The University of Nottingham
Access agreement for 2018 entry

Introduction

The University of Nottingham has a long tradition of raising aspirations and supporting achievement by working with young and mature learners, teachers, schools and colleges across Nottingham, the East Midlands and beyond. Despite changes in funding at the national level, we are committed to continuing to address the needs and challenges of some of the most deprived areas in our country. 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 widening participation over the last ten years. We are pleased to report that in the ten years from 2004 to 2014, we managed to raise the proportion of low-income entrants by nearly ten percentage points, from 17% to 27%. On this measure, the University is the one of the most improved universities in the Russell Group. In September 2015, 24.9% of UK students entering the University were from low-income backgrounds, slightly down from the unusually steep increase seen in the previous year, even though there was a rise in the number of low-income entrants. The interim figure for 2016 entry is 24.0%, but past in-year trends suggest that this will rise slightly.

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. 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 build on measures to improve our already good retention rates and graduate outcomes. This work is supported by additional funds from a range of sources. Higher fees income, philanthropic support and the Student Opportunity funding will allow us to continue to enhance the financial, academic and professional support we provide our own students, 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.

1 ‘Low income’ for this purpose is defined as residual household incomes under £26,219 for 2016 entry. This is the inflation-adjusted equivalent of qualifying for full fee remission under the pre-2006 system. 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.
This access agreement assumes that we will charge home undergraduate fees of £9,250 a year to students entering the University from 2017 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 supported by this.

1. Fee limits and fee income above £6,000 / £6,250

The University of Nottingham will charge home students entering in September 2018 £9,250 pa for all full-time HEFCE-funded undergraduate degree courses.\(^2\) 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 £6,750 in an academic year. We will charge students on an industrial placement year £1,800 and those on a study year abroad £1,350 pa.\(^3\) Our estimated total fee income above £6,000 (for entry 2012-2016) and £6,250 (for entry 2017-2018) will be £59.2m.

2. Expenditure on additional access and other measures

The University of Nottingham’s total OFFA-countable expenditure on access and widening participation in 2018-19 is predicted to be £17.7m, or 29.8% of higher fees income. Our investment is over £900,000 more than that planned for 2017-18.

Expenditure for 2018-19 includes
- £5.7m on outreach, student success and progression
- £11.9m on means-tested bursaries for new and continuing students.

Of our total OFFA-countable expenditure on access and widening participation, 17.8% supports outreach, 67.4% financial support, 10.6% success and 6.0% progression. We believe that this balance between financial support and other spend is appropriate to us as a nationally recruiting selective university.

Reflecting advice from OFFA and to allow for rising costs elsewhere, we elected to reduce the level of our bursary expenditure for 2016 entry. Having evaluated the impact of these new arrangements and assessed the evidence available nationally, we have increased bursary expenditure slightly for 2018 entry.

For the 90% of our intake living beyond commuting distance and for whom regular participation in our outreach is thus impractical, the available evidence indicates that a

\(^2\) 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.

\(^3\) The fee for Erasmus years and other years abroad taken in 2018-19 will be £1,350, 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 3.5 per cent in 2015-16. 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.
generous package of fair, clear financial support is a strong attraction and an effective aid to success on course. See section 7 for details of evaluation.

Our flexible admissions policy and processes are powerful tools in increasing our WP intake, but are also relatively cost-efficient, so do not add significantly to non-bursary WP expenditure.

While our overall student success rates are generally very high, and students from low participation neighbourhoods perform 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 are addressing this as a matter of priority and in 2018-19 will invest in several new measures. These will be additional to The University of Nottingham’s Teaching Transformation Programme, which is already coordinating a range of initiatives, including many led by students.

Graduate outcomes are also very high and we are implementing a range of measures to help ensure that all students benefit from this. These include some schemes specifically for students from less advantaged backgrounds.

Information about all measures mentioned here is included elsewhere in the access agreement. We report costs for success and progression using a methodology in line with OFFA guidelines.

3. Assessment of performance

a. Performance against the key widening participation performance indicator

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. Despite starting from a lower base - 17% in 2004 - than our original calculations had indicated, by September 2014 we had managed to raise the proportion of low-income students by nearly ten percentage points in ten years. On this measure, the University is the one of the most improved universities in the Russell Group.\(^4\) In September 2015, 24.9% of UK undergraduate entrants were from low-income backgrounds, slightly down from the previous year, but still representing excellent long-term progress. It is possible that a drop in early awareness of our bursaries, apparent from survey responses, contributed to the lower intake (see section 7 below). The interim figure for 2016 entry is 24.0%, but past in-year trends suggest that this will rise. **We aim to increase the proportion of low-income students to 28.5% by the 2020 intake.** The graph below illustrates our progress to date and our ambitions for progress in future years.

\(^4\) 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.
We will continue to use this definition of ‘low income’ as our key performance indicator for widening participation, 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.\(^5\)

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\(^5\) This includes full-time UK students on courses that are (or have been) HEFCE-funded and for which students pay fees, and currently excludes NHS-funded courses.

\(^6\) 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.

- **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](http://www.tradingeconomics.com/united-kingdom/wage-growth)
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. We no longer use our postcode indicator of less advantaged areas, Mosaic, to measure changes across years, since annual updating of the underlying data means that figures are not directly comparable in the longer term. (We continue to use Mosaic to inform our admissions process and monitor in-year trends.) Looking across all indicators, we are confident that we are making good progress in recruiting more students from less advantaged backgrounds.

Our intake of students from selected equality groups is also healthy. In September 2016, 10% of our intake was mature, consistent with previous years. We are pleased to have maintained this, despite the national drop in mature enrolments.

The University of Nottingham’s intake of Black and Minority Ethnic (BME) students continues to rise. In the latest year for which national data are available (2013), 19.1% of Nottingham’s UK first degree students are BME, compared with 17.8% for the Russell Group as a whole. This proportion is the ninth highest among the 24 Russell Group universities and the difference from the average has been steady over the last four years.

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, at 3.8%, 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.

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. Figures for 2008-09 to 2013-14 have ranged from 5.4% to 3.0%. The most recent figure is 5.3%: up from the previous year, above the target of 4% and nearly double the rate for students from other neighbourhoods. It is thus a point of concern, though we anticipate that subsequent developments in support, already implemented, will have helped to address this (see below). 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 and has returned to 10.5% in 2014-15.

An earlier internal study of attainment – measured by the proportion attaining a first or 2:1 degree – identified gaps between ethnic groups and for mature students, which we are working to address. A more recent study uses a multivariate approach to explore a wider dataset from a consortium of Russell Group universities and has increased our understanding of the issue. We note that the ethnic attainment gap at The University of Nottingham lies in the middle of the range for these universities.

We are addressing these differences in retention and attainment as a matter of priority and in 2018-19 will invest in several new measures. Our Teaching Transformation Programme seeks to improve retention for all students, and we are augmenting this with measures to ensure that mature students and those from minority ethnic backgrounds and less advantaged backgrounds benefit. Existing and planned measures are outlined in section 8 below.

We continue to offer a generous bursary package, as our annual survey of recipients continues to confirm that our bursary levels are high enough to lessen the need to work part-time. 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 £1906.

4. Strategic approach to access, student success and progression: aims

At The University of Nottingham, widening participation spans the student lifecycle and is considered within all relevant areas. Our overall aim is to ensure that our policies, processes and provision are appropriate to a diverse student body. The specific aims of our widening participation strategy are as follow:

i. Contribute to regional efforts to raise aspirations to university study and to support achievement.

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. Facilitate the transition of students from backgrounds currently underrepresented at the University, maintain their high retention rates and facilitate their progression post-graduation.

vi. Ensure that teaching and learning, relevant policies, structures, systems and the University’s culture support its widening participation programme.

vii. Raise the awareness and understanding of widening participation aims and issues in the University community.
5. Strategic approach to access

Launched in January 2011, Nottingham Potential represents a major expansion of our widening participation outreach activity. 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 85,000 in 2015-16. This represents an increase of 7,000 on the previous year and is well over our target. The rate of increase has steadied, with our focus increasingly on improving the quality and impact of our programmes.

The University is proud of the scale and breadth of our engagement and of the contribution to aspirations, attainment and progression it represents. 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 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, with additional expansion of Family Learning supported by the Badur Foundation and other aspects of the primary schools’ programme supported by the Garfield Weston Foundation
- the Pathways to STEM programme, in partnership with the Sutton Trust and with support from the Kusuma Trust.

Our outreach activities start from Key Stage 1 at primary school and continue throughout young people’s education. Much of this activity – including that provided in partnership with IntoUniversity through community based learning centres – is relatively altruistic in nature and aims to contribute to educational engagement and higher education progression generally. However two strands of work support the ambitions of higher achieving learners – young people and mature learners – and their progression to selective universities, including Nottingham. Work with mature learners focuses on adults aiming to progress to higher education through Access qualifications. Our Ambition Nottingham scheme for higher-achieving young people now starts in Year 7, and at sixth-form level is available to a wider area, with some activities available to a national cohort. Some of these activities are facilitated through collaborating with external partners.

Nottingham Potential builds on the University’s longer-standing widening participation outreach programme, in place since 2001. This has worked consistently with local widening participation secondary school and colleges, supporting progression to higher education generally as well as progression of higher-achieving learners to selective universities and specifically to The University of Nottingham. In recent years we have worked with approximately 110 WP secondary school and colleges each year. This work has yielded very positive results, with students from these schools and colleges now comprising 9-10% of our intake, up from 4% in 2002 – a significant achievement, especially in view of the rise in our entry requirements and the change in Nursing education from diploma to degree. The students progressing from these schools are more than twice as likely to reside in deprived postcodes as students progressing to us
from non-partner UK schools. Our outreach programme for primary schools in less advantaged local areas was established in 2004. For more information about Nottingham Potential and its evaluation, see appendices 1 to 3.

6. Supporting attainment in schools and colleges

Summary
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. We recognise that OFFA wishes universities to contribute to raising attainment, beyond the work of our School of Education, and thus we also summarise here the role of our academy relationships and Nottingham Potential, our widening participation outreach programme. The process of addressing underachievement and low expectations in our academies in highly disadvantaged areas has been challenging. Our experience in sponsoring academies indicates, therefore, that university sponsorship does not guarantee raised attainment. 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.

Teacher training
The University of Nottingham's postgraduate Initial Teacher Education (ITE) provision is one of the largest in the country and has been consistently rated as ‘outstanding’ by Ofsted (2014). Ofsted identified a number of strengths including:

“The shared vision and ethos, which permeates the partnership. This is characterised by very strong and active partnerships with schools, a highly inclusive approach, high expectations, the relentless pursuit of excellence and the continual drive to improve further in order to enhance the quality of training and ensure trainees enter the profession as good or outstanding teachers.”

We offer a range of teacher training routes across the primary and secondary phases, emphasising practical school-based training, supported by a thorough introduction to established and current educational theory and thinking. We work in partnership with a range of schools across the region.

The School of Education has a longstanding tradition of training good teachers who graduate to take up roles in the region’s schools, including those serving disadvantaged learners. The teachers we train are well prepared to support the success and progression of those learners. This process forms the basis of the targets the University has set for supporting attainment, which relate to:

- Training teachers for local schools
- Working with schools serving local disadvantaged communities to support their teacher training activity
- Offering expert support and advice to teaching school alliances that serve these communities.
The School of Education at Nottingham is a leading centre for research in education. Research projects focus on topics such as subject teaching and learning, community, social justice, and school leadership. For teachers in our partnership schools we offer free CPD opportunities, for example in relation to teaching specific subjects and to special educational needs and disability (SEND), and discounted fees for masters and higher level degrees in education. Through the Schools of Education on our campuses in China and Malaysia, we broker international engagement for local teachers, school and student exchanges, and comparative research.

While the University of Nottingham’s principal contribution to raising school-level attainment is through our School of Education, our academy relationships and Nottingham Potential also play a role. However, as noted above:

- The process of addressing underachievement and low expectations in our academies in highly disadvantaged areas has been challenging, with two of our three academies only recently emerging from special measures.
- Nottingham Potential, which is led by our Widening Participation Team, has as its primary aims engagement in education and progression to higher education, rather than directly raising attainment.

Ofsted guidelines and the available scholarly evidence indicate that raising attainment requires consistent and effective teaching by trained teachers in well managed schools. The University of Nottingham can and does support all three aspects, but the primary responsibility for raising attainment lies with the schools themselves.

**Academy sponsorship**

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).

NUSA aims to provide a high-quality educational facility for pupils from one of the country’s most deprived areas with one of the lowest rates of progression to higher education. In 2013 the NUSA Trust took on the sponsorship of Firbeck Primary School, one of NUSA’s ‘feeder’ primary schools, as a step towards encouraging an all-through approach to education in the locality. Both academies have benefited from a full programme of curriculum enrichment activities, professional development opportunities for staff, support for infrastructure projects and governance provided by the University.

In addition, the University became one of the co-lead sponsors of the new NUAST. NUAST opened in September 2014, providing high quality technical and vocational education and training to 14-19 year-olds. Local, regional and national employers contributed to the design, development and delivery of the curriculum. The University of Nottingham provides an ongoing programme of opportunities to enrich NUAST’s STEM curriculum and thus enhance students’ learning. We develop this programme through close liaison between teachers at NUAST and academic staff at the University, particularly in our Faculties of Engineering and Science.

The process of addressing underachievement and low expectations at NUSA and Firbeck Academies has been challenging. NUSA was in special measures from 2013 to 2015. After two years of intensive work, Ofsted judged that NUSA’s new head teacher and 40
new staff had ‘transformed the culture and aspirations of the academy’. We recognise, though, that sustaining school improvement in highly disadvantaged areas requires ongoing commitment and partnership working. Firbeck is also on an improvement trajectory after a period in special measures. A very recent inspection has found the school to be greatly improved, with a clearer sense of purpose, better leadership and better teaching.

For more information about the support we offer academies, see appendix 4.

**Nottingham Potential: Widening participation enrichment and support**
Nottingham Potential plays an important role in **supporting** attainment, but does not aim in itself to **raise** attainment. That is unrealistic, because we do not – and cannot – take on the role of teachers. Rather, we complement the work of teachers and schools in specific areas of learning. This ranges from, for example, a Discovery Day about the Romans for children in Key Stage 2 to an assembly session for sixth-formers on university student finance. We consult with other local universities and third-sector organisations to ensure our services are complementary and collectively contribute to our shared aim of helping young people across the region reach their potential. Together with Nottingham Trent University, we plan to review our joint Students in Classrooms schemes in 2017-18, with a view to increasing their capacity to support attainment.

Nottingham Potential aims to
- engage young people in educational topics and develop a curiosity for learning
- raise young people’s awareness of higher education and its relevance for them
- provide information, mentoring and practical ‘taster’ experiences to help learners make informed decisions about their educational progression.

Nottingham Potential is successful in these aims and, given the scale of uptake of our services, the programme makes a major contribution locally. We work actively with over 160 schools, from primary schools through to FE colleges. The University is proud of the scale and breadth of our engagement and of the contribution to aspirations, educational engagement and progression it represents.

We evaluate Nottingham Potential activities in partnership with external experts. Our strongest results relate to progression to higher education. Our Year 12 summer schools result in 40% to 50% of participants progressing to a Russell Group university. Our Nursing and Midwifery taster days for mature students result in over 20% of participants entering The University of Nottingham. While we have evidence from staff assessments that some programmes raise informal attainment, the robust studies we commissioned found no evidence that we raise formal Key Stage attainment. We have encouraged IntoUniversity to adjust provision at primary school Academic Support to generate evidence of attainment on a more appropriate scale than Key Stage results. Via the Centre for Evaluation and Monitoring at Durham University, we are supporting the development of methodology. New measures are currently being piloted. We undertake to identify an attainment-related impact target for our next access agreement for this or another programme.

Please see the appendices for more information about Nottingham Potential programmes and their impact.

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7 See appendix 2, section 1 for an explanation of targeting.
7. Financial support 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.Figures for entry from 2012 through to 2016 suggest that in 2018, about 30% of UK undergraduate students are likely to be eligible for a core bursary.

We surveyed our first-year core bursary recipients in March 2017, January 2016, March 2015 and March 2014; respondents in 2017 indicated that the prospect of receiving a bursary influenced 28% (36% in 2016, 35% in 2015 and 36% in 2014) of them in choosing The University of Nottingham. The drop in this and some other responses may be attributable to the fact that we reduced bursary levels for 2016 entry.

Disaggregating the data reveals variation. Where students knew how much financial support they were likely to receive before applying or accepting an offer, 74% were influenced in doing so by the bursary level. This same analysis also indicates that only 53% of respondents knew how much they would receive at this early stage. While there is obviously room for improvement, this is nearly double the figure from the previous year, suggesting our review of information provision and inclusion of more detail about financial matters in communications with offer-holders has been effective.

Responding to a separate question, 75% of students with household incomes below £15,000 cited the level of financial support we provide as one of the top three reasons for accepting a Nottingham offer. Students in this income band currently receive the maximum core bursary of £2,000 a year. Only 25% of students in the next income band, who receive £1,500 a year, cited this.

The surveys have also provided clear evidence of the value of financial support in enabling students to benefit from their university education: 86% (85%, 87%, 89%) reported that our bursaries reduced the need for them to work part-time during study, while for 90% (92%, 94%, 91%) bursaries reduce their worry over the cost of going to university and for 77% (81%, 81%, 76%) bursaries reduce their worry over debt. In these respects it is notable that for students in higher income bands, bursaries are still very important.

An external study (Wyness 2017) using data from 22 universities, including The University of Nottingham, confirmed that each £1,000 of bursary aid increases the

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8 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/

9 This survey was designed and analysed by Dr Michelle Haynes of the Nottingham University Business School, with advice from Dr Penelope Griffin, Head of Widening Participation.

10 This finding was broadly in line with the results of earlier surveys. Eighty per cent of 2006 entrants receiving bursaries were influenced by our bursary provision to choose Nottingham. While surveys of the 2008 and 2012 intakes indicated that this had dropped to 30%, the continuing rise in the proportion of low-income student entering the University of Nottingham suggests that bursaries continue to have a positive impact on choice.
chances of achieving a good degree by 3.7 percentage points, with an increasing impact up to £1,906.

We believe that our survey provides strong evidence of the value of continuing to provide a significant bursary package. The increasing costs of other provision required us to make some adjustment for 2016 entry. Survey data, together with interim data for 2016 entry, suggests that reducing the level of our bursaries made them slightly less effective in attracting low-income students. The Wyness study provides robust evidence of the correlation between bursaries and success on course. Informed by all the available evidence, we have decided to increase our bursaries for 2018 entry. The income bands for eligibility will remain the same, but we will increase the bursary for students with assessed household incomes between £15,001 and £25,000 to £2,000.

We anticipate using the tools and guidance provided by OFFA to inform an evaluation of our financial support arrangements. We may also continue to repeat our current survey on an annual basis. Whatever the tools, we are committed to monitoring the impact of changes to our bursaries carefully, reflecting internally on results, and amending bursary arrangements if our evidence suggests this is appropriate. We reassess students’ bursary entitlement annually.

The Vice-Chancellor of The University of Nottingham consulted the Executive of the Students’ Union in detail over financial support arrangements for 2012 entry, and this has been followed up on a regular basis, with the most recent meeting in April 2015.

Table 1: Core bursaries at The University of Nottingham for 2018 entry

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<th>Income bands</th>
<th>Annual core bursary award level</th>
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We offer PGCE students the same bursary arrangements as other undergraduate students.

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.11

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.

8. Admissions and special 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.12

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 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 launched a new widening participation Year 0 for 2016 entry, which recruited well over target and has attracted strong demand for 2017 entry. The Faculties of Engineering and Science run

11 These figures do not include charges for HECS, interest or staffing for bursary administration.
12 For details, please see http://www.nottingham.ac.uk/ugstudy/applying/ourpolicies.aspx
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.

9. Student retention and 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. 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.

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. Furthermore, a longer-term focus on the need for ongoing academic development is planned under our Global Strategy 2020.

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

Over the past year, we have fundamentally redesigned our student support services, realigning delivery between academic schools and central service departments. We have established a series of service centres across University Park as well as in the Queen’s Medical Centre (with hubs at Derby and City Hospital), Jubilee Campus and Sutton Bonington Campus. Each Centre is a service point for all students, but also performs specific services for neighbouring academic schools. Centres provide students with a conveniently located and consistently high level of service for all of their support requirements and administrative transactions with the University, irrespective of where they study or where they access support. The new MyNottingham service provides online support, anywhere, at any time. The majority of new arrangements are being implemented over 2016-17, with some ongoing adjustments envisaged.

Our Teaching Transformation Programme, implemented over a number of years, comprises a wide range of measures to support all students. Within this there is particular consideration of how to ensure that mature students and those from minority ethnic groups benefit, for example mature students are paired for mentoring with other mature students. In addition, some measures seek improvements specifically for these groups, or target them: for example, we have already augmented Kickstart, our additional induction programme for mature students, with ongoing support sessions. We are developing a Mathematics MOOC (building on older material) to facilitate the
transition and success of students entering Engineering, particularly those with Access or vocational qualifications and/or entering the Foundation Year.

We are raising awareness amongst personal tutors of the attainment gap for some groups and providing resources to help tutors address this. This includes incorporating diversity awareness into personal tutor training. We are also encouraging and supporting teaching staff in addressing the Professional Standards Framework values relating to diverse learning communities and equality of opportunity. The University of Nottingham has been accredited to assess academic staff portfolios of evidence in support of becoming a fellow of the Higher Education Academy. The University aims for all teaching staff to have completed either this process or the PGCHE by 2020.

We plan to complement these existing measures with new developments in 2018-19 targeting mature students, those from minority ethnic groups and vulnerable groups such as care leavers and refugees. Additional measures currently being considered include common rooms for mature students and learner analytics to facilitate closer tracking of students at risk of underperforming.

Current developments in student support for all undergraduates include the following:
- We have implemented a mentoring scheme for all new undergraduates. Since 2014-15, we have paired mature entrants with mature mentors.
- We have developed ‘Your University Journey’, an online course to provide support to students who are unable (for example, due to placements or a full timetable) or less willing to access face-to-face support. 2,000 students have enrolled this year and there is excellent feedback.

Each year, a number of student-led projects seek to improve aspects of teaching and learning. 'Students as Change Agents' (SACA) projects for 2016-17 include, for example:

- History: Communication Building
  Students in this project are aiming to improve informal communication between students outside of seminars. Using Moodle, students will create forums to stimulate discussions and use other functions, such as Wikis, to help stimulate group revision. It will develop a space by students, for students.
- Pharmacy: Mock OSCEs Phase II
  Having established the mock Objective Structured Clinical Examinations (OSCEs) in 15/16, students will develop the existing scheme by providing additional OSCE sessions for 2nd and 3rd years. In addition, the students will produce a guide with tips, misconceptions and what to expect during OSCEs, as well as a promotional video and a set of videos showing good and bad OSCE responses.
- Maths: Expanding the PASS scheme
  This project will build on the foundations set by the already successful PASS (Peer Assisted Study Support) scheme. It will develop the scheme to provide additional sessions with more challenging content to stimulate those who wish to broaden their knowledge further.
- Psychology: Interactive Blog
  This project will produce a blog to help with a particular module which has been identified as being particularly difficult for first-year students. The student ‘change agents’ will survey students who have already taken the module for their opinions to
feed into the blog. A blog with a post per topic will then be produced. The blog will be interactive through Quizlet questions and help with revision through multiple choice questions.
- Health Sciences & Vet Work place transitions NOOC
This project will develop a NOOC providing appropriate learning for students to support an effective transition into the clinical workplace.

10. Employability and graduate outcomes

The University of Nottingham has invested heavily in post-graduation progression, augmenting our Careers and Employability Service (CES) staff by 50% in 2013. At the same time, we restructured provision to a faculty-based model, to make it easier for students to access the services, and this localised provision is continuing under the new student services model.

The University is aware of its role in promoting social mobility and access to the professions, and specifically of the need for students from low-income non-professional family backgrounds to develop greater awareness of the formal steps necessary for successful progression to the professions as well as informal networks and the ‘soft skills’ valued by employers. We support this through a range of measures, including:

- A new scheme providing bursaries for low-income students to support international work experience placements.
- Our Summer School Society (established in 2014-15) provides a range of support for undergraduates who have participated in our widening participation summer schools. We appoint a student ambassador to lead this each year, but provide guidance and support as required. The Society links with the Summer School alumni network, comprising alumni who participated in summer schools and/or worked on them as student ambassadors. We facilitate links between these groups to develop undergraduates’ employability through placements, networking and more.
- Alumni mentoring for widening participation students.

CES staff contribute to widening participation outreach activities through tailored sessions for local school pupils and teachers, with a focus on access to the professions. CES also helps Nottingham Potential students and other 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. CES staff use alumni as mentors and to broker work placements and internships which will equip students with the networks and experience to compete in the employment marketplace.

14 The Nottingham Advantage Award is the University’s employability award which accredits student learning derived from co- and extra-curricular activity.
11. Monitoring and evaluation

The University of Nottingham worked alongside the Sutton Trust in designing and piloting a new evaluation framework. We have implemented this on a rolling basis, working with the Centre for Evaluation and Monitoring at Durham University (CEM). CEM facilitates access to external data and standardised tests, and provides advice and more complex analysis. An important part of this process is 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.

Outreach evaluation framework

The new framework allows us to assess the impact of individual outreach activities, with comparator groups in some cases. Where appropriate, these measures are disaggregated for mature learners. For the full framework and interim results, see appendix 3. There are three key strands:

a. Measures to raise attainment are evaluated through:
   - data from the National Pupil Database for Key Stage 2, GCSE and A-level results
   - 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.

b. 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, generic learning outcome questionnaires.

c. 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 with 5+A*-C GCSEs (including English and Maths) to level 3 study and specifically to facilitating subjects
   - progression to HE, differentiating Russell Group and other universities
   - offer rates for partner FE colleges and specifically for mature students on Access courses.

Other measures to monitor and evaluate

This outreach evaluation framework, designed to assess the impact of individual outreach activities, is complemented by other measures focusing on aspects of the collective WP outreach programme or on other points in the student lifecycle. These include:

d. Monitoring the quality of the outreach experience for participants
   - uptake of outreach activities by targeted learners and local partner WP schools and colleges
- qualitative feedback on menu sessions, masterclasses, summer schools and support activities (some through EMWPREP)
- mini-tests of understanding of factual content

e. Assessing the collective impact of the WP outreach programme locally
- numbers & 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)

f. 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)
- Surveys of core bursary recipients

g. Monitoring student satisfaction, retention and success
- student satisfaction surveys disaggregate respondents by WP status and protected characteristics (now using TEF data)
- non-continuation rates for students from low-participation neighbourhoods (University level only, using HESA figures)
- degree outcomes for students from deprived areas and ethnic background.

Responsibility for monitoring and evaluation
The University’s Executive Board is responsible for monitoring compliance with the access agreement 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.
12. Provision of information to prospective students

The University will continue to provide information through its printed prospectuses and other materials, web site, 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.

On-line information on fees and costs is provided via an enhanced on-line prospectus. 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 what they need to do 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.

13. 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. We spend approximately £700,000 explicitly on equality and diversity. This includes relevant staffing in Disability and Academic Support and a health promotion adviser, but not outreach.

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 aims to improve 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 UoN continues to fund note taker, 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.

**Equality and diversity**

In preparing this access agreement, The University of Nottingham has had due regard to equality and diversity. 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.

See appendix 6 for more information.

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 2015-16, 28.8% were BME and 7.7% had a disability. This is about average across member universities.

Outreach for mature learners dominates our Access and Vocational strand of work, which in 2015-16 provided 5,194 places, 6.0% of our total central outreach output. This is about the same as in the previous year, though the number of activities increased from 147 to 173. 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. As noted in section 3b, our intake of mature and BME students is healthy.
Appendices

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## Appendix 1: Overview of the Nottingham Potential outreach programme

<table>
<thead>
<tr>
<th>Year 13</th>
<th>Students in classrooms schemes: UoN students mentor individuals and provide assistance in the classroom</th>
<th>All Nottingham Potential students applying to The University of Nottingham receive enhanced support with the admissions process and special consideration by admissions staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer holidays</td>
<td>Ambition Nottingham activities: mentoring, revision support, mock interviews, finance</td>
<td>Mature students: activities include elements of Ambition Nottingham and menu activities, tailored to the circumstances of mature students. Includes enhanced transition support.</td>
</tr>
<tr>
<td>Year 12</td>
<td>Summer schools</td>
<td>'Menu' activities: work with whole classes on researching university choices, how to apply, personal statements, study skills and financial arrangements. Includes the option of activities tailored to students on vocational courses.</td>
</tr>
<tr>
<td>Ambition Nottingham post-16 programme: masterclasses, information, skills development - Work with individuals – entry by WP criteria + 7 A*-Cs at GCSE; Pathways to Law; Pathways to STEM</td>
<td>Academic support after school: work with individuals – entry by WP criteria + recommendation</td>
<td>Focus days: work with whole classes to support the transition to 6th form and university, and develop skills</td>
</tr>
<tr>
<td>As above</td>
<td>'Menu' activities: work with whole classes to raise aspirations, improve study skills, support achievement and plan for progression.</td>
<td>Academic support after school: work with individuals – entry by WP criteria + recommendation</td>
</tr>
<tr>
<td>Years 9-11</td>
<td>Ambition Nottingham Years 7-11 programme: taster sessions, planning for post-16, skills development - Work with individuals – entry by WP criteria + academic potential</td>
<td>Focus days: work with whole classes to support the transition to secondary school, develop skills and build awareness of university and careers</td>
</tr>
<tr>
<td>Years 7-8</td>
<td>Learning leaders: UoN volunteers run activities to enrich the curriculum; Learning journeys: support for curriculum-based projects in schools</td>
<td>Discovering university and engaging with learning: curriculum-related work with whole classes, enrichment work with groups and remedial support for individuals.</td>
</tr>
<tr>
<td>Years 5-6</td>
<td>Sustained work in schools, normally in collaboration with teachers, to support learning and raise awareness of university</td>
<td>Academic support after school: work with individuals – entry by WP criteria + recommendation</td>
</tr>
<tr>
<td></td>
<td>Helping individual young people with high academic potential to progress to selective universities</td>
<td>Focus days and Focus weeks: work with whole classes to explore a curriculum topic in depth and learn about university</td>
</tr>
<tr>
<td></td>
<td>Helping mature learners progress to university and specifically The University of Nottingham</td>
<td>Activities for whole classes of pupils / students to support learning, raise awareness of university and facilitate progression</td>
</tr>
<tr>
<td></td>
<td>Activities run in partnership with IntoUniversity, many at our community-based learning centres, to support attainment, raise awareness of university and facilitate progression</td>
<td>Parents are involved in most strands of activity. Some activities also provide opportunities for family learning.</td>
</tr>
</tbody>
</table>
Appendix 2: Nottingham Potential: Widening participation outreach

1. Centrally organised outreach

In 2018-19 we will continue to deliver our Nottingham Potential programme, which has expanded each year since 2011. Recent developments include the new Pathways to STEM programme, supported by the Kusuma Trust and the Sutton Trust. The aims and principal components of Nottingham Potential are as follow.

Nottingham Potential aims to support attainment through:
- University support programmes in primary schools for literacy, numeracy and curriculum topics
- 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.

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.

The expansion represented by Nottingham Potential is underpinned by our longer-standing outreach programme. The Widening Participation Team continues to work with
over 110 secondary schools and colleges, offering activities for every group from year 7 to mature students on Access courses. Over the past two years, we have expanded the reach of our 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 has expanded to include more pre-Access advice to potential applicants and the provision of information and advice to University admissions staff. The latter has allowed us to make good progress in clarifying the acceptability of Access and vocational qualifications for entry to our courses. Filmed interviews with mature undergraduates help mature prospective applicants for healthcare courses to understand the realities of full-time university study, and prepare accordingly. We continue to provide additional academic sessions pre-entry to boost attainment in Biology.

The University’s long-standing work to support local primary schools has expanded significantly in both scale and ambition. The voluntary contributions of both staff and students are now presented within a cohesive framework, and have been augmented by a centrally led programme of activities. 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. We target schools using socio-economic criteria, where possible working with groups of schools already collaborating through Education Improvement Partnerships. In 2014-15 we are working actively with 68 primary schools and are seeking to engage about 30 more.

As part of its response to the Medical Schools Council’s guidance on improving access to Medicine, the Medical School at The University of Nottingham has developed a new GP work experience placement scheme for Year 12 students who are interested in a career in medicine. The scheme is designed to help widening participation students gain valuable experience and understanding of the work of GPs and other healthcare professionals in a general practice. The structured five-day work experience placement involves three days in a GP practice as well as preparation and reflection days at The University of Nottingham. In this initial pilot year, 30 placements will be offered across Nottinghamshire, Derbyshire and Lincolnshire, rising to 60 placements in 2016-2017. The placements have received funding from Health Education East Midlands.

Work to support care leavers and young carers is summarised in appendix 5.

School-level targeting is informed by data from the jointly commissioned and managed East Midlands WP Research and Evaluation Partnership (EMWPREP). This uses methodology broadly similar to that used by Aimhigher and utilises 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 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.
2. Contributions by academic Schools

Staff and students across the University contribute generously to widening participation outreach. Engagement initiated by the University’s academic Schools continues to grow, increasingly in the form of formal projects, some with external funding and curriculum links. These include, for example, Open Air Laboratories (OPAL) and the Further Maths Centre. Staff also contribute to outreach organised by the Widening Participation Team: well over 150 (mostly academics) provide masterclasses, academic sessions for summer schools and other activities. Following an audit, the total input by staff in academic Schools has been valued by the University’s Finance Department at over £600,000 per year.\(^1\) Engagement by students also continues strongly, with approximately 120 students participating in formal schemes such as Undergraduate Ambassadors and in the Student in Classroom Associate and Mentor schemes, the latter two run in collaboration with Nottingham Trent University. A further 250 students support the Widening Participation Team’s activities as Student Ambassadors and/or Summer School Ambassadors, 110 volunteer to work in our IntoUniversity centres and 250 volunteer to lead enrichment activities for primary school pupils. The University’s Schools and Colleges Engagement Framework and associated central staff support this breadth of engagement.

The University of Nottingham was a key contributor to the third annual Festival of Science and Curiosity in February 2017. The Festival successfully engaged with around 8000 citizens in STEM learning activities both in the classroom and in the community. Over 25 academics from across the STEM subjects at the University volunteered to lead public engagement activities in schools, cinemas, shopping centres and libraries.

3. Students’ Union and student-led activities

The Students’ Union and Student Volunteer Centre have a long history of volunteering in local schools and running their own projects. Those contributing to the broader WP agenda include 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, WP staff have been able to work with a greater number of student groups. To date this year, these have included: Pro-Bono (Law); WAMS (Widening Access to Medical School); STEM Outreach; Creative Writing Society; Living History Society; ChemSoc and GeogSoc. All student groups have been offered classroom management and safeguarding training by WP staff.

WP staff have also been working closely with the SU Mature Student Officer to build on the support of the Kickstart induction programme organised by the WP team. The SU Officer has organised mature friendly social activities alongside the official support activities.

\(^1\) This figure is an estimate based on an earlier audit.
4. Collaboration in outreach

We are part of the Derbyshire and Nottinghamshire Collaborative Outreach Project (DANCOP), part of the HEFCE-funded NCOP initiative. Other members of this project are the University of Derby, Nottingham Trent University, local Further Education Colleges, councils and the Local Enterprise Partnership. The DANCOP programme includes a range of additional support, some of which is delivered through third party providers, and measures in schools to increase uptake of existing provision. Our submission for this initiative was commended by HEFCE. Furthermore, the area of Derby has been nominated as one of the Government’s new ‘Opportunity Areas’. Although discussions over this area is at an early stage, some scoping work has been completed and has identified the early years of education as a priority. There is a strong expectation that there will be considerable collaboration between the two projects. The University of Nottingham will be able to feed directly into the Derby Opportunity Area through the DANCOP.

We will continue current collaboration with Nottingham Trent University on joint activities. These include:

- the Students in Classrooms scheme jointly run and funded; and involving students acting as mentors and teaching associates from both universities
- events for teachers, families, 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 are working 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. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location.

Advancing Access complements the excellent work already carried out at the University of Nottingham and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic ‘cold spots’. It is a cost-effective approach to equipping teachers and advisors with the information they need to advise students with confidence. Initially funded through HEFCE’s collaborative outreach network scheme, it is now funded through the subscriptions of partner universities. The University of Nottingham led the development of Advancing Access and hosts project staff.

The University was part of the Northeast Midlands Collaborative Outreach Network, part of HEFCE’s national networks scheme. Hosted by the University of Derby, this focused on developing WP outreach capacity within FE colleges.

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
- Contributing to the planning and delivery of the fourth joint Russell Group teachers’ conferences (spring 2016)
- Active contribution to EMCLASS, the East Midlands universities’ network for looked after children and care leavers
- Chairing (until December 2016) the East Midlands WP Research and Evaluation Partnership, a service funded jointly by most universities in the region to inform outreach and evaluate its impact
- Exchange visits with the University of Birmingham for selected groups of students, as well as for staff sharing good practice.

In addition, The University of Nottingham is an active supporter of the Higher Education Liaison Officers’ Association and nearly always has staff in local and/or national HELOA committee positions. HELOA is the professional association of higher education staff providing guidance, information and outreach activities to prospective higher education students, their families and guidance advisers right across the United Kingdom. HELOA has over 880 members from over 135 UK universities and Higher Education Institutions. The Association has a code of practice which encourages collaboration, sharing of good practice and rigorous standards of impartiality.

5. Sports, Arts and the Community: The University of Nottingham Civic Outreach Programme

**Lakeside Arts** is The University of Nottingham’s unique public arts centre and museum, presenting an eclectic programme of music, dance, theatre, visual art and family events all year round. The Learning Programme presents school students with excellent opportunities to interact with high quality artistic practice. Lakeside’s Learning Team works closely with schools and colleges, devising activities in collaboration with teachers and other practitioners as well as with Lakeside’s programming staff and staff in the University’s Manuscripts and Special Collections. More recently, the University Museum has developed curriculum-linked resources and travelling exhibitions on, for example, the Stone Age and the Saxons, with new developments relating to the Vikings planned. ‘A Grand Day Out’ is a new initiative in Cultural Outreach for Schools at Lakeside Arts, exploiting the extension of the tram network to link the University and Lakeside Arts directly with densely-populated residential areas facing multiple barriers. ‘A Grand Day Out’ offers a fun, curriculum-related day incorporating two or three interactive activities to children from local primary schools located near the tramline. By first focusing on schoolchildren and teachers, we aim to inspire confidence and foster an enthusiasm for them to return to Lakeside with their family or friends – spreading the benefits of this initial interaction with the University throughout their communities.

The Laureus Foundation (a worldwide charity which supports sporting projects promoting social change) is giving school pupils from some of our most disadvantaged areas of Nottingham the opportunity to participate in a range of new sporting activities. The programme sees the University of Nottingham Sport partner with Indian based charity Magic Bus and focuses on changing behaviours through sport and physical activity.

The key aims of the programme are to help children develop skills such as teamwork, communication, managing emotions, and why these are important not just in sport, but also at school and at home. Through the programme, trained University student volunteers develop their leadership and coaching skills by delivering planned activity sessions to local pupils in participating schools. The impact of the programme on children is analysed through a research project, using a variety of qualitative and quantitative
measures. The programme this year has seen 16 university student volunteers work in 3 different primary schools across Nottingham, delivering to over 120 local school children. As part of the project, a new year 6 girls dance project has been set up, in which the girls can voice, and share any concerns they have with transitioning to secondary school. Currently 10 girls from Our Lady and St Edwards Academy attend this session.

Leaps to Success is a primary school project in which University of Nottingham students deliver a practically based PE lesson, focusing on the skills needed to get to university. These include; making choices, teamwork and trying your best. To date 9 Leaps to Success sessions have been delivered at 4 different schools with a further 9 sessions planned in 6 schools over the next term.

The University of Nottingham Sport also hosts primary school Discovery Days in collaboration with Widening Participation staff. The day gives the children the opportunity to visit the University’s facilities and understand the value sport plays whilst studying at University. The children also have the opportunity to take part in sport taster sessions which in the past have included; American Football, Korfball, Aikido and Nutrition. The University of Nottingham Sport hosts 3 Discovery Days throughout the year, with over 250 attending.
Appendix 3: Evaluation of the Nottingham Potential outreach programme

We report here on most of our larger and/or more established activities. In line with the varying ages of participants and aims of activities, we are using a range of measures and methods. We have found that different measures and methods can produce contradictory results and we continue to assess which are the most appropriate.

The evaluation of individual components or aspects has been led variously by
- The Centre for Evaluation and Monitoring at Durham University (CEM)
- IntoUniversity (IU)
- The University of Nottingham (UoN).

<table>
<thead>
<tr>
<th>Activities to support attainment</th>
<th>Impact or value</th>
</tr>
</thead>
</table>
| IntoUniversity’s after-school Academic Support (AS) sessions for years 2-13, providing individual children and young people with tutoring and a supportive community-based environment for homework | An analysis of Key Stage 2 attainment using a value-added measure found that pupils participating in AS **progressed and achieved at a rate similar to their peers**. This followed the analysis, noted in the 2014-15 report, which did not find any significant correlations between key stage outcomes and number of sessions attended at Academic Support, as part of the Nottingham delivery. Controlling for the number of sessions attended did not affect the results. There was insufficient data at A-level and GCSE to meaningfully investigate the correlation between attendance and attainment. CEM advise that this measure may not be appropriate to Academic Support and we are implementing additional measures, similar to those used for our centrally organised primary programme. However, interviews with teachers, parents and participants produced evidence of a generally positive impact on attainment, though this could not be quantified. IU analysis of participants’ self-evaluation did find evidence of impact:  
  - 82% reported that they were **working better at school**  
  - 75% reported **improved grades**. This exceeded the respective targets of 70% and 61%. |


University of Nottingham Student Associates provide assistance in the classroom. % of teachers reporting that students working as teacher associates had a **positive or very positive impact** on pupils’:

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject knowledge</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>literacy levels</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>attainment levels</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>aspiration to higher education</td>
<td>78%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Activities to raise learners’ motivation to work hard** and their understanding of the importance of education in their future. **Impact or value**

At primary school level, enrichment activities and taster sessions promote
- interest in learning and in educational topics
- awareness of what a university is for.

University of Nottingham activities include Discovery Days, Family Learning, Learning Journeys and Learning Leaders.
IntoUniversity activities include FOCUS weeks.

University of Nottingham structured observations of University of Nottingham activities found **evidence of impact** (2015-16):
- 83% of sessions saw an increase in pupils’ awareness of higher education
- 96% of sessions showed some indication of positive impact in raising aspirations and motivation
- 97% of academic sessions showed high levels of pupil immersion and 100% of pupils reported they would like to learn more about the topic after an academic session
- over 90% of teachers agreed that our projects met all three learner outcomes (up from 70% the previous year)

Interviews with teachers produced strong evidence that FOCUS Weeks help to raise aspirations. 82% of participating pupils reported they were now more likely to attend higher education, exceeding the target of 70%.

At secondary level, University enrichment activities and taster sessions promote
- interest in academic topics and academic curiosity
- understanding of the opportunities available at selective universities

CEM adapts standardised attitudes and aspirations questionnaires to different ages and programmes within Nottingham Potential, in consultation with UoN, then analyses the results. Questionnaires are normally administered before and after the intervention.

Exit data are not yet available for 2015-16.
Baseline data for Pathways to STEM indicates that respondents are motivated to study STEM at university, but the majority do not know which university course
Programmes include:
− Ambition Nottingham Years 7-8, Years 9-11, Years 12-13
− Pathways to Law (Years 12-13)
− Pathways to STEM (Years 10-13)
− Nottingham Potential Summer School (NPSS)
− Sutton Trust Summer School (STSS)

would suit their preferences, nor do they understand the routes into STEM careers. They see the cost of university study and the required grades as the biggest barriers to progressing to university.

See too impact on progression to Russell Group universities, below.

Mentoring linked to Academic Support (AS) uses University of Nottingham undergraduates to help with schoolwork, social and inter-personal skills, and to build confidence.

IU analysis of AS participants’ self-evaluation found evidence of impact:
− 80% of AS attendees reported that they were now **more likely to attend higher education**.

This exceeded the target of 70%.

Mentoring through Students in Classrooms scheme uses University of Nottingham undergraduates to help with schoolwork, social and inter-personal skills, and to build confidence. This scheme is targeted particularly at vulnerable young people.

% of teachers reporting that **mentoring had a positive or very positive impact** on pupils’:
<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>aspirations</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>attainment</td>
<td>93%</td>
<td>85%</td>
</tr>
<tr>
<td>motivation</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>knowledge of HE</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>skills for learning</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Activities to equip young people and mature students to **plan for progression** and make appropriate **choices for post-16 study and HE**.

At secondary school level,
− University information ‘menu’ sessions
− IntoUniversity FOCUS activities
− IU Academic Support

Students entering the University from local WP partner schools will represent at least 10% of UK UG entrants, rising to 12% by 2019:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016 (interim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.5%</td>
<td>8.8%</td>
<td>9.9%</td>
<td>9.7%</td>
<td>9.0%</td>
<td></td>
</tr>
</tbody>
</table>
all help to build learners’ understanding and skills. University activities were taken up by about 110 local schools and colleges. IU activities were taken up by 25 local schools and colleges.

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:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016 (interim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>2.1:1</td>
<td>2.0:1</td>
<td>1.9:1</td>
<td>1.6:1</td>
<td>1.5:1</td>
</tr>
</tbody>
</table>

It is possible that the ongoing decline in the local population of university-age young people is affecting these figures.

IU: self-reported progression to higher education indicates that **58% of students in Year 13 attending Nottingham Potential Learning Centres progressed to university**, down from 68% last year. The drop may be due to more robust reporting procedures.

Interviews with teachers provided strong evidence that IntoUniversity FOCUS activities have a positive effect on aspirations.

Ambition Nottingham pre-16, a five-year programme of academic taster sessions, information and advice about educational progression, and revision sessions

Progression of students with 5+A*-C GCSEs (incl E&M) to level 3 study & facilitating subjects: the first cohort of students finished Year 11 in 2014-15, but we will not have progression data from the National Pupil Database until 2017. In practice, it was difficult to maintain cohorts in Years 10 and 11 in the early years, so data is unlikely to be significant. Cohort retention has now improved.

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.

Data has just been received for progression to HE from all summer schools, 2007-2012. Our goal is that at least 40% of students enrolled on our summer school support programmes will enrol at a selective university, rising to 45% by 2019. We meet this goal: average progression across both summer schools is 42.3%.

Nottingham Potential summer schools: of 605 students participating, on average **39.4% progressed to a Russell Group institution**, with at best 50% progressing.

Sutton Trust summer school: of 635 students participating, on average **48.3% progressed to a Russell Group institution**. Of a matched comparison group, 35.6% progressed. 18.1% progressed to Nottingham.

These results are broadly on a par with those from other universities running Sutton Trust summer schools, from which on average 53.4% progressed to a
Russell Group university and 12.1% progressed to the host institution. Results are not directly comparable, as they are influenced by Scottish recruitment patterns and relative entry requirements. See appendix 3 for more summer school data.

Pathways to Law is a two-year programme to support progression to law courses and careers.

The drop in the number of acceptances to the University of Nottingham is due to the rise in entry requirements for Pathways students. We are reviewing this with the School of Law. Some participants plan to take the law conversion course after a non-law degree.

<table>
<thead>
<tr>
<th></th>
<th>participants applying to UoN</th>
<th>applicants receiving an offer</th>
<th>offer-holders accepting an offer</th>
<th>participants enrolling at UoN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014-15</strong></td>
<td>16 / 46% (11 law)</td>
<td>12 / 75% (7 law)</td>
<td>7 / 58% (5 law)</td>
<td>6 / 17% (3 law)</td>
</tr>
<tr>
<td><strong>2015-16</strong></td>
<td>11 / 35% (8 law)</td>
<td>11 / 100% (4 law)</td>
<td>3 / 27% (3 law)</td>
<td>3 / 10% (1 law)</td>
</tr>
</tbody>
</table>

Full data on progression to HE (law courses, RG and other) from 2014-15 and 2015-16 Pathways to Law students is not yet available. As an interim measure, we surveyed the 2015-16 cohort. Of the 19 students responding:
- 11 are at Russell Group universities and 6 at other universities
- 10 are studying Law, with 2 on related courses
- 1 is taking a gap year.

These are very positive results.

**Mature students’ taster sessions and ‘menu’ sessions to build learners’ understanding of HE courses and application processes**

*Figures for 2014-15 provided last year inadvertently omitted some subjects. This has now been rectified.*

<table>
<thead>
<tr>
<th></th>
<th>participants applying to UoN</th>
<th>applicants receiving an offer</th>
<th>offer-holders accepting an offer</th>
<th>participants enrolling at UoN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014-15</strong></td>
<td>257 / 73%</td>
<td>88 / 34%</td>
<td>70 / 80%</td>
<td>66 / 19%</td>
</tr>
<tr>
<td><strong>2015-16</strong></td>
<td>146 / 73%</td>
<td>74 / 51%</td>
<td>47 / 64%</td>
<td>46 / 23%</td>
</tr>
</tbody>
</table>
Appendix 4: Academy relationships

The University of Nottingham co-sponsors three academies: two secondary and one primary. NUSA (secondary) and Firbeck (primary) are members of the NOVA Education Trust (formerly Torch Academy Gateway Trust), which manages these academies on a day-to-day basis. NUAST (secondary) is currently a member of the Djanogly Learning Trust, working in partnership with NOVA.

University of Nottingham staff make a range of contributions to the three schools. Widening Participation staff facilitate the enrichment links between the University and the three academies; while academic and professional service staff serve on academies’ governing bodies. Since September 2016, University of Nottingham colleagues involved in academies meet termly to share information and discuss strategic support; and they receive half-termly written updates.

a. The **Nottingham University Samworth Academy (NUSA)** provides a high-quality educational facility for pupils from one of the country’s most deprived areas with one of the lowest rates nationally of progression to higher education. Admissions criteria are set so that pupils living in the catchment are given priority. NUSA is co-sponsored by Sir David Samworth CBE, his family and The Samworth Foundation, together with the University of Nottingham.

The University of Nottingham has a number of representatives on the NUSA Trust board (John Mills, the University’s President of Council; Christine Hall, Professor of Education and Chris Jagger, Chief Estates and Facilities Officer). In addition two members of University of Nottingham staff are on the NUSA local governing body (Dr June McCombie, Senior Research Officer from the Faculty of Science and Caroline Williams, University Librarian). Vice-Chancellor Professor Sir David Greenaway and Pro-Vice-Chancellor Professor Sara O’Hara are also members of the NUSA Trust.

In its most recent full Ofsted inspection in October 2015, NUSA was judged to be an Academy which requires improvement. This was a positive development from the previous inspection two years earlier. NUSA continues to make progress towards becoming a “good” Academy. Over the last two academic years, NUSA has been focusing on improving standards of teaching and levels of attainment, so it was pleasing to note a marked improvement in standards of achievement at Year 11 in the summer of 2016. Particularly noteworthy was the narrowing of the gap between disadvantaged pupils and their peers. The GCSE results in 2016 were the academy’s best results to date. Post-sixteen take-up at the academy is small, but those who did stay on achieved creditable results in 2016.

Some examples of the ways in which the University of Nottingham supports NUSA are: hosting an annual academic transition day for all Year 6 pupils on the main University Park campus; an extensive programme of workshops run by our partner organisation, IntoUniversity, with cohorts in each year group; University of Nottingham students mentoring NUSA pupils and supporting departments through the Students in Classrooms schemes; and large-scale science demonstrations to whole year groups. Many other activities are currently being planned, such as a campus visit and workshop for a Year 10 English class, an entrepreneurship competition and in-class applied maths sessions.
b. In 2013 the NUSA Trust took on the sponsorship of **Firbeck Primary School**, one of NUSA’s ‘feeder’ primary schools, as a step towards encouraging an all-through approach to education in the locality.

Firbeck is currently part of the NUSA Academy Trust and from 1 April 2017, will become part of the NOVA Education Trust. Following a rating of “inadequate” by OFSTED in 2015, the Firbeck Governing Body brokered the support of the Headteacher of Westdale Primary School in Nottingham. The two schools were partnered under an Executive Headteacher, each appointing a Head of School. The Vice Chair of the Governing Body, Rebecca Stokes, is Research Strategy Manager in the Faculty of Engineering at the University and Dr Jean Andrews, the Sponsored Governor, is an Associate Professor in the School of Cultures, Languages and Area Studies.

Firbeck, like NUSA in the secondary phase, offers specialist provision for deaf children. The schools cater for the needs of deaf children from across the city as an integral part of the mainstream school. They provide support from a range of specialist staff which ensures the needs of the deaf pupils are fully met within the daily life of the school. The culture and ethos of both schools promote the inclusion and achievement of deaf children and this is fully reflected in the schools’ policies and plans.

Firbeck’s attainment figures published in December 2016 show progress in reading, writing and maths from the end of Key Stage 1 to the end of Key Stage 2 as ‘Average’. This is equal to about 60% of schools in England.

In its most recent OFSTED Inspection – December 2016 – Firbeck was rated as Requiring Improvement. This demonstrates progress from Ofsted’s last rating of the school.

As well has having guaranteed access to an agreed amount of standard provision from the Widening Participation Primary Schools team each year, Firbeck also receives additional provision, tailored to its specific needs. This covers a range of enrichment and aspirational activities across all year groups. Higher Education focussed assemblies followed by a related session for a specific class are delivered each half term; and a whole school ‘Wow Day’ is delivered each year on a designated topic requested by the school. Targeted provision for year 2 and year 6 is being developed this year that will involve activities delivered both in school and on University campuses, involving University academics and students. Discussions are taking place to develop bespoke provision for engaging parents and whole families in enrichment and aspirational activities.

c. **Nottingham University Academy for Science and Technology (NUAST)** opened fully in January 2015, near the University Park Campus in Nottingham. Originally designed as an inspiring and business-focused educational choice for around 650 students aged 14-18, a consultation is currently underway for NUAST to become an 11-18 Academy, with its first intake of Year 7 students in September 2018. NUAST will still maintain its specialism in Science, Engineering and IT but will function as a
non-selective community school serving an area of the city of Nottingham that is currently short of school places.

NUAST is currently co-sponsored by the University of Nottingham and the Djanogly Learning Trust. Negotiations are underway to incorporate NUAST into the new NOVA Education Trust. When this happens, Djanogly Learning Trust will withdraw from its current sponsorship role. The University of Nottingham has two representatives on the NUAST Board of Directors, Professor Christine Hall and Chris Jagger. Professor Hall also acts as a University representative on the newly constituted NOVA Board.

NUAST is currently expecting its first Ofsted inspection. The Academy’s first cohort of Year 13 students achieved an outstanding set of A-Level and BTEC results in summer 2016. NUAST students secured places at top UK universities in science, computing and engineering; others were accepted onto prestigious Level 3 apprenticeships with local and national companies and entry to the armed forces at officer level. NUAST’s GCSE results were also pleasing. With a combined English and mathematics score of nearly 60%, NUAST was amongst the highest performing schools in the city of Nottingham. Results in the specialist areas of science, engineering and IT were particularly impressive (78% A*-C in science, 100% in engineering, 80% in IT).

The University of Nottingham provides an ongoing programme of opportunities to enrich NUAST’s STEM curriculum and thus enhance students’ learning. We develop this programme through close liaison between teachers at NUAST and academic staff at the University. We aim to benefit the school and its students in several ways:

- Providing access to specialist equipment and lab facilities, for example:
  - Year 12 Biology students visit the electron microscope
  - Year 13 Chemistry students participate in a chromatography workshop using a spectroscope
  - Year 12 and 13 Physics students visit Physics labs to carry out work linked to radiation using specialised equipment

- Providing access to specialist skills and expertise, for example:
  - Year 12 Biology students participate in a workshop on PCR and Immunoassays
  - Staff in the University’s Information Services Division guide Year 12 and 13 ICT and Computer Science students through a software development project
  - Staff from the Department of Electrical and Electronic Engineering run a Robotics electronics club for Year 10 students
  - A number of students secure work experience placements throughout the University
  - Staff from the Widening Participation team deliver workshops to support the UCAS process (e.g. mock interview practice, teacher reference writing)
  - Undergraduate students mentoring NUAST students

NUAST’s partnership with the University of Nottingham has helped to equip its students for applications to Russell Group universities. Many activities take place on campus and are supported by University of Nottingham students, thus helping NUAST students to develop a deeper understanding of higher education.
Appendix 5: Impact targets for admissions and bursary administration

Progress against selected targets is reported in the Excel template.

<table>
<thead>
<tr>
<th>Target</th>
<th>Progress to 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase WP students’ UF to registration rate to at least equal that of non-WP applicants. (‘UF’ means applicants with a confirmed place.(^1))</td>
<td>Since 2007, the WP students’ UF to registration rate has increased by over 13 percentage points. The gap in the UF to registration rate between WP and non-WP students has narrowed from six percentage points for 2007 entry to become, by 2015 entry, 0.7 percentage points higher than for non-WP students (97.4% cf 96.7%).</td>
</tr>
<tr>
<td>Staff, processes and systems in place to ensure the efficient processing of student financial information and the provision of financial support that has an impact on students’ HE decisions and experience at The University of Nottingham.</td>
<td>A survey of first-year bursary holders in March 2017 indicated that bursaries influenced 28% of them to go to university. Following changes to our communications about financial support, the proportion of recipients who knew about their likely level of bursary support before accepting The University of Nottingham rose from 27% to 53%.</td>
</tr>
<tr>
<td>Achieve a bursary take-up rate of at least 98% of eligible students.</td>
<td>In 2015-16, 97.3% of students known to be eligible for a bursary claimed it. This was slightly lower than in the previous year.</td>
</tr>
<tr>
<td>Continuously monitor our provision of financial information and pro-actively adapt to changing student needs</td>
<td>Recent developments include - the further use of social media - a Nottingham Advantage Award module: Project management – Building Financial Capability, which engages students in peer to peer education by researching, designing and delivering a workshop, campaign or event on the topic of financial capability for students.</td>
</tr>
</tbody>
</table>

\(^1\) ‘UF’ is the acronym of ‘unconditional firm’. This refers to an applicant who has achieved the examination grades necessary to meet the terms of his or her offer of a place on a course at the University of Nottingham and has chosen it as their firm (first) choice.
Appendix 6: Supporting care leavers and young carers

Care leavers
The University of Nottingham is in the process of reviewing provision for care leavers and the formal structure for this, following the discontinuation of Buttle UK’s framework. Key elements of our ongoing provision include:

- working closely with local authorities, trusts and virtual schools to make available information about higher education that it relevant and accessible; this includes working with virtual schools on outreach activities for looked after children. In 2015-16 we contributed to 3 events with virtual schools, 2 care professional training days and one regional careers fair.
- ensuring that relevant staff in these organisations are aware of the support we offer to care leavers studying with us
- flagging up care leavers applying to us and treating them under our flexible admissions scheme
- offering 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.
- providing an additional bursary of £1,000 a year for the duration of study and accommodation throughout the calendar year
- sharing good practice via EMCLASS, the regional practitioners’ group.

Young carers
Following the partnership with the University of Birmingham last year, the University of Nottingham in 2016-17 is focussing its work with local young carers groups, including the Carers Federation. Special on campus events have been delivered and others planned for young carers and their families. The Carers Federation has recently had its young carers funding confirmed for future years, providing opportunities for greater collaboration with the University.

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. The Network supported the Carers Trust in developing and writing the toolkit; “Supporting Students with Caring Responsibilities”.

This work builds on earlier collaboration. The Carers Trust and The University of Nottingham ran a two-day residential young adult carers event in 2014. The event introduced young adult carers to the world of university life, including its academic and social sides as well as providing a platform for research and discussion, which involved policy makers and young carers themselves. Information, advice and guidance were provided by the NUS as well as Student Finance England, with University of Nottingham academics again providing the academic taster activities. The young carers had the opportunity to stay in a University of Nottingham hall of residence. The event attracted 125 young carers and 44 support workers from across the UK.
The inaugural Young Carers Taster Day in June 2013, organised and hosted by The University of Nottingham, was the first time that any university had opened its doors for a dedicated day for young carers, to give them a taste of what a university is like, to provide some fun, some learning, a good experience and to raise aspirations.

Appendix 7: Advancing equality and diversity through outreach

The Widening Participation Team aims to advance equality of opportunity through its outreach:

- For all events, we follow recommended good practice, for example the Action on Access disability checklist.
- We stress the diversity of our participants to all contributors, and try to ensure all teaching material/tasks consider all characteristics.
- We make provision for people attending WP events during religious festivals to follow their traditions; for example events during Ramadan make alternative provision for meals and provide prayer rooms. We ensure there is culturally appropriate food for participants.
- All our application forms seek information about participants’ characteristics and requirements; we act on information accordingly.

**Outcome:** removing or minimising disadvantages experienced by people with these characteristics on our events.

- One of the eligibility criteria for attending WP programmes is having a disability affecting study.
- We use recommended font styles, sizes and accessible designs and layouts.
- Relevant event literature makes direct reference to our provision for people with protected characteristics; we advertise directly to these groups, for example via Special Needs coordinators in schools, BME officers in the University.
- We run specific activities for some groups, for example the Springboard programme for BME students (run in collaboration with the Students’ Union). We monitor participation and review actions on intensive programmes.
- We promote participation in non-traditional subjects: we encourage both genders to consider all subjects through multi-disciplinary events and where possible have Student Ambassadors of both genders for each subject.

**Outcome:** encouragement for disabled people, those from BME backgrounds and those with religious requirements to participate in our activities. Proactive action on perceived sex bias in subjects.

The WP Team seeks to foster good relations between people who share a protected characteristic and those who do not:

- Our codes of conduct for event participants stress respect, tolerance and understanding of different lifestyles, viewpoints etc and we train staff and student ambassadors to reflect this.

**Outcome:** tackling prejudice and promoting understanding between people from different groups.