

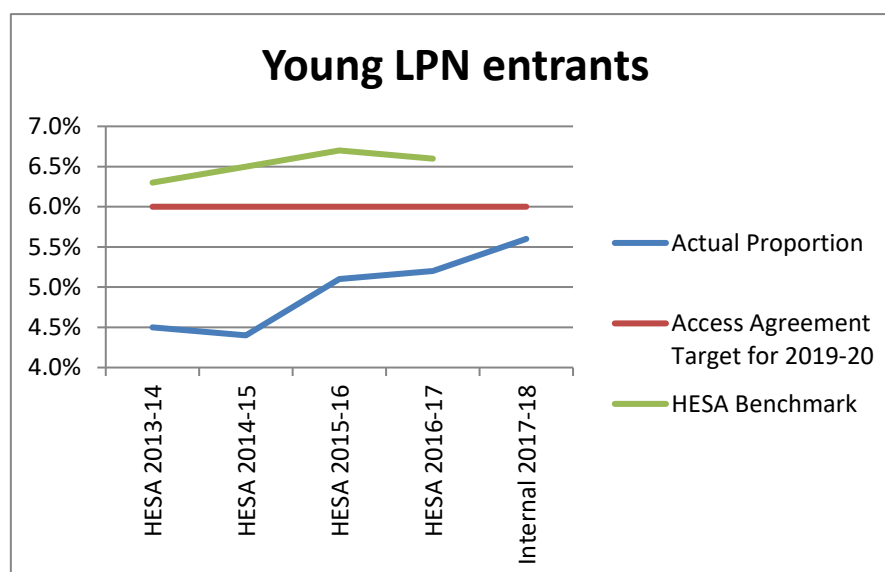
ASSESSMENT OF CURRENT PERFORMANCE

1. Durham University is a globally prominent, highly selecting institution, with demanding degree programmes. Durham recognises that many of its indicators of success can also be barriers to students traditionally under-represented in higher education. Demanding entry standards and a perception of high cost may discourage students who are already likely to become disaffected with formal education or lack confidence in their academic ability.
2. The following analysis looks at each of the key under-represented groups through the three student lifecycle phases of access, student success and progression, and then looks at intersections between the groups.

ACCESS

Low higher education participation and low socioeconomic status.

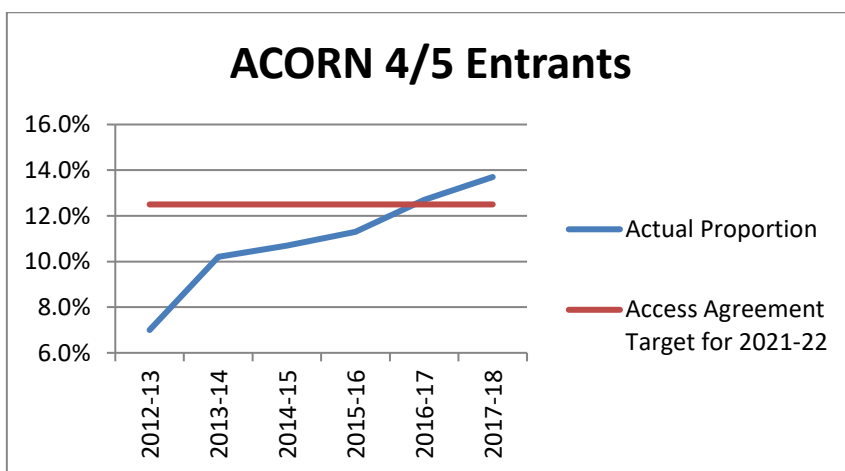
3. Durham recognises that our single biggest access issue is admitting a sufficient proportion of students from socioeconomically disadvantaged backgrounds, as measured by HESA Low Participation Neighbourhood data¹ and our own internal ACORN 4/5 data². These became key targets in the 2016, 2017 and 2018 Access Agreements and will remain a priority for this Access and Participation Plan. In our 2016 Access Agreement, the first year an LPN target featured, the most recently published HESA data was for 2013/14 and this data set the baseline for improvement. We have improved our performance from that baseline figure of 4.5% to 5.6% in the current year as measured by our internal data.



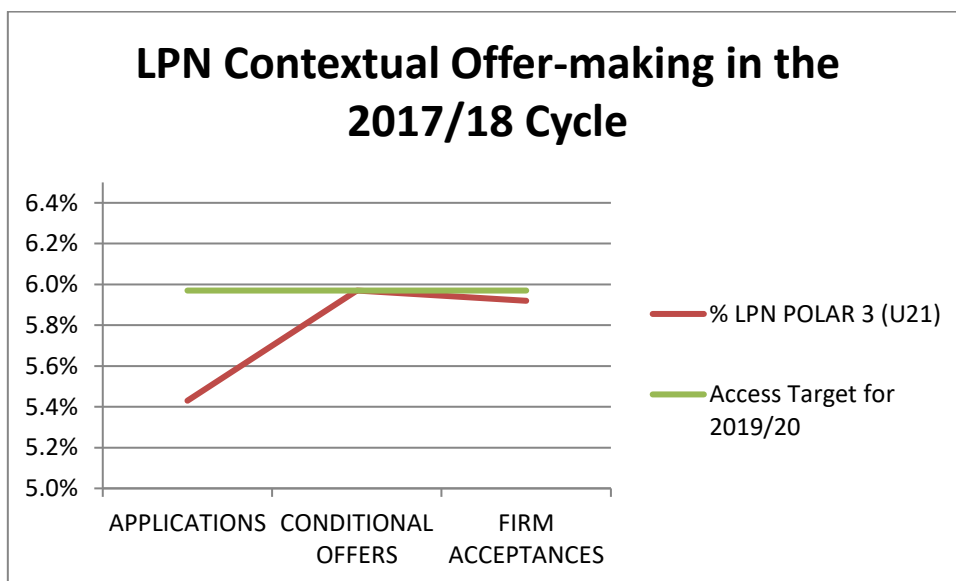
¹ Measured using POLAR3 - www.hefce.ac.uk/analysis/yp/POLAR

² www.acorn.caci.co.uk

4. The University uses ACORN (A Classification of Residential Neighbourhoods) data to measure, more accurately, progress made in reaching socio-economically disadvantaged young people. Durham's data shows steady improvement in the proportion of entrants from postcodes classified as ACORN categories 4 or 5 as a proportion of all entrants from postcodes classified within the ACORN dataset. In 2017, 13.7% of new entrants came from postcodes classed as ACORN 4 and 5. This has grown from a 2012-13 baseline of 7% and has improved every year since. Having set a new and challenging target in light of this success, we anticipate we will achieve 13.9% in 2018/19 followed by a full 1% increase the year after to achieve 14.9% by 2019/20. This is an aspirational target that will be hard to meet, but in the spirit of transformational change we are going to work hard to achieve it. Should we do so, we will have more than doubled the number of ACORN 4/5 entrants the University receives each year against our original baseline.



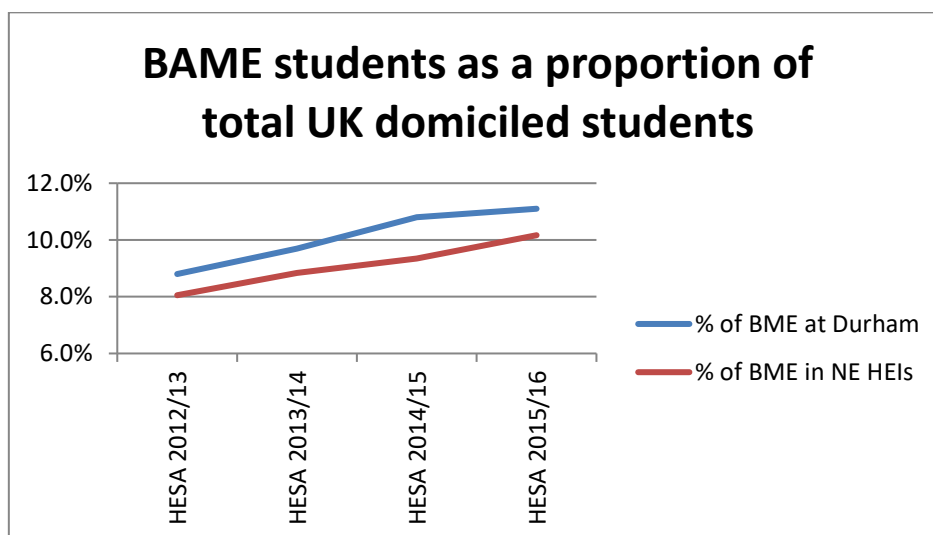
5. Whilst progress has been made, Durham remains below its HESA benchmark. As reported in the 2016/17 HESA data, 5.2% of our UK young undergraduate entrants were from LPN backgrounds against a location adjusted HESA benchmark of 6.6%. Durham faces a stiff challenge to close this gap, but is committed to doing so. We are now making guaranteed reduced offers to applicants from ACORN categories 4 and 5 and Low Participation Neighbourhoods.



- This approach has been built on the findings of an analysis by Dr Vikki Boliver from our School of Applied Social Sciences which showed that students admitted with lower A-level grades still have a high probability of success at degree level. Generally speaking, three A-levels at BBB yield an 85% chance of achieving a first or upper second class degree rather than a lower degree classification compared with 91% at AAA. Therefore, Durham can reduce entry requirements for under-represented categories of students without fear of setting such students up to fail. We do, of course, need to apply some discipline specific caveats around particular prior subject requirements such as in sciences, mathematics and languages.

Students of particular ethnicities

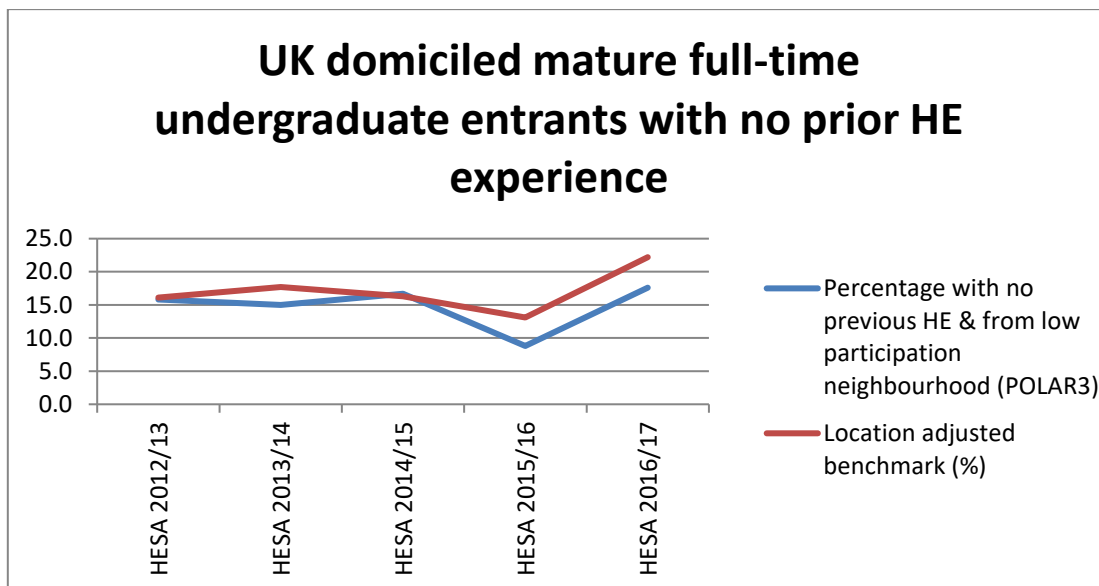
- The HESA data shows that the BAME proportion of all UK domiciled students at Durham has been increasing over recent years, and reached 11.1% in the 2015/16 HESA data. Whilst the proportion is well below the UK average of 21.5%, there are clearly geographical factors at work. Durham’s position betters its regional context. Durham had the second highest proportion of BAME students among the universities in the North East region. The local population of the North East Region is not very ethnically diverse, a feature it shares, for example, with Scotland where the low diversity of the population results in a BAME average of 8% in HEIs for 2015/16.



- That said, Durham does have a particularly low proportion of Black students (1.5% in 2015-16), although again it is within the range of other North East universities. An independent internal analysis showed that students from BAME backgrounds were equally likely to receive offers of admission as white applicants, but BAME students do not apply at the same proportional level as white students. The report analysed the application rates to Durham as a proportion of all applications made to all institutions through UCAS for entry in 2011 and 2012. 0.4% of ethnic minority applicants applied to Durham compared to 1.0% of white applicants. However when they do apply to Durham, ethnic minority applicants are equally likely to receive offers of admission as white applicants (49.9% of those ethnic minority applicants who applied compared to 48.2% of white applicants). The low proportions of BAME applicants results in a relatively low percentage of Durham entrants. The University has been addressing this issue through targeted school contact.

Mature students

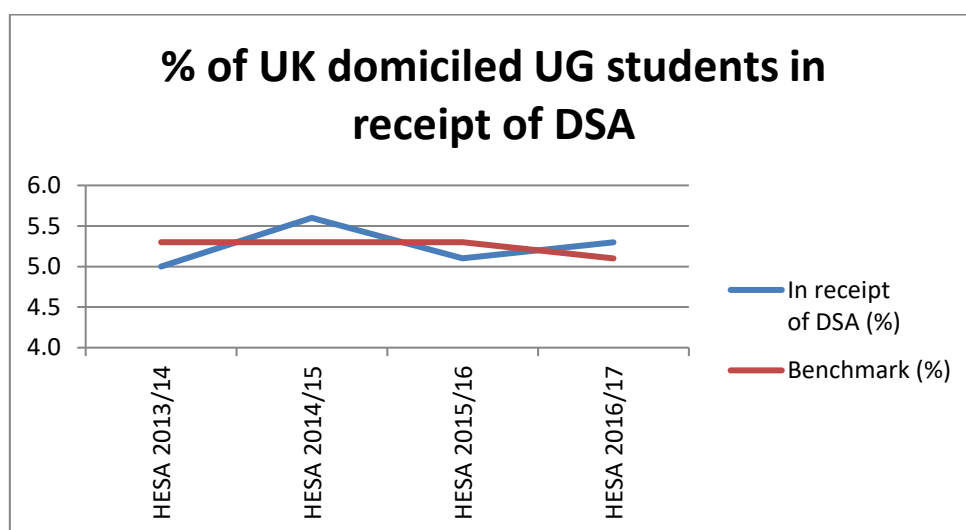
- 9. The proportion of full-time mature entrants who have come from a low participation neighbourhood (POLAR 3) and do not have a previous HE qualification has in most recent years only been modestly below the HESA location adjusted benchmark.



- 10. An issue for Durham is that it offers a student experience that is designed overwhelmingly for young people and we have to consider how to adapt this for mature students. Historically, we have not given enough attention, beyond the foundation year, to the academic support of non-traditional mature entrants, as the analysis on success below will show. Before specifically targeting this group for further access activity, we have to be sure that the offering is appropriate, with a focus on success and progression first.

Disabled students

- 11. The proportion of full-time first degree students in receipt of Disabled Students' Allowance (DSA) has remained close to the HESA benchmark, and has not increased significantly.



- 12. Not all disabled students are, however, in receipt of DSA, and the number of non-DSA disabled students has been increasing significantly at Durham. The total number of students declaring

themselves as disabled has shown a 3 percentage point increase over the last 5 years to nearly 14%. Recruiting disabled students is not an issue for Durham.

Care Leavers

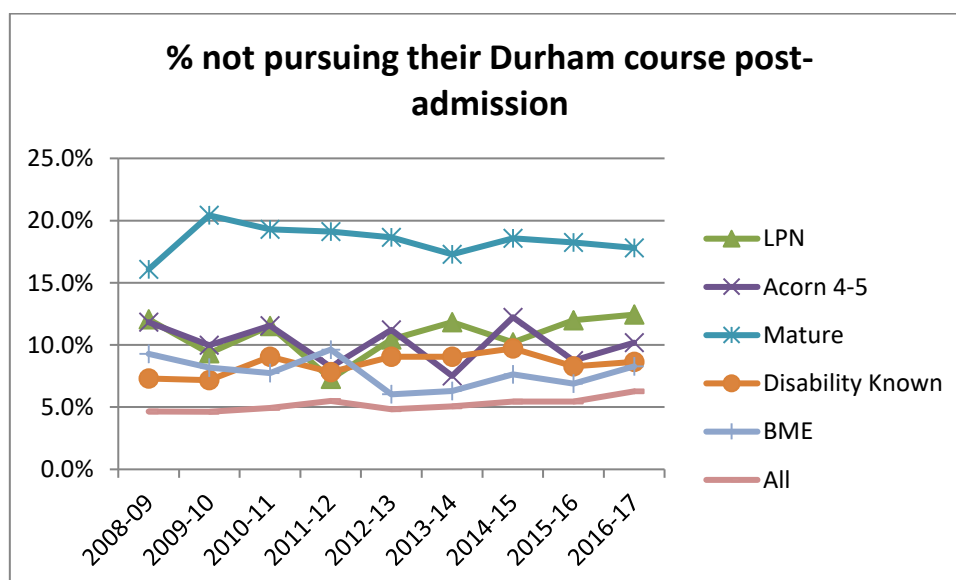
- Durham recognises that many children in care have experienced a disrupted education which affects their academic performance. The numbers at Durham are too small to be subject to statistical analysis, but Durham recognises this issue and has worked with the National Network for the Education of Care Leavers (NNECL) to inform our support for these students. In particular, we take care leaver context into account in making admissions decisions. Our future effort will be focussed on ways to attract more applications from those who have spent time in care. Equally we acknowledge that this will be a difficult area for us to have demonstrable impact and may be best addressed through collaboration with other providers of higher education.

Refugees and Asylum Seekers

- Durham also recognises the hardship of those classed as refugees and asylum seekers, particularly in remaining engaged with formal education. The number of refugees, as with care leavers, is too small to be subject to statistical analysis. Because of this we feel it will be a difficult area to evidence impact. We do, however, intend to use our Supported Progression scheme as a tool to support students in this cohort in their higher education choices.

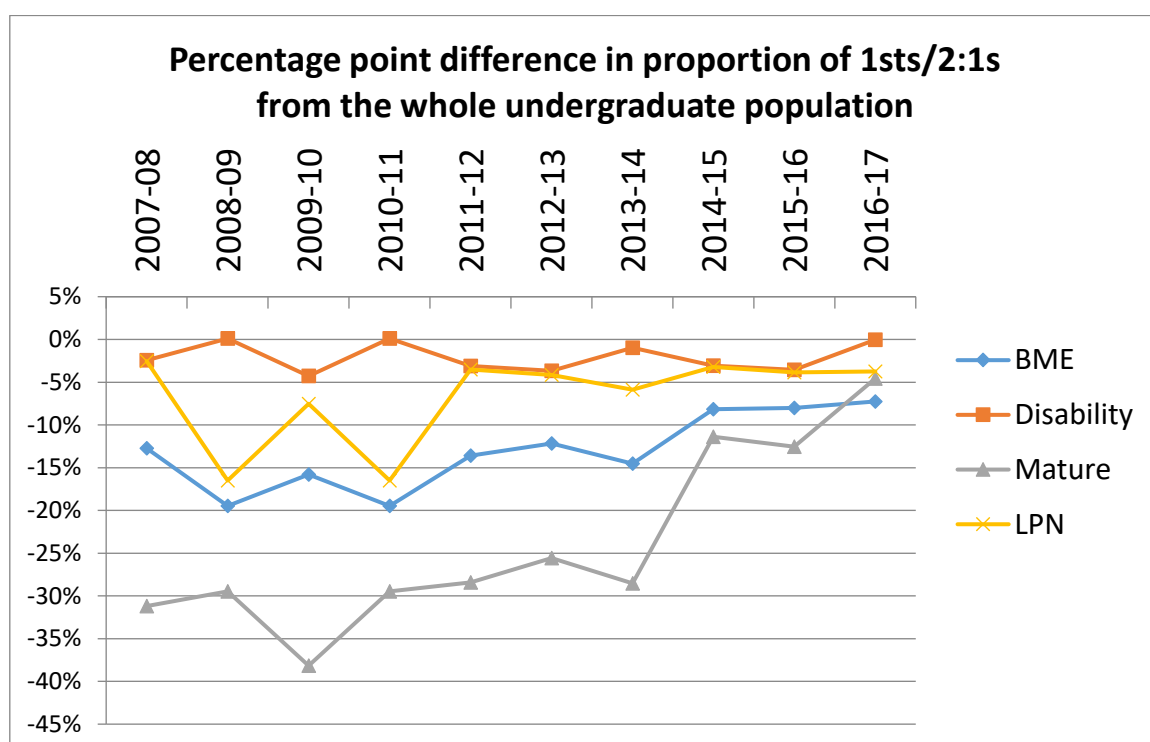
SUCCESS

- In terms of the HESA KPIs, it is clear that Durham excels in Success measures, with excellent non-continuation rates and projected outcomes. Our internal analysis of non-continuation (which, unlike the HESA Performance Indicator, does not count students who transfer to other providers, or who left before 1 December as continuing) shows that students from most groups fell into a band close to the institutional average. This is confirmed by our split metrics for TEF 3, with non-continuation at 5% or below for students from Low Participation Neighbourhoods (POLAR 1-2), those with known disabilities, and BAME students, including Black (5.0%) and Asian (4.5%) students. Looking at the data from all providers who participated in TEF 2, our non-continuation rate for each of these under-represented groups is in the top 10% of the sector.



(Note: the ‘% not pursuing their Durham course post-admission’ is different from the HESA algorithm for non-completion because the former counts leavers who continue in higher education elsewhere and those who withdraw before the 1 December).

16. However, there is a significant gap in terms of both success and progression between mature students and those classed as young entrants. One of the reasons for this gap is the intersection between mature students and other under-represented characteristics as shown below. It reflects the national gap in equal opportunity: full-time UK-domiciled mature first degree entrants are almost twice as likely to leave after one year compared with their young peers. Of all our target groups it is the most urgent cohort for intervention in student success.
17. The problem has not been ignored. To alleviate the short-term challenges faced by mature students who enter through the Foundation Centre, the Centre has developed a more sophisticated admissions process, allowing us to better assess the varied support needs of students who typically have not taken A-levels, and has introduced a suite of formative assessments very early in the first term to inform early interventions with students facing difficulties. Over the last four years, we have adopted an integrated pre-arrival programme to prepare mature students for induction and launched an Academic Skills Programme designed to support students who have had limited opportunity to prepare for higher education study. These initiatives are having a measurable impact. NSS2017 shows that mature students are more satisfied than younger students, with their teaching, academic support and assessment, in absolute terms and compared to our TEF benchmarks. The attainment gap for mature students, which was over 25% in 2012-13, has closed significantly; the proportion of mature students gaining 2:1s or better is now within 5% of the Durham average.



18. Similar patterns of improvement can be seen in the closing of other historic attainment gaps: the gap for all BAME students in our degree classification data has closed from 13% to 7%, with more

substantial progress made in closing the gap for Asian and Black students from 20% and 26%, to 9% and 10% respectively; comparable data from HESA suggests our attainment gaps for Black and Asian students are consistently lower than sector averages. This underlines the impact to date of our (ongoing) Academic Skills Programme and Inclusive Learning initiatives, which have also driven up satisfaction with Teaching, Assessment & Feedback and Academic Support in NSS: these split metrics for Black and Asian (and combined BAME) students in TEF 3 comfortably exceeded their benchmarks, and were frequently higher than the institutional average. While progress is positive, we are not complacent. We will continue to monitor any attainment gaps between groups as we enhance investment in study skills support aimed at improving student success levels, in particular through the creation of the Durham Centre for Academic Development (DCAD).

Financial Support

19. Most of the published studies on the potential use of bursaries as a recruitment incentive suggest that they are not effective. However, there is evidence to suggest that they have a measurable effect on good degree outcome. Durham participated in a study run by the Institute of Education which showed that “unconditional financial aid in the form of an annual bursary increases students’ likelihood of obtaining a good degree by 3.7 percentage points for each additional £1,000 of aid awarded.” As the value of the bursaries increase, the marginal impact decreases so that aid only has a positive impact up to £1,900³.
20. The 2018/19 Durham Grant Scheme therefore limits its bursaries to £2,000. However, the design of the scheme’s allocation bandings could be better. Students with a household income of less than £25,000 receive a grant of £2,000, while students with a household income of between £25,000 and £35,000 receive a grant of £1,000 in their first year only. Students with a household income above £35,000 receive nothing. The funding regime is not as well aligned to financial need as it could be, and we need to introduce some further gradation in offering above the household income threshold of £25k. Durham is justifiably proud of the wider student experience it offers to students beyond the academic curriculum and has a strategy to develop this work further. All students should feel the sense of belonging which extra-curricular engagement brings and which can be critical when dealing with a cohort more at risk of becoming disaffected with education. We need to ensure that under-represented groups have the opportunity to access these types of engagement alongside their peers. Even modest bursaries can be instrumental in increasing this engagement.

PROGRESSION

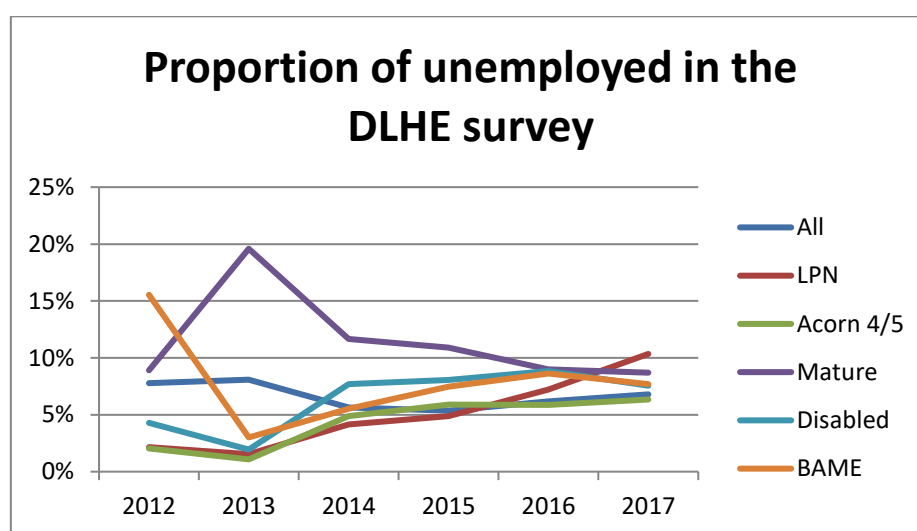
Progression to further study or highly skilled employment

21. The outcomes achieved by Durham graduates are unequivocally outstanding. In the TEF 3 metrics – which comprise DLHE for students graduating 2014-2016 – we had a double positive flag for highly-skilled employability, and were in the top 10% of all providers, with positive flags for every year and for every under-represented student group. BAME and LPN (POLAR 1-2) students were more likely to be in highly-skilled employment than the average Durham student; both groups were double-flagged and the BAME group exceeded benchmark by 7.9 percentage points. Within BAME, Black and Asian groups were 9.0 and 9.7 percentage points above benchmark respectively, with a greater

³ <http://cep.lse.ac.uk/pubs/download/dp1396.pdf>

proportion of Black (83.6%) and Asian (86.9%) students in highly-skilled employment or further study than the Durham average (83.3%) – although the small cohort size of Black students means that this data should be treated cautiously, with greater year-on-year variance than other groups. We were also in the top 10% of all providers in both supplementary LEO⁴ metrics, with a double positive flag for median salary.

22. Looking beyond the TEF metrics, we have the highest long-term employment rates in the UK, according to the most recent longitudinal DLHE⁵ survey, with positive long-term outcomes for students from under-represented groups. We are one of the top 30 High Fliers universities targeted by blue chip graduate recruiters, consistently appearing in the top 10 of that group. While, on average, 20% of final year undergraduates at the top 30 institutions had secured a job offer by February of their final year, at Durham the figure is 39%. We are ranked 34th globally for employer reputation in the QS World University Rankings 2017/18.



Mature Student Employability

23. The one group where our performance has not been consistent is the mature student group. The employment or further study metric for mature students was our only negative flag for employability in TEF 3: we were above benchmark for LPN, Index of Multiple Deprivation and BAME students – the latter by 1.5 percentage points (both Asian and Black student groups were above benchmark, the latter by 2.9 percentage points with an average which is 1.2 percentage points above the Durham average).
24. The mature student issue is in part geographical. Our mature students are much more likely to have come from, and remain in, the North of England. Internal surveys put the North East as the destination of choice for 60% of our outgoing mature students, and the 2017 High Fliers survey puts the same figure for all Durham graduates at 4%. The regional labour market in Northern England presents particular short-term challenges for our mature students. The North East contains areas with some of the lowest rates of employment in the country, and the ONS consistently ranks it as the region with the lowest employment and highest unemployment in England, Scotland and Wales.

⁴ Longitudinal Education Outcomes (LEO)

⁵ Destinations of Leavers from Higher Education (DLHE)

This challenging environment is reflected in the mature student DLHE data across the North East HEIs.

25. The outcomes for mature students are improving. The one particular difference between mature and young students is that fewer mature students go on to further full-time study. Despite short term challenges, the longitudinal DLHE survey indicates that long-term outcomes for Durham's mature students are positive.

Intersections of under-represented groups

26. We have looked closely at the two-dimensional intersections between under-represented groups, using data from UK entrants into Level 1 across three academic years (2015/16, 2016/17 and 2017/18). In the total of 10,251 students, 11.1% had a known disability, 4.3% were mature students; 11.9% were BAME; 5.5% were from Low Participation Neighbourhoods; and 11.5% were from ACORN 4-5 postcodes.
27. **Mature student** entrants were the group most likely to have more than one under-represented characteristic. This would be expected, given that at Durham the proportion of mature students from LPN without a HE qualification tracks the HESA benchmark fairly closely. From the internal data, mature students were more likely than young students to have a known disability (22.5% of mature students did, compared to 10.5% of young students). They were more likely to be from an LPN than young students (16.8% to 5.0%). They were much more likely to be from ACORN 4-5 (40.0% to 10.3%), and the proportion who were also from ACORN 4-5 postcodes grew considerably over the three years, from 33% to 49% of mature. Mature students were more likely to be BAME (15.7% BAME) than young students (11.7% BAME), but the proportion of mature students who were also BAME fell between 2016/17 and 2017/18, and in 2017/18 there was no significant gap between the proportion of BAME among mature and young entrants. Where this coalition of under-represented groups shows itself most strongly is in the lower continuation rates for the mature student group.
28. **ACORN 4-5** entrants were the second group most likely to have more than one under-represented characteristic. They were more likely to be mature students (14.9% from ACORN 4-5 were mature students, compared to 2.9% of other ACORN categories), more likely to be BAME (22.2% of ACORN 4-5 compared to 10.5% of other ACORN categories) and more likely to have a known disability (13.4% of ACORN 4-5 compared to 10.75% of other ACORN categories), a pattern that stayed relatively constant between 2015/16 and 2017/18. The overlap between BAME entrants and those from ACORN 4-5 areas strengthened between 2015/16 and 2017/18. The proportion of BAME entrants from ACORN 4-5 areas grew by 7 percentage points to 25% over this period. Looking more closely at groups that make up BAME, the overlap between Black entrants and those from ACORN 4-5 areas was particularly marked: more than a third of Black entrants also came from an ACORN 4-5 area, compared to 24% of Asian students and 10% of White students across the three years, and the proportion grew from 24% to 45% between 2015/16 and 2017/18.
29. Entrants from **Low Participation Neighbourhoods** were more likely to be mature students (13.2% LPN compared to 3.8% non-LPN) and were slightly more likely to have a known disability (12.7% LPN compared to 11.0% non-LPN).

30. **Gender** did not seem to overlap significantly with other groups. The overall gender split was 52.2% to 48.8% female to male. In view of a national concern around white working class males, we looked at a single three-dimensional intersection, between ethnicity, gender and LPN areas: white entrants from LPN postcodes made up a similar proportion of the overall male entrant population (5.2%) as they did from the overall female entrant population (5.7%). White working class males are therefore no more likely to be absent from Durham than white working class females.

Mature								Key
Known disability	strong overlap							
BME	weak overlap							
ACORN 4-5	no clear overlap							
LPN								
Gender								
	Mature	Known disability	BME	ACORN 4-5	LPN	Gender		

31. Overall, the multidimensional analysis suggests that our future focus for access should be on ACORN 4/5 and LPN students. There would be merit in targeting mature student access since in Durham’s population they are likely to have multiple under-represented characteristics. The proportion of mature students who come from low participation neighbourhoods without previous HE experience is only modestly below the location adjusted benchmark. However, we need first of all to develop an offering that will ensure that any increase in mature student entrants is matched by their success.

AMBITION AND STRATEGY

Strategic ambitions for access and participation

32. Durham is aware of the challenges that it faces across access, student success and progression, and widening participation features strongly in the University’s ten year strategy⁶.

33. Durham’s overarching ambitions for addressing these challenges are:

- to generate applications from disadvantaged groups through highly targeted outreach activity;
- to adopt a holistic approach to assessment of merit and potential, including the use of information about the context of prior academic achievement;

⁶ <https://www.dur.ac.uk/resources/strategy2027/DurhamUniversityStrategy2017-2027Summary.pdf>

- to ensure a high degree of academic and non-academic support to all students, but to be targeted towards at-risk cohorts where necessary;
- to focus on employability by offering opportunities to develop key skills and to engage with employers;
- to offer financial support packages to support access, success and progression where there is most need.

Under-represented groups and stages of the student lifecycle targeted

Rationale for targeting based on self-assessment

34. Our self-assessment indicates that the cohorts that require our greatest access focus are students from low participation neighbourhoods (LPN) and students from areas of socio-economic disadvantage (ACORN 4/5). Mature students from under-represented groups are where we have identified the need for urgent action in student success. We will also continue to focus on the admission and success of students who have spent time in care or are estranged from their family, and on attracting interest from potential BAME students, particularly those from the black community.
35. The University also recognises that there are other cohorts beyond those we have identified that have been identified nationally as priority groups. It is our intention that broad measures across access, success and progression will be supportive of these groups. In the case of some under-represented groups we will be working in collaboration with other providers of higher education as a more effective way to provide support.

LPN and ACORN 4/5

Areas of focus: Access, success and progression

Ambition: To greatly increase the number of LPN students. Having met our target for ACORN, to establish a new target of 14.9% by 2019/20 which will continue to represent transformational change in terms of ACORN 4/5 students enrolling at Durham. To ensure equality of opportunity and success during the student journey.

Indicators of success: Increase in applications/enrolments monitored by UCAS data including POLAR 3 (LPN), HESA KPIs including both benchmark and percentage points under the benchmark (LPN only) and internal data (ACORN 4/5). HESA KPIs around non-continuation. Internal data around degree outcome. DLHE data.

Timeline: access (short term), success (medium term), progression (long term).

36. Durham can be bolder in its use of contextual information and data in judging applications and making differential offers, and the centralisation of admissions in 2018 will provide the opportunity to implement more radical change. We will revise our use of differential offers based on student success. Each year, as we obtain information about how students with reduced offers perform after their arrival at Durham, we will adjust our differential offers accordingly. We will also look at how we can use reduced offers as a means of gaining firm acceptances from target applicants in order to increase the rate of conversion.

37. We intend to look at the entire lifecycle of LPN and ACORN 4/5 students to ensure equality of opportunity and success. We intend to examine in far greater detail reasons for non-continuation and lack of parity with the general population in terms of degree outcome and progression. Whilst we can make some very immediate gains from our approach to admissions, we expect issues around success and progression to take much longer to resolve.

Mature students

Area of focus: Access, success and progression.

Ambition: To ensure equality of opportunity and success, and having achieved this then to increase the number of mature student enrolments.

Indicators of success: Increase in applications and enrolments monitored by UCAS data, HESA KPIs around admission and non-continuation, internal data around degree outcome. DLHE data.

Timeline: access (long term), success (long term), progression (long term).

38. Durham's undergraduate curriculum and student experience is largely designed for young entrants, who have recently been in formal education. Durham has always had a small yet significant mature student population but these students have been dispersed throughout Durham's collegiate system creating very small populations in otherwise predominantly "young" communities. Durham intends to give further consideration to how we can adapt a student experience that is designed overwhelmingly for young entrants to better suit mature students. Our vision includes admitting mature students to a smaller cluster of colleges in order to create a stronger mature student community.

39. We are making further structural changes to the Foundation Centre, to ensure that resources can be deployed to best effect. The Foundation Centre is being brought under the umbrella of Durham Centre for Academic Development (DCAD), which is providing a further opportunity to consider curriculum change. All Foundation Centre courses are now delivered at Durham's main campus (the centre having previously operated across two sites), and the Centre now only recruits UK students (enabling support to be tailored to under-represented groups).

BAME students

Area of focus: Access

Ambition: To increase the number of students from the UK black community, especially those from LPN/ACORN 4/5. To increase numbers of students from Asian and other minority ethnicities.

Indicators of success: Increase in applications/enrolments monitored by UCAS data.

Expected indication of success: Access (long term).

40. Durham has a rich cultural background and an environment where cultural diversity is celebrated. We wish to encourage more students from under-represented ethnicities to apply to Durham and as such we need to address the barriers that exist. We are aware of DfE's Destination Measure statistics that show that black students have the lowest entry rate to high tariff providers of higher

education. Durham realises that in terms of students from ethnic minorities there is a need to particularly support students from the black community.

41. When dealing with this issue, the most significant barrier is one of geography. Durham is not based in an area of the UK with a great deal of ethnic diversity and students with low aspirations are often unwillingly to move significantly from their local area. We recognise that we must do more to access communities in other parts of the UK where there is greater diversity. We can do this by drawing on our experience as a national recruiter of students and the presence and reputation we have in more diverse areas as a consequence. With this in mind we intend to work with community groups that share our vision outside of the North East. We will also explore whether there are further adaptations we can make to the wider student experience of BAME students at Durham which will help future applicants view it as a university of choice.

Collaboration with other organisations

42. The North East Raising Aspiration Partnership (NERAP)⁷ is a collaboration of the five universities in the region (Durham, Newcastle, Northumbria, Sunderland and Teesside) working together to support higher education progression, specifically for key vulnerable groups. The Partnership has been in place since 2015 and is fully funded by each Partner. Through in-depth and progressive programmes of outreach, the Partnership aims to develop confidence and aspiration to consider higher education progression among pupils from targeted backgrounds.
43. The Partnership complements Durham's widening participation activity by working with groups that are difficult to target as an individual institution. Among them are Young Carers and Looked after Young People. We are also able to cover a far wider area of the North East with key messages from all the NERAP universities being disseminated by each participating institution.
44. In addition to NERAP, Durham is part of one of the largest HEFCE-funded National Collaborative Outreach Programme partnerships. The North East Collaborative Outreach Programme (NECOP)⁸ is delivered by a partnership of FE colleges and universities in the region working together to create a step change in the progression to higher education of young people from target under-represented backgrounds. A Regional Progression Framework has been specially designed to enable members to plan the NCOP offer to ensure that all existing outreach activity complements rather than duplicates effort. Owing to the size and scale of NECOP, geography is less of a consideration; the focus is on differential activities and outcomes that provide intensive support to targeted pupils. Learning outcomes have been developed and mapped to the Careers Development Institute Framework and Gatsby Benchmark to demonstrate how all activities support specific higher education-focused outcomes.
45. Durham also takes advantage of collaboration through its work with the Sutton Trust. The Trust supports evaluation and enables us to monitor and refine our summer school programme through communication with other Sutton Trust summer school providers. The Sutton Trust also has a history of working with Durham's Centre for Evaluation and Monitoring (CEM) in order to monitor and evaluate the summer school programme.

⁷ www.nerap.ac.uk/

⁸ www.futureme.ac.uk/

46. Durham is one of 24 leading universities that funds Advancing Access⁹. This is a collaboration that allows us to interact with teachers across the UK by providing CPD resources and events.

Engagement with schools and employers

47. In our 2018/19 Access Agreement the University stated its intention to support school attainment and governance, firstly, by using the expertise and experience of Durham staff as volunteer school governors in local schools and colleges. The University recognises that it must make links with schools at a fundamental level if it is to support the most disadvantaged students. Many of the measures we utilise to support access rely on good relationships with schools and we believe our School Governor scheme will greatly enhance these relationships. We note the success of similar schemes at other universities where a school governor campaign has been led by a widening participation team.¹⁰

48. Additionally, the government has approached Durham, as one of the most selective maths universities, to consider opening a maths school. The aim of the government's invitation is to address shortages of highly skilled graduates in sectors that depend on science, technology, engineering and maths (STEM) skills. In terms of high level involvement with schools, Durham feels it can have the most impact with this type of model over others, such as sponsoring an academy. Durham is, therefore, keen to pursue the idea of supporting school attainment in this way.

49. The University maintains strong links with schools through its support of teacher training and CPD as well as support for a local Research School. The University also regularly visits target schools and colleges across the UK to offer guidance and support about the admissions process, student finance and how Durham supports student success and progression.

50. The University has strong links with employers with an active network of contacts across the UK. Many employers support the progression of under-represented students by engaging with the University through targeted internships or financial support in the form of scholarships. As part of our NERAP collaboration we have also linked with the North East Local Enterprise Partnership.

Evaluation Methodology

51. Durham University has considerable research expertise among its academic staff in social mobility and in evaluating educational interventions. We have increasingly been drawing on this expertise to determine whether the measures taken through our previous Access Agreements have had a positive impact on our widening participation strategy. The use of this expertise has been written into the University's ten-year strategy. For example, financial support, the use of contextual information and data in admissions, and support for BAME students, have all been in part based on research conducted by our School of Education, the Centre for Evaluation and Monitoring (CEM) and the School of Applied Social Sciences.

52. As part of our new admissions process, we are completing the implementation of a Customer Relationship Management system (CRM) to improve conversion from enquirer and applicant to enrolled student, by building relationships with applicants and creating a strong sense of belonging to Durham University. A CRM system supports communication on a large scale with enquirers and applicants, and captures information about them that will inform future recruitment work. In the

⁹ www.advancingaccess.ac.uk

¹⁰ www.governorsforschools.org.uk/partners/universities/

CRM database, enquirers and applicants are subdivided on known good discriminators, including WP characteristics, and communication is tailored accordingly. By accumulating and processing information about enquirers and applicants it is possible to discover patterns in behaviour by group characteristics, helping us to respond accordingly. This will allow us to use information about inquirers and applicants to drive our outreach and recruitment efforts. We are introducing a reporting system to provide good statistical data to support evaluation and review of interventions that should be reflected in the data.

53. Durham has now adopted the OFFA Bursary Toolkit to evaluate the effect of its financial support packages. We intend to use the OFFA survey and interview tools in November 2018 so we can understand the impact of our bursary support on individual students. We are subscribing to HEAT (the Higher Education Access Tracker) which will enable us to establish a greater evidence base for outreach, allowing us access to national datasets.
54. Durham has specifically commissioned a research project to evaluate the effectiveness of our flagship outreach scheme, Supported Progression (SP). Supported Progression is based on good practice encouraged by OFFA, with regular, consistent interventions for a targeted cohort. We are confident that the scheme has contributed to our progress against our Access Agreement targets, but the research we have commissioned our School of Education to undertake will refine this understanding. Based on existing student applications, admissions and degree completion records, we will look at the Supported Progression cohort against a trend to select more generally using contextual indicators in admissions. We will look at the specific characteristics of applicants for SP: whether selection successfully targets disadvantaged groups and whether the admission and degree completion outcomes differ from students from similar under-represented groups. We will look at their academic performance and determine which of the contextual indicators used by SP were effective in predicting degree completion and degree outcomes. Following this research we intend to make appropriate changes to ensure SP focuses on effective support for true disadvantage.
55. Evaluation of the University's Sutton Trust scheme is commissioned by the Trust itself. This enables a far more collaborative approach to evaluation, whereby we are able to review not only the impact of Durham's summer schools, but also the general impact that all universities delivering Sutton Trust summer schools have achieved.
56. In order to take account of the voice of participants, evaluation of impact is embedded in our outreach programmes from the outset and it is through continuous monitoring and analysis that we improve and expand our outreach work. Participant stakeholders are asked for their feedback to assess how well the activity met their needs and expectations. This is especially important for activity where we need to assess the level at which we have positively affected student perceptions, aspirations and attainment. Evaluation activity includes focus groups, pre- and post-event attitude surveys, and post-event surveys that engage a range of stakeholders.
57. Key to the University's continuous progress in supporting access, student success and progression will be evaluation and research undertaken by Durham Centre for Academic Development (DCAD). DCAD will have among its objectives: the enhancement of the educational attainment of students from under-represented groups and the development of inclusive teaching. DCAD's education laboratory will foster research and assessment of innovative approaches to teaching and learning, with special emphasis on digitally enhanced education. The professional development team will

focus on enhancing the pedagogical skill of academics, from postgraduate research students to established members of staff. The student academic development hub will directly support students, working with them across the student journey. We envisage that evaluation and research at DCAD will be crucial to making appropriate changes that support inclusive teaching and learning.

58. Evaluation outcomes are reported to senior staff and decision making committees in order that both operational delivery and strategic goals can be adjusted accordingly. Resource for future delivery is allocated according to sustained impact. Monitoring arrangements are described in more detail below.

Monitoring performance against the measures

59. The Pro-Vice-Chancellor (Education) has strategic responsibility for access and participation. The PVC (Education) is responsible for ensuring reasonable steps are taken to comply with the provisions of the Access and Participation Plan and that action is undertaken if it appears that the intentions of the Plan may not be delivered. In addition regular oversight is provided by the University's Education Committee.
60. To drive forward the commitments of the Access and Participation Plan, the University has an Access and Engagement team, under the supervision of the Academic Registrar, responsible for central outreach as well as supporting widening participation across the University. The Access and Engagement team regularly liaise with students about the work that they undertake, as well as other key internal and external stakeholders.

Developing the Access and Participation Plan through a whole institution approach

61. The 2019/20 Access and Participation Plan has been formed through workshops that involved a large number of stakeholders drawn from across the University and including staff and students. This inclusive, whole institution approach is important to embedding a culture that understands the needs of under-represented students. Overall responsibility for Durham's widening participation policy, and approval of this Access and Participation Plan, lies with the University's governing body, University Council, advised by Senate, both of which include representatives of the student body.

Benefiting our broader equality and diversity strategy

62. Durham University is aware of its commitments and duties under the Equality Act 2010 to advance equality of opportunity between people who share protected characteristics and those who do not. We work hard at creating inclusivity in our learning communities and develop curricula which are accessible, challenging, engaging and meet the needs of diverse groups of students, in terms of design, delivery, content, mode of learning, assessment and achievement. We believe our Access and Participation Plan is a valuable mechanism to support this aim. By gaining greater understanding of matters related to ethnicity and disability across the University community, we hope to improve the support we provide for both potential and current students.
63. We also believe that in order to inspire entrants from under-represented groups they need to see diversity in our staff community. It is by catering for a diverse community of staff and students that we can ensure that we have a created a living environment that supports the needs, backgrounds and beliefs of all students.

64. The University is also conscious that as part of our outreach delivery we ensure that we create activity that takes account of all protected characteristics. As well as undertaking activity that directly impacts certain groups, such as our outreach work with BAME students, we have made efforts to ensure that everything we offer is welcoming to students of all backgrounds, beliefs and needs. To this end we have consulted with student groups such as Durham's LGBT+ Association and the Durham People of Colour Association (DPOCA) about outreach activity.
65. The University has a process in place which ensures that equality impact assessments (EIAs) are undertaken on key policies and procedures. These assessments consider the potential consequences of a change in policy or means of service provision across a range of factors, including protected characteristics.
66. The University collects, collates and publishes annual admissions statistics that include reporting on ethnicity, sex, declared disability and age group. Through this the University can monitor its admissions process to ensure that there is fairness and consistency of treatment for applicants from all backgrounds and that admission decisions are made on academic grounds.

Consultation and collaboration with students

67. Almost all outreach activities involve undergraduate students working as mentors and role models. Increasingly these students are creating activities that feature as part of Durham's residential access activities. Many of these students come from under-represented groups and, indeed, were participants on Durham's various targeted programmes such as Supported Progression or Sutton Trust summer schools.
68. The University has involved the Students' Union from the very start of the creation of this Access and Participation Plan. A workshop to investigate new ideas featured a number of Students' Union officers, and the Head of Access met independently with the Students' Union to discuss ideas. New areas in this Plan, particularly those around student financial support, have tried to reflect concerns and solutions put forward by the Students' Union. Students are represented on Senate and Council, the senior bodies responsible for the institutional approval of this plan.
69. Through its evaluation mechanisms, the University is able to gather feedback from students participating in our access activities to inform the future development of these, so that they best meet the aims of the University and the needs of students we are working with.

ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

70. Based on the evidence and ambitions outlined above the University intends to introduce the following new measures for 2019/20:

Access

71. In order to urgently address low numbers of socioeconomically disadvantaged students enrolling at Durham, the University will extend and refine the use of guaranteed and differential offers to students of outstanding potential in target categories, using multiple indicators of disadvantage, not least ACORN classification and LPN.

<i>Indicators of success: Increase in enrolments from ACORN 4/5 and LPN students</i>
--

Evaluation methodology: *Monitoring and analysis of internal statistics.*

72. A key issue that we have identified is that only small numbers of students from our target cohorts, especially LPN, submit an application to Durham. As this is the foundation of all our other measures, the University will use the introduction of the Customer Relationship Management System to develop a recruitment campaign specifically targeted at initial inquirers who are identified as being from an LPN background.

Indicators of success: *Increased contact with target cohorts. Increased LPN applications.*

Evaluation methodology: *The CRM system will track the level of enquiries and contact from target groups as well as allow us to monitor conversion from enquiry to enrolment. Analysis of admissions and enrolment data.*

73. Durham is hampered in its efforts to increase the number of BAME students due to its geographical location. Groups such as care leavers and refugees apply in such small numbers that only very targeted and extensive support will have any significant impact. The University will, therefore, widen the geographical reach of the Supported Progression scheme, with ring-fenced places for target groups such as BAME, refugees and care leavers. We will analyse previous application numbers to the scheme to work out appropriate allocations of places for each category.

Indicators of success: *Increased applications from target groups.*

Evaluation methodology: *Quantitative and qualitative evaluation to assess equality of engagement and student experience with analysis of conversion from contact to enrolment. Use of HEAT and CRM system.*

Success

74. The success of mature students is one of the most urgent problems that Durham has to address. In response to this we will consider how to adapt our student experience for mature students, and consider whether to admit mature students to a smaller cluster of colleges only, in order to create a stronger mature student community with dedicated facilities.

Indicators of success: *The long term goal would be to ensure equality of success measured against young entrants. Short term goals would be focused around the opinions of current mature students.*

Evaluation methodology: *Analysis of enrolments, continuation, degree outcome and final destinations. Qualitative evidence gained from surveys and interviews to assess the experience of current mature students.*

75. Whilst more research is needed, it is likely that mature students are negatively affected by undergraduate teaching and learning designed for young entrants. Other target cohorts may also be negatively impacted if there is not dedicated support for their academic studies. We need to continue to develop our approach to delivering inclusive teaching which will be of particular benefit to under-represented groups including disabled students. In response to this, the offering of the new

Durham Centre for Academic Development (DCAD) will be shaped by the needs of under-represented student groups.

Indicators of success: DCAD will be established with a permanent brief to consider the needs of under-represented students.

Evaluation methodology: DCAD will develop its own methodology as part of its impact strategy.

76. Durham offers excellent student support services, but we need to be confident that students from under-represented groups are accessing these services when they need them. As well as knowing the services exist the University is keen to ensure that there is no stigma in seeking help. Kings College London has already explored the success of discreet SMS messages in supporting this goal.¹¹ The University will, therefore, use “nudge messages” to encourage current students from under-represented groups to access support services.

Indicators of success: Increased numbers of students accessing support services. Student awareness of services. Positive attitudes towards accessing support.

Evaluation methodology: Quantitative evidence based on the level of enquiries, continuation rates and degree outcomes of under-represented students. Qualitative feedback from students about their experience from surveys and interviews.

77. The Foundation Centre is a powerful tool in admitting and supporting adult learners who may have non-traditional qualifications, or who have not been involved in formal education for some time. We will revise the Foundation Centre’s curriculum to improve outcomes for mature students.

Indicators of success: Improved outcomes for mature students.

Evaluation methodology: Quantitative and qualitative analysis of student success.

78. The University recognises that student finance remains an issue that impacts disproportionality upon under-represented students. With this in mind the University wishes to give consideration to how it will develop its Durham Grant Scheme. The University is committed to ensuring that our financial support reaches those with the most need. We also believe that a holistic education involves both academic study and extra-curricular activity. With potentially high costs to fully engage with the student experience, on top of tuition and maintenance costs, the University will create bursaries above the £25k threshold to encourage under-represented students to engage in parts of Durham life considered key to the student experience. We believe all students should feel the sense of belonging which extra-curricular engagement brings and which can be critical when dealing with a cohort more at risk of becoming disaffected with education.

79. The University will therefore introduce further gradation in offering above the household income threshold of £25k. Students with household incomes between £25,000 and £42,875 will receive a bursary calculated on a rule that will see the level of bursary reducing from £2,000 for those on a household income of £25k to £250 for those on household incomes at £42,875. The calculation will

¹¹ <https://blogs.kcl.ac.uk/johnworne/2016/01/21/nudge-behavioural-insight-at-kings>

result in the bursary proportionally reducing as the household income increases in accordance with the rule £1 reduction in bursary for every £10 increase in household income, with a step at the end.

80. The bursaries associated with the Supported Progression Scheme will have a greater focus on student need. Bursaries will only be offered to students where the residual household income is less than £42,875. Those Supported Progression students with a household income in the range of £0 to £42,875k will receive a combined Durham Grant Scheme and SP bursary of £2,000 in total.

Indicators of success: *Stronger continuation rates for under-represented groups. Increased employability outlook.*

Evaluation methodology: *Analysis of HESA and DLHE data. Surveys and interviews with under-represented students about their opportunities for participation in University life.*

81. We are introducing lecture capture as a mechanism for providing greater equity in teaching and learning, a means to support inclusive learning. Lecture capture is an umbrella term describing technology that allows the recording of what happens in teaching spaces to be made available digitally, to a variety of users and stakeholders, and for a variety of purposes.

Indicators of success: *Student use of lecture capture recordings*

Evaluation methodology: *Analysis of user statistics.*

Progression

82. Durham has excellent links with a wide range of employers. In order to ensure that our target cohorts are able to take full advantage of this, the University will develop its internship and placement opportunities and create specific opportunities for students from under-represented groups.

Indicators of success: *Improved progression for under-represented groups.*

Evaluation methodology: *Analysis of DLHE data.*

83. As well as costs associated with fully engaging with the student experience, we appreciate that there could be costs associated with career development that may be outside of the budget of our target groups. Travel costs, accommodation or even purchasing appropriate business wear can put a significant burden on any student's finances. The University will, therefore, create a bursary targeted at students from under-represented groups that will cover essential expenses for internships and interviews.

Indicators of success: *Improved progression for under-represented groups*

Evaluation methodology: *Qualitative feedback from recipients. Analysis of DLHE data.*

84. Durham has a large and engaged body of alumni which we recognise could be a valuable resource in supporting students from under-represented backgrounds. The University will create an alumni mentoring platform with a focus on students from widening participation backgrounds.

Indicators of success: *Improved progression for under-represented groups*

Evaluation methodology: Analysis of DLHE data. Survey of student experience.

School Engagement

85. Following Durham's commitment in its 2018/19 Access Agreement to explore engagement with different models of school governance, the University has met with Governors for Schools¹² to create a campaign to recruit and support Durham staff as school governors. We believe attainment, particularly the attainment of those from the most disadvantaged backgrounds, can best be supported through good links with schools and colleges. We hope to use staff expertise (for example in teaching and learning, in educational management and planning, or in university recruitment and admissions) to directly impact teaching and learning in schools. We also believe that this scheme will enable us, in turn, to raise awareness of Durham University in the region, and to better reach students that would most benefit from our support to access higher education. The University intends to have 40 staff volunteering as school governors by 2021/22.

Indicators of success: Increased number of staff volunteering as school governors in order to improve access to local state schools.

Evaluation methodology: Staff survey. Monitoring by Governors for Schools

86. Durham has a diverse range of links with teachers and schools. In addition to our school governors' programme, we also continue to ring-fence four places for every County Durham school on our Supported Progression Programme. In line with our desire to support local schools in raising ambition and attainment, and ultimately participation in higher education (at Durham and elsewhere), we will pursue the DfE regional maths school initiative. It is our intention that by the end of 2019 we will have created a business case, in collaboration with DfE and local partners, with a view to opening a Durham Maths School in two to three years.

Indicators of success: determine viability of opening a Durham Maths School through the creation of a business case by 2019/20

Evaluation methodology: To be determined once a business plan has been created.

CURRENT MEASURES THAT WILL CONTINUE TO SUPPORT ACCESS, SUCCESS AND PROGRESSION

Residential programmes

87. Supported Progression – The University's flagship access programme uses multiple indicators of disadvantage and aims to increase applications from students from Low Participation Neighbourhoods and ACORN category 4/5 postcodes. Students on the SP Programme are able to demonstrate their merit and potential through work at first year undergraduate level. If they meet the required standard they will receive a guaranteed reduced offer. This particularly benefits LPN and ACORN 4/5 students from schools which do not perform strongly in measures of average levels of academic achievement, as it takes away a reliance on A-Level as the sole indicator of ability and future potential. The Durham Sutton Trust Summer School Programme offers an entry route similar to Supported Progression but recruits from across the UK.

¹² www.governorsforschools.org.uk

Provision of information

88. The University has a range of visit opportunities both pre and post application. Bursaries for disadvantaged students are available for open days. The University has active engagement with teachers, including a conference that we have run in conjunction with the Sutton Trust, as well as visits to and from local state schools.

Outreach for primary and secondary schools

89. Durham University has numerous activities running for local schools organised by the Science Outreach team, the Library and Museums Culture Learning Team, and Experience Durham (student volunteering). Student volunteering is particularly important as it allows current students, many from disadvantaged backgrounds, to develop employability skills. We are also able to engage through this outreach work with children at an early stage of their educational development.

Student support

90. Undergraduates from disadvantaged backgrounds are supported by Academic Advisers within their departments to deal with any concerns about teaching or learning. Study skills support is offered to all students, but students from the Supported Progression and Sutton Trust programmes are particularly targeted. Durham's unique college system offers frontline pastoral support in addition to University wide support services. Recent investment has bolstered the Disability Support service and Counselling service, particularly in supporting students with autism or long term mental health conditions. Durham's Careers and Enterprise Centre has an increasing focus on collecting data around the progression of under-represented groups as well as creating bespoke opportunities. The Foundation Centre remains a key element of our support for mature students.

Support for progression to postgraduate study

91. The University currently offers postgraduate student support scholarships for students from under-represented backgrounds who wish to progress to a taught postgraduate course. The University also actively promotes its credit union financed postgraduate tuition fee loans to help remove finance as a barrier to postgraduate study.

INVESTMENT

Investment in access, success and progression

92. The OfS guidance suggests that an institution with a low proportion of under-represented students should plan to invest approximately 30% of its fee income above £6,000 per fte on Access and Participation commitments. The guidance also suggests that the level of investment should match the commitment for 2018/19 stated in the 2018 Access Agreement. In the 2018/19 Access Agreement, Durham committed to spending 33.6% of forecast higher fee income in 2019/20. In this plan, Durham therefore intends to match this level of investment. The forecast home student population for 2018/19 is slightly smaller than that predicted in the 2018 Access Agreement, and therefore 33.6% of higher fee income in this plan represents £11.7 million, a slightly lower cash amount (by £200k) than committed in the 2018 Access Agreement.
93. The total planned commitment for financial support in 2019/20 is forecast to be of the order of £5.2 million. The commitment to outreach, student success, progression, and evaluation activities of

about £6.5 million therefore gives a total investment under the Access and Participation Plan of approximately £11.7 million. In accordance with the access, student success and progression measures outlined above, there is a change compared with the 2018/19 Access Agreement in the balance of resource between the three areas, with an intention to invest a greater amount in supporting student success, and student progression. All the planned expenditure is countable under the guidance provided by the OfS.

94. Accordingly we will spend £4.45 million on Access (slightly lower than stated in our 2018/19 Access Agreement), but we will spend £1.56 million on student success, which is an increase of £360,000 compared to our 2018/19 Access Agreement. A significant part of this investment will be in DCAD, which we hope will have a transformative effect on teaching and learning in respect of under-represented groups. We intend to spend £470,000 on progression which is an increase of £170,000, as our analysis suggests there is more we can do in this area, particularly for mature students.
95. As well as investment countable within our Access and Participation Plan, the University will spend an additional £1.72 million on access, student success and progression. This includes longstanding investment in admissions and student recruitment as well as support services such as Durham's Colleges, Foundation Centre and Disability Support Service. We will also be investing in regional collaborative activity with other HEIs beyond any funding received for this purpose from the OfS.

PROVISION OF INFORMATION TO STUDENTS

96. Through its website, the University will publish clear, accessible and timely information for applicants and students on the fees that it will charge and the financial support that it will offer. The University will also disseminate information via its outreach and recruitment activity, with a dedicated team of staff focused on this activity.
97. Within the University's Academic Office there is a student financial support service, which will work with staff in the University's constituent colleges to ensure that all existing students have access to the financial support information that they need. The development of guidance information provided through our programme of open days is key to providing clear and accessible support.
98. The University will also provide timely information to UCAS and SLC to populate their applicant-facing web services.
99. The University's CRM system will enhance the user experience for enquirers and applicants from under-represented groups. Data captured will enable timely and targeted messages to support students through their Durham visit or application journey. Enhanced tracking and feedback reporting through regular communications will allow us to further develop personalised content and monitor engagement rates.
100. This Access and Participation Plan will be published on the University's website, with clear navigational links from our admissions and recruitment pages.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

To maintain the value of its fees in real terms, the University will apply annual increases in line with the inflationary measure set by the Government each year. We would expect to charge the maximum fee cap set by the Government, which is currently £9,250 for full time students.

Full-time course type:	Additional information:	Course fee:
First degree	Students who commenced 2017/18 or after	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	Students who commenced 2017/18 or after	£9,250
Accelerated degree		*
Sandwich year	Students who commenced 2017/18 or after	£1,850
Erasmus and overseas study years	Students who commenced 2017/18 or after	£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£4,625
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Percentage proportion of young entrants from Low Participation Neighbourhoods in the academic year as measured by the HESA KPI	No	2013-14	4.5%	5.6%	6.0%	6.4%			Baseline is 2013-14 as this is the most recent published data. Given this is an already challenging target we will monitor our performance before setting milestones for the longer term beyond 2021.
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Percentage points below the HESA KPI benchmark for young entrants from Low Participation Neighbourhoods	No	2013-14	1.8	0.7	0.3	0.1			Baseline is 2013-14 as this is the most recent published data. Given this is an already challenging target we will monitor our performance before setting milestones for the longer term beyond 2021.
T16a_03	Access	Socio-economic	Other statistic - Location (please give details in the next column)	Percentage proportion of entrants in the academic year from postcodes classified as ACORN categories 4 or 5 as a proportion of all entrants from postcodes classified within the ACORN dataset	No	2012-13	7%	13.9%	14.9%	n/a	n/a		Baseline is 2012-13 as this was the year that the University started to use the ACORN dataset to inform selection decisions. Targets have been adjusted upwards to take account of better than expected progress made in this area with an ambitious rise of 1% between 2018/19 and 2019/20. Following guidance by the OFS we have not included targets from 2020/21 onwards.
T16a_04	Access	Socio-economic	Other statistic - Applications (please give details in the next column)	Applications in the admissions cycle to Durham from those who participated in the Supported Progression Scheme	Yes	2011-12	41	170	180	190	200		Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_05	Access	Socio-economic	Other statistic - Other (please give details in the next column)	New enrolments in the first year at Durham from those who participated in the Supported Progression Compact Scheme	Yes	2011-12	31	110	115	120	125		Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_06	Access	Socio-economic	Other statistic - Other (please give details in the next column)	Enrolments at other selective universities (average institutional tariff points on entry of 375+) from participants in the Supported Progression Compact Scheme	Yes	2011-12	2	40	40	40	40		Baseline is 2011-12 as this was the first year for participants in the Scheme to enrol at the University for undergraduate degrees
T16a_07	Access	Socio-economic	Other statistic - Other (please give details in the next column)	New enrolments in the first year at Durham from those who participated in the Sutton Trust Summer Schools	Yes	2013-14	19	50	55	60	65		Baseline is 2013-14 as this was the first year for participants in the Summer Schools to enrol at the University for undergraduate degrees. Targets have been adjusted upwards to take account of better than expected progress.
T16a_08	Student success	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Maintain the current excellent non-continuation rate	No	Other (please give details in Description column)	2%	Maintain 2%	Maintain 2%	Maintain 2%	Maintain 2%		Baseline data from 2009-10
T16a_09	Progression	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	Enrolments of students who qualify for the postgraduate £3,000 fee waiver	No	2015-16	0	100	0	0	0		The fee waiver is currently in place until 2018-19, having been extended for an additional year. The fee waiver will be reviewed against the intended aims in 2018-19, therefore milestones for 2019-20 onwards are not stated.
T16a_10	Access	Socio-economic	Other statistic - Other (please give details in the next column)	Number of guaranteed places offered to County Durham schools for the Supported Progression Programme.	No	2016-17	0	4	4	4	4		Four places to be offered to every state school, sixth form college or FE College with sixth form provision in County Durham. Places will be guaranteed, with students selected by the school or college.
T16a_11	Progression	Socio-economic	Other statistic - Progression to employment or further study (please give details in the next column)	The Graduate Prospects score for students who have progressed from the Supported Progression Scheme and enter employment or further study	No	2016-17	72.5%	78%	80%	80%	80%		The Graduate Prospects score is a measure derived from the DLHE survey, used by the Times Good University Guide to rank employability.
T16a_12	Student success	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	Number of targeted placements/internships undertaken by students from Low Participation Neighbourhoods and/or from postcodes classified as Acorn categories 4/5.	Yes	2016-17	0	25	25	25	25		
T16a_13	Access	Attainment raising	Other statistic - Other (please give details in the next column)	Percentage of Supported Progression students who need further concessions beyond the Supported Progression offer to be accepted by Durham.	No	2016-17	14.2%	10%	8%	6%	4%		This target will assess whether attainment raising activity included as part of Supported Progression supports academic achievement.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative target for NE Raising Aspirations Partnership (this is a target for the whole partnership)	Yes	2014-15	8623	21000	18000	TBC	TBC		Milestones from 2018/19 include the new HEFCE NCOP project. Funding after 2019-20 date has not been agreed so any targets after this are yet to be set. There is a reduction in target for 2019/2020 which reflects a move towards more intensive, targeted provision
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Minimum number of children and young people involved in Museums educational outreach activity	No	2011-12	7000	14000	16000	18000	20000		
T16b_03	Progression	Socio-economic	Other (please give details in Description column)	Promoting scholarships and other forms of financial support to taught postgraduate applicants and enquirers who meet fair access criteria.	No	2016-17	n/a	Activity in place.	Activity in place.	Activity in place.	Activity in place.		This target refers to new links with state schools through the support of school staff. This will be delivered through supporting school governance, providing relevant expertise and offering CPD opportunities for school staff.
T16b_04	Access	School sponsorship	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Explore the viability of opening a Durham Maths School	No	Other (please give details in Description column)	n/a	n/a	n/a	n/a	n/a		Durham has had contact with DfE about the possibility of opening a Durham Maths School. Consideration is currently being given to the viability of this.
T16b_05	Access	Low participation neighbourhoods (LPN)	Operational targets	Implement a CRM system for targeted communications with enquirers and applicants from Low Participation Neighbourhoods and/or postcodes classified as Acorn categories 4/5.	No	2016-17	n/a	Activity in place.	Activity in place.	Activity in place.	Activity in place.		
T16b_06	Access	Low participation neighbourhoods (LPN)	Contextual data	Use contextual data to make differential and guaranteed offers to students of outstanding potential in target categories, including Low Participation Neighbourhoods	No	2016-17	n/a	Activity in place.	Activity in place.	Activity in place.	Activity in place.		
T16b_07	Access	Attainment raising	Other (please give details in Description column)	Number of Durham staff members volunteering as school governors to support school teaching and learning.	No	2016-17	8	20	30	35	40	45	Baseline based on 2017 staff survey

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.

The following changes have been made to our targets:

T16a_01 As we exceeded our ACORN 4/5 Target in our last Monitoring Return we have adjusted upwards to create more challenging milestones.

T16b_01 We have added a new milestone for our collaborative work which takes us up to the limit of known funding for NCOP. The milestone is less than the previous year which represents more targeted and intensive approach to activity.

T16b_04 We have amended our target around investigating relationships with schools to explicitly mention our consideration of opening a Maths School.

T16b_06 The description has been amended to correct a spelling error.

T16b_07 As part of our efforts to support school governance and attainment we have added a new target around the recruitment of Durham staff to be school governors.