the period 2013-16. A significant BME/White attainment gap was evident for 2016-17 graduates even when controlling for prior attainment at level 3: 13.9pp for students with under 300 tariff points on entry, and 16.3pp for students with between 300-419 tariff points on entry (full-time and part-time combined).

We have analysed ethnicity and gender intersections to provide a more fine grained analysis of the BME population. The good honours rate for Black (Caribbean) students fell from 57.9% in 2014-15 to 31.6% (26.3pp) by 2016-17, with a good honours rate of 25% for Black (Caribbean) males. By means of comparison, the good honours rate for White females was 74.8% in 2016-17, giving an attainment gap with Black (Caribbean) males of 49.8pp - and a 26.2pp increase over 2014-17. The good honours rate for Black (African) students reveals a stark contrast for males and females. For males, the good honours rate was 41.2% in 2016-17, a fall of 5.9pp from 2014-15. Conversely, the rate for females was 60.6% in 2016-17, an increase of 30.6pp from 2014-15. This equates to 36.5pp turnaround for females over the three years. The good honours rate for Asian students is also worth noting having fallen 18.9pp from 72.1% in 2014-15 to 53.2% in 2016-17.

The attainment gap between part-time students (56.8%) and full-time students (69.5%) increased by 4.5pp over 2014-17 and reached 12.7pp in 2016-17. Across the sector, the good honours figure for part-time students was 60% and the attainment gap with full-time students was 18pp in 2015-16. The attainment of good honours by part-time students varies by age at Derby, with those aged 21-24 (44.2%) less likely to attain a good honours degree than mature (25+) students (60.5%). The rate for mature female students (55.7%) was lower than mature males (66.1%) in 2016-17 and the gap has remained static over 2014-17.

The attainment gap between LPN (POLAR Q1) and POLAR Q3-5 increased by 4.1pp over the period of 2014-17, with 64.6% of Q1 and 71.9% of Q3-5 students achieving a good honours degree in 2016-17. Q1 males (59.7%) were less likely to achieve a good honours degree than females (67.7%) in 2016-17, and the attainment gap has increased by 8.2pp over 2014-17. We have also observed that the attainment gap between Q1 males (59.7%) and Q3-5 females (73.8%) has increased by 10.3pp over 2014-17 to 14.1pp in 2016-17.

Significant improvement has been witnessed for our care leaver and mature (25+) students over the period of 2014-17 and both groups now well sit above the University average. The attainment gap for students with a declared disability and other students fell by 0.4pp over 2014-17 and now sits at 1.2pp in 2016-17. Students who have declared a disability had a good honours rate of 69.2% in 2016-17, slightly below the University average. The good honours rate for students who have declared a mental health disability increased from 67.3% in 2014-15 to 70.7%, which is 1.2pp above the University average. Conversely, for students who have declared a specific learning disability, the good honours rate has fallen from 68.9% to 64.6% over the same period (4.3pp).

Progression

Table 4: Progression - to highly skilled work or study, headcount and % of group, undergraduate, first degree, UK domiciled. Data: TEF base population combined with HESA student return for additional data

Group/Year	2013-14 cohort	2014-15 cohort	2015-16 cohort	Shift (pp)
LPN (P3 Q1)	274 (58.9%)	258 (67.4%)	313 (75.5%)	**+ 16.6 pp**
BME	220 (60.4%)	174 (60.8%)	237 (73.4%)	**+ 13.0 pp**
Mature (25+)	435 (80.9%)	365 (81.7%)	375 (86.6%)	**+ 5.7 pp**
Part-time	244 (78%)	159 (79.1%)	145 (76.7%)	**- 1.3 pp**
Disabled	172 (59.5%)	195 (65.2%)	187 (74.5%)	**+ 15.0 pp**
Care Leavers	1 (100%)	1 (100%)	1 (33.3%)	**- 67.0 pp**
University	1473 (61.8%)	1186 (65.2%)	1399 (73.6%)	**+ 11.8 pp**

Improvements were witnessed across all student groups over 2013-16 with the exception of part-time students and care leavers, although the small population of the latter should be taken into account when considering the large pp decrease for the 2015-16 graduating cohort. In the case of part-time students we remained above the sector average (76.3%) for the 2015-16 graduating cohort despite a 2.4pp decrease. LPN, Mature, Part-time and Disabled students all perform above the University average. The figure for BME is only marginally below (0.2pp) the University average.

Ambition and strategy

"To provide fair access for all who have the ability and desire to benefit from higher education, to treat all students as individuals, providing a blend of high quality teaching, support and real world learning experiences to allow students to make a positive transition into university life, to enjoy and stay on their course, to achieve a good honours degree, to progress into highly skilled employment of further study, and to remain a friend of the University."

Strategic Priorities

- To further strengthen our long-term collaboration with local schools and colleges to address entrenched social immobility and patterns of low-representation in higher education, and to contribute to raising education attainment.

- To gain a deeper understanding of the challenges faced by young, white males from low socio-economic backgrounds, care leavers, mature, white males through part-time study routes; refugees and asylum seekers in accessing higher education.

- To build on the excellent support provided for students with mental health issues, specific learning difficulties and/or who are on the autistic spectrum, and to contribute to sector research in this area.

- To investigate all identified gaps in non-continuation and attainment (good honours) and to devise strategies and initiatives to address this.

- To evaluate the outcomes of the Student Attainment 2 Project and to embed high impact initiatives and good practice across the institution.

- To secure join up between our access and participation plan, the Derbyshire and Nottinghamshire Collaborative Outreach Programme, and the Derby Opportunity Area.

Sensitivity: Internal

- To ensure that our access and participation expenditure is informed by evidence, supported by evaluation, and is targeted to the areas where we need to secure the greatest improvements.

We have responded ambitiously to the Government's challenge to 'unlock the potential of the new generation' by seeking to establish the institution as regional beacon for widening participation. As part of our strategy to widen access and participation, and to assist in the broader processes of facilitating equality, social justice and social mobility within Derby, Derbyshire and the wider East Midlands region, a new Equality and Social Mobility Unit (ESMU) was launched in September 2017 to undertake research projects, to help influence policy making and practice, and to evaluate the impact of our interventions. Our initial assessment of performance has identified a number of challenges and we are beginning to consider strategies to address them. Whilst we do not have all of the answers at this stage, we are committed to investigating the issues and introducing new measures.

We have an outstanding record in widening access and are proud to be a modern, diverse and inclusive higher education institution. We consistently surpass HESA UK widening participation benchmarks for the recruitment of students from state schools, low participation neighbourhoods and disabled students, non-continuation and progression. Our Progress to Success Framework is highly responsive to Government policy drivers, regional priorities and the individual needs of local schools. Academics, widening participation practitioners, graduate interns and student ambassadors combine to co-develop and deliver activities. Student ambassadors are involved in all activities and are positive role models for all pupils. We have increased the number of male and BME student ambassadors in recent years to ensure our ambassadors are representative of our target groups. The framework develops the next generation of widening participation practitioners and social mobility champions through the extensive personal development opportunities provided for student ambassadors. We are committed to developing new access initiatives for refugees, roma, young carers and mature learners groups and have developed positive links with national bodies and community groups. We will use evidence of impact from these institutions and other stakeholders to build our understanding of the specific needs of these groups with a commitment to offering meaningful outreach programmes by 2019-20.

Our Access and Participation Strategy Group was established to oversee the creation of our plan, targets and measures, and to monitor progress. The group membership includes Students' Union sabbatical officers, who have contributed to the development of the plan. The Provost (Academic) chairs the group and has Executive oversight of access, success and progression through the Centre for Student Life. These functions will work with staff and the Students' Union to oversee the development of our strategic approach, new and existing frameworks, and tools to monitor the impact of our activities. This will ensure that our expenditure is informed by robust evidence, supported by appropriate evaluation, and can be targeted on genuine priority areas. We make extensive use of HESA performance indicators and our progress is reported to the Vice-Chancellor's Executive (VCE) Group and Governing Council on a regular basis. We also produce an annual widening access (outreach) report which provides a detailed analysis of applications and enrolments from our target schools and colleges.

The University's commitment to students and transformational experiences is demonstrated in the establishment of a new academic leadership role of the Dean of Students, as well as a Head of Centre for Student Life. Together with the new Centre for Excellence in Learning & Teaching, which includes a team of Associate Professors for Learning & Teaching as well as a focus on digital capability and Technology Enhanced Learning, the quality of the academic experience is enhanced. Social mobility is at the heart of this portfolio. The Centre for Student Life was established in November 2017 bringing together the Library, Careers and Employment Services, and the Student Experience Team. The Centre seeks to create a

community of learning which is inclusive of all students, graduates, academic and professional service staff, employers and community organisations. We will work together to create and deliver an excellent student and graduate experience which is transformational. Students and graduates should be challenged and supported to achieve in their studies, personal development and future career. The Centre will aim to engage all students in their community of learning as well as developing more targeted interventions to engage students who may need additional support and to raise aspirations at different stages. This will include social mobility and considered work at the outset to design services which impact on student success and progression for specific groups. Non-continuation is monitored through Programme Performance Checks and by College Quality Enhancement Committees.

We continue to drive a strategic focus on improving highly skilled destinations. This strong, constant priority is embedded in our Learning and Teaching Strategy and Student Success Strategy. The importance of career inspiration, opportunity awareness and skills development is recognised for our students. A full event programme, bringing employers to the campus on a regular basis to raise the profile of their business and sector, and to recruit, is complemented by an internship programme, and underpinned by employability in curriculum and highly accessible employability advice. The importance of quality work experience is recognised. From September 2017 all on-campus full-time undergraduate courses include a minimum of 30 hours of work experience, linked to learning outcomes. An on-campus internship scheme was launched in 2017-18 to provide opportunities for employment through the University; a step into experience. We will continue to extend work experience, embedded through applied learning and extra-curricular activity. Our strategic focus on graduate employability has delivered a 20 pp improvement in this metric over 3 years and we aim to continue to improve the high skilled destinations of graduates through employment, enterprise and progression to higher level study.

We paid due regard to equality and diversity in designing our Access and Participation Plan and inclusive practice is core to all university activities. Our Widening Participation and Equality, Diversity and Inclusion (EDI) Teams work closely together and are currently considering new projects for 2019-20, particularly in the area of ethnicity. The Head of EDI is a member of the Access and Participation Strategy Group to ensure synergy between the agendas. We recently introduced a new Student Wellbeing Strategy which has four key aims: Research to advance the sector and embed findings into service practice; a whole institutional approach, closing the gaps that students fall through; and working with all students on a 3 tiered model - students at risk, vulnerable students, improving the wellbeing of all students. We will continue to research and develop interventions during 2019-20 to progress sector understanding and response to student mental health and continue to identify opportunities to share our practice both nationally and internationally. Rosie Tressler, CEO, Student Minds, the U.K's student mental health charity stated that 'The University of Derby's Mental Health team are trailblazers in the most innovative and progressive approaches to student support services.'

Collaboration, Research and Evaluation

We believe that collaboration, research and evaluation are critical to improving access and participation. Monitoring and evaluation (of participation and attainment) is inbuilt within all of our widening access activities, including use of the Kirkpatrick evaluation model. Our evaluation is enhanced through membership of the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP), which allows us to track the outcomes of students who engage in both our programmes and those of the member HEIs. Partners include Nottingham, Nottingham Trent, Loughborough, Lincoln, Bishop Grosseteste, Leicester and De Montfort. The partnership focuses on outreach targeting, research, monitoring and evaluation work across a range of activities to evaluate impact. Logging evaluation outcomes enables us to map students' responses against a set of knowledge

indicators at intervals, enhancing our understanding of cohorts and enabling us to maximise impact. We have been a member of EMWPREP for many years, pre-dating the expansion of the HEAT tracker, and find that the database has greater functionality than HEAT.

Our research is contributing to the development of effective support for disadvantaged students across the sector. Recent examples include papers and reports on understanding student preparation and transition, BME attainment; supporting students with Autism; conference presentations on widening access, attainment, enhancing induction, supporting disabled students, student mental health, students with Autism and improving collaboration between academics and support services to benefit students. In response to the national rise in student mental illness, we are undertaking a long term project in partnership with Student Minds and Kings College London to examine the role of academics in relation to student mental health and to develop, test and disseminate interventions to support academics and students. We expect that these interventions will help develop curriculum that supports wellbeing, influences teaching and learning strategies, and improves personal tutor practice. By 2018-19, we expect to have completed the research phase and the testing of pilot interventions. We will finalise the interventions that have proven benefits, disseminate our findings to the sector via a national conference and a full report, and embed them into our practice in 2018-19. We have also undertaken research into the impact of (a) our financial support programmes, and (b) the removal of NHS bursaries on our nursing programme cohort demographics, which highlighted few significant changes in the percentage of students from lower SEC categories over 2015-16 to 2017-18.

Collaboration is fundamental to our strategy and we are leading three important initiatives to enhance social mobility: the City of Derby Opportunity Area; the Derbyshire & Nottinghamshire Collaborative Outreach Programme (DANCOP) and the Higher Education Funding Council for England (HEFCE) Catalyst Fund: Student Attainment Project 2. DANCOP is supporting disadvantaged local young people in progressing to higher education from areas where the higher education participation is lower than expected based on GCSE-level attainment. We are also a partner in the Higher Horizons+ programme, allowing us to collaborate with 20 HEIs and FECs, local schools, employers and other stakeholders. Partnership working in a tight evaluative framework helps us to improve our understanding of the activities which are likely to raise awareness and achievement. Our widening access outreach initiatives will raise the aspiration, ambition, attainment and awareness of local learners, and target WP cohorts, through the delivery of progressive and sustained programmes of outreach activity from Year 5 through to Year 13.

Our leadership of the Derby Opportunity Area Board (which is chaired by our Vice-Chancellor, Professor Kathryn Mitchell) is a significant element of our widening access strategy. Derby is one of the twelve Opportunity Areas established by the Government to tackle barriers to social mobility. The initiative is exploring the causal factors to under-performance in the city's schools, raising aspiration, improving education standards and giving young people the best possible start in life. The University has a key role to play and we are committed to developing outcomes based attainment targets in our next agreement as the Opportunity Area programme develops. We have set a new target to increase the number staff serving as governors in Derby secondary schools to help us to better understand and contribute to tackling issues.

In addition, we are actively engaged in collaboration with other HEIs in the East Midlands, West Midlands and the North West through the Widening Participation Collaborative Group. Partner institutions work together to organise and deliver campus visits to target schools, as well as targeted events for young people in care. Events are co-evaluated and form an integral part of the member institutions' outreach programmes with schools. We further strengthen this arrangement through sharing best practice and co-evaluating the impact on widening access activities across the institutions and the sector as a whole. The group

ensures that work continues with those schools who need support but who do not have high intakes of pupils from NCOP gap ward areas. We completed a collaborative research project with sixth form teachers through the former North East Midlands Collaborative Outreach Network (NEMCON) to better understand the student preparation for university. This led to the development of resources for use in pre-entry events for our partner schools. We are also using our findings to create specific training for Widening Access and Recruitment Teams to enhance the impact of their work in schools and colleges.

We are keen to develop access collaborations with social enterprises and charities. For example, we are in advanced discussions with The Brilliant Club regarding the expansion of their work with our PhD students which began as a DANCOP funded project. This project has two areas of focus - engaging our PhD students in activity in schools, delivering classroom based activity and engaging our PhD students in developing KS4 curriculum materials to support teachers. This provides excellent CPD opportunities for our PhD researchers and further enhances our commitment to support our local schools with attainment raising activity.

Access, student success and progression measures

Raising Attainment in Schools and Colleges

Our strong Ofsted inspection outcomes for initial teacher training and early years means that we are well placed to provide support and advice across the full range of teacher education. The Ofsted report (December 2015) noted that *'leaders have established strong partnerships and are influential in driving improvements in early years provision locally, regionally and nationally'.* The leadership team is increasingly looking to support local schools and have set up various projects, which are already having a positive impact on supporting school improvement and raising pupils' outcomes. Following the inspection, teacher training teams were invited to present at the Ofsted Good Practice events by the lead inspector. In addition, we have led consultation events with other teacher training providers to share good practice who have since reported their own outstanding status, stating that our advice and consultation activity was a key factor in this.

Our Partnership Development and Quality Group (PDQG) allows the schools in our network to share practice, ask for advice, discuss potential developments and work together on different projects to improve training for our trainee teachers. School staff see this as a professional development opportunity and are often invited to be involved in training as a result of their contribution to this group. Our staff are encouraged to be serve as governors in local schools and several sit on trustee boards working with multi-academy trust schools which help the University to influence practice and improve performance. We have developed a CPD programme for education professionals which meets the needs of our region and allows teachers to develop a deeper more critical understanding of their practice. The University led 85 activities for schools in 2016-17 and reviews the programme annually.

Our 'Schools Project' helps to develop our students' understanding of EAL pedagogies and practice and supports pupil progress in English & Mathematics. The project provides opportunities for students to gain experience of in a wider range of school contexts/ways of working and increases their understanding of focused work in groups and intervention activities. It helps students to understand the national priorities related to English: SSP in reading and writing, phonological awareness and phonemic understanding, development in rich spoken language contexts, using phonics for teaching and assessing progress in reading & writing across key stages, reading comprehension. The Ofsted report noted that newly qualified teachers entering the profession having studied at the University are prepared very well for the challenges of working in primary schools.

Case Study 1: Allenton Community Primary School

The school is in an area of high social deprivation: 70% of pupils were designated for pupil premium, and 60.2% of pupils were eligible for FSM in 2015-16 (national average 25.4%). SATs results have been generally below national average in recent years. We supported the school to establish a culture of teacher-led, evidence based teacher inquiry. A pilot year of research was completed to implement a strategic focus on evidence-based teaching, which generated the school's own knowledge, equipping teachers to take more responsibility for their own teaching, professional development and network building. The pilot empowered teachers to research their own practice and begin to share the outcomes of their research both internally and externally. We have placed outstanding/strong trainees in the school to help improve attainment. Latest KS1-2 pupil progress data (December 2016) revealed improved outcomes for Year 6 pupils. 65% reached the expected standard in reading, writing and maths, compared to a local authority average of 48% and England average of 53%. Pupils performed above the national average in reading and maths.

Case Study 2: Raising the Grade

This initiative is specifically targeted to help Year 11 students improve their GCSE English and Maths attainment from a grade 3 (predicted) to 4. Priority attendance is given to schools within the Progress to Success Framework, and approximately 75% of students are from schools in wards facing social mobility challenges. English events focus on creative writing; persuasive writing; grammar, punctuation and spelling; and individual revision skills, whilst Maths events focus on algebra; ratio and proportion; Pythagoras and trigonometry; and shape and space. Events are held between December and March to give students maximum time to utilise their new understanding and engagement in the subject. The events, which are supported by student ambassadors, use interactive workshops to engage learners in their curriculum, encourage students to realise their potential and invest in in-class participation and revision. An evaluation of the 2016-17 events (to 418 students) revealed the following impact: 79% of students had an increased understanding of their subject; 79% of students had been inspired to continue with their revision; and 66% of students who attended the events obtained a grade 4 or above C in their GCSE.

Case Study 3: Spring Forward

This new initiative was developed to support the aims of the Derby Opportunity Area to raise attainment across the city, and in particular, to address achievement to the highest grades. As such it was aimed at GCSE Maths and English grade 6/7 borderline learners. This revision 'boot camp' ran for the first time in March 2018 during the Easter break as a pilot with 72 pupils from two Derby city schools. Attainment outcomes data will be tracked at the end of 2017-18. Early evaluation points to increases in both knowledge and motivation to learn and if this is matched with positive impact on attainment it is our intention to continue to scale this up into 2019-20.

Derby Manufacturing University Technical College (UTC)

The University collaborated with Derby College, Rolls-Royce, Toyota and Derby City Council to launch the UTC in September 2015. The UTC provides innovative, dynamic and empowering education and training for young people aged 14 to 19. Courses focus on engineering and emerging technologies alongside core GCSE subjects. The UTC aims to develop young people who are skilled, professional and enterprising and who can make a significant contribution to reinvigorating Engineering and Science in Derby, Derbyshire and the East Midlands. The University has played an active role in raising student attainment at the UTC through IoE staff providing English teaching and staff development on behaviour management. In addition, a member of IoE staff is on the Governing Body.

Access

Progress to Success Framework

Progress to Success is our sustained multi-intervention initiative which provides pupils with a progressive 'drip feed' of touchpoints from Year 7 to Year 11. It seeks to improve social mobility through aspiration, awareness and attainment raising. Events are designed to inform, inspire and support pupil decision making. Complex activity strands are introduced through the Framework and layering knowledge over many years helps pupils to understand themselves, their approach to learning, and ability to make informed choices about higher education. Flexibility is an innovative feature, with opportunities for schools to tailor elements to support a range of disadvantaged cohorts: low participation neighbourhoods; free school meals; pupil premium; white working class boys; BME; and looked after children.

Table 4: Progress to Success Framework - activities and evaluation methods

Year	Activities	Reason	Pupils involved	Evaluation
7	Introduction to university assembly	Raising awareness	Whole year group	
7	University Experience Day	Raising aspiration	Max 100 - identified students from postcode data, pupil premium, FSM	**EMWPREP consent form** **Participant baseline questionnaire** **Teacher evaluation**
8	Why go to university workshop	Raising aspiration	Pupils attending Y7 experience day	**Participant focus groups**
9	Progression pathways workshop	Raising awareness	Pupils attending 2 previous events	**Teacher evaluation**
10	University Experience Day	Raising awareness, aspiration	Pupils attending 3 previous events	**EMWPREP consent form** **Participant follow up questionnaire**
10	Residential Summer School	Raising awareness, aspiration, attainment	6 places per school from identified cohort above	**Pre and post event evaluation**
10	Family Information Evening	Raising awareness, involving parents	All who want to attend	**Participant exit questionnaire** **Post event evaluation**
11	Revision Techniques	Raising attainment	Targeted cohort of up to 30 students	**Teacher evaluation**
11	Raising the Grade English	Raising attainment	3/4 borderline pupils from identified cohort (max 25 per school)	**Post event evaluation and attainment data**
11	Raising the Grade Maths	Raising attainment	3/4 borderline pupils from identified cohort (max 25 per school)	**Post event evaluation and attainment data**

The Framework expanded from 2,162 learners in 41 activities in 2014-15 to 2,991 learners in 66 activities in 2016-17. Activities are highly targeted, with 84.8% of the 2016-17 participants living in POLAR3 Q1/2 wards, 77% of the cohorts' parents having no experience of higher education and 25.7% of participants eligible for FSMs - a key disadvantage demographic facing significant social mobility barriers - compared to average 12.9% nationally claiming FSM;. We work with schools to identify specific cohorts who would benefit

from engagement with the Framework. This approach has seen an increase in participation by white males from socio-economically deprived backgrounds from 33.4% in 2014-15 to 46.8% in 2016-17. Participant cohorts are being tracked through the EMWPREP database. The University will be able to report on progression into higher education for those engaging in the current form of Progress to Success in 2018-19. It is our intention to use this progression data to further inform the outputs of the Framework in 2019-20.

Robust evaluation runs through the Framework to ensure activities meet the needs of schools and participants, measuring the impact of the activities. As well as pre- and post-activity evaluation and focus group activity, we now capture baseline data at Year 7, revisited at Year 10 to monitor attainment, motivation and awareness. Partnership with and buy in from teaching staff is also important and we evaluate their understanding and feedback at two year intervals in Years 7, 9 and 11. Individual activities are reviewed and updated regularly to ensure continued validity.

White males from socio-economically disadvantaged backgrounds

Young white males from socio-economically disadvantaged backgrounds accounted for 6.8% of the University's undergraduate, first degree entrants in 2016-17 (defined using age, gender, low socio-economic classification). However, our HESA data demonstrates that these students are retained and exceed University averages – with 100% gaining a good degree in 2016-17. We lead a pilot exercise in 2016-17 to help improve access working in partnership with a Derby city school to deliver a programme of activity to twelve Year 10 males to focus on increasing their awareness of higher education and motivations to study in school. The pilot included sessions aimed at improving attitudes to learning, developing a greater understanding of the consequences of disengagement and working to increase confidence, resilience, self-esteem and motivation, amongst the group.

Student ambassadors were specially chosen to reflect similar backgrounds to the participants and the same ambassadors were involved in all sessions, to build rapport with the participants and act as positive male role models. As part of the evaluation the students also took part in a qualitative reflective learning exercise. This was a challenging learning experience for them, however, the feedback shows increased awareness of the link between success and positive behaviours. Tracking changes in attainment has also been an important part of the evaluation and we will be in a position to report back on final GCSE attainment next year. Due to the change in attitude and motivation to study, alongside the success of the project activities, we intend to further scale-up this programme in 2019-20.

University Explorers Programme for Primary Schools

We believe that early engagement with young children is key to addressing entrenched disadvantage. The programme engages Year 5/6 pupils through a series of visits by our staff and ambassadors in schools to introduce participants to the concept of university; what it is, the language, and where it fits into their 'learning journey'. We also provide on-campus events allowing children take part in a series of fun challenges. In total, 189 pupils took part in the programme from five primary schools in 2016-17. Participating schools are located in areas categorised as having low social mobility and high indicators of disadvantage. Post event, 100% of the participants said they knew what a university was and 87% felt happy about visiting the University again in the future. Teacher evaluation is an important element of our evidence based approach and teachers have reported improvements to their pupils' motivations, understanding and aspirations. Our long term aim is to expand the programme across Derby City, and we are committed to exploring options for this, including the identification of external funding sources.

P2Tech: Girls into STEM programme

P2Tech (Progress to Technology) is a Science, Technology, Engineering and Maths (STEM) focussed initiative for girls. It aims to inspire females with an interest in STEM and to provide them with the information and advice they require to make well informed decisions regarding their progression and future career choices. An initial cohort of 21 girls was identified in March 2018 through a self-election process at a University-led Women in Engineering event. This cohort will be engaged in a number of activities as part of a progressive programme over an 18 month period. Activities will take place outside of school time, in twilight sessions and during school holidays. P2Tech is a collaborative initiative with the University, DMUTC, Derby College, Rolls-Royce, Bombardier and other local engineering organisations all involved to deliver elements of the programme. This programme is in very early stages and we will be adopting a rigorous evaluation framework to measure outcomes and to build on the success of the programme in future years

Further Education (FE)

Our FE provision allows us to extend our outreach work. We have developed a co-ordinated programme for our FE cohort based within Buxton and Leek College (BLC). The 'What's next?' programme, developed by our Widening Access, Schools and College Liaison, Learner Journey and Careers and Employment Services teams offers a set programme of awareness and aspiration raising activity for all Level 3 students, including those on our apprenticeship programmes. Strategic collaboration with our region's FE colleges enables us to reach out into rural, low participation areas and enhance participation from the lower socio-economic groups. We enable students to access higher education programmes at our FE partner colleges, and encourage transition to the University as they complete their FE programmes. We have a mature partnership with Derby College and large numbers of the College's students continue to make the transition to higher education at the University.

Mature and Part-Time Learners

We offer flexible study modes to broaden access opportunities for mature and part-time learners. Our Pre Access and Access to Higher Education Diploma provide a route for adults (19+) to return to formal education and can offer a progression route to undergraduate, foundation degree, degree apprenticeship or diploma courses. Our outreach programme includes an active focus on our Pre Access and Access students, offering a range of interventions to help support their decision making and application to HE, including sessions to support personal statement writing and making UCAS applications and Access Progression events, focused on Health and Education progression routes.

University of Derby Online Learning (UDOL) attracts and supports learners who choose to study flexibly. This strategic development has led to a growth in online part-time student numbers from 2,746 in 2013 to 3,170 in 2016. We will continue this targeted approach and seek to embed good practice in flexible learning, innovation and application of technology across all delivery modes. Online and corporate learning modes enable many students to engage with higher level study while remaining in the workplace, which is critically important for mature learners. Those who choose a flexible study route receive the same access to academic and wellbeing support as our on-campus students. UDOL was recently selected by OFFA due to the positive contribution it makes to access and participation goals.

Higher and Degree Apprenticeships

We are committed to apprenticeships at all levels, from Intermediate and Advanced Apprenticeships delivered through Buxton and Leek College, to Degree level, offering a

flexible pathway to an honours degree by combining real world training, a regular salary, and career development opportunities. This mode of study has the ability to transform the way in which businesses acquire and develop a highly skilled workforce in a dynamic, constantly evolving, national and global market. Students receive a blend of technical knowledge, on the job experience and business skills. We recognise that this strategic development could open up opportunities for under-represented groups such as white males from socio-economically disadvantaged backgrounds to access higher education.

We were awarded £250,000 by HEFCE to further advance our close links with employers such as Rolls-Royce, the NHS, and Derbyshire Community Health Services to develop 110 degree apprenticeships in preparation for the introduction of the apprenticeship levy. In line with regional priorities, we will be launching five degree apprenticeships including: Nursing, Civil Engineering Site Manager, Digital and Technological Solutions: Cyber Security Analyst, Aerospace Engineer and Chartered Manager from September 2017. We will ensure that students are aware of these opportunities through our outreach programmes.

Care leavers/looked after children

Derby Theatre has a strong national reputation for its work in education and training in theatre, developing the skills and confidence of regional communities and embracing and nurturing talent in the region. The theatre entered the Arts Council's National Portfolio on a long-term funding agreement in 2015 which has secured it as a public cultural asset for the City of Derby and the East Midlands. Derby Theatre is the lead organisation in Derby's Cultural Education Partnership working with QUAD, Déda, Derby Museums, EMCCAN, Sinfonia Viva and Baby People. The partnership provides a comprehensive cultural offer for young people in Derby, targeting the hard to reach such as looked after children, through the award-winning programme, Plus One. We work closely with the QUAD over the Format Photography Festival and Déda for the provision of our dance degree. These partnerships further demonstrate our key contribution to the cultural wellbeing of the city and the region.

Access programmes for care leavers and looked after children are a crucial part of our outreach activity and include specific strands of activity, such as the LAC strand within our WPCG work and on campus experience days and summer schools for local looked after children and their carers and care experienced young adults. The latter activity is organised through the Raising Aspirations for Care Leavers and the Estranged Students Group, a collaborative group facilitated by the University and whose membership includes Student Wellbeing, Widening Access, Derbyshire, Staffordshire and Derby City Local Authorities, Derby Theatre and Barnardo's.

Success

Our approach to success focusses across the whole student lifecycle and draws upon our own research projects alongside external publications and best practice from across the sector. We design our interventions using a social model approach that seeks to develop student skills, knowledge, confidence and resilience in line with recent guidance from HEFCE. We seek to implement this approach through two strands: Interventions for all students and specific interventions for disadvantaged and under-represented groups. Research demonstrates that interventions to improve success among disadvantaged groups are often most effective when delivered to all students as part of curriculum and student life:

- Transition - course induction focussing on familiarisation, belonging and cohort identity, raising aspiration/student confidence and help seeking behaviour. Collaboration and co-delivery with students creates a co-ordinated approach by the University, Union of Students and Halls of Residence team

- Psycho-educational workshops - delivered in programmes, relevant to curriculum content, to improve resilience, mental wellbeing and academic performance.
- Study skills - offering advice and guidance on all aspects of academic study, including academic writing and referencing, research and presentation skills,
- Study Advisor Scheme - students are trained and employed to work on a 1:1 basis with students to identify and help resolve any study skills problems
- Personal Tutors - all students are allocated a personal tutor to discuss their progress and development, encourage engagement in both curricula and appropriate extra-curricular activities that will enhance personal development and attainment.

Inclusive Practice

We continue to develop 'Inclusive Derby' and physical/digitial access audits, and a student experience review of front facing services were commissioned in 2017. We are creating a new, fixed-term, 1 year, role 'Inclusive Practice Development Consultant' to project manage the promotion and enhancement of inclusive practice and to take forward the accessibility audit action plans. In addition, the post holder will support colleges and departments to enhance existing provision and develop new initiatives to enable inclusive practice and support widening participation target groups where retention and success rates have been identified as below the University average in our assessment of performance.

Our initiatives aim to embed inclusive teaching and learning across the university, seeking to optimise the learning experience for all students. This approach recognises and values diversity in the classroom and seeks to reduce, as far as possible, the need for a deficit model approach of individual interventions or adjustments. Our approach is based on the assumption that the explicit experiences of students with more obviously identifiable needs can illuminate the needs and experiences of all students and that true inclusive education is one which seeks to improve learning for all students.

To ensure that this approach is embedded across the University we have developed and piloted a new workshop 'Inclusive Teaching and Learning; what we've learned from students'. The workshop, which will be available to all academic staff from 2018-19, outlines what specific student groups (at Derby) have taught us about inclusivity in three thematic areas: Language, Belonging and Assessment. Within each theme it explores what research and feedback has taught us about the barriers encountered by these groups. Using this learning it reflects on what this can tell us about inclusivity and the experience of all students. The workshop will outline interventions that can build on this learning to enhance inclusivity and improve learning and experience for all students

Interventions for specific disadvantaged and under-represented groups

Mental Health - interventions to improve the wellbeing of all students, increase student resilience, self-belief & health to promote good mental health and protect against mental illness: Our long term aim is to embed education, personal development and support to help students develop their own skills, understanding and resilience to manage their own wellbeing and remain mentally well. As part of this, our psychoeducational workshops are delivered within academic programmes (linked to curriculum to ensure relevance) with a focus on improving wellbeing, raising self-belief, resilience, performance and experience. Specialist training is also provided for academics to better support mental health in the classroom, alongside Mental Health First Aid training for staff to raise awareness and embed support across the institution.

Our 'Love Your Mind' campaign seeks to raise student understanding and awareness of their wellbeing and mental health and the links between mental wellbeing and academic

performance. Taking a proactive approach, the initiative highlights the importance of mental health and outlines practical steps students can take to improve their own wellbeing and experience. The campaign also runs roadshows across the campus, there are posters and leaflets identifying steps students can take to improve their mental health, webinars across the year and a bibliotherapy section is available in the library.

Identifying potentially vulnerable groups or students who are experiencing difficulties and providing effective, flexible and responsive support: This includes students who declare mental illness as a disability, who we know have a significantly higher non-continuation rate than other disabled students: Our programme for students who experience mental illness aims to both improve the access and success of this specific group and to safeguard the experience of all students. The programme starts at the first point of contact and is aligned to the student lifecycle. Applicants are provided with pro-active support to visit campus, attend Open Days and access our 'Get Ahead' early induction programme. Each student receives individual support from a Specialist Mentor, qualified in mental health and those students with complex needs benefit from early support, to transfer their health care, prior to moving to university. We recognise that social integration is integral to retention and success. The Students' Union help students to identify and access social opportunities and we are an active supporter of Student Minds.

Our psychological wellbeing service specialises in helping students overcome academic anxiety and developing resilience, which further supports student success. We intend to further improve the effectiveness of this support, through a more granular analysis of data, to better understand the factors that are impacting on the non-continuation rates of students who declare mental illness as a disability. The findings of this work will lead to further refinement of our current interventions or the development of new activity. Supporting students who are in mental health crisis or present a risk to themselves or others, to ensure their safety and appropriate return to study as soon as possible: A team of qualified mental health practitioners provide early assessment of students in crisis and deliver crisis intervention, liaising with external agencies as necessary. A framework of policies that include, Fitness for University Life, Fitness to Practice and Fitness to Return to Study underpins our work.

Specific Learning Difference (SpLD) - we delivered a new programme of interventions in 2017-18, in recognition of the impact of academic anxiety on the retention and success of students with specific learning differences. The programme began pre arrival and consisted of a one day event and a series of workshops delivered over the first academic year. The aims of the programme were to: Raise aspiration; support transition and increase self-confidence; develop cohort identity and support networks; identify their strengths and resources and the University resources available to them; overcome academic anxiety; improve time management, planning and organisation; improve utilisation of University resources to support learning; develop academic skills; improve utilisation of mobile apps to support learning; and increase understanding of assistive software.

Evaluation of the event indicated participating students felt that it had successfully raised their confidence and self-perception, increased understanding and use of technological support, improved academic practice and skills and reduced their anxiety. However, engagement with the series of workshops delivered over the first academic year, gradually reduced. Building on this learning, we intend to replace the series of workshops with a 2 day event supported by online webinars and virtual resources. Those students who attend the event will gain credits to the Derby Award. We will also adapt the role of our Disability Advisors, to equip them with the skills to deliver these interventions in 1 to 1 appointments. Through all of this work we intend to reduce reliance on additional support and increase the self-efficacy of these students, which should ensure that the non-continuation rates for this

group continue to match those for the general student body. We intend to see this work fully embedded by the beginning of 2018-19 and will monitor and evaluate its impact.

Autism - the ground-breaking Bridge Project supports the transition of students with Autism and has a significant positive impact of the success of this group. The project includes support to prepare for higher education, a free residential summer school, support for families, help to adapt to university life and assistance to socially integrate. Since the project commenced, student first year withdrawal among this group reduced from 18% to 6% and the percentage of good degrees has increased from 17% to 69%, slightly above the university average. We have shared the outcome of this work via conferences. During 2019-20 we will build on the success of this project, focusing on interventions to support progression out of University and graduate employability.

Black and Minority Ethnic (BME) - we are responding positively to the widening of attainment gaps in 2016-17 by seeking to establish a new policy and KPIs setting out how all of our students will be supported to achieve the best possible degree outcome regardless of their personal background. The policy will be informed by staff and student consultation alongside sector research and our own knowledge of "what works" as lead institution for the HEFCE Student Attainment Project 2, which will reach its conclusion later this year. Whilst academic engagement and the bond between lecturers and students is critical, student success is about far more than learning, teaching and assessment: All staff, colleges and departments will play their part to ensure we are a truly inclusive and supportive institution for all of our students. The future of the 'Inclusive Derby' project will be considered, as will synergies with other institutional policies and strategies including Equality, Diversity and Inclusion. Academic research is expected to be a core theme running through this work.

We were awarded £439,307 from HEFCE Catalyst Fund to lead the 'Student Attainment Project 2' working in partnership with Southampton Solent University and the University of West London on a two-year project to address differences in student outcomes. SAP 2 will benefit student groups highlighted in previous HEFCE research, including BME students, students from lower socio-economic backgrounds, disabled students (including those presenting with mental health issues and specific learning difficulties), mature students and part-time students. The programme is exploring which interventions are most effective by scaling up activity across three institutions. We will seek to embed all emerging good practice across the institution as part of our mission to reduce attainment gaps.

Care Leavers - we have developed a comprehensive outreach and support programme in line with the best practice outlined by the National Network for the Education of Care Leavers (NNECL). We recognise the importance of collaborative working and embrace opportunities to work with care providers, local authorities and care workers to raise the aspirations of young people in care. We deliver a twice-yearly 'Raising Aspirations' event for care leavers which provides a specialist mentor to support students from application to graduation, guidance for admissions, accommodation, disability and financial applications, a personal development plan and guaranteed accommodation in Halls of Residence for 52 weeks per year. The programme also supports unaccompanied asylum seeking children and those without parental support.

We have signed the 'Stand Alone' pledge, making a commitment to build upon our existing provision and develop services for estranged students. We will work with our estranged students to understand the challenges faced, which will inform the development of further initiatives that are appropriate to their needs. New initiatives will include improved pre-application information exploring the possibility of becoming a partner with the Unite Foundation. In 2018 the University will deliver its first summer school for care leavers and will continue to make a commitment to supporting care leavers in line with the Care Leavers

Covenant. We are proud of the number of care leavers studying at the University and have set ourselves a target to increase new entrants over the next five years.

Caring Responsibilities - we provide personalised support plans for students with caring responsibilities. This includes information and guidance about funding, support to manage the emotional challenges of caring while being a student, support to manage practical challenges, such as demands on time and advice on gaining support from external agencies. We will conduct research in 2019-20 to better understand the experiences of students with caring responsibilities and the impact of the interventions provided.

Gender and Sexual Minorities (GSM) - we work with our LGBT Society and the Students' Union to run awareness raising/social events in addition to linkages with local groups, external support and social networks. We have established policy, procedures and support for transgender applicants, students and graduates to ensure that they are properly supported whether they chose to undergo transition or not - if they do chose to undergo transition we will ensure that they are fully supported during each stage of the process. We are a Stonewall Champion and are using the recommendations in Stonewall University Guide to create a policy that protects LGBT students from bullying and mandatory staff training to enforce this; specific career advice for LGBT students; engage with the wider community on LGBT issues, and encourage prospective LGBT applicants to apply.

Progression

Enhancing employability is a strategic priority: A cross-institutional effort with academics and professional services combining to raise aspiration, offer challenge, build confidence and develop self-awareness. Specialist sessions are embedded in the curriculum of all full-time undergraduate programmes to ensure students develop their understanding of employability. Our new Learning & Teaching Strategy, launched in 2017, further embeds employability within our academic programmes, recognising the importance of work experience in developing work readiness, and aims to further enhance students' understanding of transferable skills/attributes, in addition to the industry/professional context to disciplines. From September 2017 all on-campus full-time undergraduate programmes include a minimum of 30 hours work experience. This is designed to give students the confidence and skills to connect their learning with potential employment or enterprise opportunities, to apply their learning and to recognise the value of their skills and experience. This is captured and reflected in learning outcomes for modules and enabled by the Careers and Employment Service working in partnership with curriculum teams.

The Careers & Employability Service aims to: raise awareness of high skilled opportunities, enterprise and the career benefits of further study; encourage career learning and the development of career management skills; build confidence and self-awareness; create opportunities to gain experience in curriculum and extra curricula activities; develop students confidence to articulate and evidence skills, attributes and knowledge and to successfully navigate recruitment and selection to secure opportunities; enable students to make informed career choices and maximise their potential for success. We are helping disadvantaged students to overcome any barriers which prevent them from engaging with employability resources and services e.g. financial - whether to forsake income derived from low skilled work to take a high skilled internship. Financial barriers to progression to postgraduate study are also recognised and from September 2017 we have enhanced the fee reduction for full-time progression from UG to PG within 2 years from 10% to 25%.

Frameworks and resources have been developed for use across the University to deliver the employability pillar of the Learning & Teaching Strategy. Key examples include the Employable Student Framework and Graduate Attributes. Operationalising the strategy requires contributing to employability education in academic programmes, one-to-one and

one-to-many careers advice, guidance and development interventions, opportunity creation and vacancy management, skills development and recognition through the Futures Award, the development of resources and information. This is delivered across all sites, all levels, online and to graduates for 3 years after completion.

Student and graduate ambition for enterprise is growing. "Be The Boss" is a programme of enterprise support aimed at students and graduates of the University of Derby who want to become self-employed. Through action planning, one-to-one support with experienced business advisers, workshops and other inspiring activity, our students develop the skills needed to confidently set-up and run their own enterprise. The programme, part funded by the European Regional Development Fund (ERDF), launched in September 2016 and is on track to exceed the target of achieving 150 new business start-ups by April 2019. The success of this programme has led to the University establishing an Enterprise Champion role in the Careers and Employment Service and we will continue to develop our approach.

We have a sustained a work or further study rate of 96% or above since 2011-12. The priority for the University is to improve high skilled destinations for students and our agreement includes a target in this area for the first time. Following a review of services in 2013, graduate level destinations have improved from 54.4% for the 2013-14 cohort to 74.1% for the 2015-16 cohort and we have set a new target to secure future improvements. We will investigate differential outcomes for discrete groups to target further support for our diverse student body. Student engagement in the service is significant (for 2016-17): delivering over 5000 meaningful one-to-one student/adviser interventions, 800 hours of specialist delivery in curriculum and an extensive events programme of employers, volunteering, and sector specific fairs and employability conferences. Engagement and co-delivery continue to be priorities for employability in order to create positive impact.

We will continue to develop our evidence based approach to developing transformative employability services to target activities and evaluate impact. The Careers & Employment Services have extended the use of the career tracking system which was piloted in 2015-16 and continue to learn from HEFCE Learner Gain pilots. This generates valuable data to tailor interventions. Tracking is now established for all levels as part of our employability approach. The local labour market continues to be significant for Derby graduates in employment: 19% work in Derby and 44% in Derbyshire/Nottinghamshire. We are working with local employers and community organisations to increase the availability of high skilled work experience and to raise awareness of student and graduate talent.

Financial Support

Our arrangements are designed using data modelling and experience from administering a range of previous schemes. Experience tells us that targeting financial support on the basis of household income is transparent, best understood, supported by students and targets the support most meaningfully. We have responded to feedback that understanding support entitlements at the earliest opportunity is an important factor in decision making. Our arrangements extend beyond the traditional national household income threshold (£25,000) to £36,592. This is a key group where family resources to supplement funding are pressured. We ensure that our arrangements are transparent and published in a timely manner so that applicants have sufficient information to make application decisions.

We used the tools developed by OFFA to assess the impact of our arrangements. Our statistical analysis supports the notion that bursaries are effective and achieve their aim of 'closing the gap' in retention outcomes between financially disadvantaged students and other groups of students, ameliorating any pre-existing educational disadvantage. Low income students who received a bursary had significantly better retention rates than low income students who did not receive a bursary - around 2 times more likely to be retained

into year 2. The findings of our student survey, which ran in parallel with the statistical modelling, indicated that a significant number of students who relied upon paid work and large University bursaries (£600+) to stay on course - as this allowed them to pay for essential livings costs and study materials. Financial support had allowed the recipients to participate with their fellow students, to feel more satisfied with student life, and to concentrate on their studies without worrying about their finances. We will continue to use the tools to investigate impact on good honours and graduate employability.

University of Derby Bursary

The University of Derby Bursary[1] will be available to all full-time, home, undergraduate students entering higher education for the first time in 2019-20:

- Students with a household income of £0-£25,000 - annual £1,000 Derby+ award - includes £100 learning resources element.

- Students with a household income of £25,001-£36,592 - annual £600 Derby+ award - includes £100 learning resources element.

- Students with a household income of £36,592+ - £100 learning resources element

Students do not need to apply for as entitlement is automatically assessed using household income details provided to us by the funding authority (i.e. Student Finance England, Wales, Northern Ireland, SAAS). In order for us to assess student eligibility we require sponsor(s) (partners/parents etc) to give consent to share their income details through Student Finance. For continuing students in receipt of a University of Derby Bursary in previous academic years, we will continue to assess eligibility using the standard eligibility criteria. Eligibility is based on successful progression through studies (i.e. stage 1, stage 2, stage 3 etc.). Notification of all awards (payments, dates etc.) will be sent to all eligible students by email. The University of Derby Bursary is not available to part-time, online, overseas students, students with undetermined residency status or students on certain professional programmes. Our financial support arrangements are reviewed approved annually by the Vice-Chancellor's Executive.

Further Education Progression Bursary

We offer a FE Progression Bursary to students who studied at Buxton & Leek College (part of the University of Derby Group) within a three year period of entry. This bursary is open to all students progressing from FE to HE but we are confident, given the demographic and geographical pull of our FE student population (areas of rural disadvantage), that a significant proportion of those in receipt of this bursary will come from backgrounds that are consistent with our widening access aims.

Discretionary Hardship Fund

We provide a Discretionary Hardship Fund (DSF) that supports student retention and success and identifies additional activities historically supported through the Access to Learning Fund (ALF). We offer a range of interventions designed to support student budgeting and financial management skills which are embedded in the fund's application process. These interventions improve student financial planning ability, day to day budgeting skills, and increase understanding of the underlying behaviours that can drive overspending and how to address them. We have monitored the impact of these interventions through the

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[1] All students will receive a financial award of £100 that will be ring-fenced for the purchase of learning resources. Only awards to be provided to students whose household income is sub-£36,592 are included as APP-countable expenditure.

effect on the number of repeat applications to the main DSF. The percentage of applicants submitting a reassessment fund has significantly reduced from 11.2% in 2013-14 (ALF) to 8.9% in 2015-16 (DSF).

Investment

A high proportion of our students are from widening participation backgrounds and we have followed guidance regarding the % of higher tuition fee income (HFI) to be dedicated for APP expenditure (15%). Our APP countable expenditure will be approximately **£6.8m** in 2019-20 which would account for **18.8% of HFI** subject to us achieving our planned student numbers. We remain committed to further developing and enhancing our access activity despite the withdrawal of specific widening access funding from the HEFCE student opportunity allocation after the 2016-17 academic year.

Access:	£1,390,000
Student Success:	£575,000
Progression:	£400,000
Financial Support:	£4,450,000
Total:	**£6,815,000 (18.8% of HFI)**

Provision of information to students

Our Access and Participation Plan will be published on the University of Derby website after we receive confirmation of approval from the Office for Students. We are compliant with consumer protection law in its dealings with prospective and current students and is committed to meeting its obligations in full. Competition and Markets Authority (CMA) compliance advice (issued in March 2015) was considered in full as part of a review our policies, practices, rules and regulations for dealing with students.

To help prospective students to decide on which course and higher education institution to apply to, we are committed to publishing clear and accessible information about the courses that we offer, the structure of our courses, tuition fees, any potential additional costs to be incurred during studies and financial support arrangements. Information will include course entry criteria i.e. the qualifications, knowledge, skills competence and qualities required; how credit transfer and the accreditation of prior formal and experiential learning operates; an explanation of any selection processes (e.g. interviews or auditions), how they will work, and how applicants will be judged; and specifying in broad terms how applicants may demonstrate achievement and motivation during the application process.

Prospective students are advised to read the following information before applying:

- Fees & Finance: www.derby.ac.uk/study/fees/
- Financial Support: www.derby.ac.uk/study/undergraduate/fees/bursary/
- Terms & Conditions: www.derby.ac.uk/campus/first-weeks/enrolment/terms-conditions/

We reserve the right to apply an annual inflationary increase in fees for both new intakes and continuing students in line with an appropriate inflationary measure set by the Government each year (and within the appropriate maximum fee cap). On this basis, an increase has been applied to fees for our continuing students in 2019-20. This information is communicated in the offer letters that we provide to our students. We are committed to providing timely, accurate information to UCAS and SLC.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
We reserve the right to apply an annual inflationary increase in fees for both new intakes and continuing students in line with an appropriate inflationary measure set by the Government each year (and within the appropriate maximum fee cap). On this basis, an increase has been applied to fees for our continuing students in 2019-20. This information is communicated in the offer letters that we provide to our students.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		£9,250
HNC / HND		£9,250
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,000
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		£6,750
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	State School entrants	No	2013-14	98.1%	98.1%	98.1%	98.1%	98.1%	98.1%	2021-22 target is 2.3% ahead of latest (15-16) HESA PI (95.8%)
T16a_02	Student success	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	x	No	2014-15	x	x	x	x	x	x	Removed - no longer reported by HESA. Moving towards layering POLAR 3 and with pupil premium, FSM, MID data etc.
T16a_03	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	LPN entrants	No	2013-14	20.5%	21.5%	22%	22%	22.5%	23%	Updated the description with the latest benchmark
T16a_04	Access	Disabled	**HESA T7** - Students in receipt of DSA (full-time, first degree entrants)	DSA entrants - full-time	No	2015-16	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	Milestones changed to 2015-16 performance (which is ahead of latest (15-16) HESA PI (7.9%) - removal of DSAs funding for non-medical support roles classified as bands 1 or 2 will result in less applications for DSA as we move towards more inclusive support. We have included a new access targets for disabled entrants (T21)
T16a_05	Access	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	x	No	2014-15	x	x	x	x	x	x	Replaced with a new target around new care leaver entrants (T23)
T16a_06	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	BME access to HE - full-time, part-time, UK domiciled, all UG entrants)	No	2013-14	17.5%	18%	18.1%	18.2%	18.3%	18.5%	
T16a_07	Student success	Other (please give details in Description column)	**HESA T5** - Projected degree (full-time, first degree entrants)	Projected learning outcomes - to achieve degree	No	2013-14	79%	81%	82%	82%	82.5%	83.0%	
T16a_08	Student success	Gender	**HESA T5** - Projected degree (full-time, first degree entrants)	Projected learning outcomes - to achieve degree (Male)	No	2014-15	73.6%	75.5%	76%	76.5%	76.6%	77.0%	
T16a_09	Student success	Other (please give details in Description column)	**HESA T3a** - No longer in HE after 1 year (All, full-time, first degree entrants)	Non-continuation - all	No	2013-14	9.0%	8%	7.5%	7.5%	7.4%	7.3%	2021-22 target is 2.5% ahead of latest (15-16) HESA PI (9.8%)
T16a_10	Student success	Other (please give details in Description column)	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	Non-continuation - young	No	2013-14	7.4%	6.5%	6.0%	6.0%	5.9%	5.8%	2021-22 target is 4.1% ahead of latest (15-16) HESA PI (9%)
T16a_11	Student success	Mature	**HESA T3a** - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Non-continuation - mature	No	2013-14	12.1%	11.1%	10.6%	10.6%	10.5%	10.4%	2021-22 target is 1.3% ahead of latest (15-16) HESA PI (11.8%)
T16a_12	Student success	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Resumption of studies after a year out of HE - all, full-time first degree entrants no longer in HE (HESA T4a).	No	2013-14	85.3%	83%	82%	81%	81%	81.5%	
T16a_13	Student success	Other (please give details in Description column)	**HESA T5** - Projected neither award or transfer (full-time, first degree entrants)	Projected learning outcomes - to neither achieve award or transfer	No	2013-14	14.7%	13%	13%	12.5%	12.5%	12.3%	
T16a_14	Student success	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Good honours - UK domiciled, first degree	No	2013-14	62.5%	64%	65%	65%	66%	67%	
T16a_15	Student success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Good honours - UK domiciled, first degree, BME	No	2013-14	51.2%	58%	60%	61%	63%	65%	
T16a_16	Progression	Other (please give details in Description column)	**Other statistic** - Progression to employment or further study (please give details in the next column)	Employability (HESA E1)	No	2012-13	96.7%	97.1%	97.2%	97.3%	97.3%	97.4%	The baseline data is the 2012-13 'cohort' data which was published in June 2014

T16a_17	Access	Low participation neighbourhoods (LPN)	**HESA T2b** - Low participation neighbourhoods (POLAR3) (All, part-time, entrants)	LPN entrants	No	2013-14	6.0%	7.5%	7.5%	8%	8%	8.1%	
T16a_18	Access	Disabled	**HESA T7** - Students in receipt of DSA (part-time, all undergraduate entrants)	DSA entrants - part-time	No	2015-16	5.2%	5.2%	5.2%	5.2%	5.2%	5.2%	Milestones changed to 2015-16 performance (which is ahead of latest (15-16) HESA PI (4.4%) - as per the description above (see N19)
T16a_19	Student success	Part-time	**Other statistic** - Part-time (please give details in the next column)	No longer in HE after 2 years - all, part-time, first degree entrants (HESA T3e)	No	2013-14	23.0%	21.0%	20.5%	20.0%	20%	19.5%	
T16a_20	Progression	Part-time	**Other statistic** - Part-time (please give details in the next column)	Employability (HESA E1)	No	2012-13	98.5%	98.9%	99%	99%	99.1%	99.1%	The baseline data is the 2012-13 'cohort' data which was published in June 2014.
T16a_21	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Full-time, first degree, known disability (HESA return 2015-16)	No	2015-16	14.1%	14.3%	14.4%	14.5%	14.6%	14.7%	New target - aim is to maintain baseline position or marginal imporvement. This will replace our DSA targets over time
T16a_22	Progression	Other (please give details in Description column)	**Other statistic** - Progression to employment or further study (please give details in the next column)	Graduate level employability	No	2014-15	64%	71%	72%	73%	74%	74%	The baseline data is the 2014-15 'cohort' data which was published in June 2016. This will replace our HESA E1 targets over time
T16a_23	Access	Care-leavers	Other (please give details in Description column)	Total number (headcount) of students denoted as care leavers - new entrants, all UG, UK domiciled	No	2015-16	34	36	36	37	38	39	HESA derived care leavers data

								Yearly milestones (numeric where possible, however you may use text)					

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	x	Yes	2015-16	x	x	x	x	x	x	Replaced - new target in row 120
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	Measure of knowledge from participation in summer schools, Question: 'Do you know enough about University to make a decision about going'. Summer school attendees can be from state school, LPN, low income backgrounds etc.	No	2014-15	91%	95%	95%	95%	95%	95%	This measure of knowledge ensures that summer school participants have understood enough about progression to university to make an informed decision. 95% is the long term target to achieve and sustain which represents a challenge as current performance is 80% (2016-17)
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	This target is has been set to increase the number of student outreach mentors from specific backgrounds to enhance outreach actitivies for participants	No	2014-15	23	28	30	32	34	36	Increase the number of males and/or students from LPN, mature or BME backgrounds trained Outreach Mentors
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Lead the Derbyshire and Nottinghamshire Collaborative Outreach Programme (DANCOP)	Yes	2016-17	DANCOP established	N/A	N/A	N/A	N/A	N/A	Ensure that our own outreach programme complements, and where gaps occur, offsets activity through DANCOP.
T16b_05	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Active partner in the Higher Horizons Network	Yes	2016-17	Higher Horizons established	N/A	N/A	N/A	N/A	N/A	Ensure that our own outreach programme complements, and where gaps occur, offsets activity through Higher Horizons.
T16b_06	Progression	Multiple	Operational targets	x	No	2014-15	x	x	x	x	x	x	Replaced - new target on graduate destinations in row 37
T16b_07	Student success	Disabled	Student support services	Pre-entry support and early induction for disabled students - Get Ahead	No	2013-14	N/A	92.7%	93%	93.3%	93.6%	93.9%	% attendees progressing to year 2 in line with cohort
T16b_08	Student success	Disabled	Student support services	On-programme support for disabled students	No	2013-14	N/A	N/A	N/A	N/A	N/A	N/A	Continued focus on intiatives to support the experience of disabled students on programme. Specific areas of work will include further progress on inclusive Learning Teaching & Assessment practice, mitigation of impacts of changes to DSA.
T16b_09	Student success	Other (please give details in Description column)	Student support services	Expand pre-entry model to reach other priority groups	No	2013-14	N/A	N/A	N/A	N/A	N/A	N/A	Continue to build on and develop a targeted communication strategy, academic and personal preparation activity and support, for groups including but not limited to identified WP groups, those without parental support, 2nd & 3rd year direct entrants.
T16b_10	Student success	Care-leavers	Student support services	Pre-entry and transition support for care leavers/those without parental support	No	2013-14	N/A	78%	79%	80%	81%	82%	% careleavers/those without parental support retained and succeeding through 1st semester. Continue to develop our established pre-entry and transition work with: - increased focus on external partnerships to identify and support those with aspiration to study in HE. -develop and extend the mentoring and buddy programme - increase the numbers of care leavers in line with the institutional target
T16b_11	Student success	Other (please give details in Description column)	Student support services	Transition support through on-programme educational workshops	No	2013-14	N/A	77.5%	80%	82.5%	85%	87.5%	% attended rating workshop input as useful on their programme.
T16b_12	Access	White economically disadvantaged males	Outreach / WP activity (collaborative - please give details in the next column)	Increase the % of white economically disadvantaged males taking part in Progress to Success Framework activities	No	2015-16	36.6%	38.5%	39%	39.5%	40%	41%	Commitment to increase the proportion of these students participating in our outreach programme
T16b_13	Access	White economically disadvantaged males	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of schools taking part in discrete white working class boys programme	No	2016-17	1	4	6	8	10	10	Currently undertaking pilot with 1 school
T16b_14	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Increase the % of students from POLAR 3 quintile 1/2 wards taking part in Progress to Success Framework activities	No	2015-16	81.9%	83%	83%	84%	85%	86%	Commitment to increase the proportion of these students participating in our outreach programme
T16b_15	Access	School sponsorship	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of University staff serving as Governors in City of Derby secondary schools	No	2016-17	4	5	6	7	8	9	Commitment to increase our governance relationships with schools