

DURHAM UNIVERSITY

ACCESS AGREEMENT WITH THE OFFICE FOR FAIR ACCESS 2016-17

Context

1. Durham is a highly selecting institution, with demanding degree programmes and a high ratio of very highly qualified applicants per place. The University works hard to identify those with the greatest merit and potential amongst applicants from all backgrounds.
2. Our approach is twofold. Firstly, through our various outreach initiatives we are generating applications from students with merit and potential from under-represented groups who might not otherwise apply to us.
3. As an example of its work in this area, over the last six years the University has developed a Supported Progression Compact Scheme, which provides a progression route for a targeted cohort of the most able, but least likely to apply students from the North East and Cumbria. Through this scheme the University is making a significant contribution towards increasing applications from state schooled students from lower household incomes from a region that has the lowest HE participation rate in England¹.
4. The University recognises the value of highly targeted outreach activity, spends proportionally more on this than is typical across the sector, and has evidence of its effectiveness through the evaluation of outcomes. The University also recognises that the higher graduate contributions consequent on a £9,000 fee makes financial support more important than before the fee rise, and therefore includes significant additional financial support packages to support enrolments from its target access groups.
5. Secondly, the University adopts a holistic approach to its assessment of merit and potential, including the use of information about the context of prior academic achievement. Academic achievement and future potential are critical factors in determining which applicants receive an offer of a place. Significant resource has therefore been dedicated to developing the effective use of contextual information in admissions in order to provide selectors with sharper tools to identify merit and potential. It is noteworthy that since the University began using contextual information, the quality of student intake, as measured by average tariff scores, has risen.

Section 1: Fees, student numbers and fee income

6. The University intends to charge a tuition fee of £9,000 for all full-time Home/EU undergraduate new entrants in 2016/17 (subject to any Government approved inflationary rise).

¹ The North East has the lowest participation rate for young entrants to HE in England, at 29.4% compared to the England average of 34.2% (see <http://www.hefce.ac.uk/media/hefce/content/pubs/2012/201226/POLAR3.pdf>). The rate for the North West (which includes Cumbria) is 32.5%, which is also less than the national average.

7. The University does not plan to recruit part-time undergraduates, but should this position change, then it would charge a pro-rata fee up to a maximum of £6,750, representing 75% intensity (subject to any Government approved inflationary rise).
8. The University intends to charge a tuition fee of £9,000 for all full-time PGCE entrants in 2016/17 (subject to any Government approved inflationary rise).
9. For Home/EU undergraduates undertaking a year abroad as part of their degree programme, the University will charge 15% of the maximum tuition fee, which means those entering in 2016/17 will be charged a year abroad tuition fee of £1,350 (subject to any Government approved inflationary rise).
10. For Home/EU undergraduates undertaking a placement year as part of their degree programme, the University will charge 20% of the full-time fee during their placement year, which means those entering in 2016/17 will be charged a placement year tuition fee of £1,800 (subject to any Government approved inflationary rise).
11. In order to maintain the value of the fees in real terms, the University will apply annual increases in line with inflation and any permitted rises each year set out by the Government.

Section 2: Access and student success measures

2.1 Assessment of the University's Access and Retention Record

12. The HESA key performance indicators (HESA KPIs) relating to the requirements of the new access agreement cover two areas:
 - Access indicators for students from under-represented groups in Higher Education
 - Non-continuation rates and projected outcomes
13. The following assessment makes use of the adjusted sector average (the HESA 'benchmark') to evaluate the relative performance of the University. The adjusted sector average is an average for the sector weighted according to the subjects of study, qualifications on entry and age on entry of the University's students. As an average, there will inevitably be institutions both above and below this 'benchmark' and it cannot therefore be taken as a target. It is nonetheless useful as a means of comparing student profiles and student retention across the sector.

Low Participation Neighbourhoods

14. The proportion of new entrants to the University from POLAR3 Low Participation Neighbourhoods (LPN) in 2013-14 was 4.5%, compared to the adjusted sector average of 6.3%. The University's performance in comparison to the adjusted sector average has been maintained compared to 2012/13, although it has decreased in percentage proportion terms. LPN is a measure where the University has improved its performance against an initial figure for 2008/9 for the following five years but as a key indicator of social mobility is one where the University wishes to increase the percentage proportion of enrolments and will therefore be a priority for this Access Agreement onwards.

Social class

15. The HESA KPI relating to social class is derived from the applicant's self-declaration of parental occupation, according to which they are classified into the National Statistics Socio-economic Classification (NS-SEC) groups. It is an important indicator but a problematic one, because a large proportion of applicants do not provide a self-declaration and the self-declaration is not validated. Moreover the University does not get access to the information until after the end of the admissions cycle, so that it cannot be used as part of the contextual data for applications. In 2013/14, 14.2 % of Durham's young home/EU entrants declared themselves to be from the NS-SEC 4-7 classifications, which was 5.1 percentage points below the adjusted sector average (a gap reduction of 1.9 percentage points compared to 2012/13). The number of young entrants declaring themselves to be from NS-SEC categories 4-7 has increased by almost two percentage points when compared to the previous year.
16. In order to overcome the problematic nature of the HESA KPI, the University has adopted the ACORN data set (A Classification of Residential Neighbourhoods) as a means of identifying socio-economic disadvantage from the 2013 entry admissions cycle onwards. In view of its segmentation by detailed postcode it is providing good contextual data for decision-making and a more precise indicator of how the University performs in attracting students from adverse socio-economic circumstances.
17. The University has replaced the previous milestones and targets for NS-SEC 4-7 with milestones and targets for LPN (POLAR 3) and ACORN categories 4 and 5 for its access agreements for 2016-17 onwards. At Durham University the ACORN measure has a closer correlation with household incomes as assessed by the Student Loans Company. The ACORN data shows evidence of modest improvement in the University's inclusion of students from disadvantaged socio-economic backgrounds. The LPN measure will enable the University to track participation at district level and be aligned with the measure adopted in OFFA's Strategy for 2015-20 for measuring widening participation to universities. Current University LPN performance is reported above.

State School Entrants

18. The University regards an increase in the proportion of young, full-time undergraduate degree entrants from a state school background as a means to increasing proportions of a number of other under-represented groups. Against an adjusted sector average of 75.2%, the University's proportion of young, full-time undergraduate degree entrants from a state school background was 63.3% in 2013/14. The proportion of young students from state schools and colleges has improved by a noteworthy 4.1 percentage points from 2011/12. The proportion has been maintained compared to 2012/13, whilst the difference to the adjusted sector average has been reduced by 0.4 percentage points. Factors contributing to this include the impact of our Supported Progression Compact Scheme and other fair access activity, the improved success rates of state school students in securing an offer. Given the grade distribution characteristics of school types and the high levels of achievement required to enter Durham it is unlikely that the scale of increase experienced in 2012/13 can be repeated in future years, but we aim to

continue consolidating this one-year achievement whilst we focus on increasing enrolments of students from Low Participation Neighbourhoods and postcodes categorised as ACORN 4 and 5.

Mature Students

19. The proportion of full-time mature entrants who have come from a low participation neighbourhood (POLAR 3) and do not have a previous HE qualification was 15.7% in 2013/14, significantly exceeding the adjusted sector average by 3.0 percentage points. This is attributable in large part to the University's Foundation Centre, which targets home applicants who have few or no formal qualifications, or have experienced a break in their education.

Students in receipt of Disabled Students' Allowance

20. The proportion of full-time first degree students in receipt of Disabled Students' Allowance (DSA) in 2013/14 was 5.0%, a decrease of 0.6 percentage points on the previous year and missing the adjusted sector average of 5.6%. This is a surprise given that the University has performed consistently well in recruiting Home/EU undergraduate students who are eligible for the DSA. This performance contradicted our own internal analysis of students with a declared disability which indicates a significant rise in the proportion of disabled students at the University, many of whom are eligible for DSA.

Non-continuation rates

21. Student retention is one of the University's key strengths. 1.6% (2013/14) of its young full-time first degree entrants did not continue with their studies beyond their first year, which is better than the adjusted sector average of 2.5%. Financial reasons account for only a tiny proportion of withdrawals; the majority are academic or personal. In absolute terms the retention rates of mature students and students from Low Participation Neighbourhoods are not as strong but in both cases close to the adjusted sector average.

Projected Outcomes

22. If account is taken of those projected to transfer to another institution, such as Durham's cohort of Phase 1 medical students to Newcastle University, Durham's projected completion rate is an extraordinary 96.5%. Even without taking account of these planned transfers the University's projected first degree completion rate is 91.6% (2013/14), an improvement of 1.5 percentage points on the previous year, which outperforms the adjusted sector average.

Conclusion

23. There is evidence to demonstrate the effectiveness of the University's approach to fair access, particularly in relation to the work it has undertaken under the previous access agreements and the University has an enviable record in student retention. It has also been successful in significantly improving the percentage of state schooled enrolments since 2011/12 and then maintaining this performance in 2013/14. Similar improvement has not been achieved for LPNs and lower social classes, and therefore the University's future work will focus on access to

Durham from these under-represented groups measured by LPN (POLAR 3) and ACORN postcode classification, using collaboration with schools and colleges and the involvement of our own current students as the key means to achieve this.

2.2 Expenditure

24. The Office for Fair Access guidance suggests that if an institution has a low or very low proportion of under-represented students, it should spend between 30 and 35 per cent of its fee income above £6,000 per fee on access commitments. The University is committing a figure of 30.5% in 2016/17. Therefore, with a fee of £9,000, this will approximate to a total of £10 million per annum, which will be divided primarily between financial support packages and access outreach activity.
25. As part of the annual review of its access agreement, the University will consider the impact of its access activities, and if appropriate adjust the individual activities and the level of financial commitment.

The balance between non-financial measures and financial support

26. For some time the University has recognised the value of highly targeted outreach activity, and has spent proportionally more on this in its access agreement than was typical across the sector. This has been shown to be effective through the evaluation of outcomes (see section 2.3 below). Therefore the University will, through this access agreement, continue to commit more resource to targeted outreach activity in absolute terms. It also recognises that the higher graduate contributions consequent on a £9,000 fee makes financial support more important than before the fee rise. The University therefore includes significant financial support packages to support enrolments from the target access groups. The University believes that offering high value financial support packages to applicants who are recruited through its outreach activity will reinforce the impact of its other access measures. Moreover, the University is collaborating in a research project to evaluate what impact bursaries have on student retention.
27. Following the ending of the National Scholarship Programme and the subsequent adjustments of the University's bursary offerings, there will be a period of transition to a steady state position on student financial support, at which point the University estimates that in 2019/20, on the assumption that this agreement is renewed, it will be committing approximately £5.3 million per annum to financial support packages. £1.7 million of this sum will provide bursaries for those students who progress from the Supported Progression Compact Scheme. The remaining £3.6 million will be targeted at students from households where the income is below £25,000 per year.
28. By 2017/18 the University estimates that it will be spending of the order of £4.1 million on fair access activity, £500k on student success and £100k on progression, the details of which are set out below. It will continue to commit funding to researching, developing and evaluating the methods it uses in assessing merit and potential in its selection processes, enhancing the service it provides to enquirers and applicants from under-represented groups as they progress through

the admissions cycle, and to evaluating the efficacy of its widening access measures. The University would like to commit funds to develop placement opportunities for students from disadvantaged backgrounds as a means of enhancing their employment prospects, and it will continue to develop study skills support for students in the under-represented groups, particularly students progressing from the Supported Progression Compact Scheme and the University's Foundation Centre programme. The University has also planned for investment in supporting disabled students following changes to the Disabled Students' Allowance.

2.3 Overview of Outreach

29. In 2016/17, the University will continue to develop its programme of well-targeted and high quality outreach activities, with a focus on enhancing applications to Durham University from a specific range of backgrounds. The University recognises that its access activities play a broader role in extending educational opportunities to those from non-traditional backgrounds but the specific target is to promote fair access to Durham by increasing applications from students from LPNs and ACORN category 4 and 5 postcodes who do not traditionally apply to Durham.
30. The feedback from participants has shown that activities which work best in raising aspiration and attainment are those where there is continuous, direct engagement of students, teachers and parents with the University: in particular Sutton Trust Summer Schools, teacher conferences and the Supported Progression Compact Scheme with its series of residential events.
31. The University is increasing the level of engagement with parents and carers. As key opinion-shapers, parents can be critical to a young person's understanding of their options. We know from our application data that most parents and guardians of participants in our targeted outreach activity do not have a traditional experience of higher education and many will never have had the chance to visit a university. In 2014 we ran a scheme in which the parents of Year 11 students from state schools in Hartlepool stayed a night in a Durham College. The parents were able to see what a university like Durham can offer and received information that will hopefully empower them to support their child through Year 11 to Year 13. Hartlepool has been chosen as it is a comparatively small area, but with some high levels of social deprivation. The outcome was evaluated using focus groups to determine whether the pilot was an effective and well-received intervention. The feedback we received was very positive and it has led to us creating programmes in 2015 that allow parents and guardians to visit the University alongside their children. They still receive information and guidance tailored to their needs as opinion-shapers. More broadly, the University is aware of the need to enhance the information, advice and guidance provided to all stakeholders in the HE application process, and we were therefore pleased to receive very positive feedback when parent specific guidance was introduced in our Open Days and Visit Days.
32. The University is continuing to focus on sophisticated evaluation and analysis in order to demonstrate impact. Outreach activities such as Supported Progression (see below) have been successfully running for long enough now to see a tangible impact in terms of student

enrolments and achievement. This provides evidence of the value of Durham's outreach programmes.

33. In its evaluation of impact, the University benefits from involvement with the Sutton Trust (see paragraphs 41-44). Collaborating with the Sutton Trust gives access to a greater body of research, which allows the University to track which other highly selective universities, if not Durham, that students who have benefited from a Durham summer school have chosen. We currently participate in the Trust's Common Evaluation Framework which is detailed below (see paragraph 58).
34. In summary, the University will continue to use additional tuition fee income to provide:
 - a dedicated team of staff working specifically on realising the aims of the fair access plan,
 - progression schemes involving regular targeted contact with students,
 - dissemination of financial information to applicants and prospective applicants,
 - highly targeted residential summer schools,
 - school and college visits,
 - collaborative work with strategic partners including other HEIs
 - the expanded Foundation Centre programme, offering a direct progression route into Durham degrees for LPN, mature, and non-traditionally qualified students ,
 - conferences and events for teachers who support higher education progression,
 - engagement with students from schools in areas of significant disadvantage in order to stimulate an interest in STEM subjects,
 - activity with children and young people from Early Years Foundation Studies onwards.

The Supported Progression Compact Scheme

35. The University's flagship access scheme remains the Supported Progression Compact Scheme, which is a series of intensive activities focussed on the most able, least likely to apply, disadvantaged students from targeted areas. It aims to increase applications from students from state schools, Low Participation Neighbourhoods, and ACORN category 4 and 5 postcodes in a region that has the lowest HE participation rate in England. Impact will be achieved both with students participating in the scheme and among their peers at school or college, as one of the intended outcomes of the scheme is removing real and perceived barriers to accessing a Durham degree. The Scheme provides an integrated portfolio of contacts with individual students starting in Year 12, continuing until Year 13 and then beyond registration at the University.
36. The 2013 entry cohort started with 150 Year 12 participants, with 131 of these students successfully completing the summer school. We had 112 Supported Progression applications to study at Durham (compared to a target of 80 applications) leading to 69 students enrolling at Durham in October 2013 (against a target of 70). The most recent cohort (2014 entry) to complete the programme started with 188 Year 12 participants, with 172 of these students successfully completing the summer school. We had 149 Supported Progression applications to study at Durham (compared to a target of 105 applications) leading to 95 students enrolling at Durham in October 2014 (against a challenging target of 90). So far the 2015 entry cohort is the

largest yet with 265 participants over two separate strands with 208 successful completers. We aim to continue to build upon this success by striving for greater numbers of successful enrolments. The University has used a methodical approach to its compact scheme, basing development on evaluation of impact, and through this we have been able to recruit under-represented students without lowering academic standards.

37. Developments for Supported Progression in 2015/16 and beyond, based on feedback, include:
- a stronger academic focus in year 12 with an emphasis on creating a learner community;
 - increased reach of Supported Progression by moving further into West Yorkshire;
 - increased contact time with schools;
 - the creation of high-impact year 13 interventions to sustain motivation;
 - the inclusion and development of a Medicine strand.
38. Of great significance in evaluating the success of our widening access activity was the graduation of many of the first pilot cohort of Supported Progression students (2011 entry cohort) in 2014. Of the 31 students who completed the Supported Progression pilot scheme and started at Durham in October 2011, 22 graduated in summer 2014. A further 7 are taking four year courses and are due to graduate in 2015, whilst 2 failed to complete their degree for non-academic reasons.
39. We intend to continue analysing progression data by looking at end of year marks as well as the graduating achievement of future cohorts. We also hope to monitor the progress of Supported Progression graduates to determine whether a degree at Durham has improved their life chances in comparison to when they enrolled on the scheme. As the evaluation and analysis becomes more complex we will commission the University's Centre for Evaluation and Monitoring to complete the work.

Pre-16 Supported Progression and Access Partnerships

40. Over the last three years the Supported Progression Pre 16 Programme has undoubtedly delivered a valuable student experience. Qualitative feedback suggest that the scheme has had a positive impact on the young people involved and, whilst beyond our tracking capabilities at present (subscription to HEAT may change this for the future), we would expect that this work with younger age groups has helped to secure higher education places for those involved. That said, few of the participants in Supported Progression's Pre 16 Programme have progressed onto the Post 16 Programme. Therefore we are taking the lessons learnt from an extended period of evaluation of the Pre 16 activity and its various trial projects into our new collaborative Pre 16 work with the North East Raising Aspiration Project (formed under recent HEFCE funding and guidance).

Sutton Trust Programme

41. As a national counterpart of the compact scheme's regional focus, Durham University hosts a Sutton Trust summer school for Year 12 students. The week long summer school is designed to give bright students from non-privileged homes an experience of a leading university. The aim is to equip students, most of whom will be the first in their families to go on to higher education,

with the confidence, knowledge and insight to make high quality applications to highly selecting universities.

42. A high proportion of students from the Sutton Trust summer schools enrol at one of the participating institutions. Visiting Year 12 students are supported by an enthusiastic team of Durham Student Ambassadors, led by an experienced management team.
43. Durham University has a long history of working with the Sutton Trust and aims to continue this collaborative work in future years with new activities. September 2014 saw the first Sutton Trust sponsored residential conference for state school teachers and advisers with a focus on increasing knowledge, skills and resources specifically within the area of independent learning skills developed through delivery of qualifications like the Extended Project Qualification. Part funded and fully supported by the Sutton Trust, we believe that this will be a strong addition to our portfolio of partnership working and demonstrates a commitment to explore and redress issues of progression of under-represented students to highly selective universities like Durham.
44. In October 2014, 27 of the 81 applicants who had previously participated in the Sutton Trust summer school enrolled at Durham University. This represents a 35% increase on the previous year. To strengthen the impact of the activity, starting with the 2014 entry cohort, the University decided to support the Sutton Trust scheme by awarding a guaranteed offer to any student who successfully participated in the scheme. This is a major development for a highly selective University such as Durham and means that 165 Sutton Trust students currently hold an offer from Durham University for 2015 entry. The University now offers three summer schools rather than one allowing for a greater number of places to be offered without detriment to the students' experience.

Guidance Information provided through Open Days

45. Durham University's campus-wide Pre-Application Open Days were established in 2011 to provide high quality opportunities to visit the University. They are open to students from all backgrounds, though one of the key intentions is to make the University more accessible to those who might not typically see Durham as an opportunity, possibly as a result of low aspiration or reduced access to high quality information, advice and guidance. As well as providing college tours and visits to academic departments, these Open Days are designed to deliver key guidance in areas including student finance, career planning and Higher Education advice for parents and carers. There is a particular focus on providing information on student finance and student support arrangements, to ensure that cost does not become a perceived barrier for students from low income backgrounds.
46. In 2013 approximately 25,000 visitors attended Durham's pre-application Open Days in both Durham City and at Queen's Campus, Stockton. The Open Days are actively marketed to state schools throughout the country.
47. A travel bursary was introduced for those attending Pre-application Open Days in 2013 and in receipt of the 16 – 19 Bursary or the EMA (Scotland). This was retained for Open Days delivered in 2014 and expanded to include care leavers. It is our intention to retain this for future Pre-application Open Days. In addition, a similar travel bursary was launched in March 2015 for

Post-offer Visit Days, to ensure those in receipt of an offer from Durham University are appropriately supported with costs associated with these events which are designed to build knowledge, confidence and provide further opportunities to reassure applicants.

Durham University Library and Museums

48. Outreach and engagement work is delivered by the Learning Team of the University Library and Museums. The team engages with over 20,000 children and young people each year (22,000 in 2013-14) via a varied range of school workshops, project based work and weekend and holiday activities. The sessions are designed to engage the children with the collections of the University to provide an informative, fun and interactive learning opportunity. The feedback from schools is excellent and since 2009 the number of visits has increased by over 300%.
49. The overwhelming majority of participants are from state schools within the North East, although schools from outside of the region (London, Doncaster, Wigan and many schools in North Yorkshire) also visit. The age range of children and young people is equally diverse, ranging from Early Years Foundation Studies to A level. Since 2011 there has been a focus on ensuring that all children are aware that they are visiting a university and that their experience is a positive one to reinforce messages about the accessibility of Durham University.
50. The Learning Team also run a popular programme aimed at local Year 12 and 13 students. Under the terms of this programme, they are invited to attend a training session on research skills and using the facilities of the University Library. Once they have attended one of these sessions they are then welcome to use the University Library and its resources for their study throughout the year.
51. The Library will continue to provide this support to local schools and seek new ways of engaging with additional children and young people via the development of new sessions, increased outreach work and identifying how best to support students at Key Stages 3-5 who want increased involvement. A recent example of this is working with approximately 950 students in local schools, along with some of our students in engineering, maths and physics, on an engineering project tied into our Robots exhibition at the Palace Green Library.

Science Outreach

52. Durham University has a strong track record of supporting science in schools with the aim of stimulating interest in science at primary and secondary school level. Current activities build on our world-class scientific research and teaching, involving the local community in the excitement of science. There is a particular focus on working with schools, including engagement with primary schools. The Science Outreach team has visited one in three secondary schools and more than one on ten primary schools in the region.
53. One of the Science Outreach team's access schemes is Science into Schools. This is a series of modules offered across the Faculty of Science to third and fourth year undergraduates. A primary aim of the module is to develop a range of key skills in the student and to offer an early taste of teaching science to those interested in pursuing it as a career, or for other career pathways where public understanding of science is required. School students will meet undergraduate role models who aim to inspire them to study science at university. The students

spend 40 hours on placement in a local school (typically a half-day per week over 10 weeks) working with a partner teacher. The school is provided with a knowledgeable and enthusiastic student who will offer practical assistance in the classroom and help to engage the pupils in science, especially in their own area of expertise. During the placement, from January to the end of March, the student undertakes a Special Project, the nature of which is based upon the needs of the school and the skills of the undergraduate student, and must be related to the area of expertise of the student. For the Academic year 2014/15, a total of 68 students were enrolled on the modules, 37 of whom were placed in Primary Schools.

54. Durham also holds an annual Schools' Science Festival which aims to stimulate interest and encourage wider participation in science, and to support the next generation of scientists from the local area. School students from across the region who participate in the Durham University Schools' Science Festival follow a demanding programme of engineering projects including design, building and testing, and a range of hands-on science and technology activities. The Festival is designed for the target audience of Year 9 and Year 10 students. In 2015 the Schools' Science Festival celebrated its 20th Anniversary with over 700 school students attending the festival from 24 Secondary Schools from across the North East.

Experience Durham

55. Experience Durham is responsible for student volunteering in all Durham Student Organisations, with a considerable proportion of this volunteering being student-led projects engaging primary and secondary school students. Although the objectives of these projects may differ they are always developed in consultation with key partners, colleges and students. There are numerous programmes that offer, either directly or indirectly, an insight into university life, not least because the activities are run by Durham students often on University premises. Examples of such work include:

- Young Carers Project
- International Scholars in Schools Programme
- Modern Foreign Languages Club
- Science Club
- Energy Clubs (sport outreach)
- Primary/secondary schools teaching assistants
- After school tutorials
- One-to-one tutoring
- Sixth Form tutoring
- E-mentoring

Evaluation and Development of Long-term Outreach Work

56. Demonstrating the impact of programmes such as the Supported Progression scheme is relatively straightforward, as we can track a steady rise in the number of students who apply having participated in these schemes. It is more difficult to measure the impact of longer-term outreach work such as that with Key Stages 1, 2 and 3. Nonetheless we believe there are some

legitimate ways of doing so. For example, we will look to survey the teachers of the school groups that engage with our museums, asking about the visit's effect on the perceptions of the school children about universities. We can also investigate whether applicants to our Supported Progression Scheme and other programmes have had any prior contact with the University to see whether any previous engagement with the University has had an impact.

57. One focus of our outreach work in 2013/14 was a comprehensive review of evaluation methods and ways of demonstrating impact. 2014 saw the first cohort of Supported Progression students graduate and we intend to complete an evaluation of their journey from initial interaction to employment or further study. We are also utilising focus groups rather than standard feedback forms with an emphasis on thorough stakeholder analysis, so that we know we are asking the right questions of the right people. This means ensuring that parents, guardians, teachers, advisers, student mentors and academic staff in the University all have input into the overall evaluation, rather than just the student participants.
58. To ensure a comprehensive evaluation, national comparisons will be utilised alongside our local monitoring and internal evaluation. We will continue to be able to track our performance through our collaboration with the Sutton Trust. We are also participating in the Sutton Trust's new Common Evaluation Framework (CEF) which is being designed and executed by Durham University's Centre for Evaluation and Monitoring (CEM) Centre. This framework allows the University to feed into a highly sophisticated, national programme of evaluation which can be used to assess impact and to monitor good practice at other institutions.
59. The University will subscribe to the Higher Education Access Tracker (HEAT) service in order to better inform our regional work, particularly that which is delivered as part of our involvement in the North East Raising Aspirations Partnership (see below).

Contextual Information

60. Durham University uses contextual data in admissions and has already developed systems to use this data in its selection process to ensure that applicants with the greatest merit and potential for undergraduate study receive offers.
61. The University intends to pursue these developments further by looking at all the predictors of success at undergraduate level as a basis for selection. The University is employing the services of its Centre for Evaluation and Monitoring (CEM), which is the largest independent provider of educational monitoring systems in the world and provides specialist research and evaluation services to a wide range of organisations including universities.
62. In its use of contextual information, the University has supplemented POLAR3 data with the ACORN data set as the socio-demographic indicator. This is providing more precise contextual data in the selection of both UCAS applicants and applicants for the Supported Progression Scheme.

Student success

63. As the University is successful at recruiting increasing numbers of students from under-represented groups so it wishes to increase the support in place to ensure that these students

achieve their potential in their studies and match the degree outcomes of students from other backgrounds. This will help maintain confidence in our access schemes which are aimed at recruiting students with the potential to succeed on a Durham degree but who would not normally consider applying. The University has therefore committed a modest level of resource to ensuring that it maintains its excellent student success levels. Post-entry support measures will be targeted on study skills support and pastoral support for students in the under-represented groups. Academic Advisers have been introduced, who are a student's first point of contact for advice on all academic matters, such as academic progress, academic plans and goals, programme of study and modules, as well as supporting progression planning. These are complemented by college staff who provide support on pastoral issues and personal development. The University hopes that these measures will play a role in encouraging under-represented groups to apply, who may be unnecessarily concerned about their ability to cope with a demanding programme of studies.

Progression

64. The University would also like to commit resource to develop placement opportunities for students from disadvantaged backgrounds as a means of enhancing their employment prospects. This targeted progression activity will be delivered through our Careers, Employability and Enterprise Centre. The scale of this activity will depend on adjustments required to respond to the anticipated reductions in HEFCE Student Opportunity Allocations

Collaboration

65. The University believes very strongly that a collaborative approach to fair access can be highly effective. With a great deal of excellent work taking place within the University we have been careful to foster links with like-minded groups who share our appetite for helping students from under-represented backgrounds to apply to high-demand universities. To this end we have established an Access Partnerships Team, with a focus on third party collaboration. We will therefore continue to work collaboratively with key partners, as well as actively developing new partnerships, including:

- Local, regional and national staff in schools and colleges
- Other universities in the North East through the North East Raising Aspirations Partnership
- An increased emphasis on the role of parents, guardians and other opinion shapers
- The National College for Teaching and Leadership
- Teach First
- The Open College Network (through the Foundation Centre)
- The Sutton Trust (and indirectly through the Sutton Trust with the Wolfson Foundation)
- Universities in the Sutton Trust Summer Schools Group
- The Brightside Trust
- Buttle UK (Holder of the Buttle UK Quality Mark)
- National Network for the Education of Care Leavers (NNECL)
- The Who Cares Trust

- The Russell Group (especially through the Russell Group Widening Participation Association and the Russell Group Admissions Forum)
 - Supporting Professionalism in Admissions
 - HELOA
66. We actively target state schools across the UK to offer engagement activity that is both informative and provides support to those students who might otherwise not consider universities such as Durham. Additionally we are committed to strengthening our collaborative work with teachers, which underpins the success of many of our access programmes. We continue to work with groups of schools such as the Grammar Schools Heads Association and successfully expanded delivery of engagement events for teachers with the introduction of 'regional hubs'. This ensures staff within areas of the country such as the South East of England are provided with localised opportunities to develop effective relationships with Durham University. This activity has been expanded to the South West to ensure a wider reach, with an inaugural Teacher and Adviser Conference delivered in March 2015 to representatives from more than 20 schools and colleges in the area. In addition we host a number of conferences for teachers and advisers, ranging from day events to residential subject-specific conferences both on site and within regional hubs. Through these we can share important information, advice and guidance, enhance teaching practice and deepen shared understanding of developments in curricula. The links we have established through these conferences and visits to individual schools and colleges have also enabled us to develop a network of schools and colleges with which we maintain regular contact, building on face-to face interactions. We intend to develop academic and study skill classroom resources for teachers and advisers to enhance student learning outcomes and further promote engagement with and aspiration to Higher Education.
67. As has already been outlined the Sutton Trust is one of the University's most important partnerships, and this has resulted in the development and delivery of a conference for teachers and advisers from state schools and colleges in 2014 which will be repeated in 2015. Through this conference and others run by the University we expect to engage with at least 120 state school teachers and advisers annually.
68. Through the Sutton Trust we are able to work with a number of high demand universities on issues of access. The Sutton Trust Summer Schools group includes Cambridge, Kings College London, University College London, Bristol, Edinburgh, Imperial College, Nottingham, Royal Veterinary College and St Andrews. The universities meet and communicate regularly. We work on similar programmes, facilitated by the Sutton Trust, and so are able to share good practice and future programme developments.
69. The Russell Group collaborates in access activities such as Future Scholar Awards (formerly DUX), in which high performing pupils in Year 9 are invited to visit a Russell Group university, accompanied by a teacher or another member of staff. Durham is involved in the Russell Group Widening Participation Association which allows for the sharing of good practice and resources with all the universities in the group working on access issues. In addition to regular meetings there are other events throughout the year that focus on developing successful common approaches to access work. Already we have agreed to participate in the Group's annual

conferences for teachers by providing expert guidance on applying to University. The University is also an active member of the Russell Group Admissions Forum, through which we are able to discuss and share best practice in delivering an admissions process that supports identifying the strongest students from all backgrounds, including the use of contextual information. This enhances our active engagement with the Supporting Professionalism in Admissions organisation, through which we continue to share best practice, most recently in a further review of the use of contextual information.

70. The University has made significant progress in supporting care leavers. As a group, care leavers have always been implicitly part of our access work. We are proactive in encouraging applications from care leavers to our access programmes, giving them priority in selection for these programmes. We have also had some productive discussions with Buttle UK and NNECL, as well as providing information for the Who Cares Trust Handbook. Our work so far has been recognised with the Buttle UK Quality Mark as recognition of our commitment to care leavers. With the oversight of a Care Leavers Action Group, the University hopes to increase support for care leavers as well as other groups of applicants, such as those who are estranged from their families.
71. We have for some time shared good practice with other Universities through networks such as the Sutton Trust Summer Schools Programme and the Russell Group Widening Participation Association. HEFCE's announcement of support for collaborative outreach networks, however, has given us a fresh impetus to work with other HEIs in actually delivering activity for young people.
72. Durham has recently joined the North East Raising Aspirations Partnership which is a collaboration of Durham, Newcastle, Northumbria, Sunderland and Teesside Universities. The intention is to facilitate good information, advice and guidance on application to higher education. Following a successful bid to HEFCE for funding of a single point of contact the Partnership will deliver a series of school visits, conferences for teachers and other ad hoc activities that can be considered to be good outreach.
73. A Russell Group collaborative bid has also been submitted (outcome pending) which would create resources for teachers and advisers in schools. The resources would be mainly online but would also include visits to schools by Russell Group universities in order to contribute to teacher development in supporting higher education progression.

2.4 Financial Support for Students

74. The University concluded, following consultation with its Students' Union, that the loan arrangements available through Student Finance England make fee waivers a less attractive offer to prospective students, whereas packages that provide financial support in cash or in kind are preferred.
75. Durham is a residential, collegiate university and participating in a college community is an integral part of the student experience. For this reason, living in college in the first year is a regulatory requirement for most students. Therefore, financial support will be targeted at

facilitating this participation, by offering the support in the form of subsidised college accommodation, where appropriate.

Bursaries and Accommodation Subsidies for Students Progressing from the Supported Progression Compact Scheme

76. The University has a financial bursary scheme for students who progress from the Supported Progression Scheme who receive £5,500 per annum for the duration of their course. Any students progressing from the scheme who also qualify for funding from the Durham Grant Scheme will have their combined total bursary and scholarship amount capped at £5,500. It is estimated that in 2016/17, 100 new entrants will be offered the bursaries, which, over the three or four years of their programmes, will cost approximately £1.7 million. In their first year, students will normally be offered the bursary in the form of a subsidy for college accommodation.

Bursaries and Accommodation Subsidies for those with Household Income below £25,000

77. Through the Durham Grant Scheme, the University will provide financial support packages of £1,800, either as subsidised accommodation and related institutional services or as a cash bursary, to all home² undergraduate students entering in 2016/17, for each year of study, where the residual household income is below £25k per annum (as assessed by Student Finance England in accordance with its guidance on Assessing Financial Entitlement). Approximately 640 new students will be in this category in 2016/17.

Additional hardship funding for those with Household Income below £42,650

78. In view of the ending of dedicated funding for the Access to Learning Fund (ALF), the University will commit to providing substitute additional hardship funding for undergraduate students resident in the UK, where the residual household income has been assessed as no greater than £42.65k per annum. We estimate that this will be a commitment of the order of £100k per year.

Total Commitment for Financial Support

79. The accumulation of new arrangements through successive access agreements will reach a reasonably steady state in 2017/18, at which point the total commitment for financial support under the various Access Agreements will be of the order of £5.3 million.

Total Countable Expenditure

80. The commitment to financial support of about £5.3 million and the commitment to outreach, student success, progression and evaluation activities of about £4.7 million give a total commitment under the access agreement under steady state of approximately £10 million. All

² Classified as home domiciled by Student Finance England and classified as Home or EU fee status by Durham University

this expenditure is countable under the guidance provided by the Office for Fair Access. It consists of expenditure in previous access agreements that the University is continuing to make and expenditure on new access and student retention measures consistent with the guidance. In view of the uncertainty over the future level of the HEFCE Student Opportunity Allocation, the University will review the detail of its commitments when the HEFCE funding level is known and make adjustments accordingly, nonetheless honouring the student financial support commitments stated in this agreement.

Section 3: Targets and Milestones

Access Targets

81. The University is committed to making sustained progress in increasing the proportion of students from under-represented groups.
82. The OFFA guidance suggests that, in choosing what targets and milestones to use to evaluate the effectiveness of access measures, the University might consider both the HESA Key Performance Indicators and other statistical measures. The University will therefore set milestones and longer-term targets for enrolments from both HESA Low Participation Neighbourhoods (LPNs) and for lower socio-economic classifications as expressed through ACORN postcode classification 4 or 5, along with milestones and targets for its Supported Progression Compact Scheme and its Sutton Trust Summer Schools. The University anticipates that the achievement of the Supported Progression Compact Scheme and Sutton Trust Summer Schools milestones will lead to consequent improvement in the HESA KPIs.
83. The HESA measure for Low Participation Neighbourhoods is enrolments as a proportion of those who are Home/EU fee status, UK domiciled, and under 21 years of age using the POLAR 3 dataset. The University's targets are to significantly increase the proportion of young entrants from LPNs as measured by the HESA KPI from 4.5% to 6% and to significantly reduce the number of percentage points below the HESA KPI adjusted sector average (the 'benchmark') from 1.8 to 0.3 by 2019/20. These are challenging targets, amounting to a 33% improvement on current performance in terms of the proportion of enrolments and if achieved will result in the largest proportion of LPN enrolments at Durham University since the introduction of the POLAR 3 categorisation in 2009/10.
84. As a measure of lower social class, the University's target is for entrants in the academic year from postcodes classified as ACORN categories 4 or 5 as a proportion of all entrants from postcodes classified within the ACORN dataset. From a starting point of 7%, the target is to improve performance by three percentage points to 10% in 2019/20.
85. Proportional intermediate milestones for entrants from LPN postcodes (POLAR 3) and from ACORN categories 4 and 5 are set for each academic year.
86. Whilst focusing on improving performance in these areas, the University also aims to maintain the recent major increase in the proportion of young entrants from state school or college as measured by the HESA KPI at no less than 63%.
87. The targets relating to the Support Progression Compact Scheme are as follows:

- a. Applications to Durham from those students who participated in the Supported Progression Compact Scheme. By the 2019/20 application cycle: 180 per year
 - b. Enrolments at Durham from those students who participated in the Supported Progression Compact Scheme. By 2019 entry: 115 per year
 - c. Enrolments at other selective universities from those students who participated in the Supported Progression Compact Scheme, selective universities being defined by entry tariff score, as those with an institutional average of 375 tariff points or more. By 2019 entry: 40 per year
88. The target relating to the Sutton Trust Summer Schools is a minimum number of enrolments at Durham from those students who participated in the Durham Sutton Trust Summer Schools. By 2019 entry: 50 per year.
89. Proportional intermediate milestones in the period up to 2019/20 have been set for each academic year for the Supported Progression Compact Scheme and for Sutton Trust Summer Schools targets.
90. The University also has a collaborative target for activity involving the North East Raising Aspirations Partnership of the five universities in the North East, for the number of beneficiaries of this activity. 2016/17 joint target for the Partnership: 16,750 individuals. Proportional intermediate milestones in the period up to 2016/17 have been set for each academic year.
91. The targets relating to the number of children and young people involved in Durham University's Museums educational outreach activity are: minimum number in 2019/20: 7,600. Proportional intermediate milestones in the period up to 2019/20 have been set for each academic year.

Retention Target

92. The University already has an excellent retention rate and therefore its target for non-continuation is to maintain the current excellent record in absolute terms: young full-time first degree entrants not continuing with their studies beyond their first year no greater than 2%.

Section 4: Monitoring and Evaluation Arrangements

93. The University is employing the services of its Centre for Evaluation and Monitoring (CEM) to undertake evaluation and monitoring. The Centre, which works with schools nationally, has access to very large quantities of relevant background data against which to evaluate the University's access measures. The University is also collaborating in a research project to evaluate the retention benefits of bursaries.
94. Policy in respect of widening access is developed by the Pro-Vice-Chancellor (Education) through the University Executive Committee, the Education Committee and Senate, the latter two having student membership. Operational performance in respect of widening access is monitored by the same governance structures.
95. The Student Recruitment and Admissions Office has institutional responsibility for the implementation and delivery of measures to promote access to the University. Evaluation of

impact is embedded in all access programmes from the outset and it is through continuous monitoring and analysis that we improve and expand our outreach work. As access programmes mature we are receiving more data which by 2014/15 will provide a comprehensive narrative of our progress in meeting our access targets.

Section 5: Equality and Diversity

96. The focus of this Access Agreement is on representation from Low Participation Neighbourhoods and lower socio-economic groups. Durham University is aware of its commitments in this respect and also its duties under the Equality Act 2010 to advance equality of opportunity between people who share protected characteristics and those who do not. It is recognised that BME and disabled people are statistically overrepresented within lower-socio economic groups, and as such this Access Agreement is another mechanism to help the University develop its approach to equality and diversity.
97. Analysis shows that when BME students apply to us they are just as likely as comparably qualified white applicants to receive offers; however the University receives relatively low proportions of applications from this cohort of students. Consequently we continue to undertake targeted outreach activity with schools with a higher than average proportion of BME students, which is helping our understanding of what activity is likely to deliver the greatest impact. We are now delivering an 'Increasing Diversity' project whose aim is to broaden the ethnic diversity of undergraduate students by building sustainable relationships with teachers and pupils in schools which have been identified as having a high proportion of learners from minority ethnic groups but who are likely to achieve the entry requirements to come to the University. Site visits to schools in Yorkshire and London (Hackney and Tower Hamlets) have been undertaken and presentations have been given. Recruitment events have taken place on campus to which the students at the targeted schools have been invited. More focussed activity is under development with 10 schools, in particular the relationship with schools in Tower Hamlets is being developed. It is anticipated that this work will culminate in academically high achieving students being invited to Durham for a campus visit thereby overcoming one of the greatest barriers to participation from this targeted cohort, a willingness to leave home. Evaluation of the scheme is currently underway.
98. Durham is committed to promoting equality and diversity. The Pro Vice Chancellor (Education) has overall responsibility for the agenda, chairing the Diversity and Equality Advisory Group (DEAG) and leading the continuing improvements in our approach across the institution. This Group reports to the University Executive Committee and to University Council. Through this, equality and diversity is overseen at the highest levels within the University. The University has also developed an Equality and Diversity Strategy and has a Dean for Equality and Diversity. Part of our Strategy includes the setting of seven key objectives, one of which is that "we will collaborate with partners to see a continued increase in students coming to the University from our targeted under-represented groups". The strategy will be reviewed during the 2015/16 academic year.

99. Durham has clear HR policies, effective team working and delegated responsibility for the agenda across the University and it is making progress in key areas. Examples of the University's commitment to equality and diversity include our Foundation Centre, joining Stonewall's Diversity Champion programme, achievement of Two Tick accreditation and receipt of a University wide bronze Athena SWAN award. A further institutional Athena Swan application has been submitted and a range of departmental awards have been made, and two departments from the Faculty of Social Sciences and Health were successful in achieving a Gender Equality Charter Mark award following a pilot by the Equality Challenge Unit.
100. The University's primary activity relating to mature students is the Foundation Centre. A key strand of the Foundation Centre's activity is to help mature learners return to education and there is direct progression from the Foundation Centre onto all University degree programmes.
101. The University is committed to the principles of inclusion and encourages applicants from disabled students. We have a proven track record of providing tailored support packages for individual students and arranging appropriate support. The Disability Support Service works proactively with students who declare a disability prior to enrolment to ensure all reasonable adjustments are anticipated, assessed and implemented in a timely manner. There is a dedicated team of specialists to support both disabled students and we aim to capture information regarding student disclosure at any point in the student lifecycle.
102. The University has performed consistently well in recruiting Home/EU undergraduate students who are eligible for the Disability Support Allowance (DSA). We were surprised therefore, that our performance against this benchmark (5%) fell marginally below the adjusted sector average of 5.3% in 2013/14. This performance contradicted our own internal analysis of students with a declared disability which indicates a significant rise in the proportion of disabled students at the University, many of whom are eligible for DSA. The University remains committed to improving its record of attracting disabled students and will seek continual improvement against this benchmark by ensuring continued investment in outreach activities and in-house support provision.
103. During 2014/15 the University commissioned a peer-led, independent audit of the University's provision for disabled students. The audit identified that the University has all necessary policies in place and that they are fit for purpose and in line with good practice across the sector. However, there are gaps in practice when implementing such policies and the fieldwork identified areas that would benefit from process improvements. The recommendations identified ways in which processes can be enhanced, to ensure disability support is being delivered to students as envisaged and in a more consistent way and an action plan has been developed to deliver this. The report also identified a strategic issue which the University will need to address in the short to medium term. There is a need to move away from providing individual reasonable adjustments for disabled students to more anticipatory adjustments operating within an inclusive teaching environment. This finding should be seen in the context of the Government's changes to the Disabled Students' Allowances (DSA) which propose that, from 2016/17, universities will be required to provide lower level, non-medical help (NMH) support previously funded through the scheme by adopting more inclusive teaching practices. In light of this, the University will take the opportunity to review its approach to ensuring that

the University adopts an increasingly inclusive approach to teaching thereby seeking to minimise the number of costly individual adjustments that are required for disabled students. This process has already been initiated with the development of a bespoke training programme in this area which has been rolled out across the University.

104. The University dovetails its support for disabled students with the University's wider approach to equality and diversity. Senior staff overseeing disabled student support are represented on DEAG and influence the strategic direction adopted by the University in this area. A consequence of this collaboration was the establishment of an Access Review Group with responsibility for enhancing the accessibility of the University's estate for disabled staff, students and visitors. The Group has budgetary responsibilities and reports to DEAG.
105. The requirement to identify and address diversity challenges within each department and college has been part of the annual planning process for some. The approach seeks to embed equality and diversity across the institution as illustrated by the University's response to the Equality Act 2010, with the successful delivery of this Access Agreement being acknowledged as one of the key diversity priorities for the University.
106. The University views impact assessments as having an integral role in ensuring that our policies, procedures and practice operate to support our diversity objectives. We also recognise their effectiveness in ensuring fairness and improving organisational effectiveness as well as helping us meet our legislative duties. As such, we committed to undertaking an impact assessment of the Access Agreement during the 2014/15 academic year. This assessment determined that the Access Agreement contributes positively to creating an increasingly diverse student body and one in which students with a number of protected characteristics are encouraged to participate and are supported post-arrival. The University will establish impact assessments as a routine activity when signing off new policy and strategy developments.
107. The University collects, collates and publishes annual admissions statistics that include reporting on ethnicity, sex, declared disability and age group. Through this the University can monitor its admissions process to ensure that there is fairness and consistency of treatment for applicants from all backgrounds and that admissions decisions are made on academic grounds. These statistics are reported annually to Education Committee, which reports to University Senate.
108. Participation in some of our access activities is only restricted to students on the basis of ACORN postcode classification and school type. This focus enables our activity to be targeted towards our milestones, which in themselves reflect backgrounds which are under-represented in the University's student profile. We will ensure that protected characteristics are recognised in the design and the selection decisions for entry to these activities.

Section 6: Provision of Information to Prospective Students

109. Through its website, the University will publish clear, accessible and timely information for applicants and students on the fees that it will charge and the financial support that it will offer.
110. The University will also disseminate information via its outreach and recruitment activity.

111. Within the University's Academic Office there is a student financial support service, which will work with staff in the University's constituent colleges to ensure that all existing students have access to the financial support information that they need. The development of guidance information provided through our programme of open days is key to providing clear and accessible support.
112. The University will also provide timely information to UCAS and SLC to populate their applicant-facing web services.

Section 7: Consulting with Students

113. The foundation of all outreach work at the University is our student body, and our Colleges provide a locus for the activities in which our current students engage with our target students. Almost all access activities involve undergraduate students as guides and role models. Durham has a Student Ambassador scheme that offers a high level of training and support to enable Durham students to engage with the fair access agenda. Every fair access residential activity will involve undergraduate mentors who provide academic and pastoral support to the school students taking part. Increasingly Student Ambassadors are being included in the planning process and are creating more activities that are student-led as part of Durham's residential access activities programme. We have also developed the role of "sabbatical officer" within the Student Recruitment and Access Office, whereby three recent graduates are recruited for a year to the Access and Student Recruitment team. This provides strong input from those who have recent experience of the decisions that a young person will have to make between 14 and 18 years of age.
114. The University intends to work with the Students' Union to integrate its access activity further with a range of extra-curricular activities and initiatives that will offer current students different opportunities, not only to develop as individuals but also to offer their experience to encourage students from lower socio-economic backgrounds to come to the University.
115. Through its evaluation mechanisms the University is able to gather feedback from students participating in our access activities to inform the future development of these, so that they best meet the aims of the University and the needs of students we are working with.
116. In drafting the 2012 Access Agreement, the University consulted with Durham Students' Union. The Students' Union was consulted in detail on their preferred options for student financial support. It supported the University's conclusion that given the loan arrangements available through Student Finance England, fee waivers are a less attractive offer to prospective students, whereas packages that provide financial support in cash or in kind are preferable. In each of the successive versions of the original 2012 agreement, including this one, the Students' Union officers were consulted again.

Table 7 - Targets and milestones

Institution name: University of Durham
 Institution UKPRN: 10007143

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

Reference number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Percentage proportion of young entrants from Low Participation Neighbourhoods in the academic year as measured by the HESA KPI	No	2013-14	4.5%	4.7%	4.9%	5.2%	5.6%	6.0%	Baseline is 2013-14 as this is the most recent published data
T16a_02	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Percentage points below the HESA KPI benchmark for young entrants from Low Participation Neighbourhoods	No	2013-14	1.8	1.6	1.4	1.1	0.7	0.3	Baseline is 2013-14 as this is the most recent published data
T16a_03	Other statistic - Location (please give details in the next column)	Percentage proportion of entrants in the academic year from postcodes classified as ACORN categories 4 or 5 as a proportion of all entrants from postcodes classified within the ACORN dataset	No	2012-13	7.0%	8.0%	8.5%	9.0%	9.5%	10.0%	Baseline is 2012-13 as this was the year that the University started to use the ACORN dataset to inform selection decisions
T16a_04	Other statistic - Applications (please give details in the next column)	Applications in the admissions cycle to Durham from those who participated in the Supported Progression Scheme	Yes	2011-12	41	140	150	160	170	180	Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_05	Other statistic - Other (please give details in the next column)	New enrolments in the first year at Durham from those who participated in the Supported Progression Compact Scheme	Yes	2011-12	31	95	100	105	110	115	Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_06	Other statistic - Other (please give details in the next column)	Enrolments at other selective universities (average institutional tariff points on entry of 375+) from participants in the Supported Progression Compact Scheme	Yes	2011-12	2	40	40	40	40	40	Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_07	Other statistic - Other (please give details in the next column)	New enrolments in the first year at Durham from those who participated in the Sutton Trust Summer Schools	Yes	2013-14	19	35	42	45	48	50	Baseline is 2013-14 as this was the first year for participants in the Summer Schools to enrol at the University for undergraduate degrees
T16a_08	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Maintain the current excellent non-continuation rate	No	Other (please give details in Description column)	2%	Maintain 2%	Maintain 2%	Maintain 2%	Maintain 2%	Maintain 2%	Baseline data from 2009-10

Notes

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

Table 7b - Other milestones and targets.

Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative target for NE Raising Aspirations Partnership (this is a target for the whole partnership)	Yes	2014-15	8623	15750	16500	TBC	TBC	TBC	Funding beyond 2016/17 cannot be confirmed at this time and therefore milestones for later years are not included.
T16b_02	Outreach / WP activity (other - please give details in the next column)	Minimum number of children and young people involved in Museums educational outreach activity	No	2011-12	7000	7400	7500	7600	7600	7600	

Optional commentary on milestones.

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