



# University of Nottingham

## 2019-20 Access and Participation plan

### 1. Introduction

The University of Nottingham has a long tradition of raising aspirations and supporting academic achievement and progression by working with young and mature learners, teachers, schools and colleges across Nottingham, the East Midlands and beyond. This work focuses on some of the most deprived areas in our country and on individuals in less advantaged circumstances. Our existing strengths across a variety of interventions and partnerships equip us well to deliver against challenging targets and we continue to build on the momentum we have already gained.

The University of Nottingham has made excellent progress in improving access to our own courses since higher fees were first introduced in 2006. We are pleased to report that in the ten years from 2004 to 2014, our intake of low-income entrants rose by nearly ten percentage points, from 17% to 27%.<sup>1</sup> Despite a dip to 24.9% for 2015 entry, the University of Nottingham remained one of the most improved universities in the Russell Group by this measure.<sup>2</sup> For 2017 entry we are pleased to see a recovery to 27.8%. Our continuation rates for young people from low participation neighbourhoods and for mature students with no previous HE experience have risen, with the latter showing a marked longer-term improvement.

This long-term success informs our strategy for the future, at the heart of which lies the continuation of our current whole-institution approach. Our outreach includes significant longer-term and altruistic initiatives in the more disadvantaged parts of our region as well as fair access measures and work with mature students. We collaborate across a range of contexts. Our fair, clear bursary scheme helps to attract and support lower-income students from further afield and our flexible admissions scheme, informed by contextual data, facilitates their entry. We continue to enhance our academic, pastoral and employability support, ensuring that a University of Nottingham education provides all our students with fair and equal opportunity to succeed, both as undergraduates and subsequently within society.

This Access and Participation plan assumes that we will charge home undergraduate fees of £9,250 a year to students entering the University from 2019 onwards. It assumes that the retention element of Student Opportunity Funding and the Disability premium will continue. In the event of reductions to these, we will reassess activity they support.

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<sup>1</sup> 'Low income' is defined as assessed household incomes under £26,219 for 2016 entry, the inflation-adjusted equivalent of qualifying for full fee remission under the pre-2006 system.

<sup>2</sup> This comparison refers to 2008-9 to 2015-16, the period for which comparable data is currently available. Source: data collated from OFFA monitoring outcomes reports, 2008-2015 entry.

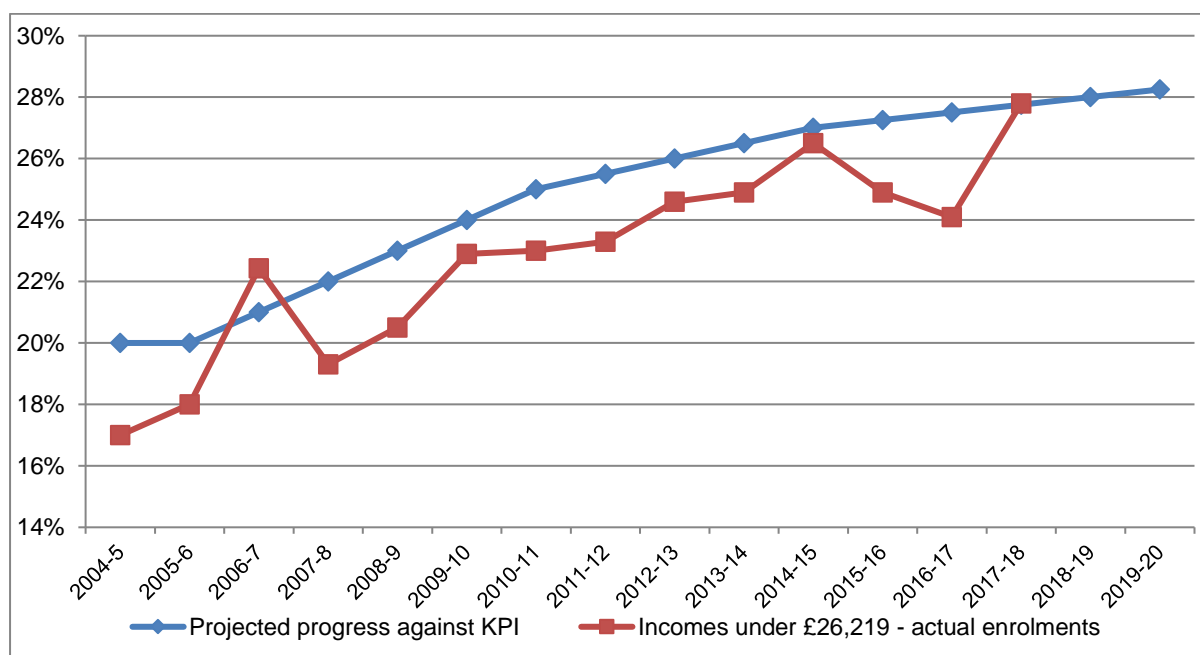
## 2. Assessment of current performance

### a. Access by students from low-income backgrounds

The University of Nottingham has made outstanding progress to date in recruiting more students from low-income backgrounds. In 2004 we set ourselves the challenging target of increasing our proportion of low-income students by five percentage points in six years. By September 2014 we had managed to raise the proportion of low-income students by nearly ten percentage points in ten years. This is within the context of a steep increase in student numbers over the same period. On this measure, the University is the one of the most improved universities in the Russell Group.<sup>3</sup>

A large increase in our overall student numbers meant that, despite an ongoing increase in the number of low-income students entering, the proportion fell in 2015 and 2016. A drop in early awareness of our bursaries may also have contributed. We are pleased to see our intake of low-income students recover for 2017 entry, allowing us to meet our very ambitious target. We acknowledge that the inclusion of students on courses previously funded by the NHS is likely to have contributed to this steep rise.

**Figure 1: Low-income entrants as a proportion of all UK entrants: progress and targets<sup>4</sup>**



We will continue to use this definition of 'low income' as our key performance indicator for access, as this provides a convenient and accurate means of measuring progress each year. By setting the income threshold at the inflation-adjusted equivalent of qualifying for full fee remission under the pre-2006 fees system (£26,219 for 2016 entry), we can generate consistent trend data over a number of years and three fees systems.<sup>5</sup>

<sup>3</sup> This comparison refers to 2008-9 to 2014-15, the period for which comparable data is currently available. Source: data collated from OFFA monitoring outcomes reports, 2008-2014 entry.

<sup>4</sup> This includes full-time UK students on courses for which students pay home fees.

<sup>5</sup> The University of Nottingham has used the proportion of low-income students as its key performance indicator for the widening participation strategy and access agreement since September 2006. We chose this indicator for a number of reasons.

## b. Performance against other access indicators

Our performance against two of the **HESA widening participation performance indicators** has improved consistently in recent years. The intake from state schools has risen from 69.4% in 2008-9 to 79.2% in 2015-16, well above the Russell Group average. Our performance against the NS-SEC 4-7 indicator, now discontinued, indicated consistent progress from 17.2% in 2009-10 to 20.3% in 2014-15. The intake from low-participation neighbourhoods has fluctuated since 2008, with an overall rise from 5.6% in 2012-13 to 6.3% in 2015-16, almost equal to the Russell Group average. We believe that our strong recruitment of lower-income students from the London area, which includes relatively few areas classified as low-participation neighbourhoods, affects our progress on this indicator. The narrow focus of POLAR on HE participation rates – ignoring socio-economic deprivation – means that it should be only one of several measures used.

The table overleaf provides internally generated trend data for selected student groups, some of which is slightly different to the final published HESA data quoted above and in our resource plan (for example, in relation to mature students). Looking across all indicators, we are confident that we are making good progress in recruiting more students from less advantaged and underrepresented backgrounds.

We are particularly pleased that our intake of mature students has remained relatively stable, in the context of a national decline, and that our intake of Black and Minority Ethnic (BME) students is above average for the Russell Group and continues to rise. The BME population in the East Midlands is 11% (2011 Census) and so the University's BME population is eight percentage points above that of the local population. This difference is the fourth highest among English and Welsh Russell Group universities. Our intake of Black students is also growing and is the fifth highest among the 24 Russell Group universities. It is also well above the local Black population, with the difference the highest among English and Welsh Russell Group universities.

The University is at the beginning of a data transformation journey. A new student record system is due to go live in the summer of 2018. This system will allow a far greater depth of internal student analytics and monitoring to be undertaken as students enter the University. Tableau workbooks are also in development to use the new data to analyse the intersectionality of characteristics of students, which can be used at each stage of the subsequent student journey. This level of analysis has not consistently been carried out internally across the institution to date.

Our institutional MEM (multiple equality measure) data, provided by UCAS provides an overview of multiple equality characteristics in relation to access to the University. The institutional five year trend data does show that whilst the University of Nottingham continues to receive most applications from the most advantaged MEM groups, we have increased our number of applicants from the lowest MEM group over the last five years whilst decreasing the numbers from the highest two MEM groups and our ratio of MEM5:MEM1 has dropped from 11.7 to 8.7. For placed applicants our ratio of MEM5:MEM1 has dropped from 12.8 to 10.4 whilst the sector as a whole has only seen a small decrease from 4.1 to 3.8.

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- Convenience: we have interim figures on students' income profile by February. These figures allow us to monitor progress within each current year and help inform planning for the next academic year.
  - Accuracy: 'residual household income' is calculated by the Government for an individual student and is therefore one of the most accurate measures of wealth and relative advantage available. The sharing of information between the SLC and HMRC is likely to enhance accuracy.
  - Stability: the methodology used by the Government for calculating residual household income has remained stable in recent years.

For the past two years, we have calculated the inflationary increase using advice from our School of Economics and with reference to <http://www.tradingeconomics.com/united-kingdom/wage-growth>

**Table 1: Intake by targeted student groups - headcount**

	2013/14 entry	2014/15 entry	2015/16 entry	2016/17 entry	2017/18 entry (estimated)
All UG – UK Home students (new entrants)	5819	5560	6312	6177	6124
Low participation neighbourhood	476	470	519	484	486
NS-SEC classes 4 to 7	1011	1019	1180	1153	1202
Students from Black, Asian and Minority Ethnic Groups	872	829	1052	1123	1239
Asian	587	537	717	732	811
Black	285	292	335	391	426
Mature students	680	674	719	622	501
Disabled students	605	638	786	698	791
Care leavers	19	13	15	12	23

**Table 2: Intake by targeted student groups - percentage**

	2013/14 entry	2014/15 entry	2015/16 entry	2016/17 entry	2017/18 entry (estimated)
All UG – UK Home students (new entrants)	5819	5560	6312	6177	6124
Low participation neighbourhood	8.2%	8.5%	8.2%	7.8%	7.9%
NS-SEC classes 4 to 7	17.4%	18.3%	18.7%	18.7%	19.6%
Students from Black, Asian and Minority Ethnic Groups	15.0%	14.9%	16.7%	18.2%	20.2%
Asian	10.1%	9.7%	11.4%	11.9%	13.2%
Black	4.9%	5.3%	5.3%	6.3%	7.0%
Mature students	11.7%	12.1%	11.4%	10.1%	8.2%
Disabled students	10.4%	11.5%	12.5%	11.3%	12.9%
Care leavers	0.3%	0.2%	0.2%	0.2%	0.4%

### c. Retention and success

The University's non-continuation rate for students from low participation neighbourhoods is usually within one or two percentage points of that for students from other neighbourhoods. HESA figures for 2008-09 to 2013-14 have ranged from 5.4% to 3.0%. The most recent figure is 4.0%: an improvement of 1.3 percentage points on the previous year and only 0.9 percentage points less than the rate for students from other neighbourhoods. We continue to explore and address potential issues for these students. There is a greater difference in the continuation rates for mature students, and particularly for those with no previous higher education experience. Relatively small numbers of the latter make their continuation rate volatile: it jumped from 10.3% in 2012-13 to 16.2% for 2013-14, followed by two years of improvement to 10.5% in 2014-15 and 9.6% in 2015-16.

The table below summarises non-continuation rates by student group, using TEF data. This shows that, across all groups, there are differences. While students who are mature, disadvantaged, BME, disabled and male all continue at a lower rate than their counterparts without that characteristic, none of these scores is below benchmark.

**Table 3: Summary of TEF data for non-continuation by student group**

Indicator		Percentage	
Age	Young	2.9	
	Mature	10.8	
Disadvantaged	Yes	4.1	
	No	2.6	
Ethnicity	White	3.4	
	BME	BME combined	4.7
		Black	6.3
		Asian	3.7
		Other	5.3
Disabled	Yes	5.7	
	No	3.5	
Sex	Male	4.1	
	Female	3.3	

Currently our internal attainment data, based on students achieving good degrees (1<sup>st</sup> and 2:1 degrees), provided in the table overleaf, is two-dimensional but has highlighted attainment gaps for mature and black student groups. With our new Tableau data workbooks we are aiming to combine with other characteristics to enable us to better hone our targeting of support in the future.

**Table 4: Attainment (Good Degrees) by targeted student groups - headcount**

	All Classified Degrees Awarded				All Good Degrees Awarded			
	2013/14 entry	2014/15 entry	2015/16 entry	2016/17 entry	2013/14 entry	2014/15 entry	2015/16 entry	2016/17 entry
All UG – UK Home students (new entrants)	4739	5125	5043	4808	3951	4338	4344	4246
Low participation neighbourhood	347	388	363	370	252	295	280	290
NS-SEC classes 4 to 7	689	810	823	824	549	657	696	703
Students from Black, Asian and Minority Ethnic Groups	557	672	701	713	399	504	541	554
Asian	428	506	492	487	317	394	407	386
Black	129	166	209	226	82	110	134	168
Mature students	503	536	473	433	363	392	323	318
Disabled students	627	683	736	745	501	538	605	637
Care leavers	0	0	9	9	0	0	5	8

**Table 5: Attainment (Good Degrees) by targeted student groups - percentage**

	All Classified Degrees Awarded				All Good Degrees Awarded				2016/17 Attainment Gap
	2013/14 entry	2014/15 entry	2015/16 entry	2016/17 entry	2013/14 entry	2014/15 entry	2015/16 entry	2016/17 entry	
All UG – UK Home students (new entrants)	4739	5125	5043	4808	3951	4338	4344	4246	n/a
Low participation neighbourhood	7.3%	7.6%	7.2%	7.7%	6.4%	6.8%	6.4%	6.8%	-0.9%
NS-SEC classes 4 to 7	14.5%	15.8%	16.3%	17.1%	13.9%	15.1%	16.0%	16.6%	-0.6%
Students from Black, Asian and Minority Ethnic Groups	11.8%	13.1%	13.9%	14.8%	10.1%	11.6%	12.5%	13.0%	-1.8%
Asian	9.0%	9.9%	9.8%	10.1%	8.0%	9.1%	9.4%	9.1%	-1.0%
Black	2.7%	3.2%	4.1%	4.7%	2.1%	2.5%	3.1%	4.0%	-0.7%
Mature students	10.6%	10.5%	9.4%	9.0%	9.2%	9.0%	7.4%	7.5%	-1.5%
Disabled students	13.2%	13.3%	14.6%	15.5%	12.7%	12.4%	13.9%	15.0%	-0.5%
Care leavers	0.0%	0.0%	0.2%	0.2%	0.0%	0.0%	0.1%	0.2%	0.0%

## d. Progression

### Progression scores

The table below summarises DLHE outcomes for 2013-14 entrants (most of whom are covered by the DLHE Class of 2016 survey). The Positive Outcomes and Graduate Prospects scores for all of the student groups indicate some variation and, for some groups, underperformance compared to the total cohort. The Graduate Prospects scores for students from low participation neighbourhoods (LPN) and NS-SEC 4-7 are particularly low, as too for disabled students. However, LPN students score better than average on Positive Outcomes. For other student groups the differences are relatively small: for example, mature students are within 2.5 percentage points of the Positive Outcomes score and 0.9 of the Graduate Prospects score; BME students are within 3.2 and 2.5 percentage points of the Positive Outcomes and Graduate Prospects scores respectively.

**Table 6: Progression scores by student group**

Student group	Data Type	2013/14 entry
All UG – UK Home students (new entrants)	Positive Outcomes	93.9%
	Graduate Prospects	83.3%
Low participation neighbourhood	Positive Outcomes	95.0%
	Graduate Prospects	77.0%
NS-SEC classes 4 to 7	Positive Outcomes	91.7%
	Graduate Prospects	79.0%
Students from Black, Asian and Minority Ethnic Groups	Positive Outcomes	90.7%
	Graduate Prospects	80.8%
Asian	Positive Outcomes	90.3%
	Graduate Prospects	79.0%
Black	Positive Outcomes	90.0%
	Graduate Prospects	81.4%
Mixed	Positive Outcomes	88.1%
	Graduate Prospects	64.5%
Other/Not known	Positive Outcomes	93.3%
	Graduate Prospects	75.0%
Mature students	Positive Outcomes	91.4%
	Graduate Prospects	82.4%
Disabled students	Positive Outcomes	92.9%
	Graduate Prospects	77.8%
Care leavers	Positive Outcomes	100.0%
	Graduate Prospects	87.5%

### Student engagement in the Careers and Employability Service

The Careers and Employability Service (CES) measures engagement with its services through data on appointments, events and the Nottingham Advantage Award. (In future this will be augmented by data on employment through the Unitemps agency.) Data to the end of the Spring term 2018 is summarised in the tables below. It should be noted that data is cumulative, so the apparent decline year-on-year in fact reflects students' tendency to delay engagement with CES until their final or penultimate year. Comparisons should therefore be made only in-year and between groups.

Students from a low participation neighbourhood and mature students stand out as engaging at lower levels, with all of the other groups engaging at or around the full student population. It is possible that mature students' engagement is skewed by the relatively high proportion enrolled in Nursing and Midwifery. Engagement by BME students is above the All UG Home students' figures across all four years of analysis.<sup>1</sup>

**Table 7: Proportion of students engaging with CES**

Student group	2013/14 entry	2014/15 entry	2015/16 entry	2016/17 entry
All UG – UK Home students (new entrants)	65.4%	62.7%	60.4%	50.3%
Low participation neighbourhood	49.8%	52.1%	46.8%	38.4%
NS-SEC classes 4 to 7	61.4%	58.9%	56.2%	46.7%
Students from Black, Asian and Minority Ethnic Groups	68.4%	66.6%	67.4%	53.6%
Asian	72.7%	69.4%	69.9%	54.2%
Black	59.3%	61.6%	62.1%	52.4%
Mixed	67.7%	61.5%	59.2%	49.0%
Other/Not Known	63.5%	75.0%	63.2%	46.8%
Mature students	19.3%	22.3%	19.3%	19.8%
Disabled students	64.6%	58.6%	59.2%	48.1%
Care leavers	63.2%	61.5%	66.7%	50.0%

### 3. Ambition and strategy

#### a. Strategic ambitions for access and participation at the University of Nottingham

At the University of Nottingham, access and participation continue to span the student lifecycle and to be considered within all relevant areas. Our overall aim is to ensure that our policies, processes and provision are appropriate to a diverse student body. Our strategic aims for access and participation are as follow:

- i. Contribute to regional efforts to raise aspirations to university study and to support engagement in education and achievement.

<sup>1</sup> CES plans more detailed analysis of these groups and is exploring the technical feasibility of including other groups noted in OfS guidance.



- ii. Provide applicants and potential applicants with the information they need about the University at the right time, particularly about courses, entry requirements, costs and financial support.
- iii. Attract capable students from backgrounds currently underrepresented at the University and ensure that applications are assessed fairly.
- iv. Provide a fair, clear and efficiently administered system of financial support for lower-income students.
- v. Support the transition, retention and employability of students from backgrounds currently underrepresented at the University and from equality groups, to ensure that all our students have a fair and equal opportunity to succeed.
- vi. Ensure that teaching and learning, relevant policies, structures, systems and the University's culture support its access and participation programme.
- vii. Raise the awareness and understanding of access and participation aims and issues in the University community.

As described above the University has made progress in narrowing the ratio gap for MEM groups in relation to admissions compared to the sector as a whole, as well as the intake of low-income students. There has been limited progress with our intake of LPN students and measures to use POLAR 3 and POLAR 4 data will be undertaken with outreach work as well as additional use of contextual admissions for some courses to increase the speed of progress.

There has also been limited progress to date on reducing the attainment gap for BME and mature students. As described below in section c, this work is currently undergoing a step-change at the institution and we expect to see more notable progress when the interventions are in place.

The table below provides oversight of the groups that the institution will target with new, specific interventions and activities at various stages of the student lifecycle.

**Table 8: Target groups at lifecycle stages**

	<b>Access</b>	<b>Success</b>	<b>Progression</b>
<b>Low participation neighbourhood</b>	Use of POLAR 3/4 as one qualifying indicator in outreach activities and for contextual admissions practices		Increased engagement with Careers and Employability Service
<b>NS-SEC classes 4 to 7</b>	Measure discontinued - no activities planned		
<b>BME</b>		Attainment gap activities – especially for black students	
<b>Mature students</b>	Targeted recruitment focussed activities to maintain intake numbers	Attainment gap activities and extra welfare support to address non-continuation	Increased engagement with Careers and Employability Service
<b>Disabled students</b>		Extra welfare support to address non-continuation	Increased engagement with Careers and Employability Service
<b>Care leavers</b>		Extra welfare support	

## **b. Access**

Our success to date in recruiting students from underrepresented groups – in particular, those from low-income backgrounds and those who are mature, BME or disabled – indicates to us that we have a solid foundation on which we will continue to build. Contributing to our excellent record on access are our outreach, financial support and flexible admissions pathways. The latter include the use of contextual admissions for all UK applicants and Year 0 entry options – including three routes specifically for widening participation students – for many of our courses.

### **Strategic approach to outreach**

Nottingham Potential, launched in January 2011 to augment our longer-standing access work, represents a sustained and coordinated approach to widening participation outreach. Designed to broaden and deepen our contribution to local schools and communities, and to provide a longer-term pathway for the region's talent, Nottingham Potential has expanded our outreach output from 22,000 places taken up on activities in 2010-11 to over 82,000 in 2016-17. The rate of increase has steadied, with our focus increasingly on improving the quality and impact of our programmes. Major developments since 2011 have included:

- the opening of three Nottingham Potential Learning Centres in partnership with IntoUniversity
- the doubling of capacity on our Year 12 summer schools
- the extension of our Ambition Nottingham programme to cover high-potential young people across all secondary school years; within this Years 7 to 9 are linked to the national Sutton Scholars programme, supported by the Kusuma Trust
- the development of our primary schools' programme, including Family Learning, with support from the Badur Foundation and the Garfield Weston Foundation
- the Pathways to Law and Pathways to STEM programmes, in partnership with the Sutton Trust and others.

Our outreach activities start at Key Stage 1 and continue throughout young people's education. Work with mature learners focuses on adults aiming to progress to higher education through Access qualifications. Much of our outreach is relatively altruistic in nature and aims to contribute to educational engagement and higher education progression generally. This includes activity provided in partnership with IntoUniversity through community based learning centres; it also includes the University's longer-standing widening participation outreach programme, in place for secondary schools since 2001 and for primary schools since 2004. In recent years we have worked annually with approximately 110 WP secondary school and colleges and over 50 primary schools. We recognise the value of this work in building a pipeline to our own and other institutions. Our Ambition Nottingham, Pathways and summer school programmes, as well as much of our work with mature students, supports learners with the potential to progress to selective universities, including Nottingham.

### **Target groups**

School-level targeting is informed by data from the jointly commissioned and managed East Midlands WP Research and Evaluation Partnership (EMWPREP). This uses socio-economic measures such as IMD and IDACI. Individual-level targeting is informed by national guidance and, for our highly competitive summer schools, assisted by analysis of applicants by EMWPREP. All centrally-led events (for both general recruitment and widening participation) are designed and marketed to encourage the participation of learners from black and minority ethnic groups, with disabilities, or with other protected characteristics. A small number of outreach activities are run specifically for BME learners, in collaboration with the Students' Union.

## Collaboration

The University of Nottingham is part of the Derbyshire and Nottinghamshire Collaborative Outreach Project (DANCOP), part of the NCOP initiative and hosts a delivery hub. DANCOP is designed to complement existing HE progression outreach, including our own. It provides a range of additional support, some of which is delivered through third party providers, and measures in schools to increase uptake of existing HE progression outreach. Derby City's inclusion within the Opportunity Area scheme facilitates collaboration between the two projects in that area.

We will continue current collaboration with Nottingham Trent University on joint activities such as:

- the Pathways to Law programme
- two Students in Classrooms schemes, involving students from both universities acting as mentors and teaching associates
- Family Suppers and events for teachers, looked after children and those working to support these groups.
- regular meetings between representatives of both universities' WP outreach teams to ensure that our outreach is complementary.

The University of Nottingham is a partner in Advancing Access, a national collaboration of 24 selective universities. We led the development of this project and have hosted it since its inception. The project continues to work together with schools and colleges to develop and deliver continuing professional development (CPD) for teachers and advisors that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities, that have historically been hard to reach and that may be in geographic 'cold spots'. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location; in addition, the University of Nottingham hosts a DANCOP officer responsible for facilitating the uptake of Advancing Access resources in DANCOP target schools through face-to-face activity. Initially funded through HEFCE's collaborative outreach network scheme, Advancing Access is now funded through the subscriptions of partner universities.

Other ongoing collaborations include:

- Collaboration across the Russell Group in professional development for staff and sharing of good practice in relation to outreach and its evaluation; as well as the biennial face-to-face joint teachers' conferences
- Active contribution to EMCLASS, the East Midlands universities' network for looked after children and care leavers.

## c. Success

The University of Nottingham has invested heavily in student support in recent years, in terms of infrastructure, services and integrated provision, and this will continue over the coming years. Our *Global Strategy 2020* features a longer-term focus on the need for ongoing academic development. The University's Transforming Teaching Programme coordinated a range of initiatives, including many led by students, which have now been embedded in our normal practices. Enhancement of our academic provision continues through a well-funded Digital Learning Programme and the involvement of key academic staff in an Educational Excellence Group dedicated to improving all aspects of teaching and learning. The way in which the University develops and designs its student-facing strategies reflects the importance of addressing diversity and inclusivity, and specifically of achieving comparable attainment across students from all backgrounds. We continue to offer a generous bursary package, given the available evidence that financial support directly or indirectly supports retention and success on course.

The induction and transition activities of the University are vital in shaping the expectations of all students, but especially those from backgrounds where there is no prior experience of higher

education. The language, tone and nature of activities such as induction week, programme handbooks and Student Union activities are reviewed annually to ensure they are appropriate and inclusive in nature, and a broader Transition Review is underway.

There is regular analysis of attainment as part of programme review and annual monitoring. Quality and Standards Committee, a sub-committee of Education and Student Experience Board, monitors data at the institutional level and Schools are required to reflect on performance in their annual reviews and under the centrally organised Educational Enhancement and Assurance Review process.

As noted in section 2, while our overall student success rates are generally very high, and students from low participation neighbourhoods perform almost comparably with other students (this varies with the measures used), rates for mature students and those from Black and Minority Ethnic backgrounds are significantly less high. We have been addressing this as a matter of priority, engaging students closely, and in 2019-20 will continue this work.

In early 2017, the University established an Attainment Gap Scoping Group to consider the issues arising from the discrepancies in degree class attainment between different student groups. In particular, it considered the evidence that a lower proportion of our BME students obtain a 1<sup>st</sup> or 2:1 classification of degree than is the case for our overall student population. Initial measures taken were to:

- Commission the Students' Union to undertake a survey of the University's BME students to gain a better understanding of the experiences and difficulties underpinning the assessment gap. A lengthy report from the survey, including recommendations on future actions, was received in the summer of 2017.
- Undertake a comprehensive survey of actions taking place at other providers with regard to the BME attainment gap and of the relevant literature and resources available nationally and internationally. This was completed in autumn 2017.
- Feature the BME attainment gap in a joint Conference with the University of Birmingham on Racial Equality in Higher Education held in October 2017.

Building on this work, a BME Attainment Gap Initiative was launched in the University in February 2018. The first phase of the initiative is to draw up an action plan (see section 4g) that will go forward to the University's Education and Student Experience Board for approval in May 2018. The action plan comprises a number of concrete actions for completion within the 2018-19 session as well as areas for further exploration in 2018-19 with a view to identifying actions for completion in 2019/20.

The Students' Union has been further commissioned by the University to undertake a survey of our students from areas of low higher education participation and our mature students to identify factors that may mitigate against their success at the University (in terms of degree class outcomes and non-continuation) and to recommend remedial actions. The survey is scheduled to report in July 2018 and will be used to establish an action plan to target these groups of disadvantaged students (taking into account the intersectionality involved). It is assumed that many of the actions will be common to, and undertaken in tandem with, the BME Attainment Gap Initiative.

#### **d. Progression**

The University's Careers and Employability Services (CES) aims for positive employment outcomes for our students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes. Through a newly established Business Information Team the CES proactively use the data available to understand levels of engagement across our student body, identify potential underrepresentation in careers and employability activity and establish focussed interventions to support those student groups and backgrounds. This monitoring continues to show an increase in engagement by widening participation students with CES

since the recent investment in the service. CES also helps means-tested bursary holders to find term-time and holiday employment through our Unitemps agency; and to use specific skills development pathways through the Nottingham Advantage Award (NAA). The NAA is the accredited University employability award that supports and recognises involvement in a wide range of extra-curricular and co-curricular modules designed to enhance employability, personal and professional development.

#### **e. Ensuring continuous improvement through evaluation: outreach**

The University of Nottingham worked alongside the Sutton Trust and the Centre for Evaluation and Monitoring at Durham University (CEM) in designing and piloting a new evaluation framework. We implemented this on a rolling basis, with CEM facilitating access to external data and standardised tests, and providing advice and more complex analysis. An important part of this process was developing practitioner-level skills so that all staff within the Widening Participation Team actively contribute to evaluation and understand its role within our work. We also work closely with the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP) to target schools and participants, and monitor uptake of activities and trends in attainment and progression locally. In future, EMWPREP will take over CEM's tasks.

There are three key strands to our outreach evaluation framework:

- i. Measures to raise attainment are evaluated through:
  - standardised teacher questionnaires, incorporating both quantitative measures of assessment and qualitative assessment of impact
  - other forms of assessment, including written work within a structured framework and observations by independent teachers, using elements of Ofsted structures.
- ii. Measures to raise learners' motivation to work hard and their understanding of the importance of education in their future are evaluated through:
  - standardised attitudes and aspirations questionnaires
  - observations, informal mini-tests, production of piece of work.
- iii. Measures to equip young people and mature learners to plan for progression and make appropriate choices for post-16 study and HE are evaluated through:
  - progression of students to level 3 study and specifically to facilitating subjects
  - progression to HE, differentiating Russell Group and other universities

In addition, we monitor the quality of the outreach experience for participants through the uptake of outreach activities by targeted learners and local partner WP schools and colleges; and through qualitative feedback on menu sessions, masterclasses, summer schools and support activities.

#### **f. Ensuring continuous improvement through evaluation: access and participation across the student lifecycle**

The measures above, designed to assess the impact of individual outreach activities and to inform continuous improvement, are complemented by other measures focusing on outcomes of the collective WP outreach programme and on other points in the student lifecycle.

- iv. Assessing the collective impact of the WP outreach programme locally

- numbers and proportions of WP and non-WP applicants, offers, accepts, Unconditional Firms (UFs) from partner compared to non-partner schools and colleges to the University of Nottingham
  - attainment and progression to HE generally (through EMWPREP)
- v. Assessing the impact of the University's overall widening participation strategy (including marketing and recruitment, admissions policy and financial support)
- WP and non-WP applications, offers, accepts, UFs, registrations (at University, faculty, school & course level)
  - Registrations by low-income students (University, faculty & school level)
  - Annual surveys of core bursary recipients
  - OFFA's toolkit to evaluate financial support
- vi. Monitoring student satisfaction, retention and success, using TEF and earlier HESA data and disaggregating by WP status and protected characteristics

### **g. Responsibility for monitoring performance**

The University's Executive Board is responsible for monitoring compliance with the access and participation plan and progress towards key milestones. Responsibility for monitoring and evaluating component parts is as follows:

- Widening Participation staff are responsible for monitoring and evaluating the broader WP strategy and producing reports for senior management.
- Widening Participation staff evaluate the impact of outreach activity and the quality of outreach experience and use this to inform ongoing planning.
- Widening Participation and Admissions staff jointly review admissions-related data to evaluate the impact of policy and processes.
- The University's Executive Board reviews university-level data on entry by WP students, student success and the student experience.
- Academic Schools review School-level data on entry by WP students and are prompted to address below-average WP recruitment as part of the School planning process.

### **h. Relationship with equality and diversity actions**

In preparing this access and participation plan, the University of Nottingham has had due regard to equality and diversity. The University of Nottingham's Global Strategy to 2020 includes valuing diversity and promoting equality as one of eight core principles and values. This underpins all goals and actions and thus equality and diversity is embedded in our approach to outreach, success and progression.

### **i. Consultation with students**

Students are closely involved in the process of researching student experience and success issues; and designing measures to address them. The well-established Students as Change Agents programme supports student initiatives in relation to issues specific to courses, subjects or programmes. The Students Union leads research into students' experience, for example for BME, mature and low-income students. While timing has constrained the significant involvement of students in the preparation of this document, we are committed to addressing this in future years.

While University of Nottingham students do not inform the design of our central access outreach programme, they are active participants in paid and voluntary roles, and provide feedback on their experiences and their perspective of the activities. Feedback from outreach participants, their parents and teachers helps to inform the outreach programme.

However, the Students' Union (SU) and Student Volunteer Centre have a long history of independently volunteering in local schools and running their own projects. Those contributing to the broader access agenda include for example tutoring in computer science and maths by students from HackSoc and MathSoc; and STEM ambassadors from ChemEnv Soc. Building on continuing links with SU Officers and SU societies, Widening Participation staff are able to work with a greater number of student groups, for example Pro-Bono (Law); WAMS (Widening Access to Medical School); STEM Outreach; Creative Writing Society; Living History Society; ChemSoc and GeogSoc. All student groups are offered training in classroom management and safeguarding. Widening Participation staff work closely with the SU Mature Students' Officer to build on the support of the centrally-led Kickstart induction programme, through for example the SU Mature Students' Officer organising mature-friendly social activities alongside the central support activities.

## 4. Access, student success and progression measures

### a. Access

In 2019-20 we will continue to deliver our **Nottingham Potential programme** of sustained activities, as outlined below.

Nottingham Potential aims to **support attainment** through:

- University support programmes in primary schools for curriculum topics, many incorporating literacy and numeracy skills
- IntoUniversity's after-school Academic Support sessions for years 2-13, providing individual children and young people with tutoring and a supportive community-based environment for homework
- University-led subject-specific revision sessions and on-line revision resources for GCSE, AS and A-level examinations
- Additional Biology classes for Access students progressing to healthcare courses.

The University's broader approach to supporting attainment is summarised in section c below.

Nottingham Potential aims to raise learners' **motivation to work hard** and their understanding of the **importance of education** in their future.

- At primary and secondary level, University enrichment activities and taster sessions promote an interest in learning and in academic questions.
- Face-to-face and online mentoring uses University of Nottingham undergraduates respectively to help at-risk pupils build social and inter-personal skills and confidence, and to support sixth-formers through the university application process.
- At primary level, IntoUniversity's FOCUS Programme works with whole classes to introduce the concept of higher education as an achievable goal and offer young people learning experiences that immerse them in a single topic or subject area.

Nottingham Potential aims to equip young people and mature learners to **plan for progression** and make appropriate **choices for post-16 study and HE**. Key elements include:

- University information sessions and IntoUniversity FOCUS activities at secondary level, building young people's understanding and skills

- Ambition Nottingham Years 7-11, which works with cohorts of high-potential students, their parents and teachers
- Ambition Nottingham post-16, a two-year programme of masterclasses, information workshops, and revision, skills and personal development sessions
- Four residential summer schools and ongoing support in Year 12 and 13, including e-mentoring from undergraduates and support with revision, applying to HE and interviews.

Nottingham Potential students applying to the University of Nottingham receive additional support with the application process. Those that successfully enter receive additional financial and practical support.

We envisage that delivering Nottingham Potential in 2019-20 will involve working with **over 60 primary schools and 110 secondary schools and colleges**, offering activities for every group from Key Stage 1 to mature students on Access courses. Over the past two years, we have expanded the reach of our secondary schools and colleges service from approximately a 30-mile radius to a 50-mile radius. Activities include, for example, awareness-raising visits to the campus, advice in year 9 on choosing GCSE options and in Year 11 on choosing post-16 subjects and courses, UCAS personal statement workshops and taster days. We have improved our capacity to record and analyse the impact of this work.

Our work with and for students studying **Access and vocational qualifications** includes pre-Access advice to potential applicants, to inform their choice of course and modules. We also provide information and advice to University admissions staff, to help them clarify the acceptability of Access and vocational qualifications for entry to our courses; this is particularly important in view of ongoing reform of these qualifications.

The University's long-standing work to support local **primary schools** has expanded significantly in both scale and ambition since 2011, and is supported by substantial subject-specific contributions from academic staff and students. These include for example Discovery Days, which allow pupils to experience facilities and activities they would not normally encounter; Learning Journeys, which support teachers in developing resources for specific curriculum topics; and family learning.

The Widening Participation Team supports **looked-after children** through working closely with local authorities, trusts and virtual schools to make available information about higher education that is relevant and accessible; this includes working with virtual schools on outreach activities for looked after children. In 2015-16 we contributed to three events with virtual schools, two care professional training days and one regional careers fair. We also ensure that relevant staff in these organisations are aware of the support we offer to care leavers studying with us.

We flag up **care leavers** applying to us for consideration under our flexible admissions scheme, then offer a pre-entry meeting to care leavers who receive an offer from us, to facilitate their awareness and uptake of the support available. At care leavers' request, pre-entry meetings can also include staff from Financial Support, Accommodation Services and the academic School. Care leavers receive an additional bursary of £1,000 a year for the duration of study and accommodation throughout the calendar year. The University of Nottingham shares good practice via EMCLASS, the regional practitioners' group.

The University of Nottingham works in partnership with local **young carers** groups, including the Carers Federation, and the University of Birmingham to support young carers. Support includes special on-campus events for young carers and their families. The University of Nottingham has also continued its ongoing relationship with the Carers Trust by way of membership of their National Network of Universities Supporting Young Adult Carers and has provided support with lobbying and promotional campaigns.



## **b. Equality and diversity in outreach**

Our widening participation outreach embeds a consideration of equality and diversity into all our outreach work through:

- removing or minimising barriers for those people with protected characteristics on all our events
- encouraging those with protected characteristics to participate in our activities
- fostering good relations between people with and without protected characteristics by tackling prejudice and promoting understanding
- monitoring the participation of people with protected characteristics in our activities.

We monitor the take-up of our programmes by protected characteristics via the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP). Of the participants in activities run in 2016-17, 29.6% were BME and 6.7% had a disability. This is about average across member universities.

Outreach for mature learners dominates our Access and Vocational strand of work, which in 2016-17 provided 4097 places, 5.0% of our total central outreach output. This is slightly lower than in the previous year, though the number of activities increased from 173 to 185. This work is carried out largely during school hours, to facilitate participation by those with family or other caring responsibilities.

The Springboard programme provides specific support for young Afro-Caribbean people. This is currently led by the Students' Union. The programme recruits University of Nottingham student mentors to support young people, and also provides campus visits and inspirational speakers. The University provides support to a community group for BME young people in Derby as well as a supplementary school in Nottingham.

## **c. Supporting attainment in schools and colleges**

Based on our own evidence and that available nationally, the University of Nottingham's principal contribution to raising attainment in schools across the UK is through our School of Education, rated as 'outstanding' by Ofsted. The School successfully produces effective teachers and researches the most appropriate pedagogies.

The University of Nottingham is sponsor or co-sponsor of three academies:

- The Nottingham University Samworth Academy (NUSA)
- Firbeck Primary Academy
- Nottingham University Academy for Science and Technology (NUAST).

The process of addressing underachievement and low expectations in our academies in highly disadvantaged areas has been challenging, with both NUSA and Firbeck spending periods in special measures. Our experience in sponsoring academies indicates, therefore, that university sponsorship does not guarantee raised attainment. However, the University makes a valuable contribution to the schools through tailored enrichment activity and governance.

Nottingham Potential has as its primary aims engagement in education and progression to higher education, rather than directly raising attainment, but 'soft' data suggests that aspects of the programme do support attainment. We remain open to and continue to explore additional, innovative ways to help support attainment.

#### d. Financial support: rationale

The University of Nottingham is maintaining 2018 entry bursary arrangements for 2019 entry. We believe that there is good evidence that bursaries attract low-income students and support a positive experience on course; and also that the balance between our financial support and other spend is appropriate to us as a nationally recruiting selective university.

For the 90% of our intake living beyond commuting distance and for whom regular participation in our outreach or living at home during study are thus impractical, a generous package of fair, clear financial support is a strong attraction. This finding draws on on in-house research carried out in 2018, as well as our annual survey of first-year bursary recipients.<sup>2</sup> Over the last four years of the latter, consistently 34-36% of respondents have said that our bursaries influenced their choice. However, only about half of respondents knew about bursaries before choosing Nottingham. If we focus on the students who were aware of our bursaries before deciding, up to 80% were influenced by them. We continue to explore and implement new means of communicating bursary information (see section 6).

The annual survey of first-year core bursary recipients also produces consistently strong responses in relation to the role of bursaries in supporting a positive student experience. Over the last four years, 90-94% of respondents stated that bursaries reduce their worry over the cost of going to university, while 85-89% of respondents said that our bursaries reduce the need for them to work part-time during study. External studies (for example, Callender 2008) confirm that this contributes to success on course. A more recent study (Wyness 2017) was able to confirm that each £1,000 of bursary aid increases the chances of achieving a good degree by 3.7 percentage points, with an increasing impact up to £1,906. Our own findings in this regard, using the toolkit developed by OFFA, are inconclusive. Students entering from 2010-2013 and receiving the highest level of core bursary were 0.9% less likely to achieve a good degree, but given that bursary recipients are more likely to have other characteristics that make them less likely to achieve a good degree (for example, coming from low participation neighbourhoods), bursaries may be helping to even up their chances of success.

#### e. Financial support: bursary arrangements

All UK undergraduate students paying fees and with an assessed household income within the threshold are eligible for a **core bursary** – there are no other qualifying criteria. Eligible students receive core bursaries for each year of study, throughout their undergraduate degree. We are aware of evidence that prospective students and their families are concerned about overall levels of debt, particularly living costs, and we therefore offer bursaries rather than fee waivers.<sup>3</sup> Figures for 2017 entry suggest that in 2019, about 35% of UK undergraduate students are likely to be eligible for a core bursary.

**Table 9: Core bursaries at the University of Nottingham for 2019 entry**

Income bands	Annual core bursary award level
£0 - £25,000	£2,000
£25,001 - £35,000	£1,000

We offer PGCE students the same bursary arrangements as other undergraduate students.

<sup>2</sup> We adjusted the survey slightly for 2017 entrants to incorporate some wording used in the survey template published by OFFA.

<sup>3</sup> Sources include research presented at OFFA's conference on financial support, 11 March 2015. See <http://www.offa.org.uk/universities-and-colleges/guidance-and-useful-information/>

The University will continue to provide **Nottingham Potential guaranteed bursaries**, which are additional guaranteed bursaries for students from particular backgrounds or circumstances with the aim of ensuring that financial support is targeted towards those who need it most. As before, we have designed criteria for bursaries so that most prospective students know their likely entitlements at an early stage in the application process.

Nottingham Potential guaranteed bursaries provide an additional £1,000 a year throughout an undergraduate degree for students who meet at least one of the following criteria:

- entering via an Access route or with vocational qualifications and with a residual household income figure of up to £35,000
- students with children or adult dependants, or who are young carers, and with a residual household income figure up to £35,000
- students who have been in the care of a local authority (that is, who have been looked after as young people)
- students who have fulfilled specified conditions through participation in the University's widening participation outreach activities (for example, Nottingham Potential and our summer schools)
- students with refugee status.

In addition, the competitive Potential Scholarships offer a range of more specific awards. Criteria vary, but the majority are means-tested, providing over £100,000 each year in total for students on lower incomes. Overall, at The University of Nottingham we will provide means-tested bursaries to about 30% of our full-time UK undergraduate students, at a total estimated cost of £11.9m.<sup>4</sup>

The University of Nottingham is committed to supporting **part-time students** from a low-income background. We will provide bursaries of between £350 and £750 a year to part-time students with incomes up to £25,000 a year, depending on their income and intensity of study.

## **f. Contextual information and facilitated entry pathways**

As part of our whole-institution approach, we continue to review and improve our systems to provide **contextual information** about all UK applicants. First piloted for 2001 admissions, our well established system automatically provides information about the home postcode and school performance for applicants from Northern Ireland, Scotland and Wales, as well as England. We may augment this with further contextual information in future. When assessing applications, admissions staff take this contextual information into consideration alongside other factors from the personal statement, reference and elsewhere on the UCAS form. Our flexible admissions policy and processes are explained transparently to prospective applicants on our website.<sup>5</sup>

The University of Nottingham and the University of Birmingham have agreed a mutual recognition scheme. This allows each institution to identify and flag up applicants who have participated in widening participation summer schools at the other institution. The University of Nottingham also flags up applicants who indicate that they have participated in broadly comparable widening participation schemes with similar entry criteria, such as Realising Opportunities.

**Year 0 Foundation courses** are an important tool in facilitating entry to some of the University of Nottingham's most selective courses. The School of Veterinary Medicine and Science and the School of Medicine have run their widening participation Gateway year 0s since September 2011 and 2012 respectively. Entry requirements are lower than those required for direct entry. The School of

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<sup>4</sup> These figures do not include charges for HECS, interest or staffing for bursary administration.

<sup>5</sup> For details, please see <http://www.nottingham.ac.uk/ugstudy/applying/ourpolicies.aspx>

Veterinary Medicine and Science also runs the Preliminary year 0 for Veterinary Medicine, which attracts a high proportion of students with Access and vocational qualifications. The Faculty of Arts widening participation Year 0, launched for 2016 entry, continues to recruit well over target. The Faculties of Engineering and Science run year 0 courses for a range of students, with the Engineering course particularly attractive to widening participation students. A pre-entry bridging course facilitating the entry of students without the normal mathematics requirements is currently being updated and redeveloped into a MOOC. In future it will also be suitable for first-year students, particularly those entering with vocational qualifications, needing to improve their mathematics.

## **g. Success**

The University's BME Attainment Gap Initiative, launched in February 2018, has formulated an action plan that will go forward to the University's Education and Student Experience Board for approval in May 2018. The action plan comprises a number of concrete actions for completion within the 2018-19 session as well as areas for further exploration in 2018-19, with a view to identifying actions for completion in 2019-20.

The 2018-19 actions will include:

- Carrying out a student survey on inclusivity issues
- Better advertising existing relevant professional development opportunities
- Providing support through our Peer Observation College for inclusive practices in teaching
- Featuring inclusivity in the University's 2019 Teaching & Learning Conference
- Specifying and meeting additional training needs for teaching staff
- Demonstrating top management commitment to tackling the BME attainment gap
- Reviewing policy and procedures relating to handling complaints from BME students regarding harassment and discrimination, with a view to improving visibility and ensuring appropriate use of disciplinary measures
- Increasing the involvement of students (including BME students) in module and programme approval and review
- Piloting reverse mentoring of key University staff by BME staff and students
- Ensuring the BME attainment gap is considered within internal reviews of educational provision
- Ensuring relevant statistical indicators are considered as part of the annual monitoring of our degree programmes
- Obtaining case studies from BME alumni
- Involving BME alumni in the e-mentoring of BME students.

Areas for exploration in 2018-19 include the consideration of assessment practices, examining mentoring possibilities to bring together BME staff and students, attempting to identify and establish a physical space for activities involving BME students, and considering the role to be played by our Senior Tutors in tackling the attainment gap.

Current support for mature students in induction and transition will be continued. This includes the Kickstart early induction programme, pairing of first years with mature mentors and ongoing drop-in sessions providing informal study support and opportunities for peer networking.

## **h. Disability support**

The University of Nottingham has long-established support provision for students who describe themselves as disabled, as covered by the Equality Act 2010. The University of Nottingham is strongly committed to equality of opportunity for all students and the provision offered to disabled students begins at the application stage. All students who declare a disability at application stage are

contacted by the Accessibility Team before arrival at the University to ensure that, as far as possible, appropriate support is available to meet the needs of the individual.

For many years, the Accessibility Team has provided very successful Early Induction and Supported Induction programmes for small groups of disabled students. These programmes were the precursor to the University's peer mentoring scheme and the Accessibility Team contributed to the training of the peer mentors. The peer mentoring scheme is an inclusive provision for all students, which aims to help students transition into the University. The Accessibility Team has improved its transition provision from 2017 onwards through the provision of a 'quiet space' for students with physical disabilities, long-term medical conditions, Asperger's Syndrome, mental health difficulties, dyspraxia and AD(H)D to use during the first two weeks of term. The 'quiet space' is staffed by trained support workers and/or student buddies who can provide support with the activities that need to be undertaken at the start of term, such as registration with the University Health Centre and orientation with the campuses.

The University of Nottingham aims to move towards an inclusive approach in its provision for disabled students, yet the institution acknowledges that reasonable adjustments may continue to be required for a small number of students. An example of inclusive practice is the University's investment in several assistive technology programmes, such as TextHelp Read & Write Gold, and Mindview, that are available to all students on the University network at Nottingham. The Accessibility Team supports over 3,000 disabled students. This support includes assessing and putting in place alternative examination arrangements, practical support through the Support Worker Service and the provision of individual referrals forms, which are available to the student's teaching staff. Disability Support staff liaise closely with Academic Schools in relation to on-course provision, primarily through the Disability Liaison Officers Network. The support network at the University has been strengthened through placing Welfare Officers in each School, where they are the students' first point of contact.

Following the implementation of the new Disability Support Allowance (DSA) changes in September 2016, the University provides an enhanced library service for all disabled students who would like to access the service. The service includes use of Assistive Technology Rooms containing specialist equipment and software, extended short loans for library books, a book pick up and save service, and one to one support in using the library, for example support in searching the catalogue and databases. The University of Nottingham has an Alternative Format Service that works with a small number of students to produce course materials in Braille and large print, in addition to electronic versions of texts. The University of Nottingham continues to fund note takers, examination support workers and study assistant support where there is a particular need that can no longer be funded via a student's DSA. The University's Sport Centres can provide supported induction sessions and buddies for disabled students on referral from the Accessibility Team, as well as reduced cost of membership.

## **i. Progression**

The current approach and measures outlined in 3d above will be continued and refined, with additional developments likely for 2019-20. These include for example measures to monitor and encourage engagement with general employability support services by student groups, as well as measures tailored to those groups.

## 5. Investment

The University of Nottingham's total OfS-countable expenditure on access and widening participation in 2019-20 is predicted to be £18.3m, or 29.4% of higher fees income.<sup>6</sup> This OfS-countable expenditure is disaggregated in table 7 below.

**Table 10: OfS-countable investment in access and participation, 2019-20**

	Investment £000	Investment as a proportion of higher fee income
Access	£3,075	4.9%
Student success	£2,321	3.7%
Progression	£1,002	1.6%
Financial support (new and continuing students)	£11,887	19.1%

Beyond the expenditure identified above, the University of Nottingham will make the following additional expenditure:

- Measures to support disabled students funded through the disability premium: £643,752
- Student success measures supported by the Successful Student Outcomes premium: £632,409.

## 6. Provision of information to students on fees and funding

The University of Nottingham will charge home students entering in September 2019 **£9,250** pa for all full-time undergraduate degree courses.<sup>7</sup> We will charge continuing students who entered prior to 2017 £9,000 pa. We will not charge any students on part-time courses more than £6,935 in an academic year. We will charge students on an industrial placement year £1,850 and those on a study year abroad £1,385 pa.<sup>8</sup>

The University will continue to provide information on fees, costs and financial support from both the Government and the University to prospective and current students. We review this information on an ongoing basis, with the aim of achieving continuous improvement. We provide this information through our printed prospectuses and other materials, web site and social media, outreach activity, face-to-face meetings at recruitment fairs, open days and interviews, and through responding to individual letters, e-mails and telephone calls. Financial Support staff within Student Services provide pre-admission financial advice. All staff involved in enquiries receive additional training in financial support. We provide timely information about our financial support to UCAS and SLC.

<sup>6</sup> The University of Nottingham's estimated total fee income above £6,000 (for entry 2012-2016) and £6,250 (for entry 2017-2019) will be £62.2m.

<sup>7</sup> This is the fee for students entering in the 2018-19 academic year and for those who entered in the 2017-18 academic year. It is also the fee for students enrolling in the UG Certificate course D321. The fee for students entering in the 2019-20 academic year and in subsequent years may be subject to an inflationary increase.

<sup>8</sup> The fee for Erasmus years and other years abroad taken in 2019-20 will be £1,385, while those taken in subsequent years may be subject to an inflationary increase. This fee is subject to government legislation. Any inflationary increase will be linked to the RPI-X, which is the retail price index, excluding mortgage interest payments, and was 2.8 per cent in 2017-18. Placement or sandwich years form an integral part of some University of Nottingham undergraduate degrees, typically in languages, American studies and politics, or those featuring years in industry.

On-line information on fees and costs for the duration of the course is provided via an enhanced on-line prospectus and includes a link to this Access and Participation plan. The University provides estimates of any additional course-specific costs (for example, specialist clothing and equipment or field trips). The University's website supports bursary provision through the following functions:

- alerting users across all stages of the application process to both the guaranteed bursaries and additional financial support
- interfacing with HEBSS and the University's student application system to:
  - o allow applicants to find out whether they are eligible for a core bursary and track the progress of their applications for additional financial support
  - o explain to successful applicants how to activate bursary payments once registered
  - o trigger payment of awards following provision of bank details by students via a secure on-line system
- providing guidance and assistance in the transition to University
- signposting prospective and current students to support services.

The administration of bursaries funded from additional fees income and other financial support schemes with a value of £500 per annum or above for home students sits with a central Financial Support Team, based within our Student Services Centres, which has extensive experience in dealing with discretionary financial support. This centralisation of bursaries administration ensures a clear point of enquiry, consistency of policy and high quality service to prospective and registered students.

The effectiveness of information provision is evaluated annually via a survey of bursary recipients; in 2018 this was augmented by commissioning web searches by students. The web searches indicated that when students look on our website for information about our main bursary scheme, the University of Nottingham core bursary, they find it within on average 2.9 minutes, more quickly than for a sample of competitors. However, nearly half of core bursary recipients did not find out about this support until after they had chosen Nottingham, suggesting that they did not look on the website. We are aware of research indicating a growing reliance on social media as a source of information and are enhancing the fees and funding information we include in these channels.

\* 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.

The fees for students entering in the 2019-20 academic year may be subject to an inflationary increase in subsequent years. Any inflationary increase will be linked to the RPI-X.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
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		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*



**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	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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low income background	<b>Other statistic</b> - Low-income backgrounds (please give details in the next column)	Increase from 17% in 2004 to 28.25% by the 2019 intake. 'Low-income' equates to the inflation-adjusted equivalent of qualifying for full fee remission under the pre-2006 fees system. For 2014 entry this means incomes up to £25,000. The target applies to full-time UG UK students on courses currently or previously funded by HEFCE.	No	2014-15	26.4%	28.0%	28.25%	28.5%	28.75		There was a sharp increase in the intake of low-income students in 2014 and again in 2017. While this is excellent, longer-term trends suggest that we should not expect this to be replicated every year, and this is reflected in our targets.
T16a_02	Access	Low income background	<b>Other statistic</b> - Low-income backgrounds (please give details in the next column)	Postgraduate ITT intake. 'Low-income' equates to the inflation-adjusted equivalent of qualifying for full fee remission under the pre-2006 fees system. For 2012 entry this means incomes up to £25,000.	No	Other (please give details in Description column)	37.2%	38.4%	38.7%	39.0%	39.3%		The baseline figure is the average for the previous 3 years.
T16a_03	Access	Low participation neighbourhoods (LPN)	<b>HESA T1b</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Increase from 6.1% in 2013-14 to 7.1% in 2019-20.	No	2013-14	6.1%	6.9%	7.1%	7.3%	7.5%		The LPN measure has fluctuated in recent years, so this target is likely to be challenging.
T16a_04	Access	Mature	<b>HESA T2a</b> - (Mature, full-time, all undergraduate entrants)	Maintain intake of mature students at over 10% of total UG UK intake. (Target unchanged; fuller wording used for clarity.)	No	2013-14	10.0%	10.0%	10.0%	10.0%	10.0%		This target has been corrected to use data consistent with that in earlier access agreements and monitoring returns.
T16a_05	Student success	Low participation neighbourhoods (LPN)	<b>HESA T3b</b> - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Maintain rate of students from low-participation neighbourhoods not in HE at 4.0% or less.	No	Other (please give details in Description column)	4.6%	4.0%	4.0%	4.0%	4.0%		The baseline figure is the average for the last 3 years (2012 to 2014). The most recent figure indicates an improvement to 4.0%.
T16a_06	Student success	Mature	<b>HESA T3c</b> - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	Reduce rate of mature students with no previous HE qualification not in HE to 9.0% or less	No	2013-14	10.3%	9.4%	9.3%	9.2%	9.1%		The measure for mature students has fluctuated considerably in recent years. The relatively small numbers of students in this category underlie this volatility. In view of this, we have adjusted the target to a more realistic, but still aspirational level.
T16a_07	Student success	Mature	<b>HESA T3a</b> - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Reduce rate of mature students not in HE to 10.5% or less	No	2014-15	12.9%	11.5%	11.0%	10.5%	10.5%		This measure also fluctuates, but within a smaller range.
T16a_08	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Maintain the current level of intake from Black and Minority Ethnic backgrounds, +/- 1 percentage points.	No	2013-14	19.1%	19.1%	19.1%	19.1%	19.1%		Our BME intake is already one of the highest in the Russell Group and higher than the local population.

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	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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Other/Multiple stages	Low income background	Operational targets	Achieve a bursary take-up rate of at least 98% of eligible students	No	2013-14	97.8%	98%	98%	98%	98%	98%	The bursary take-up rate in 2014-15 rose to 98.2%.
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	At least 40% of students enrolled on our summer school support programmes will enrol at a selective university, rising to 45% by 2019.	No	2014-15	38%	44%	45%	45%	45%	45%	Our Sutton Trust summer schools have a much higher progression rate than our locally recruiting Nottingham Potential summer schools. The baseline represents an average. Percentages are calculated using the number of participants giving data tracking consent.
T16b_03	Student success	Other (please give details in Description column)	Outreach / WP activity (summer schools)	At least 20% of students enrolled on our summer school support programmes will enrol at the University of Nottingham, rising to 25% by 2019.	No	2014-15	18%	24%	25%	25%	25%	25%	This is a challenging target, in view of recent fluctuations.
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Students entering the University from local WP partner schools will represent at least 10% of UK UG entrants, rising to 12% by 2019.	No	2014-15	9.9%	11.5%	12.0%	12.0%	12.0%	12%	This is a challenging target, in view of the ongoing impact of the change in Nursing from diploma to degree.
T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Of the students from local WP partner schools entering the University, the proportion from deprived backgrounds will be at least twice that from the total UG intake, rising to 2.25:1 by the 2019 intake.	No	2014-15	1.9:1	2.2:1	2.25:1	2.25:1	2.25:1	2.25:1	This is a challenging target, in view of changes across our intake. The figure for 2015 entry is 1.6:1, but this drop in the ratio is caused by our success in attracting WP students from schools further afield. The WP intake from local WP schools rose.
T16b_06	Access	Socio-economic	Operational targets	Increase WP students' UF to registration rate to at least equal that of non-WP applicants. While the baseline figure meets this target, figures for previous years were several percentage points less (ppl) than non-WP students. We have referenced targets against the recent average.	No	2014-15	0.1 ppl	1.0 ppl	0.5 ppl	0 ppl	0 ppl	0 ppl	Very pleasingly, the rate for 2014 entry was slightly higher for WP students than for non-WP students, thus meeting the overall target, and the WP rate rose further to 0.7 pp higher for 2015 entry. Following the implementation of a new student information system, we are having difficulty generating this data. Figures are therefore subject to confirmation.
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Implement Students in Classrooms schemes in collaboration with Nottingham Trent University and recruit 40 University of Nottingham students to each scheme each year.	Yes	2014-15	33 mentors, 36 associates	40 mentors, 40 associates	40 mentors, 40 associates	40 mentors, 40 associates	40 mentors, 40 associates	40 mentors, 40 associates	UoN and NTU have recruited to only one scheme in 2017-18 to allow time to jointly review both schemes, with the aim of identifying a scheme that will better support attainment. Targets for 2018-19 and beyond are therefore provisional.
T16b_08	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Contribute to the implementation and evaluation of the Russell Group Advancing Access teacher resources project	Yes	2014-15	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	The University of Nottingham hosts this project on behalf of the Russell Group.

T16b_09	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Contribute to the development and implementation of the Derbyshire and Nottinghamshire Collaborative Outreach Programme	Yes	2016-17	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	UoN currently chairs the Steering Group and made a significant contribution to the design, set-up and early management.
T16b_10	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Work with 39 schools serving disadvantaged communities to support their teacher training activity across Nottingham City, Derby City and Mansfield; these are the 4th, 53rd and 62nd most deprived local authority areas on the IDACI scale	No	2016-17	39	39	39	39	39	39	
T16b_11	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Offer expert support and advice to 9 of the main teaching school alliances that serve these communities	No	2016-17	9	9	9	9	9	9	
T16b_12	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	At least 90% of participating teachers judge our primary school programmes to meet all three learner outcomes. Primary schools targeted on the basis of EMWPREP indicators of socio-economic disadvantage are eligible for these programmes.	No	2014-15	70%	90%	90%	90%	90%	90%	Learner outcomes are: awareness of higher education; raising aspirations and motivation; enhanced interest and engagement in educational topics or subjects.
T16b_13	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	*Interim benchmark* IntoUniversity staff assessments of which academic literacy and numeracy goals primary school children had achieved during Academic Support showed that, of children attending at least twice, at least 72% of children (on average 86%) achieve standard goals and at least 39% (52%) also achieve extension goals. Children meeting indicators of socio-economic disadvantage are eligible for Academic Support.	Yes	2016-17	70% / 45%	75% / 50%	75% / 50%	75% / 50%	75% / 50%	75% / 50%	The University of Nottingham and the Centre for Evaluation and Monitoring (Durham University) worked with IntoUniversity to develop these assessment methods. This was an intensive one-off piece of work that we do not have the resource to repeat annually, but sets a benchmark for future developments in curricula and practice.