ACCESS AND PARTICIPATION PLAN 19/20

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1. **INTRODUCTION**

The University of Exeter is committed to the principle that everyone with the potential to benefit from higher education should have equal opportunity to do so. We believe that fair access to higher education is a fundamental enabler for social mobility, improving life opportunities and outcomes for individual students, while benefiting the economy and society as a whole.

2. **AMBITION AND STRATEGY**

The University is committed to enabling social mobility through education. Our aims are to widen participation; raise attainment; contribute to a strong regional skills base; and bridge gaps in retention, progression and success to ensure our students enjoy the best possible outcomes, at University and as graduates. Our strategy is based on the following principles:

- **Diversity, fair access and inclusivity** – addressing the specific challenges we face as a highly selective university within a largely rural area to ensure we build a diverse community which fully represents wider society and enables all students to realise their potential and enriches the learning experience for all.

- **A whole student lifecycle approach** - with the aim of raising aspirations; improving attainment; enabling fair access; and providing the right support to help students thrive and achieve academic and professional success.

- **Collaboration and partnership** - pulling together expertise, resources and knowledge across the University and working with local and external partners within education, business and the third sector to create joined-up and sustainable solutions.

- **Evidence-based practice** - focusing our resources where they can make most impact; improving our knowledge of the challenges facing students to enable us to tailor more effective solutions; evaluating what we do and learning from experience.

During 19/20 we will focus on the following priorities:

2.1 **Whole institution approach**

- Embedding social mobility within our institutional strategies and making it central to our developing Education Strategy
- Improving our evidence base and management information to inform decision making through continued investment in evaluation, market research and academic enquiry
- Strengthening our governance, planning and reporting structures to ensure a joined-up approach to widening participation across the student lifecycle
- Developing joined up support for students across the student journey, especially those with complex needs including carers, care leavers, estranged and disabled students
- Linking academic, practice and student communities through a new Centre for Social Mobility to share insights and improve impact
- Improving knowledge across the University and working to encourage an inclusive culture

2.2 **Attainment**

- Supporting schools through sponsorship and governance to improve performance
- Working with partners, Schools and Colleges to develop and deliver interventions aimed at raising pupil attainment
- Developing our progression programmes and outreach including University of Exeter Scholars to better support skills development
2.3 Access

- Extending choice through degree apprenticeships and other non-traditional routes
- Refining contextualised admissions to take into account multiple equality measures
- Continuing to enhance our University of Exeter Scholars programme based on evaluation
- Developing our partnerships with target local and national schools within a programme of sustained engagement to improve impact
- Building on the new relationships we have formed in key regions to support the progression of Black, Asian and Minority Ethnic students
- Increasing investment in strategies to improve access for mature learners, improving our knowledge, information and practices
- Working with partners such as Realising Opportunities and IntoUniversity to widen our impact and achieve economies of scale
- Refining our recruitment practices and information to ensure they are inclusive
- Providing transition support for groups of students with complex needs
- Providing financial and practical support to help students overcome economic and other barriers to accessing higher education

2.4 Success

- Embedding our personalised learning framework including tutor support, peer mentoring and Effective Learning Analytics to support pupil attainment and retention
- Implementing improvements to our teaching practice informed by innovations developed through our Education Incubator
- Implementing the outcomes of our curriculum review including optimising the use of technology to support particular target groups
- Improving early interventions and student support through our student hub network
- Working with our Student Guild and FXU to build an inclusive student culture
- Developing joined up approaches to support students with complex needs such as carers, care leavers, mature students, estranged students and disabled students
- Enhancing academic skills support and targeting interventions at discipline level to address disparities in attainment and degree outcomes
- Building on interventions which we know work for and are valued by our students such as breakfast clubs and peer mentoring.

2.5 Progression

- Delivering employability support for widening participation students including paid internships, professional pathways and one to one support
- Enabling students to take advantage of outward mobility schemes such as Common Purpose
- Implementing the outcomes of our curriculum review to better embed employability within our programme delivery
- Encouraging and supporting students who wish to go on to postgraduate study

3. ASSESSMENT OF CURRENT PERFORMANCE AND LOCAL CONTEXT

3.1 University of Exeter profile and performance

3.1.1 Access

Improving access remains a high priority for the University. We have made progress thanks to sustained and targeted interventions and changes to our admissions policy, but still face challenges common across the sector and specifically related to our local context. Headlines include:
• There are significant regional differences in the profile of our widening participation students with those from the South West more likely to be mature, from a low income household, state school educated and live in a low participation neighbourhood.

• Many of our WP students have multiple indicators for example our BAME students are more likely to be mature and from LPN Q1. Our developing understanding of the interplay of these characteristics is helpful in shaping strategy and the focus of our resources.

• We have made a very significant improvement in the recruitment of students from low participation neighbourhoods year on year, with 7.1%\(^1\) from LPN Q1 in 17/18 up from 4.4% in 15/16. This has been achieved by changes to our contextualised admissions policy, supported by aspirational bursaries to motivate students to achieve their potential, and a change in focus in how we target access interventions with individual students and schools.

• While LPN Q1 applications and conversion are improving, this trend has not been reflected in the numbers of students applying from low income households. Internal analysis shows only 14% of those entrants from LPN Q1 are actually from a low income household, compared with 28% in LPN Q5. We are therefore conscious of the need to take care when equating areas of participation with economic disadvantage without reference to other contextual measures, in the absence of household income during the admission cycle.

• We continue to make progress in building a more ethnically diverse student body increasing the proportion of BAME students steadily from 5.8% in 2011/12 to 11.1% in 17/18. The largest increase has been amongst Black students who in 17/18 made up 18% of our BAME entrants; 38% were of mixed ethnicity and 39% were Asian or Asian British. We acknowledge the proportion of Black students in particular in relation to the student body is still low when viewed in a national context but with minority ethnic representation in the young populations of the South West and South East just 1% and 2% respectively, our progress is significant and takes us above our current target. We will continue to invest considerable effort and resources to achieve further progress.

• The percentage of mature entrants has increased from a low of 5.2% in 2013/14 to 6.3% in 2017/18, however this is still significantly below our HESA location adjusted benchmark of 15%. Recruitment is varied between subjects and campuses, with mature students favouring more vocational subjects such as medicine and law. The introduction of degree apprenticeships is beginning to make an impact with 44% of entrants over the age of 21.

• Following a sustained period of incremental improvement, the proportion of state school entrants declined slightly in 17/18 to 66.3%, potentially linked to a change in contextual offer-making from an approach based on school performance to a more targeted focus on students from LPNs and other specific groups.

• We continue to make progress in improving access for disabled students. The proportion of students in receipt of DSA is above our HESA benchmark, sector and Russell Group medians. There has also been a steady increase in the percentage of entrants with a self-declared disability with 14.8% of students declaring in 2017/18 compared to 9.6% in 2011/12. Whilst numbers of applications have increased in all types of disability since 2010, this is particularly evident in the numbers of students presenting with social/communication impairments (such as Asperger’s syndrome/other autistic spectrum disorder). Reflecting the trend nationally, these volumes have increased at double the average rate of applications. Students presenting with a mental health condition such as depression, schizophrenia or anxiety disorder have increased at treble the average rate. This has implications for our Wellbeing

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\(^1\) All figures for 17/18 from University of Exeter Admissions Census data
and support services and we will need to monitor our service structure and resources accordingly.

- During 17/18 we had a noticeable drop in the number of care leavers joining the University. We made 32 offers but only three students accepted a place. We are reviewing our information and procedures to help us understand whether this was an anomaly or whether there are learnings to improve our practice and systems.

- We have struggled to increase the proportion of BAME entrants to our ITT programmes. In hindsight, our BAME target while aspirational, may not be realistic. Unlike the majority of our undergraduate and postgraduate taught programmes, the profile for ITT is largely students from the South West. In 15/16 for example, 70% of our PGCE entrants were from the West Country (compared to 22% of undergraduate entrants). A target of 8% BAME, against a local demographic of 1.8% for Cornwall and 2.4% for Devon is therefore highly ambitious.

- We continue to recruit above the national average of male trainees in primary ITT and except for a dip in 16/17 - which believe was due to changes in NCTL admissions – we have performed well against this milestone in the past.

3.1.2 Success and progression

The University received a Gold Award in the Teaching Excellence Framework. The TEF Panel judged students from all backgrounds achieve outstanding outcomes. Very high proportions continue with their studies and progress to highly skilled employment or further study. The metrics indicate outstanding levels of student satisfaction with teaching, assessment and feedback, and academic support in all cases notably exceeding our benchmark. We will continue to build on this success.

- We have high levels of retention, outperforming the sector average across all groups except for mature students without a previous HE qualification. Despite our low non-continuation rate of 4.8%, we mirror the sector in experiencing disparities between students with particular characteristics and the remainder of the student population. The notable exception is state school students, who are less likely to drop out when compared with their peers.

- Closing the gap in non-continuation rates between mature students and the remainder of the student population remains a particular challenge although we are encouraged that performance monitoring shows the continuation score for full-time mature students is above our benchmark (90.1% compared with 88.6%\(^2\)). We have sought to address this issue with a number of interventions including transition initiatives, peer mentoring and tailored academic skills support which also benefit attainment. The proportion of mature students achieving good honours has increased this year to 76.6% (compared with 89.1% overall) and it is encouraging to note that percentage of mature students progressing into graduate level destinations is significantly higher than the university average.

- Despite our significant support for care leavers including full tuition fee waivers, single point of contact within the University and access to related support and academic services, in 2016/17 one third of care leavers did not continue past their first year (three of nine students did not continue into Year two). Clearly with numbers in single figures and a changing position year on year (e.g. in 14/15 100% of four care leavers progressed and all but one graduated with good honours) it is problematic when assigning significance to this statistic. We continue to monitor the situation however and to review our processes.

- There is a mixed picture in terms of attainment levels between students with particular characteristics and the student population. State school students and low income students in

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\(^2\) Teaching Excellence Framework Year 3 data
receipt of bursary for example are more likely to achieve good honours. There are small discrepancies between results for disabled and LPN Q1 students in comparison with the student population, but a more pronounced - albeit reducing - gap in the proportion of BAME students graduating with good honours reflecting the national position. Outcomes vary between groups, with mixed ethnicity students achieving similar outcomes to white students, compared with Asian/Asian British and Black students for whom there is a wider gap. We note the findings on the most recent report on Difference in Student Degree and Employment Outcomes⁵, especially outcomes for students with BTEC qualifications. We monitor our own student outcomes annually and are mindful of these emerging trends when considering our own performance.

- In the last two years we have made significant inroads in helping to achieve a level playing field for widening participation students seeking graduate level employment. Not only have there been sharp increases in the proportion of mature students (87.4%), those from LPN Q1 (92.4%) and BAME students (88.2%) progressing into graduate level destinations, they are also progressing at a significantly higher rate than the University average (83.4%). State school students are achieving a similar progression rate to the rest of the student population. Increased investment in employability support including paid internships and professional pathways, have been a contributory factor. There has been a longstanding trend for a lower percentage of disabled students to go into graduate destinations; and while it is encouraging this gap has also narrowed over the last two years, we have not reached our milestone and continue to prioritise these students.

- In addition to faring well in the jobs market, a high proportion of our widening participation students (with the exception of mature) are taking advantage of opportunities to go on to further study when compared with their peers, particularly at the University of Exeter, where they can benefit from progression scholarships and other support.

### 3.2 Local and demographic factors

The University’s local region of Devon and Cornwall covers around 4,000 square miles and extends 180 miles from the Somerset border to the Isles of Scilly. Coastal and largely rural, the main population centres are Plymouth, Exeter and Torbay, which account for almost one third of the total population of around 1.7 million.

While generally standards of living are good, the area contains pockets of deprivation, with 59 lower-layer super output areas (LSOAs) within the most deprived 10% of areas in England⁴. These include 27 neighbourhoods in Plymouth (including Stonehouse among the 1% most deprived); 14 in Torbay; 17 in Cornwall; two in Exeter and two in North Devon.

HEFCE’s Gap Ward analysis shows the two counties have an average young participation rate in higher education of 31.9% compared with 41.6% for Greater London. Over 8% of wards within Devon and Cornwall fall into the lowest 20% of young people entering higher education in England. By comparison just over 3% of wards within Greater London fall into this category.

One of the most popular holiday and retirement destinations in the UK, the area includes 23% of England’s coastal communities. Three of these – Torbay, Torridge and North Devon – are amongst the ten worst local authority areas in the UK for lowest average pay, whilst Torridge has one of the country’s highest unemployment rates⁵. The two counties have long associations with the military, particularly the Royal Navy and Royal Marines, and host major bases including Stonehouse, Chivenor, Lympstone and Raleigh.

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⁵ Difference in Student Degree and Employment Outcomes, HEFCE, 2018
⁴ Index of Multiple Deprivation, 2015
⁵ Living on the Edge: Britain’s Coastal Communities, Social Mobility Foundation, 2017
We also serve a wider South West region, extending into Somerset, Dorset, Gloucestershire and Wiltshire, delivering outreach programmes and working with partners across the area. This includes our nearest Opportunity Area of West Somerset, which is served by a single secondary school which we support through our regional NCOP and Realising Opportunities. These demographic challenges present significant opportunities for the University in terms of its engagement with outreach and social mobility. We aim to make a sustained contribution to our immediate communities and service a wider South West region.

The physical size and rural nature of our locality present difficulties in delivering our outreach programmes and maintaining close relationships with our local schools. With driving times of between two and three hours between the edges of our local area and a lack of public transport links to rural communities, delivering multiple interventions to widely dispersed students can prove challenging. We have managed to successfully overcome some of these barriers by developing flexible models of delivery, subsidizing students to travel and working with partners.

The area has low levels of ethnic diversity. The population of Cornwall, for example, is just 1.4% Asian/Asian British and 0.7% Black/Black British compared with a national average of 7.5% and 3.3% respectively. While the University is ethnically diverse, welcoming students from more than 150 different countries from around the world, Black, Asian and Minority Ethnic (BAME) students make up a smaller proportion of the UK/EU cohort than the sector and Russell Group averages. We have ambitious targets to increase the proportion of these students to create a more diverse student community and are achieving this by extending our outreach into areas beyond the South West. We intend to work more closely with students to understand the barriers they may face in coming to study in an area with low levels of diversity in order to ensure they are fully supported.

4. MEASURES

4.1 PUPIL ATTAINMENT

The University plays a direct role in improving school quality and pupil attainment and is an active partner in innovative projects designed to unlock student potential; address skills gaps within the region; improve the gender balance in STEM; and provide fair access to the very best education. The projects outlined below demonstrate how we will continue to raise attainment via shared governance arrangements, assisting with curriculum design, mentoring of students and other education support.

4.1.1 Exeter Mathematics School

The University sponsors Exeter Mathematics School, the first University-sponsored school outside of London, specifically designed to meet the needs of able mathematics students throughout the South West. The state-funded school was judged outstanding in all categories by Ofsted at its last inspection in January 2017. Around 20% of learners are from disadvantaged backgrounds and over 25% have a learning difficulty and/or disability. Ofsted found no gaps in attainment rates between different groups of learners. One of the aims of the school is to encourage female students in maths. The proportion of female learners has increased from a fifth to a third - well above the national average for participation in physics and further mathematics. Colleagues from the University, Exeter College and industry work closely with the school across all areas from governance to the curriculum. The A level syllabus is significantly enriched by the sponsorship of the University. Students take part in project work and assignments, designed by our academics to develop the skills and attributes needed to flourish at university. In 2016/17, 98% of students firmly accepted university places including degree apprenticeships; 81% gained A*AB in their A Levels and 59% achieved an A* or A result in Mathematics. Among the top 1% of providers for student progress, the school has pass and retention rates of 100%.

Office for National Statistics
4.1.2 Ted Wragg Multi Academy Trust

The University is a partner in the Ted Wragg Multi Academy Trust in Exeter. The Trust demonstrates how University sponsorship of schools – as part of a holistic whole-city approach – can lead to improvements in outcomes and performance for schools and pupils. Established in 2010, the Trust comprises five academies and is responsible for the education of over 3,000 children aged two to 16. Currently four of the five academies are graded as Good and one as Outstanding. The Trust has led sustained school improvement: St James School has moved from Special Measures to borderline Outstanding and Isca Academy, a sponsored academy, has improved steadily under the Trust’s leadership and achieved Exeter’s best Progress 8 results in 2017. Both are oversubscribed for September 2018: a significant turnaround in popularity from a point before joining the Trust when they were the city’s lowest recruiting (and lowest performing) schools. St James has been invited to act as a national hub for Modern Foreign Language Teaching and Maths results in Trust schools is a particular strength, far exceeding national standards. West Exe School, which recently joined the Trust is predicting significantly improved results for 2018. The Trust is now supporting, through a management contract, the improvement of two failing schools in Plymouth and has been selected by DfE to run Exeter Creative School, a new all-through free school which will serve communities to the south west of Exeter.

4.1.3 South Devon University Technical College

The University is a partner in the South Devon UTC and chairs the governing body. One of the first schools of its kind across the country, it offers students from Years 10 to 13 the opportunity to focus on science and engineering subjects in a specialist environment. Its first graduating cohort all achieved apprenticeships, training or university places. The college, which opened in 2015 has now expanded to 204 pupils and provides GCSEs, A Levels and Diploma programmes, as well as job-ready skills and preparation for careers in science, engineering, civil engineering and the environment. Employers help to shape the curriculum, provide challenge projects and work experience to ensure UTC leavers are ready for the world of work. Located in an area with high levels of disadvantage, the college faces a number of challenges and has been rated as Requiring Improvement by Ofsted during its first inspection in January 2018. The inspectors identified strong governance, a distinctive curriculum, extensive business links and nurturing environment as strengths but flagged several areas for improvement including aspects of academic attainment and attendance levels which will be addressed in the college action plan.

4.1.4 IntoUniversity, Bristol South Centre

The University of Exeter co-sponsors an IntoUniversity centre in Bristol. The centre is a higher education presence in the local community which provides a range of programmes working over the long-term with young people aged 7-18. These include after-school academic support; mentoring; aspiration-raising programmes including visits to the University; early intervention work at primary schools; tailored secondary school provision; family learning; employability and careers initiatives. IntoUniversity centres are based in areas of disadvantage and students are carefully targeted to ensure they are from under-represented groups. Academic support sessions make up one of the main strands of the programme and are delivered by graduate staff and university student volunteers. We will continue to extend and strengthen our relationship with IntoUniversity, whose students experience a 75% progression rate into higher education, compared with a national average for pupils on Free Schools Meals of 39%. In addition to running familiarisation sessions on campus, we recruit IntoUniversity students on to our University of Exeter Scholars programme and run a variety of on-site and virtual skills and aspiration-raising workshops.

4.1.5 Devon and Cornwall Healthcare Academies

This new scheme being planned by our Medical School aims to provide high-frequency engagement with Year 12/13 students with the aim of improving attainment. Weekly sessions, led by our Academic staff via an online platform, will form the core of this initiative which will prioritise disadvantaged pupils with the potential to exceed their predicted grades.
4.2 ACCESS - PRIMARY STAGE

This age group is not a major focus of our widening participation activities, but we are involved in a small number of initiatives to raise aspirations and support primary pupils from disadvantaged backgrounds. We co-sponsor the IntoUniversity in Bristol, which runs various programmes for primary age children to raise aspirations around higher education and to improve attainment. Academic Support is an after-school programme offering students support with their learning, coursework and revision. The pupils can access resources taken for granted in many better-off homes such as books, a computer, revision guides and a desk. Primary students can either receive support with their homework or take part in IntoUniversity’s bespoke curriculum which links to university degree topics and national curriculum learning.

We will continue to provide free places for disadvantaged pupils on our Primary Enrichment Programme which provides one and two-day courses for Key Stage Two pupils across a range of national curriculum subjects. We also host school visits and are involved in initiatives such as Big Bang and Science in the Square, which involve both primary and secondary age pupils; and Talent for Care, a global health crisis simulation run by our Medical School with Year 7 pupils over six weeks.

We have noted the findings and recommendations of the recent report from the University of Winchester Further and Higher Progression for Service Children7 and are already investigating ways in which we can embed these recommendations into our practice, such as signing up to the Armed Forces Covenant. Specifically we are planning some research and enrichment provision, provided through our Graduate School of Education, for Primary-age pupils from military families around various locations in Devon near military bases. The research aspect of this project will help create a baseline for further work and future developments with relevant partners.

4.2 ACCESS – SECONDARY STAGE

The University works with around 4,000 pupils a year via our main outreach and on-campus widening participation activities, delivering around 17,500 contact hours during 16/17. We also support a wider network of pupils via local and national partnerships and through our work with schools, colleges and teachers. We have expanded and reshaped our provision significantly over the last 12 months, focusing on those activities with proven impact, improving evaluation measures and focusing on skills development in tandem with raising aspirations. We also run activities for specific groups, for example mature students and care leavers, and we plan to increase our knowledge and investment in these schemes. We intend to focus on the following:

4.2.1 University of Exeter Scholars

We have made significant changes to improve and extend our progression initiatives to increase their impact. At the beginning of this academic year, we replaced our existing provision with the University of Exeter Scholars programme to achieve the following:

- replace disparately badged schemes with a coherent programme of activities covering pre and post 16 age groups under a common eligibility and evaluation framework
- concentrating our efforts where we have strongest evidence of impact
- simplify information for schools, partners and pupils to encourage engagement
- encourage a sense of community, belonging and cohort identification to assist motivation
- strengthen skills development to support pupil attainment
- extend support for transition, success and progression

7 Further and Higher Progression for Service Children, Dr Judith McCullouch and Michael Hall, University of Winchester in partnership with the Ministry of Defence, 2016
Years 9 to 11

We have amalgamated our pre-16 provision into University of Exeter Scholars and will continue to develop the content of the programme to ensure it is as effective as possible. Objectives include increasing understanding of higher education and its benefits; raising aspirations; increasing subject and related career knowledge; building confidence and motivation; and encouraging progression post 16.

National and regional pathways differ in their schools targeting criteria, mode of delivery and emphasis, but are common across other aspects such as learning outcomes, evaluation framework and eligibility checkpoints. Our two regional pathways are run in partnership with 32 schools in Devon, Somerset, Bristol, Dorset and Cornwall. Beginning either in Year 9 with a launch event on campus for pupils and families or in Year 10 with an on campus residential; around 350 new students from the south west begin their Scholars experience at this point each year. Content delivered in schools and on campus by student ambassadors and academics is supported by online activities and live forums, culminating in a celebration event in Year 11.

The national pathway recruits pupils via schools in Birmingham and London and partners such as IntoUniversity. This is part of a wider strategy to improve the representation of Black, Asian and Minority Ethnic (BAME) students within our UK student population, shaped by consultation and market research. It combines an immersive residential experience in Year 10 with the same online provision available to south west based participants and is supplemented by in-school activity.

While we have evidence of increased levels of knowledge and motivation, we have put in place more robust evaluation measures for our pre-16 programme and will continue to review content with the aim of better supporting pupil attainment. Following completion of their GCSEs, pupils who fulfil academic and engagement criteria are eligible to progress to the next stage.

Years 12 to 13

We have significantly expanded our post-16 provision in response to positive evaluation which has demonstrated its impact on motivation, behaviour and progression into higher education. This academic year we increased the volume of participating students on our regional pathway by 43% to around 400 per cohort and will extend provision across 27 disciplines. A proportion of the intake progressed from our pre-16 stage, while the remainder are new joiners.

We have a gender imbalance with girls accounting for around 70-75% of each cohort. This occurs whether pupils self-select or are chosen by their schools, which poses a challenge when attempting to redress the balance. We have found however that the gender balance improves at the application and offer stages, confirming that the programme appears to be having a particularly beneficial effect for the male pupils who take part. Around 65% of the students who progress to Exeter are LPN Q1 and Q2.

National and regional pathways are delivered via intensive and longitudinal formats respectively and supported by online platforms. Both focus on progressive subject strands, taught by our academic colleges. The law strand comprises Pathways to Law, which we run in partnership with the Sutton Trust. Pupils are offered a minimum of 24 hours of discipline specific activities, either in a residential setting or through multiple visits to campus, in addition to receiving general sessions to support application to higher education.

Passing the programme is dependent on engagement levels and a new online assessment developed with the support of our Academic Skills team. Qualifying pupils receive Senior Scholar status which if they apply to the University, entitles them to a range of benefits including our best contextual offer,
scholarship and bursary provision, transition support, access to bespoke employability advice and paid internships.

4.2.2 Working with schools and colleges

We have increased capacity within our Widening Participation team with the aim of providing our partner schools with continuity of support and working with an advisor who will have a detailed knowledge of the school, its objectives and the needs of its students.

We are learning from piloting this approach with schools with high proportions of BAME pupils meeting WP eligibility criteria in target regions. We will work towards improving and extending this model with the help of improved data analysis which is helping us better understand the relative impact of our engagement, to enable us to ensure it is as targeted and effective as possible. During 19/20, we will expect to implement a structured programme of support for national and regional partner schools, with whom we have a long-term and productive relationship. Each will have a key worker, who will understand the needs of the school and work to implement a development plan with linked KPIs. We aim to reduce the volume of ad hoc interventions which cannot been evaluated effectively, to focus on achieving a higher level of engagement and impact as part of a sustained programme.

As part of this process, we have increased our network of Exeter Links schools and associated provision of up to £1,000 per institution to help fund a range of support depending on the requirements of the school including school-based workshops; CPD support for teachers; and networking. We have also invested in an additional post to work with 11-16 schools in Cornwall. Our partner schools are carefully selected on the basis of their school population and location and the majority are located in rural and/or coastal communities. Analysis, based on comparison with a neutral group, shows higher application and progression rates to the University of widening participation students from these schools.

A proportion of our work with Links schools is via partners such as the Brilliant Club, which engages researchers to deliver small group work in schools. Evaluation suggests the scheme, delivered to around 200 local children by our PhD students, is successful in building confidence and aspiration to study at a selective university. We are also running a pilot scheme with Coachbright – established by two of our alumni – to deliver peer to peer mentoring projects (Year 10 to Year 7s, and Year 12 to Year 10s) in six of our Exeter Links schools. A full evaluative exercise will determine next steps.

We also provide support for a broader community of schools with high proportions of WP students and/or located in deprived or low participation neighbourhoods. This may take the form of workshops and presentations in schools to campus-based events. Eligible pupils can also participate in student shadowing, curriculum or course-linked mentoring and work experience, to familiarise themselves with higher education, specific disciplines and related career options. We are a partner in the SEREN network – a Welsh Government initiative to increase the progression of Welsh school pupils into research intensive universities – and focus our involvement in those hubs which map on to areas of disadvantage. In 19/20 we are hoping to involve groups from target schools in science projects through a planned Medical School outreach lab at our St Lukes Campus in Exeter.

The University will continue to be a partner in the Career Pilot and Life Pilot schemes, which are run in partnership with a consortium of schools in the South West. This initiative provides an online toolkit and resource for pre and post-18s, which helps students plan their routes to study, qualifications and careers.

4.2.3 Supporting educators

Working with our Graduate School of Education, we have developed a formal training programme for academic, professional staff and partners to help improve the efficacy of our interventions in schools.
This will run for the first time during spring 2018, and depending on the outcome of evaluation, we anticipate offering a number of training sessions a year under the auspices of our Centre for Professional Learning with a particular focus on the national curriculum and raising attainment.

The University of Exeter will continue our partnership in Advancing Access - a national collaboration of 24 selective universities working together with schools and colleges to develop and deliver CPD for teachers and advisers. Advancing Access complements the work already carried out by partner institutions by engaging those areas that have historically been hard to reach and may be in geographic ‘cold spots’ and aims to support student progression to selective universities and courses. Initially funded through HEFCE’s collaborative outreach network scheme, Advancing Access is now financed by partner contributions.

We will continue to host HE Advisers’ days at our Streatham and Penryn campuses. The days provide the opportunity for teachers and careers advisers from our link schools, who play a vital role in supporting students making progression decisions, to attend a full programme of presentations and workshops focusing on the current higher education environment and the factors affecting progression such as mental health. We will also continue to provide training and other support with a range of other organisations such as Teach First.

4.2.4 Partnership programmes

Realising opportunities

In addition to our own post-16 programmes, we will continue to work in partnership to deliver the Realising Opportunities initiative. The award-winning programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research-intensive university.

These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student e-mentor and an assessed academic element. Successful completion will result in additional consideration given to applications through UCAS from all partner universities, and the potential for an alternative offer worth up to 40 UCAS points.

National Collaborative Outreach Programme

The University is a partner in Next Steps, our regional NCOP which covers target wards in Cornwall, Devon and Somerset. Two Outreach Officers for this scheme sit alongside our Widening Participation teams in Cornwall and Devon and deliver a core programme to partner schools and have developed additional activities via a bidding process. Although this funding sits outside the Access and Participation Plan, we have reviewed our own provision to ensure it complements the programme in terms of its targeting and school partnerships. Next Steps is also a participating partner in a research project run by the University’s Centre for Social Mobility to assess practitioner application of the OFFA Evaluation Toolkit.

Mature students conference

The University works in partnership with universities and FE colleges in the South West to encourage mature students into higher education. We host an annual mature student conference at our Streatham Campus providing specialist advice, workshops and tailored support. We also run familiarisation and recruitment events for mature students regularly throughout the year. We intend to invest more heavily in improving access for these students and have set a new target to help focus our efforts. We plan to improve our knowledge about the obstacles they face to better inform our approach; improve information and advice available during the recruitment process, including providing a point of contact; and strengthen relationships with FE colleges.
Local authorities and care leavers

Working with local authorities, the University offers familiarisation events on campus for students leaving care. Students attend with their social workers and receive information about the support available through the University including tuition fee waivers; extended accommodation contracts; single point of contact and other practical and financial help.

4.2.5 Community outreach

The University works hard to support the region and runs a variety of community outreach events and initiatives as part of its Community Engagement, Regional Skills and Arts and Culture Strategies. The objectives of these activities are varied but community cohesion and the transformative power of higher education are common threads. These include events such as Community Days, Big Bang and Science in the Square; Respect Festival; leadership and employer forums; arts and cultural activities; and sponsoring community arts, sports and other events. Our students are actively engaged, with one of the high rates of volunteering in the UK and fundraising to support community projects. While the majority of these activities are not ‘WP countable’, they demonstrate the broader community context in which the University seeks to build community resilience and promote social mobility.

4.3 ADMISSIONS STAGE

4.3.1 Programme and curriculum development

The University runs a number of high quality Degree Apprenticeships with the aim of improving access to higher education and providing a more flexible model of career-focused study. We launched our first degree apprenticeship, BSc Digital and Technology Solutions in 2016, and a second, BEng Civil Engineering Site Management, last September. Further expansion is planned with BSc Applied Business later this year. While these programmes are very new, it is encouraging that the entrant profile has higher proportions of BAME, LPNQ1 and mature students in comparison with the overall University average. The percentage of mature students in particular is substantially higher, making up 44% of the intake, compared with 6.1% within the wider student population.

Our Medical School is currently working with local providers to launch Access Courses in the region with the particular aim of supporting mature students returning to education. The first Access to Medicine course will enrol students in 2018 and we are working with local stakeholders to introduce additional courses from 2019. Prior to this innovation, the nearest course for local students was Brighton. Our admissions criteria will ensure that those with an Access to Medicine qualification are eligible for the BMBS programme, with all students predicted to achieve appropriate grades guaranteed an interview.

The University also runs a BA (Ord) Business Management programme in partnership with Exeter College with the aim of helping individuals return to education and who may not have followed a traditional route. The programme, which is taught by the College and validated by the University, therefore attracts students who tend to be mature, have caring responsibilities, are from LPN Q1/2 and without A-levels. Students who successfully complete the programme and achieve a 2:1 or above have the option to progress to our Business School to take an honours top-up. Bespoke application and transition support is provided to help students through the process.

4.3.2 Recruitment and admissions support

We provide a range of support to help disadvantaged and under-represented students as they progress through the application and admissions process. We regularly survey our decliners and acceptors and therefore understand the importance of an open day experience to help their decision making either at the pre-application or offer stages. A disproportionate number of decliners living in low participation neighbourhoods do not visit the University or limit themselves to one visit. We
therefore use an online open day platform to enable hard to reach students to access a range of resources including online sessions with tutors, advisors and student ambassadors. We will monitor the effectiveness of this resource to ensure it is useful and fully optimized.

We will also continue to make special provision for some groups of under-represented and disadvantaged students, when appropriate to do so. For example, we provide pre-application events for care leavers and mature students; and supplement open day attendance for students on our main and partner progression programmes. We may also make financial contributions to facilitate attendance at interview. Our Medical School employs a non-competitive interview process designed to serve as a filter, ensuring a minimum standard of performance recognising that many students from disadvantaged backgrounds are less able to access support in preparing for interview.

The University will continue to improve its information for disadvantaged and under-represented students. We will also seek to further segment our marketing activity - supported by customer relationship management technology which will be in operation by 2018 - to ensure prospective students have all the information they need to make informed choices about study with the University of Exeter. We have invested in communications campaigns specifically targeted at widening participation groups, both in the South West and nationally, and have also appointed a WP communications specialist to develop information resources for students with diverse needs. Information provision and recruitment work will continue to be supported by our expanded Student Ambassador programme which enables us to draw on a diverse range of talented and motivated role models who can provide students with insights from a range of perspectives. We are also investigating how we might devote resource within our Admissions team to better provide advice, guidance and transition support for under-represented groups.

4.3.3 Contextualised admissions

The University adjusted its contextualised undergraduate admissions policy in 2016 following evaluation that showed previous practice, based on school performance, was not sufficiently effective in improving access for students from lower participation neighbourhoods. As a result, we amended our policy ahead of confirmation and clearing, to take account of an applicant’s neighbourhood in addition to the performance of their school/college to allow a more considered assessment of each application now that this information is available through UCAS.

Although introduced late in the cycle, amending our approach has resulted in a very significant improvement in the recruitment of students from low participation neighbourhoods. This change in approach has been rolled out to the 2017 cycle and is used as part of our contextualised offer-making strategy which takes into consideration an applicant’s neighbourhood, carer status, extenuating circumstances and if they have attended an Access Programme.

In addition to our general admissions policy we also adopt special provision in our Medical School to support mature learners using GAMSAT for students with gap of two or more years since taking A levels (or equivalent). This has the benefit of identifying potential, rather than focusing on previous educational attainment

We are keen to continue to refine our approach to contextualised admissions to take account of a range of indicators of disadvantage. We have been working with UCAS on their pilot of Multiple Equality Measures (MEM) through their Modernised Contextual Data Service. This is based on a more sophisticated contextualised admissions process going forward, but progress has been slower than expected due to obstacles in accessing data in a timely fashion. UCAS may expand this service to incorporate Scottish and Welsh 18 year-olds in addition to English applicants. Our pilot will be extended to 2019/20 in order to explore these and other options, whilst the UCAS Applicant Management System is introduced. We will continue to work on this approach with the aim of revising our admissions policy for future recruitment cycles.
5. SUCCESS MEASURES

5.1 Transition stage

We recognise that some groups of students require more support when making the transition into higher education and that the progress they make during their first year has a bearing on their attainment and progression.

Our Wellbeing Service will continue to develop its support package for students with disabilities and mental health issues to help their transition to University. This includes a range of online information for prospective students explaining the benefits of declaring a disability and the range of support available. Specific transition days are held by the team for students with Autistic Spectrum Disorders who benefit from a more structured introduction to the University and have specific information needs.

Mature students have been a particular focus as we have sought to narrow the gap in completion and attainment levels with the wider student population. Mature students are invited to attend bespoke induction events and additional workshops covering academic skills, revision and exam techniques which have resulted in correlated improvements in progression and attainment rates. Peer mentoring support is offered during the summer before students arrive to encourage a sense of belonging and community in order to help retention.

From 2018, teams from the across the University will also take part in a Transition Conference specifically for students meeting various widening participation criteria. The event is designed as an introduction to a package of ongoing support to ensure they are able to access specific services and interventions.

5.2 Institutional approaches to academic success

Providing a level playing field in which all students can thrive is a core component of our developing Education Strategy: Success for All. We are taking a phased approach to implementation, with some improvements already underway. We expect the strategy to be launched following consultation in 19/20. The measures we are taking are motivated by our social mobility and education agendas, but are institutional approaches designed to support all students. Designed with the needs of widening participation students to the fore, we expect them to benefit the most from these initiatives.

By 19/20 our new academic tutor framework will be firmly established. On joining the University every undergraduate is allocated a personal academic tutor in their home discipline. Students will meet with their tutor several times a year with structured sessions focusing on transition into higher education, academic progression and realising ambition within and beyond the University.

Tutors will be familiar with the students’ academic progress in their subject area and will consolidate feedback on assessed work. They will also work with the student to agree personal learning and skills targets. Both tutor and student will be supported by our Effective Learning Analytics tool which employs a range of data to create dashboards to help monitor performance, trigger early interventions and identify strategies to improve. The tool will be fully operational by 18/19 and resources for tutors will include signposting information for a range of support for eligible WP students. This will be assisted by online resources for staff and students to improve awareness of the availability of these schemes.

In discipline-based academic tutor groups, students will be encouraged to support each other and to build strong collaborative learning communities. Informed by the principles of action learning, peer groups will be trained in active listening and reflection. They will learn how to work together effectively as a group and to support each other and will also meet with other groups in higher years, where there will be opportunities for discipline-specific discussion and academic skills development. There are currently a number of peer mentoring schemes across the University – some formal and
some informal including a number specifically for WP groups including mature students and care leavers. As we move to embed peer support as part of Success for All, we will evaluate which models currently work best and impact most on the student experience and roll out a number of pilot schemes across disciplines.

A key component of our Education Strategy will be a review of our curriculum with a focus on delivering exciting and innovative ways of teaching. This will be aided by our new Education Incubator which funds research and development in pedagogy. Objectives include creating a learning environment in which all students can flourish, harnessing developments in technology and embedding employability skills. One of the priorities will be to support students as they make the transition into higher education while developing resilience and positive health and wellbeing. Taking into account internal data showing a strong correlation between participation in projects such as our interdisciplinary Grand Challenges initiative and Students as Change Agents and successful outcomes for WP students in terms of completion, attainment and graduate destinations, we will also investigate how these types of approaches to learning can be better integrated within the curriculum.

We are in the final stages of rolling out student hubs across the University. These strategically located information points are designed to improve access to education support and will help signpost students facing particular obstacles, such as exam stress or seeking mitigation, to a range of help and advice. We know from extensive student feedback that access to student support services are critical in supporting WP students to achieve and succeed. The hubs will provide that first line of support directly where students need it, so we can identify any developing issues quickly and seek to resolve them before they impact negatively on student outcomes.

5.3 Tailored and discipline specific approaches

In addition to these institution-wide approaches which we believe will be particularly beneficial for widening participation students, we will continue to implement tailored interventions based on our increasingly nuanced understanding of the gaps and barriers facing certain groups of students at discipline level. We are mindful about taking account of best practice, such as the findings from the Addressing Barriers to Success programme. Our Academic Skills and Student Engagement Team will continue to provide a range of support including peer learning schemes; skills sessions on maths, statistics and writing skills and the development of online resources, particularly beneficial for mature, part time and distance learners. Following a successful pilot scheme with a cohort of mature students in Medical Imaging to evaluate the influence of peer support, we are continuing to extend this approach to other groups of students in other disciplines, such as Law, and setting up institution-wide schemes with mature learners and care leavers. We are also working to encourage a diverse range of students to become involved in peer mentoring more generally across the University.

5.4 Students with complex needs

Over the last year the Widening Participation Team working with colleagues in Welfare, Student Finance and the Student Guild Advice Unit, have been working to improve support for students who had previously fallen between gaps in provision. The University has signed the Stand Alone Pledge and now provides a range of financial, practical and pastoral support for estranged students. A similar package of support is now being developed for carers and this should be fully established by 19/20. Meanwhile we are also considering how we can better support students from military families. This work has highlighted the need for institutional experts and points of contact for students with complex needs. We will aim to improve the infrastructure and points of contact for these students.

We have also been developing further our services to support students suffering from mental health issues. Online services have been expanded for current students to encourage engagement with our support services; creating specific advice and self-help tools for students with eating disorders and those suffering from anxiety. We will continue to offer Silvercloud, an online platform designed for those who may be suffering from anxiety and/or depression. The package provides the user with ongoing advice and information via a series of online workbooks and is an evidence-based package used by the NHS which is proven to significantly improve the wellbeing of users. We will also offer
well-being workshops to help students look after their mental health during critical points of their studies.

6. PROGRESSION

The differential outcomes, both in terms of degree performance and post-graduation progression, for some under-represented and disadvantaged groups have been demonstrated at national as well as at institutional level. Access to the professions and progression to postgraduate study have been identified as national priorities. We are aware that in addition to the importance of academic success, having the networks and social capital that create opportunities can be instrumental to supporting social mobility.

We will continue to work in partnership with the charity upReach which provides skills development and work placements for a cohort of 70 students each year. We have also made significant investment in our capacity to work with employers and alumni, and have focused on creating placements and internships within key professions and career sectors. Advisors support students through the process of gaining, completing and reflecting on their placement or internship. This year we provided more than 300 paid internships for widening participation students, exceeding our activity target. We will seek to maintain these schemes during 2019/20. New schemes will include paid internships for students with the Ted Wragg Trust; and a partnership internship scheme with Coachbright in a number of London schools with high proportions of disadvantaged pupils.

We will continue to explore how we can encourage under-represented students to take up an international experience. We have facilitated a number of students to take part in the Common Purpose scheme which provides a high-quality immersive international experience in locations such as Kuala Lumpur and California. We expect to extend this type of experience to a larger number of students.

The University carries out significant activity to promote postgraduate opportunities available to current undergraduates from WP groups both within the University of Exeter and at other institutions. We run postgraduate open days, attend external postgraduate study fairs in target regions, promote the national loan scheme and information about scholarships and other funding sources. This approach has been highly successful and recent analysis has shown that students in all widening participation groups, with the exception of mature students, are more likely to progress to postgraduate study in comparison with other groups.

7. EVALUATION AND MONITORING

7.1 Evaluation

We have made important strides in improving our evidence base for decision making and will aim to consolidate this during 19/20. Investment in additional expertise has within a very short time taken us significantly forward in developing a far more nuanced understanding of social mobility within our own context. This will help us develop very specific and tailored interventions at discipline level particularly to address issues relating to attainment and student outcomes.

We have reviewed the evaluation of our outreach activities with the help of the OFFA Evaluation Toolkit and are satisfied we meet Level 2 for our main schemes but would like to make further improvement. We have put in place a common evaluation framework for all our progression schemes drawing on OFFA and NERUPI best practice and have embarked on a systematic review of all other access activity against objectives with the aim of putting in place robust evaluation measures where they are lacking or reprioritising resources.

The focus on evaluation has traditionally been on access, and by 19/20 we would hope to have a framework of performance indicators and related measures in place across all main strands of success.
and progression activity, supported by regular reports through our Effective Learning Analytics system.

We have taken steps forward in mainstreaming the collection and reporting of a wider range of WP characteristics and embedding this within our business intelligence system to give us better data. The development in-house of a geodata tool, providing layers of information (e.g. school demographics and performance, IMD and LPN data, and engagement with University outreach and admissions) is helping to inform the targeting of our resources and decision-making about how we prioritise.

The University is a member of the Higher Education Access Tracker (HEAT) membership service which assists higher education institutions in England to target, monitor and evaluate outreach activity. By 19/20, HEAT data combined with other datasets should give us a much more sophisticated understanding of the efficacy of different interventions. We will work with HEAT to understand how we can use the service more effectively to provide us with better institutional and comparative data. We are also a member of the Network for Evaluating and Researching University Participating Interventions (NERUPI) and adopt the consortium’s framework for evaluating initiatives.

We regularly undertake market research with disadvantaged and under-represented students and have embedded reporting against specific characteristics within our annual round of quantitative research. This year, for example, we undertook research to gain a more nuanced understanding of the motivation, attitudes and perceptions between students with different WP characteristics and also to help WP students through Clearing. These findings have shaped our approach to admissions; student support and outreach activities. We will continue to invest in primary research to inform decision making, for example in relation to access and support for mature students.

7.2 Centre for Social Mobility and academic research

A new Centre for Social Mobility has been established to bring academics, practitioners and students together with the aim of combining practice and research insights to support social mobility through higher education. The Centre is a real step forward in bringing research and practice communities together to develop new evidence-based ideas for practice and research but also in providing a forum for different constituents of the University to work together as we work towards building a whole institution approach. With Directors representing both academic and practice communities, the Centre will be focusing on building internal links and knowledge in its first year but as part of a five-year business plan will seek to become a regional hub of expertise, and then develop international partnerships.

During 19/20 the Centre will award research incubator funding to academic or professional staff undertaking projects to expand our evidence base and insights focusing on our access, success or progression priorities. The aim will be to ensure that insights are not only shared but operationalised. In addition to these small-scale projects, funded through the Access and Participation Plan, the Centre will also be working towards objectives relating to external bids and related impact. By 19/20 we will have held at least two internal conferences and seminar series and held our first regional event.

Although in its very early stages the Centre is already helping to build links across the organisation between those with expertise in education, evaluation, outreach, data analytics and social policy. It is also the hub for a number of research projects as follows:

- Transforming Transitions – a HEFCE catalyst fund project testing interventions to overcome barriers experienced by students with BTEC qualifications
- Contextualised Admissions – examining sector-wide approaches to improve access
- OFFA evaluation toolkit – working with partners (including NCOP) to evaluate the toolkit
- Safeguarding students on campus – a HEFCE-funded catalyst project aimed at investigating student experiences of racism and inform intervention and prevention strategies
7.3 Governance

The University’s Social Mobility Strategy Group reporting the Vice Chancellor’s Executive Group, brings senior academic, professional services and student representatives together to provide senior leadership across outreach, access, student success and progression. An Access and Participation Plan Management Group provides the operational arm, driving the implementation of our plan across the institution informed by business intelligence. An action plan clearly identifies responsibilities, budget and targets. We are in the process of refining this further by identifying additional KPIs and evaluation measures and building a more robust reporting framework. This governance structure facilitates effective performance monitoring and the implementation of actions identified to address areas requiring improvement. A further group exists at practitioner level within our Education and Student Services Directorate, which shares best practice with a focus on success and progression.

We are currently in the process of developing new academic college forums to focus on all aspects of the student lifecycle - rather than just outreach. These will shape and implement activity at discipline level as part of a joined up and consistent plan of action across the University to deliver the Access and Participation Plan and will report into College Executive teams. These forums are facilitated by a new structure which has been put in place for our six academic Colleges, with coordinators now members of our widening participation team. This team is managed by our Head of Widening Participation and UK Student Recruitment, who is the consistent thread across our social mobility governance structure and is Director (Practice) of the Centre for Social Mobility. Our DVC Education chairs the Strategy Group and also leads on our institutional response to TEF.

In addition to our specific governance structure for social mobility, targets and associated performance issues are monitored and addressed via our performance management and education governance structures including Teaching Excellence Monitoring meetings, which scrutinise differential performance at discipline level.

8. STUDENTS AND FINANCE

8.1 Student numbers and fee income

The projected qualifying student population for undergraduate and postgraduate ITT study is 16,370 students in 19/20. Part time students, including students repeating all or part of an academic session, will be eligible for fees and financial support in the same way as all other students covered by this Plan, but on a pro-rata basis and no part time student will be charged a fee in excess of £6,935 within an academic year. The estimated fee income above the basic level for undergraduate and postgraduate ITT courses in 2019/20 is £14.19m. We anticipate allocating 29.5% of higher fee income on widening participation measures.

8.2 Tuition fees

The rules surrounding the setting of fees for 2019/20 may be subject to change as a result of the Government tuition fee review and Brexit negotiations. The University has therefore set its fees within existing parameters, with the caveat that it will seek to amend its fee rates, eligibility and exceptions in accordance with any changes in national policy. The University of Exeter intends to set tuition fees for Home/EU students commencing undergraduate courses and postgraduate Initial Teacher Training (ITT) courses after 1 September 2019, at the maximum rate allowed subject to the terms set out by Government. The fee for full-time students is currently set at £9,250 per annum, but may be subject to change for the reasons set out above. The only exceptions to these full-time fees will be:

- Home/EU students undertaking a full-year Erasmus study abroad or work placement, or a non-Erasmus study abroad year, who will be liable 15% of the maximum fee (£1,385); and
- Home/EU students undertaking a full-year non-Erasmus placement in industry (in the UK or abroad), who will be liable for fees at 20% of the maximum fee (£1,850) for that year;
• BMBS Home/EU students in the University of Exeter Medical School, where tuition fees for the fifth year of study will be met by the Department of Health. If this funding were to be withdrawn, these students will be required to pay the full fee for each year of study.
• Degree apprenticeships: BEng Civil Engineering; BSc Digital and Technology Solutions; BSc Applied Business; where tuition fees are met by the employer.
• PGCE School Direct salaried programmes where tuition fees are met by the employer.

It is the University’s intention to apply annual increases to this fee, up to the maximum tuition fee level as established by Government each year.

8.3 Financial support

The University carried out a review of its financial support in 2017/18 using the OFFA evaluation toolkit to assess the effectiveness of our provision. This involved an analysis of the outcomes of those in receipt of the Access to Exeter bursary and a survey of recipients. The analysis found that bursary recipients were in general no more or less likely to be retained, get good degree outcomes and graduate employment than those not in receipt of bursary. The majority of respondents however felt the bursary was important to them financially continuing with their studies. Taking this information into account, the University aims to make no reduction to its financial support package in 19/20 (with the caveats re changes in national policy given above). Further analysis however will be carried out to understand whether there are statistical discrepancies in performance for students with low incomes who do not qualify for a bursary (i.e. with incomes between £25,000 and £42,600) in order to ascertain whether eligibility criteria should be extended. We will also aim to understand the attitudes of our students towards debt which may prove more of a barrier for mature students.

In addition to our bursary scheme, we will continue to provide support for undergraduate students in financial hardship. In 2019/20 we expect to provide at least £120k of financial assistance for undergraduate students in receipt of statutory financial support. The University set aside a new fund for estranged students in 17/18. This discretionary fund is administered by the Student Guild Advice Unit. The funding is used to support transition to university, year-round accommodation and crisis funding. This funding will continue in 19/20. A new Sanctuary Scholarship was introduced this year for individuals seeking asylum and refugees unable to access student finance. We will also continue to provide full fee waivers and accommodation bursaries for care leavers.

### Bursary allocation for 2019/20 entrants

<table>
<thead>
<tr>
<th>Household income</th>
<th>Bursary Yr 1</th>
<th>Bursary Yr 2 onwards</th>
<th>PGCE bursary</th>
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<tbody>
<tr>
<td>Less than £16,000</td>
<td>£2,100</td>
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<tr>
<td>£16,000 - £25,000</td>
<td>£1,050</td>
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9. INVESTMENT

Our Access and Participation Plan countable expenditure forecast for 2019/20 in comparison with 2018/19 is set out below along with the related percentages in higher fee income (HFI). The profile of expenditure reflects our commitment to supporting students throughout each stage of the student lifecycle, taking into account OFS strategic guidance on priority-related investment:

<table>
<thead>
<tr>
<th></th>
<th>2018/19</th>
<th>% HFI</th>
<th>2019/20</th>
<th>% HFI</th>
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</thead>
<tbody>
<tr>
<td>Access</td>
<td>£3,884,000</td>
<td>8.2</td>
<td>£3,995,000</td>
<td>8.3</td>
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<td>Success</td>
<td>£2,865,000</td>
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<td>£2,947,000</td>
<td>6.1</td>
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<tr>
<td>Progression</td>
<td>£1,814,000</td>
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<tr>
<td>Financial support</td>
<td>£5,348,000</td>
<td>11.3</td>
<td>£5,392,000</td>
<td>11.2</td>
</tr>
<tr>
<td>Total</td>
<td>£13,911,000</td>
<td>29.5</td>
<td>£14,190,000</td>
<td>29.5</td>
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</table>
In addition the University will continue to invest in broader educational and pastoral support, community, inclusion and social mobility initiatives and activities which are not ‘WP countable’. We will also continue to work with our alumni and donors who are always keen to invest time, expertise and financial support to give additional provision for under-represented and disadvantaged students. The total investment figure in our resource plan includes projected Student Opportunity funding to support success but excludes other non-countable forecast expenditure.

10. EQUALITY AND DIVERSITY

The University is committed to a policy of equality of opportunity and aims to provide a working, learning and social environment that is free from unfair discrimination. In accordance with University policy, an Equality Analysis has been carried out on the University of Exeter’s Access and Participation Plan and consideration has been given to the impact of this on protected groups recognised by the Equality Act 2010. No equality concerns or negative impacts were identified in this Equality Analysis. Positive impacts were recognised in the provisions made for students with protected characteristics relating to age, disability, gender and ethnicity.

11. INFORMATION AND CONSULTATION

The University will continue to provide clear and accurate information about fees and funding and to students through a variety of information channels including: printed materials such as the Undergraduate prospectus and Finance Guide; online via our Undergraduate Study and Student Finance websites; direct communications via our Admissions and Student Recruitment teams; face-to-face communications at HE fairs, pre-applicant open days, offer-holder open days and other events including finance workshops and advice surgeries in schools; enquiry handling through our Admissions and Student Finance teams, Student Information Desk and student hubs; publication of key information sets; presentations and online resources for teachers.

We will continue to provide and improve targeted information through appropriate channels and formats for specific disadvantaged and under-represented groups to encourage engagement in outreach, provide tailored information through the application process and to optimise take-up of support, advice and opportunities during their studies. We will continue to fund posts in the Student Funding Team to ensure the effective distribution of financial information.

We will continue to co-fund the Students’ Guild and FXU to enable them to provide financial and related support and a frontline advice service for students, including enhanced support for estranged students and carers. We have consulted with our study body in the preparation of this Access and Participation Plan. The Guild and FXU reviewed and approved this plan and are represented on the group with governance responsibilities for widening participation.

Feedback from prospective and current students was also considered in formulating specific responses within this agreement in relation to our information provision, financial support package and development of our outreach programmes. Examples include surveys of prospective and current students (broken down by WP characteristics), Youthsight survey of BAME students, focus group work with estranged students, joint staff-student discussion groups/workshops. We have also drawn on the findings of research projects and market research which have involved engagement with a variety of stakeholders including students. We will continue with students and others to improve our understanding of the issues they face and work jointly on potential solutions, both as part of our widening participation planning but also in developing our Education Strategy. We will include relevant consultation within our annual market research plans and project plans, and take advantage of existing forums such as Student Liaison Committees. We will also continue to draw on third party expertise within the wider community e.g. Devon Carers.

Our Access and Participation Plan will be published on our website and disseminated internally. Specific initiatives and support within this plan will also be actively promoted to relevant audiences.
Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Please note that UK/EU fees for future years of study will increase by no more than the amount permitted under government legislation, which we expect to be based on the Retail Price Index.

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<tr>
<th>Full-time course type:</th>
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<th>Course fee:</th>
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<td>Foundation degree</td>
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<td>Foundation year / Year 0</td>
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<td>HNC / HND</td>
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<tr>
<td>CertHE / DipHE</td>
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<tr>
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<td>Erasmus and overseas study years</td>
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<td>£1,385</td>
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<td>Other</td>
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<tr>
<th>Franchise full-time course type:</th>
<th>Additional information:</th>
<th>Course fee:</th>
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<tr>
<td>Foundation degree</td>
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<tr>
<td>Foundation year / Year 0</td>
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<td>Erasmus and overseas study years</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time course type:</th>
<th>Additional information:</th>
<th>Course fee:</th>
</tr>
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<tbody>
<tr>
<td>First degree</td>
<td></td>
<td>£4,625</td>
</tr>
<tr>
<td>Foundation degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation year / Year 0</td>
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<tr>
<td>HNC / HND</td>
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</tr>
<tr>
<td>CertHE / DipHE</td>
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<tr>
<td>Postgraduate ITT</td>
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<tr>
<td>Accelerated degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandwich year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erasmus and overseas study years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td></td>
</tr>
</tbody>
</table>
### Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Main target type (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target? (drop-down menu)</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16a_01</td>
<td>Access</td>
<td>State school</td>
<td>HESA T1a - State School (Young, full-time, first degree entrants)</td>
<td>State school entrants as a percentage of all young, full-time, first degree entrants.</td>
<td>No</td>
<td>2011-12</td>
<td>67.4%</td>
<td>72.5%</td>
<td>73%</td>
</tr>
<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</td>
<td>LPN entrants as a percentage of all young, full-time, first degree entrants.</td>
<td>No</td>
<td>2011-12</td>
<td>4.9%</td>
<td>6.1%</td>
<td>6.3%</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Student success</td>
<td>Multiple</td>
<td>HESA T5 - Projected degree (full-time, first degree entrants)</td>
<td>Baseline year 2010-11</td>
<td>No</td>
<td>Other</td>
<td>94.5%</td>
<td>94.5%</td>
<td>94.5%</td>
</tr>
<tr>
<td>T16a_04</td>
<td>Access</td>
<td>Ethnicity</td>
<td>HESA T7 - Students in receipt of DSA (full-time, first degree entrants)</td>
<td>Entrants in receipt of DSA as a percentage of all young, full-time, first degree entrants.</td>
<td>No</td>
<td>2011-12</td>
<td>6.5%</td>
<td>0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>T16a_05</td>
<td>Access</td>
<td>Care-leavers</td>
<td>Other statistic - Care-leavers (please give details in the next column)</td>
<td>Number of entrants eligible as Care Leavers under the Children (Leaving Care) Act</td>
<td>No</td>
<td>2012-13</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T16a_06</td>
<td>Access</td>
<td>Gender</td>
<td>Other statistic - Gender (please give details in the next column)</td>
<td>Male entrants to primary PGCE</td>
<td>No</td>
<td>2011-12</td>
<td>24%</td>
<td>26.5%</td>
<td>27%</td>
</tr>
<tr>
<td>T16a_07</td>
<td>Access</td>
<td>Ethnicity</td>
<td>Other statistic - Ethnicity (please give details in the next column)</td>
<td>BAME entrants for both primary and secondary PGCE programmes</td>
<td>No</td>
<td>2011-12</td>
<td>3%</td>
<td>6.5%</td>
<td>7%</td>
</tr>
<tr>
<td>T16a_08</td>
<td>Student success</td>
<td>Multiple</td>
<td>Other statistic - Completion/Non-continuation (please give details in the next column)</td>
<td>Completion rates for both primary and secondary PGCE programmes</td>
<td>No</td>
<td>2011-12</td>
<td>90%</td>
<td>94.5%</td>
<td>95%</td>
</tr>
<tr>
<td>T16a_09</td>
<td>Student success</td>
<td>Mature</td>
<td>Other statistic - Completion/Non-continuation (please give details in the next column)</td>
<td>Narrowing the gap in non-completion rates for mature students</td>
<td>No</td>
<td>2011-12</td>
<td>7%</td>
<td>3.5%pt</td>
<td>3%</td>
</tr>
<tr>
<td>T16a_10</td>
<td>Student success</td>
<td>Disabled</td>
<td>Other statistic - Completion/Non-continuation (please give details in the next column)</td>
<td>Narrowing the gap in non-completion rates for students with disabilities</td>
<td>No</td>
<td>2011-12</td>
<td>4%</td>
<td>1.5%pt</td>
<td>1.25%pt</td>
</tr>
<tr>
<td>T16a_11</td>
<td>Student success</td>
<td>Mature</td>
<td>Other statistic - Mature (please give details in the next column)</td>
<td>Narrowing the gap in degree outcomes (1st and 2:1) for mature students</td>
<td>No</td>
<td>2011-12</td>
<td>17%pts</td>
<td>11%pts</td>
<td>10%pts</td>
</tr>
<tr>
<td>T16a_12</td>
<td>Progression</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>Other statistic - Progression to employment or further study (please give details in the next column)</td>
<td>Narrowing the gap in positive graduate destinations (DLHE) for LPN students</td>
<td>No</td>
<td>2013-14</td>
<td>16.6%pts</td>
<td>13%pts</td>
<td>11.5%pts</td>
</tr>
<tr>
<td>T16a_13</td>
<td>Student success</td>
<td>Ethnicity</td>
<td>Other statistic - Completion/Non-continuation (please give details in the next column)</td>
<td>Narrowing the gap in degree outcomes (1st and 2:1) for BAME students</td>
<td>No</td>
<td>2014-15</td>
<td>12%pts</td>
<td>9%pts</td>
<td>7%pts</td>
</tr>
<tr>
<td>T16a_14</td>
<td>Access</td>
<td>Ethnicity</td>
<td>Other statistic - Ethnicity (please give details in the next column)</td>
<td>Undergraduate BAME entrants (Young, full-time, first degree entrants)</td>
<td>No</td>
<td>2014-15</td>
<td>8%</td>
<td>10%</td>
<td>10.5%</td>
</tr>
<tr>
<td>T16a_15</td>
<td>Access</td>
<td>White economically disadvantaged males</td>
<td>Other statistic - Low-income backgrounds (please give details in the next column)</td>
<td>Undergraduate white male entrants as a percentage of LPN (POLAR3) entrants (Young, full-time, first degree entrants)</td>
<td>No</td>
<td>2014-15</td>
<td>19%</td>
<td>23%</td>
<td>25%</td>
</tr>
<tr>
<td>T16a_16</td>
<td>Access</td>
<td>Multiple</td>
<td>Other statistic - Other (please give details in the next column)</td>
<td>Progression of RO participants to any RO partner institution. No baseline available.</td>
<td>Yes</td>
<td>Other (please give details in Description column)</td>
<td>n/a</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>T16a_17</td>
<td>Access</td>
<td>Multiple</td>
<td>Other statistic - Other (please give details in the next column)</td>
<td>Students engaging with the new Intu/Evansnt Bristol South West Centre. No baseline available.</td>
<td>Yes</td>
<td>Other (please give details in Description column)</td>
<td>785</td>
<td>500</td>
<td>n/a</td>
</tr>
<tr>
<td>T16a_18</td>
<td>Access</td>
<td>Disabled</td>
<td>Other statistic - Disabled (please give details in the next column)</td>
<td>Entrants declaring a disability as a percentage of all young, full-time, first degree entrants</td>
<td>No</td>
<td>2016-17</td>
<td>12.4%</td>
<td>12.8%</td>
<td>13%</td>
</tr>
<tr>
<td>T16a_19</td>
<td>Access</td>
<td>Mature</td>
<td>Other statistic - Mature (please give details in the next column)</td>
<td>Mature entrants as a proportion of all first time degree entrants</td>
<td>No</td>
<td>2016-17</td>
<td>6.3%</td>
<td>n/a</td>
<td>6.5%</td>
</tr>
<tr>
<td>Reference Number</td>
<td>Select stage of the lifecycle</td>
<td>Main target type (drop-down menu)</td>
<td>Target type (drop-down menu)</td>
<td>Description ([500 characters maximum])</td>
<td>Is this a collaborative target?</td>
<td>Baseline year</td>
<td>Baseline data</td>
<td>Yearly milestones (numeric where possible, however you may use text)</td>
<td>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</td>
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<tr>
<td>------------------</td>
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<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>T16b_01</td>
<td>Student success</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>A three-year roll out of peer support programmes with UG students, starting with Sept 2015-16 cohort. No baseline available.</td>
<td>No</td>
<td></td>
<td>n/a</td>
<td>2018-19, 2019-20, 2020-21, 2021-22, 2022-23</td>
<td>Total of 850 students engaged as members and mentors between 2015/16 and 2018/19. Continue to refine and expand these programmes from 2019/20 onwards.</td>
</tr>
<tr>
<td>T16b_02</td>
<td>Student success</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>WP students securing placements and internships, including Professional Pathways schemes. No baseline available.</td>
<td>No</td>
<td></td>
<td>n/a</td>
<td>300, 300, 300</td>
<td>Current students meeting eligibility criteria securing placements and internships.</td>
</tr>
<tr>
<td>T16b_03</td>
<td>Access</td>
<td>White economically disadvantaged males</td>
<td>Operational targets</td>
<td>Increase the engagement of white economically disadvantaged males in our main post-16 outreach programme</td>
<td>No</td>
<td>2015-16</td>
<td>25%</td>
<td>32%, 35%, 37%, 39%</td>
<td>Proportion of male students on our post-16 programme</td>
</tr>
<tr>
<td>T16b_04</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>KS3 pupils make expected progress in reading, writing and mathematics</td>
<td>Yes</td>
<td></td>
<td>n/a</td>
<td>80%</td>
<td>Target covers period of improvement plan.</td>
</tr>
<tr>
<td>T16b_05</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>Disadvantaged, overall, average percentile rank improvement across schools within the Ted Wragg Trust</td>
<td>Yes</td>
<td>Q1 (20)</td>
<td>n/a</td>
<td>&lt;3%, &lt;3%, &lt;3%</td>
<td>Rank improvement within the OFSTED Inspection Dashboard Summary Report (IDSR) replaces the target above. Please note these are provisional targets from 2020 onwards.</td>
</tr>
</tbody>
</table>