St Mary's University Twickenham London

Access Agreement 2015/2016 St Mary's University, Twickenham

1. Introduction

The mission of St Mary's University is to prepare its students for flourishing lives, successful careers and social commitment through excellent, research-enriched teaching in a strong community of mutual respect based on our Catholic ethos and identity. The current Strategic Plan (2011-16) outlines its aims to:

> *facilitate the entry into St Mary's of students whose background usually makes progress to Higher Education less likely (Strategic Objective 1E);*

> *ensure that the student learning experience takes into account diversity and the needs and contributions of the individual. (Strategic Objective 2B).*

This strategic intent has led to the continued success of a well-established programme of widening access activities and a growing programme of targeted activity that supports individual student success at all stages of the student journey from pre-entry through to graduation and employment.

2. Fees, Student numbers and fee income

The University will charge £9000 to fee-regulated, full-time 2015 entrants. All fees are subject to review regarding an inflation adjustment for 2015/16 and subsequent years.

Part-time students who are undertaking full time programmes at a lower intensity will be charged pro rata fees. The highest rate that could be charged in cases such as this for 2015-16 would be £6000 for a student taking 80 credits. In most cases, new part-time students would be charged £4500 per year (being 50 % of the full-time rate). Foundation Degree courses will be charged at a rate of up to £4500.

3. Access and student success measures

The access and student success record at St Mary's

The tables below provide simple indicators of the recent record of St Mary's in the areas of widening participation recruitment and student success. Generally the profile shown in these statistics, in the main generated from HESA performance indicators, is very encouraging and a reflection of the hard work and investment that has taken place.

In the area of new students from state schools, steady progress has been made and our institution remains above the benchmark level. Performance against the benchmark for the low participation neighbourhood indicator has improved markedly since 2010/11 and the benchmark has been exceeded for 2012/13. Performance against the benchmark for students in receipt of the Disabled Student Allowance has been exceeded again, despite the benchmark rising. This is an area in which we have a very good record and have made considerable investment in recently. Performance in the participation from under–represented social class indicator has fluctuated year on year and this is an area that will be investigated further.

Performance in terms of the data that we obtain from our own sources, rather than HESA performance indicators has also been encouraging. The proportion of students in the undergraduate population who classify themselves in BME ethnic categories was at its highest ever level in 2012/13. We have also shown a steady improvement in our retention rate for first year students.

Year	St Mary's	Benchmark (location adj.)	Difference
Participation from state schools or colleges			
2012/13	96.0%	94.4%	+1.6%
2011/12	96.5%	95.1%	+1.4%
2010/11	95.4%	94.6%	+0.8%
2009/10	93.4%	93.7%	-0.3%
2008/09	95.3%	93.5%	+1.8%
Participation from under-represented socioeconomic groups (4,5,6,7)			
2012/13	35.6	37.9%	-2.3%
2011/12	36.7%	36.8%	-0.1%
2010/11	34.7%	36%	-1.3%
2009/10	38.7%	35.4%	+3.3%
2008/09	39.6%	38.4%	+1.2%

Participation from low participation neighbourhoods			
2012/13	8.5%	8%	+0.5%
2011/12	7%	13.2%	-6.2%
2010/11	6.3%	8.9%	-2.6%
2009/10	7.1%	8.1%	-1.0%
2008/09	8.7%	8.0%	+0.7%
Percentage of full time first degree students in receipt of Disabled students allowance			
2012/13	7.5%	6.6%	+0.9%
2011/12	7.1%	6.2%	+0.9%
2010/11	6.0%	5.5%	+0.5%
2009/10	6.3%	5.2%	+1.1%
2008/09	5.1%	5%	+0.1%

Ethnic minority students as a proportion of all undergraduates				
	2009	2010	2011	2012
% BME	21.7%	21.8%	21.3%	22.7%
% WHITE	78.3%	78.2%	78.7%	77.3%

% Of Undergraduate population counted as non-continuers			
	2010/11	2011/12	2012/13
YEAR 1	11.9%	10.9%	10.4%
YEAR 2	7%	6.6%	6.7%
YEAR 3	5%	6.5%	6.5%

Access and outreach

Outreach activity continues to take place with targeted schools and colleges in low participation areas using contextual data relating to postcodes and taking into account factors such as free school meals and GCSE results. Some of the University's outreach work is with cohorts of students from under-represented groups who are selected by schools and colleges in less obviously low participation areas.

We offer a menu of flexible activities, working principally with years 9 to 12 and we are also continuing to develop work with year 6 upwards. We will review these activities to improve their impact still further by working with schools to design activities to support what we do - for example preparation sessions in school before our events and follow up work afterwards. Additionally, we also plan integrated programmes of outreach with subject specialists in schools and colleges so that the events we offer are relevant to the curriculum currently being studied by students. Teachers report that these activities do have impact on learning and attainment. For example our extensive sports courses and facilities enable school and college students studying BTEC Sport to experience sessions taught by our specialist staff and to use equipment not otherwise available to them, helping to improve their understanding, knowledge and performance. We will continue to develop our established activity to widen access through our reputation for sport and other subjects.

In reviewing our outreach activity we recognise that we currently have few projects that involve a series of interventions with the same students over a period of time, addressing their needs at different stages. We will plan progressive and sequential programmes which include appropriate information, advice and guidance relevant to specific needs of the groups of young people involved. During 2013-14 we piloted a mentoring programme where our Student Ambassadors mentor a selected group of young people over several years. This will be further developed during 2015-16. We will endeavour to measure aspiration, attainment and destination by increasing longitudinal monitoring and negotiate data sharing with schools so that measures such as GCSE results and destinations can provide evidence

of the value of mentoring and other activities. We will work to combine activities we offer to provide a varied programme for groups of students. For example national evidence demonstrates the impact of summer schools but we will improve the depth of contact with students who attend our summer school by inviting them to be involved in additional activities beforehand and at later stages. We expect over the next two years to move the balance of our outreach activities in favour of longer term, sustainable programmes.

St Mary's has an outreach programme of events and a policy to support Care Leavers and Looked After Children. Outreach activity is organised with other universities through our collaborative partners Aimhigher London South Ltd on two projects – Into HE and Look to the Future. The University has improved information and contact points for care leavers before and during application and on course and has a policy to give an offer to any care leavers who have the potential to meet the general entrance requirement. The University achieved the Buttle UK Quality Mark during 2014.

The University currently conducts HE preparation sessions for students on access courses in local FE Colleges and runs an Open Evening with a focus on mature students. We will continue to increase and develop this activity during 2015/16 to ensure that course choices are fully informed. In addition we will work with employers and potential students to increase awareness of part-time routes on offer at St Mary's and will seek out other opportunities to attract mature students and to clearly signal how St Mary's makes provision for them.

We remain active members of two collaborative organisations: Aimhigher London South Ltd and Access HE. Aimhigher London South Ltd works in partnership with 11 universities, 31 schools and 5 further education colleges across London and the South East. The network works together to provide impartial information, advice and guidance to learners from year 8 to year 13 and is developing ways of working within primary to secondary transition. Membership enables the sharing of good practice at a local and regional level in order to determine what works well and to develop and apply evaluation and monitoring methods to illustrate long term impact.

Access HE is a pan-London organisation also enabling the provision of support for young people from disadvantaged backgrounds to enter Higher Education and brings together a large number of Universities. St Mary's is involved in various activities and projects initiated by Access HE and will continue do so during 2015-16.

Our access spend for the 2015/16 is £303,000.

Student retention, success and progression
In 2012-13 we recruited a team of Learning Advisors who provide academic support and monitor the progress of students from under-represented groups. This monitoring work has been supported, since September 2013 by the work of a Student Experience Data Officer who is developing systems for monitoring, evaluation and analysis in order to help us develop a more sophisticated approach to understanding the impact of the academic support offered across all Schools. The University also runs a residential pre-entry programme, 'Get Set for Success', which aims to support the transition into HE for students from non-

traditional backgrounds. Students who have engaged with this programme are targeted for on-course support by the Learning Advisors and offered further opportunities to engage in group activities during the course of their degree programme at St Mary's designed to enhance their sense of 'belonging' and offer support to help them successfully manage their time and commitments both at university and outside. Activities will include focussing on improving the skills gaps often associated with students from under-represented groups, such as HE awareness and confidence, as well as improving social and cultural capital thorough exposure to new situations, networks and the world of work, with a view to improving student engagement and retention. In 2013 we implemented a new 'Student engagement, retention and success' institutional strategy. This, together with involvement in the HEA/Paul Hamlyn Foundation 'What Works? Student Retention and Success' Change Programme during 2013 – 2016, will provide a significant driver in terms of improving on course retention and success and in supporting student progression.

A new virtual learning environment (called simmsCAPital) was introduced in September 2012 across all academic programmes. This has prompted the increased use of online resources across all programmes, and led to enhanced student access and engagement (as evidenced by feedback to Information Services). This allows students greater accessibility to learning materials. We believe that this development has had a positive impact on students who come from a range of backgrounds including those under–represented in HE. It now includes the Student Review scheme, an enhanced institutional Personal Development Planning Scheme (PDP) for students which provides one-to-one sessions for students to discuss individual progress and support requirements with their Academic Tutor. This scheme is being facilitated by a range of online tools and guidance information on simmsCAPital, as well as an e-portfolio system for recording action plans and progress. It aims to pinpoint areas of concern and success as perceived by individual students which can be addressed by the academic tutors. This is thought to be of particular relevance to those from under-represented categories who may find the transition to HE particularly difficult as it will give them a safe forum for individual discussion and resolution of their issues.

The University will continue to increase the preparedness of students from under-represented groups for the world of work. Students are encouraged to undertake accredited work placement modules as part of their degrees and are supported in doing this by individual tutors from the University and by appropriately qualified workplace supervisors who will promote student learning in the workplace. The placement modules give students the opportunity build confidence and sense of responsibility, gain specific skills relating to chosen career paths, understand what they have to offer to employers, explore career options and boost their CVs. They will have the opportunity to explore and discuss their career aspirations, understand the range of experiences that are open to them, develop employability skills, build social and professional networks and understand the value of these. They will also improve their academic outcomes by experiencing theory in practice.

Students undertaking placements will attend employability workshops and individual tutorials, designed to help them reflect on their professional and personal progress, identify areas for improvement and set goals for their workplace experience. They will be mentored in areas such as organisation and planning, team building, negotiation, problem solving, and ethics to ensure that they are able to make a positive contribution to the workplace and

succeed both in the module and in their placement. Where applicable, they will be given access to employers and alumni from whose experience they can learn and who can help them to see the path to success. They will build a portfolio of experience which can be taken with them beyond higher education. The modules and the placements will be evaluated on completion by students and placement providers, and their success measured and evaluated in terms of retention, success for this group of students at university and in gaining graduate employment.

The Careers Service has a Graduate Employability Coach who is available for individual students to help them to prepare for employment opportunities and to work with them following graduation to ensure they are able to access graduate level employment.

Our expenditure on student success in the 2015/16 academic year will be £649,000. Our spending on student progression in the 2015/16 academic year will amount to £171,000.

4. Financial support for students

In 2015/16, St Mary's University, Twickenham will commit £1,061,000 in bursaries and scholarships to new and continuing students. At least £1,051,000 of this sum will be allocated to OFFA countable students. Our bursary package for new students will be offered as follows:

St Mary's University Scholarships

St Mary's will be offering scholarships of up to £6,000 paid over 3 years to students from families with a household income of under £25,000, and who can meet the criteria.

Successful applicants will be awarded the following:

- Year 1: £3,000 as a cash award and/or tuition fee/accommodation fee waiver
- Year 2: £2,000 as a cash award
- Year 3: £1,000 as a cash award

Successful applicants studying on a part-time course will receive an award on a pro-rata to their FTE. e.g. students studying 60 credits of an undergraduate degree with a tuition fee liability of £4,500 would be eligible for an award of £1,500 at Level 1, £1,000 at Level 2 and £500 at Level 3.

Criteria
To be eligible to apply for a scholarship students must:

- have an assessed annual household income below £25,000, and

- have been offered a place on a full-time or part-time (minimum intensity of 25% of full-time degree) undergraduate degree course or foundation degree course, and

- be ordinarily resident in the UK or the EU at the start of their course, and

- have completed an Application for Student Support through the relevant awarding authority and agree that their financial information can be shared with St Mary's University, and

- not be in receipt of full or part payment of fees through a sponsorship arrangement, and

- be entrants new to higher education in 2015, and

- make/have made St Mary's University a firm choice, and

- register on an undergraduate/foundation degree course at St Mary's University in September 2015

In addition, student applicants must fulfil one or more of the following criteria:

- be a student who has completed an Access course in 2014/15

- be a student with a disability in receipt of a Disability Living Allowance

- be a looked-after child/care leaver, or be a student receiving support from the Foyer Federation, and be 25 or under at the start of the academic year 2015/16

- hold Refugee status

- be the first generation* in the family to study in higher education

- be studying in 2014/15 in a school/college in one of the London Boroughs

* i.e. neither parent studied at university or holds a higher education qualification

If the number of applications exceeds the number of scholarships to be awarded, priority will be given to students who fulfil the highest number of additional criteria and have the lowest assessed household income

Academic Excellence Scholarships

Scholarships will be awarded to UK and Republic of Ireland students who achieve at least AAB at 'A' level or equivalent and:

- have an assessed annual household income of less than £42,620, and

- have completed a means-tested assessment through the appropriate awarding authority) and agree that their financial information can be shared with St Mary's University, and

- make/have made St Mary's University a firm choice, and

- register on a full-time undergraduate/foundation degree programme at St Mary's University in September 2015.

Successful applicants will be awarded the following:

- £4,000 in Year 1 as a cash award and/or tuition fee/accommodation fee waiver
- £2,000 in Year 2 as a cash award
- £1,000 in Year 3 as a cash award

A student will need to achieve grades of at least 60% when progressing from one year to another to remain eligible.

If the number of applications exceeds the maximum number to be awarded, these scholarships will be awarded to students who have the lowest assessed household income at the time of allocating the Scholarships.

Care Leavers' Scholarships

Scholarships of £1,000 will be given as cash awards at each level of their study to Care Leavers who:

- have been made an offer of a place to study on a full-time undergraduate/foundation degree programme at St Mary's University, and

- are 'looked after' by a Local Authority, or receiving support from the Foyer Federation, and

- are 25 years of age or under at the start of the academic year 2015/16, and

- make/have made St Mary's University a firm choice

- register on a full-time undergraduate/foundation degree course at St Mary's University in September 2015

Catholic Schools' Scholarships

Scholarships of £1,500 will be awarded to students who are studying at a Catholic School or College in the UK or the EU in the 2014/15 academic year and who:

- have an annual assessed household income of less than £42,620, and

- have completed a means-tested assessment through the appropriate awarding authority and agree that their financial information can be shared with St Mary's University, and

- make/have made St Mary's University a firm choice

- register on a full-time undergraduate/foundation degree programme at St Mary's University in September 2015

and

- are the first generation* in the family to study in higher education * i.e. neither parent studied at university or holds a higher education qualification,

If the number of eligible students exceeds the maximum number to be awarded, these scholarships will be awarded to students who have the lowest assessed household income at the time of allocating the Scholarships.

The successful applicants will receive this award as follows:

Year 1   £500   Cash award
Year 2   £500   Cash award
Year 3   £500   Cash award

Elite Sports Scholarships

Scholarships in the form of £1,000 cash awards will be given to full-time elite sports students in the **first year** of study **only.**

To be eligible students must:

- have been made an offer of a place to study on a full-time undergraduate/foundation degree programme at St Mary's University, and

- have reached junior international level or the equivalent at their chosen sport prior to joining St Mary's, and

- make/have made St Mary's University a firm choice, and

- register on a full-time undergraduate/foundation degree course at St Mary's University in September 2015

Additional Support

St Mary's University has also committed the sum of £10,000 to be awarded as cash bursaries to Care Leavers and other students from target groups who are in financial hardship.

Our total OFFA countable spending on financial support in the 2015/16 academic year will be £1,051,000.

5. Targets and milestones

The University is setting itself challenging targets in terms of improving its widening participation and retention. It has also developed appropriate milestones for these targets. The milestones and targets are set out in Annex B tables 7a and 7b and are contextualised by the data related to our Access and Success record in section 3 of this agreement.

6. Monitoring and evaluation

Outreach and Access

Our formative evaluation is well established and considers the quality of the activities and outcomes of sessions we provide. A variety of standardised questionnaires are used before and after events with students and staff establishing not only that the content is suitable and relevant but also that activities raise aspirations and increased motivation to study. During 2013-14 significant progress has been made in developing more robust systems for gathering data and summative evaluation of the longer term impact of our access activities. Key to this work has been the new Student Experience Data Officer who works closely with the Widening Participation team to use relevant data regarding pupil attainment and progression to HE. This is enabling us to establish patterns between engagement in our

outreach activities and application and entry to St Mary's. We will also use the Toolkits and the Higher Education Academy Archive to develop our practice.

St Mary's membership of collaborative organisations also affords opportunities to develop and apply evaluation and monitoring methods to illustrate long term impact. For example, Aimhigher London South Ltd use contacts to develop a range of data sharing protocols with several Local Authorities to map the progression and destinations of students who participate in activities and a centralised database provides AHLS member institutions with a consistent evaluative process to measure both the quality and impact of events. AccessHE are also developing methods of tracking destinations across London for those who have taken part in collaborative activities and have purchased data from UCAS on progression to HE by POLAR quintile to assist in this.

Pre-entry, on-course and progression
The Student Experience Data Officer also monitors and analyses the HESA data on the benchmarks set in our Access Agreement for targets and milestones for access and success. It is expected that this work will be even more fully developed during 2015-16 and we are particularly keen to extend our monitoring and evaluation activity to include employability levels amongst under-represented groups. The work of our Learning Advice team was outlined in section 3 and they will be key in monitoring the progress being made for those students in under-represented groups, some of whom may have been identified pre-entry and progress to St Mary's. The scholarships officer monitors and evaluates the take up of financial support. Furthermore, the University is currently participating in the Student Retention and Success Change Programme (HE Academy and Paul Hamlyn Foundation funded initiative on "What Works").This project is providing clear direction on evaluation of the student experience and has informed the content of a new institutional strategy for 'Student Engagement, Retention and Success', implemented during 2013-14.

Institutional responsibilities
At an institutional level, the Access Agreement Group, which directly reports to the Planning and Resources Committee (and ultimately to Academic Board) and is chaired by the Pro Vice-Chancellor (Students and External Relations), oversees the overall strategy and performance for widening participation in the institution. The group meets to monitor the annual timetable of access and success activities and to receive data relevant to monitoring and evaluation (including financial updates). The Student Union General Manager is a member of the Access Agreement Group. Students are also represented on other committees that consider aspects of the Access Agreement, such as the Equality and Diversity Sub-committee, Student Experience Committee (chaired by a member of the Board of Governors) and Academic Board. The Students' Union and the Pro Vice-Chancellor (S&ER) are developing a stronger student representation system across all University committees to ensure that the student voice is heard.

7. Equality and diversity

The University is committed to equality and diversity and aims to 'foster an environment in which all staff and students can realise their full potential through the development of their

skills and abilities, regardless of their background' (Equality and Diversity Policy Statement 2012). In addition, the Student Charter states that the University will provide 'an environment which promotes equality, diversity and ethical behaviour in all aspects of student life'.

The admissions policy reflects the mission and values of the University with its commitment to both distinctiveness and inclusivity. The admissions process is overseen by the Registry through a centralised system which enables a consistent, professional and fair decision making process to be maintained. The University considers every application on merit regardless of the applicant's background.

Under the Single Equality Act 2010, our equality scheme objectives (overseen by the Equality and Diversity Sub-committee) identify a number of student focused actions such as improved data gathering, promotion of inclusive practices to enhance the student experience, improved accessibility for disabled students on campus, and measures to improve the achievement of under-represented groups. St Mary's carries out Equality Impact Assessments (EIAs) as part of our duty under the Single Equality Act (2010) and the access agreement is impact assessed each year.

Support for disabled students is a key priority for St Mary's. In practical terms, the Access Agreement has provided funding for new disability-related posts and in addition, students are recruited as part of a cadre of peer support workers by the Dyslexia and Disability Service which helps promote greater understanding of disability in the student body.

A greater awareness of equality and diversity is promoted through staff CPD and St Mary's awards an annual staff prize for inclusivity. Past recipients include the dyslexia and disability service and the 'Get Set for Success' pre-entry programme.

The Equality and Diversity Sub-Committee (EDSC) receives reports regarding the Access Agreement for the purpose of monitoring it from the point of view of equality and diversity and the Student Experience Data Officer will include data on the impact of access and student success plans on equality and diversity. We will monitor the pre-entry programme to see if our access and admissions plans are effective. This data will be fed back to Registry, the Equality and Diversity subcommittee and the Access Agreement group to action in relation to future strategic plans and Access Agreements.

8. Provision of information to prospective students

St. Mary's ensures that it provides clear and user friendly information about its fees and financial support to existing and potential students, outlining what is available in each year of study. This information is disseminated through the University brochures and prospectus, the University website, HE Fairs, pre- and post-application Open and Visit Days. Timely information is provided to UCAS and Student Finance England and the Student Loans Company. Accessible information to existing students is provided though Student Services on the student portal, the University website (publications) and through one-to-one appointments with the Student Funding Officer. We have been keen to improve the provision of financial information and have purchased and customised the Brightside Student

Calculator for our website to enable current and prospective students to work out how much money they will have at university, and how much they will need. This allows students to find out about bursaries and scholarships at St Mary's and more detailed information about local rent and living costs.

The Access Agreements are published on the University external website under publications with a link to the OFFA website. The student portal SIMMSpace and the staff portal StaffNet also publish the Access Agreements.

As well as information to applicants which is provided at the application stage and throughout the admissions process, we have worked very hard on the information that we provide to students as preparation for the registration and induction process. Much work has gone into this, as well as the induction process itself and feedback has been very positive. Furthermore, the pre-entry programme 'Get Set for Success' targets information to under-represented groups. This process of improving information to students generally and to targeted groups in particular is ongoing; feedback is taken into account year on year and improvements are made.

9. Consulting with students

The primary mode of student consultation has been through the Students' Union. St Mary's Students' Union (SMSU hereafter) is the representative organisation of students at St Mary's University. SMSU through its elected Executive Members (student officers) and Sabbatical Officers (full time officers) represent students on a wide range of University committees and groups and also feed information back to the student body through many different forums such as SU Council, Programme Representatives, website and social media. SMSU has had input into the creation of the 2015/16 Access Agreement via representation on the Access Agreement Committee, currently attended by the SU General Manager (to aid continuity) who feeds information directly to the Executive Committee and SU Council for comment. Key aspects of the Access Agreement have been circulated to the Executive for feedback.

The Pro Vice-Chancellor (Students and External Affairs) and the Pro Vice-Chancellor (Resources) have attended Executive Committee meetings to explain the main points of the agreement and gain feedback from the student representative group. Aspects of the Access Agreement also feature on the agenda of the Student Experience Committee, which students are encouraged to attend.

The Access Agreement Group may commission the Students Union to consult more widely with the student body about the implications of the agreement through the Students' Union President and other executive members. In addition, St. Mary's University uses its enrolment/student experience annual survey (carried out in September) to include questions on the impact of tuition fee regulations and the national and institution scholarships on their choice of university. Furthermore we gather feedback from prospective students who take part in outreach activities or open/visit days.

20.6.14

Access agreement 2015-16 resource plan (submission 1st May 2014)
(Table 7) Targets and milestones

Institution name: St Mary's University, Twickenham

Institution UKPRN: 10007843

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

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	**HESA T1a** - State School (Young, full-time, first degree entrants)	This is based on young first degree starters	No	2009/2010	93.4%	94%	94%	94%			At present, our benchmark for this area of activity is 93.7%. Although our performance in this area has been subject to slight fluctation, it is felt that we should look to slightly outperform the benchmark at its current level.
2	**HESA T1a** - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	This is based on young first degree starters	No	2009/2010	38.7%	39%	39%	39%			Our current benchmark in this ares is 35.4%. This is an area in which we have consistently outperformed the benchmark. We will aim to maintain our current good position against this benchmark
3	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	This is based on young first degree starters	No	2009/2010	7.1%	8.5%	9%	9.5%			This an area where our performance against benchmark has fluctuated. We will be looking to match and then exceed the benchmark over the life of this agreement.
4	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	This is based on young students who progress or qualify	No	2009/2010	91.1%	92%	92%	92%			For the first time, we exceeded the benchmark in this area. We will be using the added targetted measures that we have descirbed in our agreement to maintain this position
5	**HESA T3a** - No longer in HE after 1 year (Mature, full-time, first degree entrants)	This is based on mature students who progress or qualify	No	2009/2010	81.1%	85%	86%	86%			We have consistently underperformed on our benchmark in this area (85.2%). We have identified a statistically driven approach to this area and much of our targetted retention work will be aimed at this group.
6	**HESA T5** - Projected degree (full-time, first degree entrants)	This is based on all students at St Mary's	No	2009/2010	76.9%	79%	80%	81%			Our 2009/10 PI in this area exceeded the benchmark (76.8%) for the first time. However, our performance in this area has fluctuated and we will be looking to stabilise this level and steadily improve.
7	**Other statistic** - Socio-economic (please give details in the next column)	This is seen as a percentage of all of our full time undergraduate student population whose family earnings come into the bottom two categories of earnings £0 - 25,000 and who would qualify for full support under the old system. (This can adjusted if the range of the categories changes in future.)	No	2009/2010	37.2%	38%	38%	38%			The performance of St Mary's in terms of recruiting and registering students from the lowest two brackets of income has been excellent and the indicators in this area have been steady since records began to be collected. We will look to maintain this healthy rate.
8	**HESA T7** - Students in receipt of DSA (full-time, first degree entrants)	This will be looked at in terms of the number of students in the full time undergraduate population who are claiming DSA	No	2009/2010	6.3%	6.3%	6.3%	6.3%			We have consistently outperformed our benchmark in this area of performance and we will be looking to maintain our excellent record of recruitment of students with disabilities over the length of this agreement.
9	**Other statistic** - Gender (please give details in the next column)	Primary UG men	No	2010/11	11%	14%	15%	16%			The School of Education has a dedicated team to continue to improve the number of successful applications from men into primary education courses, particular in regards to UG.
10	**Other statistic** - Gender (please give details in the next column)	Primary PG men	No	2010/11	21%	24%	25%	25%			As above
11	**Other statistic** - Ethnicity (please give details in the next column)	Primary UG BME	No	2010/11	8%	11%	12%	13%			The School of Education continues to conduct a range of activities to attract BME applicants to apply for Primary ITT.
12	**Other statistic** - Ethnicity (please give details in the next column)	Primary PG BME	No	2010/11	6%	9%	10%	11%			As above

| 13 | **Other statistic** - Ethnicity (please give details in the next column) | Secondary PG BME | No | 2010/11 | 25% | 25% | 25% | 25% | | | The performance of St Mary's is attracting BME applicants to Secondary ITT has been very successful, and we will continue activities to maintain at this level. |

Notes

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

Table 7b - Other milestones and targets.

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	Outreach / WP activity (summer schools)	Numbers of pupils attending	No	2009/10	30	50	50	50	60		Steady increase
2	Outreach / WP activity (collaborative - please give details in the next column)	Taster Days,campus visits,work in schools and colleges that will be co-ordinated in conjunction with our collaborative partners across London Numbers of Year 9 to 13 students to be reached.	No	2009/10	650	1100	1100	1100	1250		This will include collaborative targets (not yet confirmed) and targets for our activity, events and projects, they will be organised by our collaborative partners and often involve other Universities.
3	Outreach / WP activity (other - please give details in the next column)	Activities with schools and colleges initiated by St Mary's University College	No	2009/10	255	450	450	450	500		Steady increase
4	Outreach / WP activity (other - please give details in the next column)	Taster Days,campus visits,work in schools and colleges arranged through our own contacts. Development of our Widening Access Through Sport Programme,activity with Access/mature.	No								

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.