University of Salford Access Agreement 2018-19

1. Our Strategic Priorities

The University of Salford is committed to widening access to higher education. We have a strong, long-standing track record and have consistently exceeded our benchmarks for participation from traditionally under-represented groups. We make a major contribution to providing access to higher education across Greater Manchester, the wider North West and nationally. We are actively involved in encouraging and supporting improvements to local and regional education at Levels 2 and 3.

At The University of Salford we are proud of our place in the world. Situated in the heart of the vibrant Greater Manchester conurbation we play a significant role in the community. While our heart is anchored in the North West, we have a powerful global reach. Our University is our people; our authenticity and strong sense of place appeals to students of all ages and all backgrounds and we focus on equipping them for the world of work. Together we transform lives.

The University's vision guides it through the challenges of contemporary higher education:

'By pioneering exceptional industry partnerships we will lead the way in real world experiences preparing students for life'.

Underpinning the vision is the creation of four 'Industry Collaboration Zones' (ICZ) which act as a focus for collaboration within the University and with partners, in particular industry sectors. This is a bold departure from traditional structures and models of learning and will provide an outstanding experience for our students, staff and partners alike as they engage in an educational environment of co-creation and mutual discovery. In the context of the ICZs we have developed new approaches to student recruitment, retention and success, along with new strategies for enhancing employability, supporting enterprise, developing a real-world relevant curriculum and ensuring our focussed research has real impact.

In looking at our future strategy we have identified opportunities for growth in our student numbers, driven by further portfolio development in core markets and diversification into new markets e.g. via the introduction of degree apprenticeships and accelerated degrees. Growth will be underpinned by enhanced outreach to schools and colleges not traditionally engaged with the university, deeper partnerships with a small network of colleges, and stronger links with employers.

We recognise the importance for all students, but particularly those from backgrounds not traditionally well represented in higher education, of ensuring they achieve their full potential and that barriers to retention, progression and success are proactively and systematically identified and addressed. This focus has caused us to take a proactive, leading role in the Greater Manchester region's contribution to the National Collaborative Outreach Programme, and to sponsor educational initiatives at Levels 2 and 3 such as UTC at MediaCityUK. We remain committed to maintaining overall numbers of students from Widening Participation backgrounds and to ensuring their success via our continuing emphasis on student retention and progression.

2. Fees, student numbers and fee income

In line with regulations around uplift of fees re: inflation based on TEF outcomes we will adjust our fee levels appropriately and ensure students are notified accordingly.

Tuition fees for all undergraduate full time degrees in 2018/19 will be £9,250. Where a student joins a '… with Foundation Year' programme, the Foundation Year stage of the programme will be charged a lower fee of £6,000, with the exception of a '… with Music Foundation Year' programme where the Foundation Year stage of the programme will be charged a fee of £9,250. Where a student joins a '… with International Foundation Year' programme, the International Foundation Year stage of the programme will be charged a lower fee of £8,225.

The University has applied for TEF 2 and is currently awaiting a decision on the fee level that it will be permitted to charge. As the fee cap for 2018/19 has yet to be confirmed, the current resource plan has assumed 2-17/18 figures.

Part time fees are charged on a pro rata basis according to the number of credits being studied, however, the University will not charge any part time undergraduate Home/EU student more than £6,935 in an academic year, in line with the fees regulations. Any fee increases will meet government and consumer policy regulations and will be driven by a need to ensure effective student provision.

Intended fees for placement and sandwich years

If the programme is a 4 year sandwich degree, this is the equivalent of a 3 year UG degree plus a year out and the year out will not be charged for (and as such is in favour of a widening participation student), therefore the placement or sandwich year fee will be £0 (nil), and for study abroad fees will be reduced as appropriate and will be £1,385.

Provision of information to prospective students

The University website provides prospective undergraduate (UG) and postgraduate (PG) students with an overview of funding and fees, and this is followed up by more specific information over 12 months in advance of the start of a student's programme of study.

Undergraduate

For Undergraduate students we provide more specific detail by displaying fees and funding associated with individual programmes of study plus any additional costs such as expenditure for field trips.

UK Partnerships

The University offers a number of programmes in partnership with other partner colleges, Salford City College for example. These courses can vary from Foundation Degrees to Level 6 qualifications. In terms of the tuition fee charges, we would not expect students to pay above the basic fee charge – maximum for 2018/19 of £6,000.

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Postgraduate

For prospective Postgraduate students the University will provide information of fees and funding for both Taught Courses and Research degrees, along with further detail around additional costs such as membership of professional bodies.

Students will be able to view course information via an online prospectus.

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3. Access, student success and progression measures

The table below sets out the university's current performance on student retention and success measures with targeted performance measures.

Measure	2015/16 Actual	2016/17* Target	2017/18* Target	2018/19* Target	2019/20* Target	2020/21* Target
Non-Continuation - % of FT First Degree entrants who continue or qualify at the institution (in line with HESA Non-Continuation Performance Indicator/TEF evidence metric)	13%	11%	9%	9%	9%	8%
Employability – DHLE % of UK undergraduates that are in highly skilled employment and or further study (in line with TEF evidence metric)	60.2% (2014/15 graduates)	62.5 (2015/16 graduates)	66.6% (2016/17 graduates)	69.1% (2017/18 graduates)	71% (2018/19 graduates)	73% (2019/20 graduates)

*Please note that these targets have been agreed by the Vice Chancellor's Executive team and are felt to be achievable given the number of initiatives that are taking place across the University in support of student retention and success. The University reviews performance of its core and leading indicators on a regular basis and rebalances them annually (as appropriate) based on changes in student numbers and exceptional changes in performance.

Steps to be taken with associated rationale

We believe we perform well in terms of access. However, in comparison with the sector, the institution faces a challenge in improving its retention of students and has continued its implementation of a number of short, medium and long-term action plans. These include:

- development of our curriculum to ensure that it is aligned to our Industry Collaboration Zones (ICZ) strategy which will improve student success and progression. Students will work more closely with industry and have increased opportunities through work based placements and internships;
- targeted activity across the whole programme portfolio to ensure positive improvements are made across all areas consistently;

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- implementation of improved personal tutoring and peer mentoring; evidence suggests that students develop a sense of belonging when provided with a strong support mechanism through personal tutoring and peer mentoring
- reinforced mental health support provision; not only do we see a rise in the numbers of students needing help in this area, but also this is an area which OFFA has asked universities to consider in their guidelines
- implementation of a learner analytics pilot providing students with information to help them benchmark their own performance against that of fellow students, enabling personal tutors to stretch the strong performers and inspire the poorer performers;
- implementation of a scheme enabling students with more opportunities to re-sit modules should they fail them in year.

Similarly, to improve the proportion of students that are successful in obtaining highly skilled roles, the University's main strategy on Industrial Collaboration Zones is aimed at providing students with the opportunity to undertake work placements as part of their programme of study with university partners and will improve the student experience and their employability. All programmes are to be ICZ ready by September 2018. In addition the university has implemented paid graduate internships and are launching a Salford branch of Unitemps in this academic year.

Target and milestone section

Target and milestones covering the following areas are detailed in the appended template:
- HESA performance indicators[1];
- Registrations (UG FT Home/EU) from disabled students, care leavers and mature students;
- Retention of young students and care leavers
- Targeting of institutional and collaborative outreach work

Targets and milestones have been set in line with institutional policy and strategy and should be considered in light of the University's current performance in this area. Given the current environment, we regard these targets to be stretching and sustainable.

Measures are mindful of external changes including demographic change in numbers of 18 year olds in the next 3 years; a reduction of 10% in Salford area in particular.

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[1] Targets and milestones dependent upon continued application of performance indicators by HESA

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4.0   The Student Lifecycle

Since completing our access agreement for 2017/18 in which we reported on the development of co-created activities across the University, we are now in a position to further develop this in line with Industry Collaboration Zones (ICZs).

4.1   Industry Collaboration Zones (ICZs)

The development of ICZs is our single strategic priority. ICZs are key to 'preparing students for life' enabling us to build on our areas of expertise across key industry sectors: Sport; Health and Wellbeing; Engineering and Environments; Digital and Creatives. Focus on these zones allows us to collaborate within and across the University and with industry partners. ICZs will provide new ways for our students, colleagues and industry partners to co-create, experiment and learn together. By September 2018, all new students registering for study at Salford can expect to benefit from a curriculum and wider student experience which is based on ten ICZ ready principles.

Inclusivity

Whilst all ICZ ready principles are student-centric, the principle of inclusivity is of most relevance to the Access Agreement. This principle provides students and staff with educational experiences which allow all students to achieve to the best of their ability, regardless of their background or prior educational attainment. Students have choice in, and can personalise what they learn, how they learn, and how they demonstrate their learning through assessment.

This principle is at the forefront of our ICZ ready strategy as there is a wealth of evidence that shows that groups that are under-represented in the university population still do not achieve to the best of their ability, have a less enjoyable student experience, are less likely to complete their studies, and are less likely to go on to postgraduate studies. Inclusive curricula reflect and cater for a diverse society and the learning needs of students from a wide range of backgrounds. This is particularly pertinent at The University of Salford, where our student body is diverse in comparison with other universities.

To ensure that inclusivity is key to all programme design, our Quality and Enhancement Office has provided a set of recommendations for all programme leaders to use in development of student-centric programmes.

4.2   ICZs and Student Experience and Support

To ensure that the Student Experience and Support service is delivered consistently and in line with the demands of the ICZ strategy, we are pleased to report on the appointment of a new Customer Service and Innovation Manager. Her role is to co-ordinate, evaluate and continually improve our services to all students. Initiatives currently being developed include the use of Collaborate for distance learners and the establishment of a kiosk allowing students to access our services from iPads.

With the new Customer Service and Innovation Manager due to take up post in April 2017, we look forward to them further reviewing our service and recommending further stretching targets for 2018/19.

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5.0   The Student Lifecycle

This section addresses each stage of the Student Lifecycle, our current activity and how we plan to progress towards 2018/19. We consider also those areas highlighted for action by OFFA such as BME students, white working class males and mature / part time students.

5.1.   Access / pre-enrolment – 4% of Higher Fee Income (18/19)

Overall aim

Our institution continues its commitment to supporting students from disadvantaged backgrounds in relation to access to higher education. We continue to be a university that has its roots in the local community, as we recognise the moral commitment we have to support both young people and mature people who may not have previously had access to education. We therefore aim to raise aspirations and maintain a good level of access to the university amongst target WP groups, who are well represented in the local area.

Structure/Activity

The Outreach team, which was established in November 2015, continues to develop and broaden its influence in the locality. We have maintained and improved our relationships with local schools and colleges, which allows us to deliver activity with our target groups. We are now planning and delivering an increase in the number of events compared to this time last year. 60 specific outreach events with Schools/Colleges have been run this academic year compared to 50 in 2015/16.

Collaboration

A collaborative approach continues to be a key feature of our outreach strategy and our institution is committed to working in partnership with other HE providers to raise aspirations. The University of Salford is part of Greater Manchester Higher, one of the HEFCE-funded National Networks for Collaborative Outreach, which we have sustained beyond the lifetime of the HEFCE funding. Through this network we continue to promote our existing outreach activities and contribute to the development of a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. We will use the network as an opportunity to share best practice, grow the evidence base for what works and identify and reduce cold spots within our region.

NCOP

The new National Collaborative Outreach Project offers an opportunity to develop additional activity that complements our existing outreach programme. We have developed plans to deliver a programme of outreach activity comprising of subject taster sessions, campus visits and residential summer schools. This activity will be targeted at NCOP target learners and will be promoted by hub staff under the direction of hub managers across GMH. We will review the targeting of outreach activity to ensure it complements the work of the GMH collaborative network.

NEON

We will be continuing our institutional membership of the National Educational Opportunities Network (NEON), as we have greatly benefited from a number of staff training opportunities related to access work. New members of the Outreach team will be attending Access Academy Training and line managers will be attending the Summer Symposium, thereby raising the overall level of understanding of the WP landscape and improving the skillsets of WP practitioners across the team.

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Mature Learners in the community

The proportion of mature students undertaking UG and PG study has remained consistent over the last three academic years. A review of the inclusivity and diversity of our students has highlighted that in 2015/16, 36.7% of UG students and 75.2% of PG students were mature. Again, the University of Salford has a notably higher proportion of mature students across both levels of study when compared to the wider sector and comparator means.

Despite the healthy proportion of mature learners we are not complacent and are aware of the need to maintain momentum. Our Accredited Prior Learning (APL) and Work Based Learning (WBL) Co-ordinator works with a number of organisations within the community to help encourage mature people in the community to pursue education. Their work with 'Inspiring Communities Together' provides people in the local community with a learning pathway accredited to ASDAN level 1. Through the scheme so far 55 individuals have gained the qualification and are moving towards education or employment.

Working with Broughton Trust, the University contributes to the Skills and Works Board which comprises a number of key stakeholders in Salford including Salford City College, local employers and third sector agencies. One of their sub-groups seeks to tackle youth employment by addressing the needs of young people not in education, employment or training (NEETs). These young people, mainly male, are difficult to identify because they may have been involved in criminal activity, may not have their own accommodation and/or do not register for unemployment benefits for fear of their parents losing family allowance. Activity for 2018/19 will centre on encouragement of this minority group towards participation in the Salford Pathways scheme, another part of the Broughton Trust initiative.

Salford Pathways is a skills workshop delivered two to three times per academic year by the APL and WBL Coordinator and the Skills and Recognition Manager. The scheme aims to encourage those mature learners who may have missed out on the opportunity to take advantage of education earlier in their lives. The two one day workshops provide insight of how to access a university education, and colleagues and students from Salford City College join us on the first day to help students understand the possible routes into education. We plan to deliver 3 Salford Pathways sessions during 2018/19 with approximately 15 students on each. The use of the scheme will be reassessed at the end of the year.

Alternative routes into a university education and diversification of curriculum offer

The University of Salford already has a high proportion of mature students studying at the institution. There is scope for prospective adult learners without traditionally accepted qualifications to apply for programmes of study either through the Accredited Prior Learning (APL) scheme or through the Salford Alternative Entry Scheme (SAES). We plan to continue provision of these schemes during 2018/19.

As reported last year, our School of the Built Environment provides a number of options for students depending on their personal timescales and financial situation with four modes of delivery ranging from 2 years over 3 trimesters per year (accelerated) to 5 years part time over 2 trimesters per year.

Great progress has been made in diversifying our curriculum offer to meet the demands of students, particularly those from WP backgrounds. Of particular note is the expansion of the University's degree

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apprenticeship offer. Following successful launch of the Chartered Surveying Degree Apprenticeships in September 2016, the University is seeking to expand its degree apprenticeship portfolio to offer additional programmes in construction, engineering, business, housing and health from September 2017. The plan is that in 2018/19 we will be offering 75 new degree apprenticeship places, with a cumulative figure of 200 to 300 students studying these programmes. This is proving attractive to students undertaking vocational qualifications as opposed to academic qualifications as a progression route into employment and is likely to be a positive recruitment offer for individuals from WP backgrounds.

Local employers are keen to work with the University to develop degree apprenticeships that can be offered to the local community and as such the University is already working with local housing and public sector bodies to maximise local recruitment to its degree apprenticeship offer.

UK Partnerships

Despite a decline in collaborative recruitment at partner colleges, we are able to report that 2 new partnerships have been forged with Hopwood Hall and Wigan & Leigh colleges which are underpinned on activities to widen access to and grow participation in HE from these 'cold spot' areas.

In previous years we have delivered the College and High School Mentoring project. The scheme provided those University students interested in teaching with an opportunity to go into local secondary schools and help children needing extra study support. This provided our students with essential experience in order to be considered for future teaching courses. The scheme worked very well but the decision has been taken to review this so that increased benefit is provided for the school children. During 2016/17 the University worked with two Salford Academy Trust (SAT) schools and enjoyed success in one school in particular in delivery of the College and High School Mentoring project. With our Interim Director of the Academic Business Development Office being the newly appointed Director on the Board of the Salford Academy Trust we see this as an opportunity to further develop our relationship with SAT.

The focus from 2017/18 will be on providing additional assistance for students studying GCSE English and Maths and initially we will concentrate on working with a local FE College, with a view to promoting it through Salford City Council in 2018/19 and delivering it in 3 secondary schools. Therefore the mentoring project will grow from the current 2 schools to the local FE College and 3 schools by 2018/19.

We are committed to this project and to ensuring improvement in levels of attainment of these students. As such we will incorporate an outcomes focused target on this area in our 2019/20 Access Agreement.

UTC at MediaCityUK

Our relationship with UTC at MediaCityUK has seen significant resource dedicated to making the partnership work. In the 2016/17 academic year a total of 15 events have been delivered, offering multiple opportunities for students from yr10 to yr13 to engage with the university across a range of on and off-campus activities. These events have been bespoke for UTC and focus on ensuring that learners are provided with relevant information and guidance throughout their time with UTC which should, in turn, lead to increased progression to HE from this School.

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The events have covered topics such as studying in HE, staff CPD on writing UCAS references, visits to the University campus at Media City UK and an interactive, hands-on session at Media City UK plus creative taster days.

The University maintains a presence at the highest level of the UTC with the newly appointed PVC International and Regional Partnerships is a Governor on the UTC Board.   Plans for the future include half day academic taster days, creative taster days, short taster sessions (one per technical area) delivered by technical support teams and general outreach activities as agreed with UTC.

5.2   Success – 14% of HFI (18/19)

5.2.1   Knowing our students

Whilst the ten ICZ principles firmly put the student in the 'driving seat', we believe that work still needs to be done in terms of getting a realistic insight into and understanding of our students and levels of student engagement. Only by knowing them and understanding the different challenges they face, can teaching, assessment and support be truly tailored to their individual needs. Academic staff have access to online resources to gain insight into the characteristics of their classes and the planned introduction of Learner Analytics develops this insight even further, providing focus for discussion between the student and the personal tutor.

With the move towards learner autonomy, where the student is encouraged to take responsibility for their own learning, learner analytics provides the evidence base to ensure that all parties have the information required to develop more efficient and effective learners.

5.2.2   Personal Advising, Academic Tutoring and Individual Mentoring

With greater insight being available through the information systems discussed above, we are on target to develop a new way to ignite the passion to learn, personalise interventions and challenge our students to achieve. To enhance this, the 'Personal Advising, Academic Tutoring and Individual Mentoring' project aims to put Salford at the forefront of student support through the delivery of a bold and distinctive 'personal training package'. Rather than being reactive, the new scheme will be proactive with each strand aiming to stretch more able students and pull up the weaker ones.

Aware of the impact that mentoring can have on students' sense of belonging and ultimately our retention levels, we have recently recruited a mentoring coordinator. It is planned that the mentoring strand will provide all level 3 and level 4 students with a peer mentor. At level 5 the needs of the student may progress from one where support for a peer mentor is replaced by that of an industry advice mentor as the student starts transition into future employment. The role of the mentoring coordinator not only relates to 'peer' and 'industry advice' mentoring but also extends to 'care experienced mentoring' and 'high school mentoring' and is therefore highly focused on widening participation needs.

We anticipate that Learner Analytics and the revised tutoring/mentoring system will be rolled out institution wide in 2018/19 and therefore hope to be able to report on the benefits and outcomes in our Monitoring Return in January 2019.

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5.2.3   Supporting underrepresented groups

The work being developed around learner analytics, tutoring and mentoring will greatly benefit our students from underrepresented groups. It must be noted, however, that this is in addition to existing support provided.   We continue to support students belonging to underrepresented groups as outlined in previous access agreements and continually evaluate and improve our services. The range of students we support include:

- care leavers
- carers
- lesbian, gay and bisexual, questioning and intersex students, trans and non-binary gender
- estranged
- international
- under 18
- mature students
- sanctuary seekers and refugees

Work with regional and national organisations continues to progress well as we engage with Greater Manchester Higher, Northern Universities Care Leaver and Student Support Forum (NorthCLASS), the National Network for the Education of Care Leavers (NNECL) and the LGBT Multi-agency Partnership.

We continue to support individual charities such as Barnardo's and recently supported a group of young care leavers who ran a 'Fight for Change' campaign for which they compiled a video to raise awareness of mental health needs of young children in care. We will continue to participate in such initiatives into 2018/19.

At the University we recruit high numbers of care leavers and appreciate that, whilst retention is currently lower than we would wish, the measures we are taking around ICZ readiness, learner analytics and the personal tutoring project will have a positive impact on their success and progression.

We are developing our support for estranged students and aim to increase the numbers who have disclosed which will allow us to develop a group for students with little or no family support which is strong, well-promoted and sustainable and is facilitated by estranged students themselves. It is anticipated that 75% of our Standalone Pledge actions will have completed by 2018/19.

With regard to student carers we aim to increase the retention rate of carers through the introduction of the new ICZ ready curriculum and the revised personal tutoring provision. We will develop links with all 10 local authority carers' centres in Greater Manchester including a standard two way referral system to ensure optimum support. We will review our carer support plans in 2018/19 in line with the newly developed teaching and assessment strategy and enhanced learner insight technology.

In supporting trans and non-binary students we will establish a trans/trans mentoring scheme to minimise feelings of isolation. Steps will also be taken to integrate trans and non-binary students into University systems and the environment by making sure that gender title and gender fields are available for students to identify with, and that gender neutral toilets are provided in key buildings.

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We continue to be involved in the Article 26 Scholarship Scheme, although the way in which this is offered in 2018/19 may differ slightly in line with our overall review of scholarships and bursaries. We will provide dedicated welfare support for non-tier 4 students studying at Salford which recognises their very specific needs and ensure that staff training in this complex legal area is up to date.

In our access agreement for 2017/18 we stated that we would look at ways of encouraging people from Gypsy/Roma/Traveller communities to study in Higher Education. We have made a start in engaging with these communities already, and aim to continue investigating the feasibility of this. Links have recently been made with UCLAN and Salford City Council in order to make a clear and meaningful impact.

Whilst we are pleased that we have a high number of mature students studying at the University of Salford and that they progress well, we are focusing on providing more support during their time at university. We are currently working with School Progression Assistants (SPAs) to develop a plan of action in this area. In addition, we are developing our support for ex-services personnel and are reviewing the content of our diversity website to reflect this. In dedicating webpages to this group they are more likely to become aware of the specialist support around counselling and wellbeing available through our Student Experience and Support provision.

Provision for students with a disability

To help support students with a disability and in anticipation of the planned revisions to funding for students with a disability, a major University wide project has been launched looking at developing an inclusive student experience.

Inclusive Student Experience Project

During 2015/16 the Inclusive Student Experience Project was escalated from a number of nominated programmes trialling the Inclusive and Accessible Teaching Framework to the development of ten work packages to prepare the University for implementation of the Framework from September 2016. A clear and targeted communication strategy has been deployed to ensure all staff are clear as to the requirements of the Equality Act and the University's direction of travel. Cluster Leads have been appointed within Schools to facilitate the embedding of the Inclusive and Accessible teaching Framework.

In light of the introduction of the Inclusive and Accessible Teaching Framework we have been able to remove all the most frequent recommendations which can be anticipated from the Student Support Plans. Originally the implementation of the Framework was targeted around just those students with SpLD, however it has been refined to include all disabled students. The recommendations form the basis of good practice which will enhance the provision not only for the students who are disabled and who have disclosed a disability and engaged with Disability and Learner Support, but also those who are disabled and who elect not to engage with support services or who elect not to disclose at all. It is recognised that the introduction of the Framework will enhance good practice for all students.

The Student Support Plans have been re-launched as Reasonable Adjustment Plans (RAPs) and, as a consequence of the recommendations from the Framework are now much shorter. The RAPs now

focus on just those adjustments which are bespoke to an individual, which are reactionary and cannot be anticipated.

Workshops have been developed for academic and professional and business support staff on how to make materials accessible, also allowing these teams to identify barriers within their day to day practice and procedures, and take actions to provide a more inclusive service. Assessments continue to be subsidised and offered to all students where necessary until such a time when we consider the mainstreaming of disability related support may render them unnecessary.

We have a high percentage of students with a declared disability and based on the inclusivity review recently conducted, can report that the percentage of those with a known disability graduating with a good degree in 2015/16 is similar to that of those with no known disability (73.47% v 71.43%), the sector (67.82% v 70.5%) and our comparator group (71.68% v 73.8%). This means that the proportion of those known to have a disability graduating with a good degree is slightly higher than that of those with no known disability. The opposite is true of both the sector and our comparator group.

However, the percentage of Salford students with a disability in work and/or postgraduate study is lower than both the sector and our competitors. In 2014/15 84.78% of Salford students with a disability were in work and /or Further Study six months after graduating compared with 88.46% with no know disability/unknown, 92.07% in the sector and 92.07% comparators.

Our plans for the future

With the changes to DSA and funding we receive, a greater emphasis will be placed upon the number of students who disclose a disability. We aim to enhance our disclosure of disability process to ensure that the student is offered the opportunity to self-disclose at designated points throughout the student journey.

We aim for consistency across schools in the following areas:

- opportunity to disclose on application to attend field trips and residential
- opportunity to disclose prior to attendance on placements
- opportunity to disclose a disability prior to the examination period

The second aim of the Disability and Learner Support team is to introduce measures to improve the DLHE scores for disabled students. As reported earlier in section 3.1 of this document, the percentage of Salford students with a disability in work and/or postgraduate study is lower than both the sector and our competitors. To address this, the Careers, Enterprise and Employability Service will work in collaboration with Disability and Learner Support to develop and proactively market an enhanced Careers, Advice and Information offer to students with a disability.

5.2.4   Financial support – 6.3% of HFI (18/19)

In 2018-19, the University aims to provide of £1,494,173 in bursaries and Scholarships, representing 6.3% of our 26% HFI allocated expenditure.

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The University has adjusted its previous financial support package to focus on providing students a step into success, and focus on the whole student experience with financial support being one aspect of a wider student support package throughout their student life cycle.

The University is focused in particular on completion, non-continuation and progressions outcomes for different groups of students, and through the new financial support direct correlation can be measured more effectively.

INSPIRE SCHEME

All new Home/EU students registering from 2018 will be eligible for a £150 credit bursary through the INSPIRE SCHEME which can be spent on specific items such as core texts from reading lists, stationery and electronic devices available through an online retail supplier. All students with a household income of up to £25,000 will be given greater purchasing opportunities through the online retail supplier, and targeted support throughout their time at the University of Salford, to ensure they have every opportunity to succeed.

In addition, 500 enhanced uplifts to £500 will be provided to students from a household income of up to £25,000 and are from POLAR 4 (Quantile 1) background.

Care Leavers' Bursary

All UK students who have spent a minimum of 6 months in Local Authority care and are under 26 years of age will be eligible for a £1000 cash bursary for each level of undergraduate study.

Evaluation

We are currently piloting the university financial support scheme, and to assist our evaluation John Smith Group is providing us with statistics throughout the pilot which will outline funds and spend by level (4, 5 and 6) at various stages of the academic year. We will be able to see how the students are spending the money and if there is a correlation with retention figures.

As the scheme goes live from September 2018, we will still require the chosen supplier to provide us with monthly figures so we can measure the impact of the bursaries more effectively.

5.3 Progression – 2% of HFI (18/19)

Early diagnostics

In a bid to be increasingly proactive, we are introducing careers questions into the registration process for all undergraduate students. From day one of their programme of study, students will be encouraged to start thinking about careers and/or enterprise opportunities.

Internships and the PGCert

During the academic year 2016/17, the University has provided internships and piloted the PGCert. Based on the favourable evaluation of the internships scheme, Student Experience and Support recommend to the Vice Chancellor's Executive Team that 50 to 100 internships be offered during

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2018/19. Should the proposal to provide the internships be accepted we will aim at UK FT graduates who received their award between January and July 2017, with internships to take place between December 2017/January 2018 and March/April 2018.

The internships and PG Cert would be targeted at UK FT graduates most likely to be unemployed according to historical DLHE data reviewed at programme level. From experience, these graduates are most likely to have complex challenges and/or responsibilities including a lack of family/friend network (especially care leavers), caring responsibilities, multiple disabilities, a lack of confidence and motivation, a lack of work experience and an inability to move to other areas of the UK/world to engage in work due to responsibilities. The Internships and PG Cert are aimed at graduates facing unemployment or underemployment. Statistically BME graduates are more likely to be unemployed than non BME graduates according to DLHE data.

We will continue to run Graduate Gateway but the Graduate Internships (if they are re-funded) take priority as they are more targeted and impactful.

Real world experience work based or placement learning

The ICZ Readiness Programme was developed to ensure every programme provides its students with real world environment work based or placement learning opportunities. This may be physically based in workplace environments with external industry partners (e.g. 12-month placements), working to the set needs or challenge of an external industry partner (e.g. live projects/briefs common in SBS and SAM) or simulated project work co-created with and/or co-delivered with external industry partners. The ICZ aim is to ensure every student has an integrated work-based learning experience by September 2018 and that this is clearly articulated to and recognised by prospective and current students: "All programmes to include compulsory integrated Work Based & Placement Learning that are fully supported across all University systems including AQ and reporting". To help drive this we are establishing a Unitemps branch, due to go live April/May 2017, which will help students engage in work experience within the University and with external industry partners. Initial targets for Unitemps are as follows:

- 20% of all students to register with Unitemps by 31st October 2017
- 10% of new students to cite Unitemps as a reason for choosing to Study at The University of Salford by September 2018

Black, Asian and Minority Ethnic (BME) students

The University of Salford has notably higher proportions of BAME students than both the sector and comparators, across UG and PG student groups. According to our inclusivity review, in 2015/16 white entrants were the majority ethnic group at 70.5%, compared with 27.9% BAME and 1.6% recorded as 'Unknown', showing an increase of 1% on 2014/15. Whilst white graduates out-perform BAME graduates in terms of good degrees at the University (75.91% v 61.49%), we do perform better than the sector (73.53% v 59.66%) and our comparator group (78.17% v 58.75%).

However, we perform worse when it comes to work or further study with 81.1% of BAME students in work and/or further study compared with 91.53% in the sector and 90.27% in our comparators.

Access agreement 18/19 revised in line with financial scheme (HP)

In our access agreement 2017/18 we stated that we would be working with the National Mentoring Consortium to provide mentoring opportunities for 30 BME (home) students. We have piloted this for the first time this year for students from the Salford Business School, a School with a high proportion of BME students and 24 students are placed with 24 mentors. Whilst the scheme is not finished yet and therefore not fully evaluated, the early signs are very positive. Should the evaluation be as we expect we will provide mentors for 40 students during 2018/19.

In order to be equitable we have facilitated an additional strand of industry advice mentoring for students from non-BME (home) backgrounds using alumni as mentors. This scheme runs from February through to November and therefore is in its very early days and as yet we are unable to identify any benefits to minority groups as yet.

6.   Monitoring and evaluation arrangements

In our last access agreement we reported that we were planning to use the Higher Education Achievement Tracker (HEAT) to enable us to track schoolchildren who take part in outreach activities. This is now live and we anticipate that its usage, alongside Manchester Metropolitan University and the University of Manchester, will help us monitor the any change in behaviour of participants as we are able to track their progression to university, whether that is Salford or elsewhere.

In delivering workshops, initial evaluation takes place at the end of the workshop itself as participants are asked to complete the 'happy sheet', (and since implementation of HEAT this includes a section on permission to use data). In the case of counselling and wellbeing activities questionnaires are circulated to monitor our performance and users of the askUS service are asked to complete a quick customer feedback form. We also have very active social media accounts so comments made on twitter are also monitored.

Whilst the initial reaction of participants is important to us, we also analyse the longer term impact:

- number of students applying, receiving an offer and registering at university across the different WP strands
- student engagement – through monitoring use of online resources including Blackboard and monitoring of webpage hits, and physical use of the Library
- ad hoc emails or verbatim comments from students using our services
- levels of engagement in each of the askUS services e.g. Careers, Employability and Enterprise
- measuring impact of activity i.e. through changes to behaviour from before the activity to afterwards
- non-continuation rates (i.e. the proportion of our first year students who do not return the following September, either joining another university of leaving altogether)
- student retention figures, continuation rates, in year loss and progression
- numbers graduating from the different minority groups
- achievement of a 'good degree' – students attaining a first or a 2:1
- feedback received through the Student Voice – internal student surveys
- Student satisfaction through NSS scores
- Employability through DLHE outcomes

Access agreement 18/19 revised in line with financial scheme (HP)

- the impact on retention activities income (e.g. how much income is generated for every 1% improvement in retention)
- our rank in national league and international league tables i.e. Good University Guide
- our Teaching Excellence Framework (TEF) rating

We monitor performance regularly through a balanced scorecard of core and leading indicators which include the majority of the above.

7. Equality and diversity

As stated in our Access Agreement for 2017/18 our Equality and Diversity strategy was at that stage under review. Following the review, the University now has an Inclusion and Diversity Action Plan 2016-2021, which incorporates both employee and student activities. The plan focuses attention on three priorities:

Priority 1:

Ensure that our approach to student recruitment and the student experience is inclusive and enables all of our students to fulfil their potential and make best career choices.

Priority 2:

Embed an inclusive approach to colleague recruitment and the colleague experience, promoting an enabling culture that allows our colleagues to fulfil their potential.

Priority 3:

Create an inclusive environment that facilitates and promotes belonging and respect for students, colleagues and the wider community.

8. Consultation with students

A key focus of university planning and decision making is the consultation with students. The Student Voice drives student experience and engagement as feedback is received through internal surveys at key times of the year. In addition to this, students are required to provide feedback at the end of each module through their module review.   Through our Programme Monitoring and Enhancement Procedure we have a procedure in place that regularly review programmes to see how they can be changed to enhance the student experience.

Co-creation is central to all that we do with students providing input to major initiatives through membership of project teams such as that concerning 'Personal Tutoring and Peer Mentoring'. The employment of over 60 interns during 2016/17 in a variety of Professional Services departments including Student Experience and Support has provided a unique opportunity for newly graduated students to shape the university experience for future students. This initiative is planned once again for 2017/18. The University of Salford and the Students' Union meet on a regular basis with both able to discuss current and future activities centred around student satisfaction.

Whilst module and programme reviews are carried out as and when each finishes, the frequency of the personal tutoring and peer mentoring meetings is approximately every six weeks. The University meets with the Students' Union approximately every other month.

Access agreement 18/19 revised in line with financial scheme (HP)

9.   Conclusion

This access agreement comes at a very exciting time for the University. As we progress towards ICZs, we anticipate an increased number of degree apprenticeships, part time degrees and accelerated degrees. Information gathered during Welcome and Induction will provide greater insight into student needs during study and their postgraduate ambitions. The student will be considered an equal partner in choosing how they learn and will have access to analytics providing insight into their performance and targeting them towards their desired goal.

Access agreement 18/19 revised in line with financial scheme (HP)

Table 7 - Targets and milestones

Institution name: The University of Salford

Institution UKPRN: 10007156

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	State school	HESA T1b - State School (Young, full-time, undergraduate entrants)	The percentage of young full time undergraduate entrants who attended a school or college in the state sector	No	2014-15	98%	96%	96%	96%	96%	96%	Tolerance of +2.%; the University aims to maintain its current position, however targets have been developed using extensive research and analysis of HESA location adjusted benchmarks and are considered prudent in the current policy environment.
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	The percentage of young full time undergraduate entrants whose home area (denoted by postcode) is known to have a low proportion of 18 and 19 year olds in higher education	No	2013-14	19.4%	20%	20%	20%	20%	20%	The University aims to maintain its current position which is approx 6% above the benchmark.
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	The percentage of mature full time undergraduates whose home area (denoted by postcode) is known to have a low proportion of higher education qualified adults and have no HE entry qualification (HESA T2a)	No	2013-14	20.4%	21%	22%	22%	22%	22%	Targets have been rebalanced to address the underperformance against the measure that has been evident over the last 2 years. Slightly shallower growth extended by one year to 2018/19. Performance against benchmark is still approx 6% higher.
T16a_04	Other/Multiple stages	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	The percentage of all full time undergraduates in receipt of Disabled Students' Allowance (HESA T7)	No	2014-15	7.2%	6%	6%	6%	6%	6%	Targets uplifted based on baseline data for 2015/16 and to reduce distance to benchmark.
T16a_05	Other/Multiple stages	Disabled	HESA T7 - Students in receipt of DSA (part-time, all undergraduate entrants)	The percentage of all part time undergraduates in receipt of Disabled Students' Allowance (HESA T7)	No	2014-15	5.1%	4%	4%	4%	4%	4%	Targets uplifted from 2016/17 Access Agreement to reduce distance to benchmark and the average of our comparator group of UA universities.
T16a_06	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Applications from care leavers	No	2014-15	282	230	230	230	230	230	The University aims to maintain its current position. Targets remain unchanged based on current sector declines in applications.
T16a_07	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Registrations from care leavers	No	2014-15	44	35	35	35	35	35	The University aims to maintain its current position. Targets remain unchanged based on current sector declines in applications.
T16a_08	Access	Mature	Other statistic - Postgraduate (please give details in the next column)	Undergraduate applications from mature students	No	2014-15	40.2%	29%	29%	29%	29%	29%	The University aims to maintain its current targets on the basis of the recruitment strategy and the instability of application levels across the sector.
T16a_09	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	Undergraduate registrations from mature students	No	2014-15	35.1%	36%	36%	36%	36%	36%	The University aims to maintain its current targets on the basis of the recruitment strategy and other external influences.
T16a_10	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	The non-continuation rate for young full-time first degree undergraduate entrants whose home area (as denoted by their postcode) is known to have a low proportion of 18 and 19 year-olds in Higher Education T3b POLAR 3	No	2014-15	10.1%	10%	9.5%	9%	8%		Non continuation is a challenge for the institution and targets have been adjusted to be in line with the full institutional trajectory of improvement. Our institution is currently 11.2% non continuation against a benchmark of 10.7%. However the sector average benchmark for POLAR 3 young undergraduates is 8.3% which the University would not expect to achieve until a number of operational and curriculum changes have been implemented - though this remains a very high priority for the University particularly in the light of TEF.
T16a_11	Student success	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Care Leaver student continuation - % of students that continue/ qualify at the Instituion	No	2014-15	77.3%	90%	90%	90%	91%	91%	Measure focused on improving retention of our Care leaver students. Retention is an issue for the institution and the trajectory aims to bring the continuation rates of these students into line with the University targets by 2019/20. Trajectory to be monitored and adjusted accordingly year-on year.
T16a_12	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	% of BME graduates in professional employment 6 months after leaving the institution	No	2013-14	39%	46%	48.5%	51%	53.5%	55%	Baseline for 2014/15 graduates (2015/16 data) highlights small 3% improvement in this area. Employability remains a challenge at the university and focus through a number if initiatives to improve professional employability including implementation of Unitemps at Salford, graduate internships and the University strategy on development of industrail collaboration zones with all programmes of study aligned by 2018 will have a positive influence on this. Trajectory will be montiored and adjusted accordingly year on year.

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2017-18	2018-19	2019-20	2020-21	2021-22	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	yes	2014-15	87 Secondary Schools engaged with	106 Secondary Schools	114 Secondary Schools	122 Secondary Schools	130 Secondary Schools	130 secondary Schools	Targets are collaborative and run in conjunction with the Greater Manchester Higher team based at Manchester Metropolitan University.
T16b_02	Access	State school	Outreach / WP activity (other - please give details in the next column)	Campus Visits - Pre-16 Outreach (high schools) - with a minimum 50% of the attendees to be from low participation (based on POLAR 3) neighbourhoods	No	2015-16	12 events	200 participants over 10 events	200 participants over 10 events	200 participants over 10 events	200 participants over 10 events	200 participants over 10 events	
T16b_03	Access	State school	Outreach / WP activity (other - please give details in the next column)	Off campus talks/ workshops - Pre-16 Outreach (high schools) - with a minimum 50% of the attendees to be from low participation (based on POLAR 3) neighbourhoods	No	2015-16	46 events	120 participants over 6 events	120 participants over 6 events	120 participants over 6 events	120 participants over 6 events	120 participants over 6 events	
T16b_04	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Campus visits associated with Greater Manchester Higher	Yes	2015-16	347 participants over 8 events	450 participants over 10 events	450 participants over 10 events	450 participants over 10 events	450 participants over 10 events	450 participants over 10 events	The target of 600 across 8 events was unachievable in the baseline year as despite capacity being available, bookings were not as strong as anticipated. Additional events will be added to try to address this.
T16b_05	Access	State school	Outreach / WP activity (other - please give details in the next column)	Information, Advice and Guidance Sessions - Post 16 outreach (6th forms and FE colleges)	No	2015-16	189 events	900 participants over 100 events	900 participants over 100 events	900 participants over 100 events	900 participants over 100 events	900 participants over 100 events	
T16b_06	Access	State school	Outreach / WP activity (other - please give details in the next column)	Parents/ carers IAG sessions - Post 16 outreach (6th forms and FE colleges)	No	2015-16	10 events	500 participants over 10 events	500 participants over 10 events	500 participants over 10 events	500 participants over 10 events	500 participants over 10 events	
T16b_07	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Mature student IAG sessions - Post 16 outreach (6th forms and FE colleges)	No	2015-16	0	100 participants over 10 events	100 participants over 10 events	100 participants over 10 events	100 participants over 10 events		
T16b_08	Student success	Ethnicity	Strategic partnerships (eg formal relationships with schools/colleges/employers)	National Mentoring Consortium - Pilot initiative to provide mentors from local businesses for BME students	No	Other (please give details in Description column)	N/A - New measure	30 students	30 students	30 students	30 students	30 students	This is a pilot scheme and trajectory has been plotted as steady rather than growth to allow for assessment following the first year of activity and the ability to gain further support from additional local SMEs and other larger businesses. First year of pilot is due to end shortly (end of academic year 2016/17) and baseline data will be available at this point.
T16b_09	Access	Gender	Outreach / WP activity (summer schools)	STEM subjects - summer school in conjunction with local employers.	No	Other (please give details in Description column)	N/A - New measure	55 students	55 students	55 students	55 students	55 students	
T16b_12	Student success	Attainment raising	Outreach / WP activity (other - please give details in the next column)	College and High School Mentoring project	No	Other (please give details in Description column)	N/A - New measure	25 school children mentored	30 school children mentored	35 school children mentored	40 school children mentored	50 school children mentored	A new measure to review the effectiveness of the new College and High School Mentoring Project which aims to improve student success at high school/ college. We will seek to review this measure at the end of 2017/18 to reflect on actual take up.

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.

Please note:

Targets have been set based on benchmarking against HESA PIs and are mindful of the demographic changes impacting the country as a whole but particularly in the local area to Salford where there is a decline of 18 year olds by 10% over the next 3 years which will not grow back until mid 2020's.
Measures for the University have been changed following agreement with Salford's OFFA contacts.