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Guidance

This document sets out the information we need from institutions for our annual monitoring of access agreements and interim widening participation strategic statements (IWPSSs), and end of year monitoring of the National Scholarship Programme (NSP) for 2012-13.

All institutions with access agreements for 2011-12 or 2012-13, and/or IWPSSs, and/or 2012-13 NSP funding must submit a monitoring return to us by noon on Tuesday 14 January 2014.

How to complete your 2012-13 monitoring return

**Access agreements, interim
widening participation strategic
statements and the National
Scholarship Programme**

Alternative formats

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How to complete your monitoring return

Access agreements, IW PSSs and NSP 2012-13

To	Heads of higher education institutions in England Heads of further education colleges in England
Of interest to those responsible for	Implementation of access agreements, widening participation, National Scholarship Programme, Heads of Finance
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Introduction

What this document is about

1. This document sets out the information that OFFA and HEFCE need from institutions for annual monitoring of access agreements, interim widening participation strategic statements (IWPSs) and the National Scholarship Programme (NSP) for 2012-13.

2. All institutions with an OFFA-approved access agreement for 2011-12 or 2012-13, and/or an IWPS for 2012-13, and/or an NSP allocation for 2012-13, must submit a monitoring return using the relevant Excel workbooks via the HEFCE extranet by noon on **Tuesday 14 January 2014**.

Why do we ask you to do this?

Access agreements

3. There is a statutory requirement for institutions with access agreements to report to OFFA on the extent to which they have met the obligations set out in those agreements, and on the progress they have made against their milestones and targets.

4. OFFA needs sufficient information to:

- monitor that universities and colleges are meeting their commitments for 2012-13, including those to individual students. This includes ongoing commitments made in 2011-12 agreements by institutions that don't have 2012-13 agreements
- assess how institutions are moving towards the targets set out in their access agreements
- provide an annual report to Parliament containing an overview of progress with access agreements.

Interim widening participation strategic statements

5. The information you provide will also enable you to:

- account for how you have spent the HEFCE Widening Participation (WP) allocation
- demonstrate the full extent of your expenditure on WP
- show how your WP approaches and activities are informed by evidence of their effectiveness.

6. The information you provide on expenditure and evaluation activity will complement the broader and

more forward-looking information on WP priorities that you provided in your interim widening participation strategic statements for 2012-13.

National Scholarship Programme

7. This monitoring return is required by the Department for Business, Innovation and Skills (BIS). It helps the Department to report on the Programme to the Secretary of State and other Ministers. HEFCE uses the return to gain assurance that funds are being used appropriately and to collect information from participating institutions on their NSP scheme and recipients.

How the information you give us will be used

8. If you have an access agreement, OFFA will use your return to consider your institution's access performance, and the extent to which, in academic year 2012-13, you have broadly met the commitments set out in your agreement. It will also be used to understand trends in access agreement expenditure and outcomes across the sector.

9. As in previous returns, the information you submit relating to access agreement milestones and targets will be published on the OFFA website once our monitoring is complete. Our guidance makes it clear where this is the case.

10. HEFCE and OFFA will use your return to better understand institutional expenditure on WP activity, including how institutions bring diverse groups of students into higher education and support them through their study to achieve successful outcomes, what this expenditure is achieving, the totality of institutional evaluative activity, and the evidence available on the impact of WP activity and funding. This will help us continue to build our evidence base and to improve our understanding of how HEFCE funds, in particular, are used to support widening participation achievements.

11. The individualised NSP data returned by institutions will be linked with Higher Education Statistics Agency/Individualised Learner Record (HESA/ILR) data. This will allow HEFCE to analyse the characteristics of NSP recipients compared to the wider student population.

12. It will also inform the formative evaluation of the NSP which, as well as considering the operation and impact of the NSP, is helping to build a picture of the broader financial aid packages provided by institutions.

13. HEFCE and OFFA will also use information from monitoring returns to inform continuing dialogue with institutions and discussions during institutional visits.

14. We will publish a report on the outcomes of this monitoring by mid-2014.

Deadline for action

15. Returns must be submitted via the HEFCE extranet at <https://data.hefce.ac.uk> by noon on **Tuesday 14 January 2014**.

What has changed since the previous monitoring return?

New system of fees and student support from 2012-13

16. This monitoring round covers the first year of the new system of fees and student support. This was also the first year that OFFA asked institutions to submit access agreements annually.

17. All universities and colleges with access agreements were required to complete a financial annex alongside their agreement, which included more detailed information than in previous years. This was necessary to accommodate the changes to the system and meet increased expectations.

18. This year, we have looked to keep the process unchanged where desirable, to make the monitoring return easier for institutions complete, and to ensure consistency in data. However, we have also taken the opportunity to make changes that reflect strategic priorities and the new system of fees and student support. For example, in relation to access agreement tables:

- we are monitoring information on part-time courses for the first time – these were not regulated prior to 2012-13

- we are asking institutions to report on their student success spend, reflecting the enhanced focus in this area in Ministers' 2011 letter of guidance to us
- we are asking institutions to include expenditure on financial support to students funded through the National Scholarship Programme
- we are asking institutions to report on fee waivers separately to bursaries and other maintenance support (e.g. accommodation discounts), in line with the information institutions provided to us when they submitted their 2012-13 access agreements
- where we have introduced new data requirements, we have looked to minimise the impact of these on institutions. For example, since most part-time students do not pay higher fees, we have only asked for very high level summary data relating to these students.

Integrated workbooks

19. As part of OFFA and HEFCE's work to develop a national strategy for access and student success, we have taken a more integrated approach towards our monitoring processes. This year, the monitoring return is in a different format to previous years and is divided into two separate Excel workbooks. One will integrate the information required for access agreements and IWSSs. The second workbook is for NSP only.

20. We have integrated HEFCE's WP expenditure activity table with OFFA's outreach expenditure table for the 2012-13 monitoring process – previously OFFA-countable outreach was recorded in a separate table (please see Tables 4a and 4b). This table reports on expenditure across the student life-cycle, from pre-entry to employment or further study.

21. By amalgamating the collection of data and information on the use of HEFCE and OFFA-countable funding sources, we expect to gain a fuller understanding of the sector-wide investment being made in WP activity. We will then be able to report the investment in WP activity against priorities in the national strategy

22. We are asking institutions to tell us about their collaborative outreach expenditure for the first time (please see Table 4c). This will be the totality of the institution's outreach rather than specifically the outreach included in access agreements or IWPSs; and this will be used to provide a baseline against which we can measure future efforts in this area.

23. We have created a new table to collect information on institutional expenditure on financial support for students outside of access agreement and NSP expenditure (please see Table 4d).

24. We will be working together to understand institutions' equality and diversity activity (please see Table 10) and their WP institutional evaluative activity and plans (please see Table 11). (While institutions were not required to provide specific information on these areas in their 2012-13 access agreements, this will inform future development of our policy in these areas.)

End of year NSP monitoring

25. This is the first time HEFCE is collecting this information. However, we provided information on what institutions could expect in Annex A and Appendix 1 of our previous guidance (OFFA publication 2012/10, HEFCE publication 2012/29, *How to complete your monitoring return: access agreements and WPSAs 2011-12, and NSP 2012-13 (in-year)*¹).

26. In Table 18, we now ask you to provide data on fee waivers/discounts. At the time of publication of the early draft last year we were hoping to obtain this information from your HESA/ILR data returns and had not included it in the draft template. However, we now know that this information would not be sufficiently detailed for the purposes of evaluating the impact of the programme.

27. We have also made changes to how we collect information on the eligibility criteria institutions use to deliver the awards. These are now arranged in pre-determined criteria groupings which are based on what you told us in your 2012-13 in-year monitoring return.

28. We are also asking institutions to provide financial summaries of the programme, including any underspend.

29. Please note that the information we require for end-of-year NSP monitoring relates to the academic year 2012-13. Separately from this return, BIS requires institutions to complete an in-year 2013-14 NSP monitoring return. Guidance for the in-year 2013-14 NSP return will be published at the same time as this guidance on HEFCE's website at www.hefce.ac.uk/pubs.

Future arrangements for access agreements, IWPSs and NSP monitoring returns

30. OFFA and HEFCE already work in close partnership – we have jointly monitored universities' and colleges' work on widening participation and improving access since 2010. We will look to build on and strengthen these close links as we implement the national strategy for access and student success.

31. As part of this implementation, HEFCE and OFFA are developing guidance for integrated documents that bring together the IWPSs and access agreements into one submission which will increase strategic coherence and further reduce burden on institutions. We will publish guidance for the integrated documents in early 2014. The first of these will cover OFFA's requirements for 2015-16 for institutions who wish to charge above the basic fee and HEFCE's requirements for 2014-2019 for institutions in receipt of the Student Opportunity allocation.

32. One aim of the national strategy for access and student success is to create a single, coherent framework within which institutions are able to set out their strategies, commitments and targets for widening access and student success. The new process will also provide a framework against which institutions can evidence their work and commitment. HEFCE and OFFA monitoring processes will become fully integrated to effectively monitor and evaluate institutional and sector-wide progress.

¹ Available at www.hefce.ac.uk/pubs and www.offa.org.uk/publications.

33. As set out in HEFCE Circular letter 24/2013, *National Scholarship Programme update for participating institutions*, the NSP will be refocused from 2015-16 to support postgraduate students and will cease as an undergraduate programme. HEFCE will continue to monitor the NSP via institutional returns to gain assurance that the funds are being used appropriately and to collect information from participating institutions on their NSP scheme and recipients. The monitoring schedule is shown below:

Year of NSP	In-year monitoring submission	End-of-year monitoring submission
2012-13	January 2013 (completed)	January 2014
2013-14	January 2014	January 2015
2014-15	January 2015	January 2016

Getting started

Do you need to complete a monitoring return?

34. You only need to complete those tables of the monitoring return that relate to your institutional circumstances. The tables within the monitoring template will automatically be unavailable if you are not required to complete them.

35. All higher education institutions (HEIs) and further education colleges (FECs) with an access agreement in 2011-12 or 2012-13 and/or an IWPSS covering 2012-13 and/or an NSP allocation for 2012-13, must complete one or more tables of this monitoring return.

- **If you had an access agreement in 2012-13**, you must complete all tables of the monitoring return. See paragraphs 41-159 of this guidance.
- **If you had an access agreement in 2011-12**, but not in 2012-13, you must complete Tables 1-4 in the monitoring return. See paragraphs 41-110 of this guidance.
- **If you submitted an IWPSS for 2012-13**, you must complete Tables 4, 10 and 11 of the monitoring return. See paragraphs 87-110 and 137-159 of this guidance.
- **If you have an NSP allocation for 2012-13**, you must complete Tables 12-18 of the monitoring return. Please see paragraphs 160-199 of this guidance.

36. If your institution did not have an access agreement for 2011-12 or 2012-13 **and** did not submit an IWPSS for 2012-13 **and** did not receive an NSP allocation for 2012-13, you do not need to complete any part of this return and do not need to respond.

Where are the monitoring return tables and how do I fill them in?

37. PDF copies of the monitoring return tables are available to download alongside this document at www.offa.org.uk/publications. These are for reference only. The tables for you to fill in will be available to download from the HEFCE extranet at <https://data.hefce.ac.uk> from mid-November.

38. In order to download the tables, you will need a 'group key' (a code that identifies your institution's specific monitoring return). We will send group keys by post to all registered OFFA and NSP contacts in mid-November, once the HEFCE extranet opens for submissions. For institutions without access agreements, we will send the keys to the named contact for IWPSS or NSP.

39. We will also use the extranet to give you further information to help you complete your monitoring return (see paragraphs 62-65).

40. Any technical queries relating to the use of the HEFCE extranet should be directed to Hannah Partridge (email: h.partridge@hefce.ac.uk, tel: 0117 931 7051) or Hannah Simmons (email: h.simmons@hefce.ac.uk, tel: 0117 931 7273).

How to complete the access and student success monitoring return for 2012-13

If you had an access agreement for the academic year 2011-12 and/or 2012-13, you must submit information for your institution on:

- higher fee income and how many full-time and part-time students paid fees above the basic level, by fee amount and year of entry (Tables 1-2, for guidance see paragraphs 41-57)
- expenditure on financial support to students from lower-income and other under-represented groups, and how many students received this support, by income band and year of entry (Table 3, for guidance see paragraphs 58-86)
- actual expenditure on additional outreach and student success activities (Table 4, for guidance see paragraphs 87-110)
- a report and commentary on progress against the milestones and targets you set in your access agreement (Tables 8 and 9, for guidance see paragraphs 120-136)
- your equality and diversity activity (Table 10, for guidance see paragraphs 137-143)
- your WP institutional evaluative activity and plans in 2012-13 (Table 11, for guidance see paragraphs 144-159).

If you submitted an IW PSS for 2012-13, you must submit information for your institution on:

- WP activity expenditure in 2012-13 (Table 4, for guidance see paragraphs 87-110)
- Your equality and diversity activity in 2012-13 (Table 10, for guidance see paragraphs 137-143)
- Your WP institutional evaluative activity and plans in 2012-13 (Table 11, for guidance see paragraphs 144-159).

Table 1

Full-time courses: fee limits and student numbers

Action

41. Please tell us the fees you charged to full-time students in 2012-13 and how many students studying were charged this fee, broken down by year of entry. Please make sure you include all course fees, whether or not these are fees above or below the basic levels. When recording your full-time fees, do not account for any fee waivers that you gave to students as this expenditure will be included in Table 3.

42. Include all regulated home/EU full-time undergraduates, including initial teacher training (ITT) and undergraduate social work students.

43. Where you have different fee levels for different courses, these must be set out at each different fee level – for example, by degree type where you have different charges for first degrees and sub-degrees; or by subject or faculty groupings.

44. If you had an access agreement for 2011-12 but not for 2012-13 and only have old system students² paying above the basic rate, please leave the *New system, 2012-13 entry* column blank.

45. Franchiser institutions are responsible for reporting on their franchised courses. For franchised courses, please select the name and UKPRN of the franchise partner from the drop-down list, or alternatively please type the UKPRN of the provider. If you are an FEC that has courses franchised from an HEI, do not include these courses in your return as these will be recorded in the HEI's return.

Explanatory notes for Table 1

46. The 'fee income above the basic fee per student' column in Table 1 is calculated for you automatically when you enter fee levels, and is equal to the higher fee charged minus the basic fee (£6,000 in 2012-13 for new system students and £1,380 for old system students). For example, if you charged the maximum fee of £9,000 for new system students in 2012-13, the 'fee income above the basic fee per student' is £3,000 (£9,000-£6,000). Table 2 provides totals for the number of full-time students and fee income above the basic fee, using the information you have recorded in Table 1. This is calculated automatically for you, and populated into the table.

47. There were lower fee limits for: students on sandwich courses; courses provided in conjunction with an overseas institution; and others on the final academic year of a course, where their academic year is less than 15 weeks' attendance. For old system students on these courses, the maximum fee in 2012-13 was £1,725 and the basic fee was £680. For new system students on these courses, the maximum fee in 2012-13 was £4,500 and the basic fee was £3,000³.

48. The following should **not** be recorded in Table 1:

- fee income from courses **not** covered under the Higher Education Act 2004, such as courses provided under NHS contracts – for example, nursing, midwifery, allied health professions and medicine (year five onwards)
- students studying a course which leads to a qualification equivalent or lower than one they already hold
- students who were no longer studying in 2012-13.
- students studying part-time.

49. Table 1 represents a 'snapshot' of the students still paying a fee in the 2012-13 academic year, so we would not normally expect large numbers of students on courses which started before 2010-11 (unless, for example, you have substantial numbers on four- or five-year courses).

² See the glossary for a full definition of 'old system' for the purposes of this monitoring.

³ See The Student Fees (Amounts) (England) Regulations 2004 SI2004/1932, Regulation 5 (a), (b), and (d).

Table 2

Student numbers and fee income

Action

50. In Table 2a, please tell us the number of fee-regulated part-time students you had at your institution in 2012-13, and how many of these students paid a fee above the basic rate of £4,500.

51. In Table 2b, please tell us the amount of higher fee income received from part-time students who paid over the basic fee. For example, if a student paid £5,000 in 2012-13, the higher fee income is £500 (i.e. £5,000-£4,500).

52. If the total number of students (full- and part-time) charged above the basic fee has substantially changed from what you predicted in your 2012-13 access agreement, please provide an explanation in the commentary box below Table 2a.

53. Where the formulas in Table 1 mean that the figures provided in Table 2b aren't an accurate reflection of your total higher fee income – for example, where some of your students have withdrawn from their courses or intercalated and not paid the full fee – you should make any negative adjustments to higher fee income in Table 2b. You should also briefly explain this adjustment in the commentary section. For example, where a student paying the maximum fee of £9,000 withdrew and paid fees of £8,000, you would include them in your student count in Table 1 but also record a negative adjustment in Table 2b of £1,000. If the student paid less than the basic fee, you don't need to record them.

54. If you have provided fee waivers to students, please record this expenditure in Table 3. Do not use the negative adjustment table to account for fee waivers.

Explanatory notes for Table 2

55. Most of the information in Table 2 is populated automatically using the information you have recorded in Table 1.

56. However, as stated above, you will need to provide information relating to part-time students, and make any negative adjustments. You should check that the total higher fee income figure in Table 2b reflects your actual higher fee income for 2012-13.

57. Fees for the following students are not regulated, and should not be included:

- pre-2012 part-time students
- new system (post-2012) part-time students studying at an intensity of less than 25 per cent FTE
- those students studying a course which leads to a qualification equivalent to or lower than one they already hold.

Table 3

Financial support

Action

58. Table 3a: please record expenditure on new system OFFA-countable students and the number of students in receipt of financial support.

59. Table 3b: please indicate if you gave students a choice in the type of financial support they received.

60. Table 3c: please record expenditure on financial support for old system students.

61. Table 3d: please record how many old system students were in receipt of financial support in 2012-13.

We will give you data to help you complete this table

62. As in previous years, we will give you Student Loans Company (SLC) income distribution data for your institution to help you complete the financial support tables in this return. This will set out the numbers/proportions of old and new system students (UK-domiciled) at your institution who applied for state finance in 2012-13, broken down by household income bands as set out in paragraph 68 (for new system students) and paragraphs 78 and 81-82 (for old system students).

63. In addition, if your institution subscribes to the full administrative service offered by the Higher Education Bursary and Scholarship Scheme (HEBSS), we will also give you information about the number of bursary holders that your institution has paid through HEBSS, and your institution's overall HEBSS expenditure. Again, this will be broken down by household income bands. This data will be available via the HEFCE extranet from mid-November.

64. The data you provide in this table will help us to monitor that you have met your commitments to individual students.

65. We will publish the number of 'OFFA-countable' beneficiaries at individual institutions in our monitoring outcomes report, alongside the proportion of higher fee-paying students this number represents. It is therefore important to base your estimates on a reasonable rationale. We may need to contact you if a rationale isn't provided or is unclear. We may indicate in the monitoring outcomes report where figures are based on estimates rather than known.

Table 3a

Expenditure on financial support for new system OFFA-countable groups and number of recipients

Action

66. Please state your actual expenditure on financial support for new system students from OFFA-countable groups between

1 August 2012 and 31 July 2013, including all expenditure funded through the National Scholarship Programme (Government and institutional contributions), and the number of students who received this financial support.

67. You should record your expenditure by the following types:

- i. Fee waivers and free/discounted foundation years.
- ii. Bursaries, scholarships and 'in-kind' support (including discounts on accommodation and other institutional services e.g. the provision of laptops for students).

68. You should also record your expenditure and number of recipients between the following groups, and only record these students in your return:

- i. Students in receipt of full state support (those with a residual household income of up to £25,000).
- ii. Other students with residual household incomes up to £42,600.
- iii. Students from other under-represented groups where either:
 - household income is unknown and you can't make estimates, or
 - household income is above £42,600.

69. Please also record how much financial support expenditure is funded through the Government NSP allocation, for full-time and part-time students. This will allow us to understand your access agreement spend on financial support for new system, OFFA-countable students.

70. Please record the total number of students in receipt of financial support from the under-represented groups set out in paragraph 68. In the same way that you recorded expenditure, you should attempt to allocate students to household income brackets, using estimates where necessary in the same way as set out in paragraph 71.

Explanatory notes for Table 3a

71. For the purposes of our assessment we only count expenditure on financial support paid to students from the under-represented groups set out in paragraph 68. Where figures are based on estimates, you should declare this in your monitoring return and briefly explain your calculations. Wherever possible, we would like you to record financial support expenditure by the income group of the beneficiary, rather than as 'students from other under-represented groups'. Please record students as follows:

- i. Where you know the household income of the beneficiary – whether it relates to a means-tested payment or a non-means tested payment – you should allocate expenditure to the relevant income bracket.
- ii. If you do not know the beneficiary's household income; if your institution provides financial support awarded on other measures of under-representation that are countable by OFFA; or if you award financial support regardless of a student's income, you may still be able to calculate estimated expenditure. Use the SLC income distribution data to work out the proportion of students who are likely to fall into each income group. For example, if you award financial support to students who are care leavers, you may not necessarily have information on household income, but you may still be able to estimate expenditure for each income group. You may need to apply a weighting if your experience indicates that beneficiaries are unlikely to be evenly distributed across income groups.
- iii. Expenditure should only be listed under 'students from other under-represented groups' where you know that the students are from an under-represented group but household income is unknown and you can't make reasonably confident estimates. In 2011-12, less than 3 per cent of all financial support expenditure was listed under this heading.

72. In some cases, residual household income may have been reassessed during the academic year, or a student may have withdrawn from their studies or not completed a full year or programme of study. In

these cases, a student may have received a particular award even though their circumstances have subsequently changed. You may include these students in your return based on their household income at the time they were originally assessed for financial support.

73. We are interested in the number of beneficiaries rather than the number of awards, so if you give a student more than one award, you should only count them once. Where a student receives an award based on income and a non-income-related award, you should record them only once based on their income-related award.

74. The following areas should **not** be included in Table 3a:

- expenditure on financial support for students above a household income of £42,600 who aren't from an under-represented group
- any payments reported to OFFA in previous monitoring returns – you should only count expenditure in the year in which the benefit was received
- ring-fenced funds that were unspent in 2012-13
- expenditure that isn't awarded directly to students with a financial benefit, for example expenditure on the overall improvement of services for students and broader retention measures
- ring-fenced funding received from the Government (e.g. Access to Learning Fund awards)
- expenditure on historic bursaries and scholarships where funding was established before the introduction of variable fees and has continued and which aren't funded through higher fee income or institution's own fundraising
- expenditure to students **not** covered under the Higher Education Act 2004, such as students on courses provided under NHS contracts – for example, nursing, midwifery, allied health professions and medicine (year five onwards).

75. Franchiser institutions should include financial support for students on their franchised courses.

Table 3b

Student choice for new system students

Action

76. Please indicate whether you have given students a choice in the type of financial support that they receive.

Explanatory notes for Table 3b

77. A number of institutions offer students a choice in the form that they receive financial support, particularly through the NSP – for example, between a fee waiver and a cash bursary. We may contact you to understand more about the choices that students made.

Table 3c

Expenditure on financial support for old system students

Action

78. Please state your actual expenditure on financial support for full-time, old system students from OFFA-countable groups between 1 August 2012 and 31 July 2013. You should split your expenditure into the following groups, and only record these students in your return:

- i. Students in receipt of full state support.
- ii. Other students with residual household incomes up to £50,695.
- iii. Students from other under-represented groups where either:
 - a. household income is unknown and you can't make estimates, or
 - b. household income is above £50,695.

79. You should include:

- expenditure that relates to previous academic years but was paid in 2012-13
- 'in-kind' awards such as discounts on accommodation and provision of laptops⁴
- financial support for students at franchise institutions.

Explanatory notes for Table 3c

80. As with new system students in Table 3a, we wish to identify the amount of money being directed to the lowest income group for old system students.

81. The income threshold for full state support varies according to year of entry, so you should provide information as follows:

- for entrants in 2006-07 and 2007-08, those with a residual household income in 2012-13 of up to £18,360
- for entrants from 2008-09 onwards, those with a residual household income of up to £25,000.

82. The threshold for students in receipt of partial state support also varies according to year of entry. However, for the purposes of our monitoring, we are asking you to report on residual household income up to the 2012-13 threshold of £50,695. This will enable us to make comparisons with expenditure in previous years. Please therefore provide information on financial support as follows:

- for entrants in 2006-07 and 2007-08, those with a residual household income in 2012-13 of between £18,361 and £50,695
- for entrants from 2008-09 onwards, those with a residual household income in 2012-13 of between £25,001 and £50,695.

83. When recording expenditure on old system students, please follow the same guidance as for new system students as described in paragraphs 66-75.

⁴ Note that some awards, such as laptops, are one-off payments. You should ensure that these are only recorded once in your monitoring returns and aren't counted each year. For example, a laptop given to an eligible student in 2011-12, and recorded in your 2011-12 monitoring return, should not be recorded again in 2012-13.

Table 3d

Number of old system students in receipt of financial support

Action

84. Please indicate how many of your full-time old system students received financial support in 2012-13, disaggregated by year of entry.

85. Please follow the guidance in paragraphs 71-75 as it applies to how you should record the number of new and old system students in receipt of financial support.

Tables 3e and 3f

Action

86. Tables 3e and 3f show your expenditure on financial support for old system students, as a proportion of higher fee income and the proportion of your old system students in receipt of financial support. These tables calculate automatically, using the data you've provided in Tables 3c and 3d. Please check that the figures shown are in line with your expectations.

Table 4

WP activity expenditure

Action

87. Please report on all of your WP activity expenditure in 2012-13 from all funding sources, with the exception of OFFA-countable expenditure on financial support for students for those institutions with access agreements.

88. To capture institutional expenditure on WP activity, Table 4 contains four tables:

- outreach activity expenditure (Table 4a)
- student success⁵ activity expenditure (Table 4b)
- expenditure on collaborative activity⁶ (Table 4c)
- any expenditure on financial support for students, for institutions without access agreements and NSP expenditure (Table 4d).

Table 4a and Table 4b

89. To complete Tables 4a and 4b, please enter your institutional expenditure from all funding sources against the following categories:

Categories for Table 4a outreach activities

1. Outreach work with schools and/or young people
2. Outreach work with communities/adults
3. Outreach work with disabled students
4. WP staffing and administration
5. Other.

Categories for Table 4b student success activities

1. Support for current students (academic and pastoral)
2. Support for progression from higher education (into employment or postgraduate study)
3. Support for disabled students
4. WP staffing and administration
5. Other.

90. Please also indicate how much of your outreach and student success activity expenditure was funded from your HEFCE WP allocation and how much was funded from OFFA-countable funding within your access agreement. The OFFA-countable totals for

⁵ See the glossary for a definition of student success.

⁶ See the glossary for definition of collaborative activity.

outreach and student success will be used to calculate your overall access agreement expenditure in Table 5a and we will compare the total stated here against the predictions you made in your 2012-13 access agreement. If there are significant differences between your predicted and actual outreach and student success expenditure then you will need to provide an explanation. For further details please see paragraphs 111-113.

Explanatory notes for Table 4a and Table 4b

91. As part of our broader joint activity to develop a national strategy for access and student success, we have integrated HEFCE's WP expenditure activity table with OFFA's outreach expenditure table for the 2012-13 monitoring process. By amalgamating the collection of data and information on the use of HEFCE and OFFA-countable funding sources, we expect to gain a fuller understanding of the sector wide investment being made in WP and as policy makers understand the impact of any reduction in funding such as the loss of Aimhigher funding and, eventually, the closure of the NSP. We will then be able to report the investment in WP against themes in the national strategy.

92. Tables 4a and 4b provide an opportunity for all institutions with or without access agreements, to report WP activity expenditure invested across the whole student lifecycle. Institutions are requested to report WP activity expenditure from all funding sources which include HEFCE's WP allocation (widening access element, disability element and Teaching Enhancement and Student Success allocation for improving retention⁷), expenditure in your access agreement, as well as other sources of funding.

93. For institutions with access agreements, the expenditure you report on OFFA-countable outreach and student success should only relate to funds committed from higher fee income and other new and additional (post-2006) sources of funding. It should relate to additional outreach and student success activities⁸, or a continuation of existing

activities where previous funding may have been reduced or discontinued. This may include relevant staffing and overhead costs.

94. If your access agreement did not include a commitment to spend part of your higher fee income on outreach or student success activity, but additional expenditure has been made, you should report on this.

95. Table 4a asks you to report on total expenditure on outreach in 2012-13 by category. We no longer ask you to list specific activities and we ask that you report WP expenditure against the pre-determined categories only. The use of these categories will enable us to collect consistent information across the sector to assess and understand the areas in which investment in WP is being made. Against each category, you should report expenditure from all funding sources (please see paragraph 92). There is one new category – *Outreach work with disabled students*. For this category, you should identify the amount of HEFCE WP allocation used to support this activity. Of the total expenditure you should identify the amount of HEFCE WP allocation and OFFA-countable funding (if applicable) used to support your total expenditure on outreach activity.

96. Please follow the same process for student success activities in 2012-13 in Table 4b.

97. We recognise that there may be some difficulties in disaggregating WP expenditure against the categories and apportioning spend against the HEFCE WP allocation and OFFA-countable funding. We do, therefore appreciate that some institutions may need to use estimates. However, we do ask you to ensure that any estimates are as accurate as possible. As HEFCE's WP and Teaching Enhancement and Student Success allocations move to the Student Opportunity allocation from 2013-14 and as HEFCE and OFFA integrate their IWPSSs and access agreements, institutions will be required to demonstrate further in future monitoring returns how they use HEFCE funding and OFFA-countable funding towards meeting their WP priorities.

⁷ Further information is available at the HEFCE website www.hefce.ac.uk/whatwedo/invest/institns/annalocns/201213/.

⁸ Access agreements only cover 'additional' outreach and student success activities started after the introduction of variable fees in 2006.

98. You should aggregate your outreach activity and student success activity at an appropriate level, depending on the information available and the degree of reliability with which you can assign expenditure to each area.

99. While most institutions will be undertaking activity covering all of the categories, we understand that some institutions, in particular smaller ones, may not carry out work which falls under every category.

100. Examples of activities which correspond to each category are as follows:

Outreach activity

a. **Outreach work with schools and/or young people**

Mentoring programmes with schools/young people; summer schools, campus visits, taster days and masterclasses; compact programmes and progression agreements with schools/colleges; formal agreements with/sponsorship of schools/academies/colleges; work with looked-after children/care leavers.

b. **Outreach work with communities/adults**

Taster days/visits for adults; community projects; progression agreements aimed at adults progressing from further education; work with employers.

c. **Outreach work with disabled students**

Mentoring programmes with disabled students; summer schools, campus visits, taster days and masterclasses; compact programmes and progression agreements aimed at disabled students progressing from further education.

d. **WP staffing and administration (outreach activity)**

Staffing costs for WP units that cannot be allocated to directly delivering an outreach activity such as monitoring costs; partnership support costs in relation to outreach activities.

Student success activity

a. **Support for current students (academic and pastoral)**

Activity to improve retention and equality of outcomes for different groups; induction and transition programmes; provision of study skills, student services expenditure on WP target groups (e.g. financial support and mental health advisers); peer mentoring programmes; developing inclusive curricula and learning resources.

b. **Support for progression from higher education (into employment or postgraduate study)**

Support with internships for students from WP target groups; mentoring programmes designed to facilitate entry into employment or postgraduate study.

c. **Support for disabled students**

Provision of advice and support to disabled students; developing accessible learning resources and inclusive learning and teaching environments.

d. **WP staffing and administration (student success activity)**

Staffing costs for WP units that cannot be allocated to directly delivering a student success activity such as monitoring costs; partnership support costs in relation to student success activities.

Please note that the above examples are not exhaustive.

101. We are interested in gaining a clearer picture of the costs of providing the infrastructure to deliver your WP commitments. We would expect most institutions to report expenditure under 'WP staffing and administration', although we realise that a few smaller institutions may only have staffing costs for the direct delivery of activities, which will be included under other categories.

102. Examples of expenditure under 'WP staffing and administration' for outreach activity or student success activity include:

- non-staffing costs of running central WP units/departments

- staff development for staff in such units/departments
- costs related to supporting collaborative partnerships following the end of Aimhigher funding
- costs of evaluation and monitoring activity.

103. Where possible, you should record expenditure on staff working directly on a particular outreach or student success activity against the appropriate category. You should only record expenditure under WP staffing and administration where the activity cannot be allocated to other categories.

104. This may mean that costs for some members of staff are split between different categories, where some but not all of their work involves directly delivering particular activities. In these circumstances, we suggest you make a judgement of the percentage of staff time allocated to activities.

105. We would normally expect all institutions to report expenditure to enhance provision for disabled students. This is an important area of work, which is recognised by the HEFCE funding stream to widen access and improve provision for disabled students. We realise that this work may be delivered separately from other WP work in institutions, in terms of staffing and infrastructure, but request that you collect the relevant information on expenditure for the purposes of this monitoring return. This will enable us to gain a full picture of all WP expenditure.

106. Please note that you should only use the 'Other' category in rare circumstances, because in the vast majority of cases, the predetermined categories should be broad enough to allow institutions to record all of their WP activity and expenditure. If you wish to use this category, please contact either Anju Kataria (email: a.kataria@hefce.ac.uk, tel: 0117 931 7153) if this is in relation to your WP expenditure or if this is in relation to your access agreement expenditure please contact Richard Shiner (email: enquiries@offa.org.uk, tel: 0117 931 7467) to discuss before submitting your return. If you do use the 'Other' category, please provide details of the activity in the optional commentary on WP activity expenditure text box.

107. Some institutions may have undertaken activities that could legitimately fall under more than one of the pre-determined categories, e.g. an outreach programme that targets both young people and adults. In such cases, you should make a judgement on which category is most appropriate, and ensure that the activity is consistently placed under this category in all future monitoring returns. The activity must not be double-counted.

108. We are aware that outreach is embedded in the core activities of many institutions, including marketing, and that it can be difficult for those institutions with access agreements to separate out the money funded from OFFA-countable sources, e.g. fee income that is specifically used on additional outreach. Where this is the case, you should calculate your spend in the same way as previous years by comparing year on year budgets for activities that fall within our definition of outreach and include any increases as expenditure. The actual additional outreach and student success expenditure provided in Tables 4a and 4b will be used to populate the OFFA financial outcomes summary in Table 5a. We will report on progress against these commitments in our monitoring outcomes report.

Explanatory notes for Table 4c

109. Table 4c asks institutions to report any expenditure on WP activity that was delivered collaboratively. By collaborative we mean the delivery of outreach activity that involved more than one provider of higher education in partnership (this could be a partnership between HEIs and FECs). Please note that a partnership between one HE provider and a number of schools should not be recorded as collaborative activity for the purposes of this return.

Explanatory notes for Table 4d

110. We are aware that institutions who do not submit an access agreement may nevertheless offer non-NSP bursary support to students. This means that institutions which do not submit an access agreement do not have the opportunity to register the financial support they provide to students outside of the NSP. Table 4d is provided to capture this information. This table should only be completed by institutions that do not have an access agreement and should show investment in financial

support for students which is in addition to institutional funding offered through the NSP. If you do not provide financial support for students outside of access agreements and NSP expenditure, then you do not need to complete this table. Please note that the HEFCE WP allocation must not be used as financial support for students. Institutions without access agreements do not need to register Access to Learning Fund expenditure in this table.

Table 5

Access agreement financial outcomes summary tables

Action

111. Tables 5a, c and d show the institutional-level data that we will include in our monitoring outcomes report for institutions with access agreements. These tables populate automatically, based on the data you've provided in Tables 1-4. Please check that the figures shown are in line with your expectations.

112. If there are substantial differences between the expenditure you committed to in your access agreement and your actual expenditure, please give us an explanation in Table 5b, focusing on the broad reasons for any difference. For example, your higher fee income may have been substantially less than forecast, or you may have met your access agreement aims at a lower cost.

113. Where actual expenditure on outreach, student success or financial support is more than 10 per cent below or 20 per cent above the estimate set out in your 2012-13 access agreement, please use Table 5b to explain this difference. For example, if you estimated that your expenditure on additional outreach would be £1,000,000, we would need an

explanation from you if actual expenditure was below £900,000. If your expenditure is considerably above your estimate (in this example, £1,200,000 or more) it is also helpful for us to understand why.

Table 6

Overall expenditure in 2012-13

114. Table 6 provides an overall summary of institutional level expenditure. This table will populate automatically, based on the data you have provided in previous tables. The overall summary will include expenditure in access agreements (if applicable), funding through your WP allocation, and any financial support for students from those institutions without access agreements. Please check that the figures shown are in line with your expectations.

Table 7

HESA WP performance indicators (HESA PI)

Action

115. For HEIs, Table 7 will be pre-populated with your institution's HESA PI data. You may wish to check these figures.

116. No trend data is currently available for FECs, so there will be no data in the tables. No action is required of FECs.

Explanatory notes for Table 7

117. For HEIs, we have provided data from the following HESA tables to give a context for your institution's overall performance on access and student success:

- HESA Table 1b – the percentage of entrants from state school, from National Statistics

⁹ More information about the HESA PIs is available at www.hesa.ac.uk/pi.

¹⁰ FECs may wish to see HEFCE publication 2013/18, *Higher education indicators for further education colleges: Overview of trends for the widening participation, non-continuation and employment indicators*, which shows the profile of students from low participation neighbourhoods for young full-time higher education entrants registered at FECs in 2010-11 and the non-continuation indicators for FECs in 2009-10. This publication is available at www.hefce.ac.uk/pubs/.

Socio-economic Classification (NS-SEC) 4-7 and from low participation neighbourhoods (LPNs)

- HESA Table 2b – the percentage of part-time entrants by age and from low participation neighbourhoods
- HESA Table 3a – percentage of young, mature and all entrants no longer in HE
- HESA Table 3b – the percentage of entrants no longer in HE from low participation and other neighbourhoods.

118. Please note that the 2012-13 data for entrants and 2011-12 data for non-continuation is not given, because it will not have been finalised before the submission deadline for the returns. You may, however, wish to include indicative HESA figures, where available.

119. For HEIs, we have included the location-adjusted benchmark, and a '+' or '-' marker to establish how well an HEI is performing in the higher education sector. This is the same marker that is used in the published HESA PI tables.

Table 8

Access agreement milestones and targets

Action

120. Please use Table 8 to provide a report on progress against the milestones and targets set out in your 2012-13 access agreement, or targets that have been added to subsequent agreements.

121. The information you provide will be published on the OFFA website.

122. Please use Table 8a to report against statistical milestones/targets relating to your applicants, entrants or student body – for example, those based on HESA, UCAS or similar data that you use to measure the outcomes of your WP work.

123. Please use Table 8b to report against other milestones and targets, for example, those relating to outreach, lifelong learning,

or institutional management and mission. Where there are a number of similar milestones/targets, you may wish to amalgamate these for the purposes of your monitoring return.

124. If you had an access agreement in 2012-13, we have pre-populated Tables 8a and b with your most up to date milestones and targets. For most institutions, that is the set of targets that were published in your 2014-15 access agreement. If you had an access agreement in 2011-12 but not in 2012-13 then we have not provided any pre-filled data in this table. However, if you wish to report on progress against the milestones and targets set out in your 2011-12 agreement, please use the table to do this.

125. For each target, please indicate if it is a collaborative target or not. Collaborative targets involve more than one provider of higher education in partnership. Targets set between one HE provider and a number of schools should not be recorded as collaborative targets.

126. Please do not delete any of the pre-filled data in order to remove a target and do not add a new target over the top of a removed target, even if it is similar.

127. Please ensure all columns have been completed when adding new targets.

128. For each of your pre-filled statistical milestone/targets, you should:

- Provide milestone figures showing your progress against the target for 2012-13. For some targets, such as those linked to HESA performance indicators, it may not be possible to record a figure in 2012-13 if the data has not yet been published. Therefore, if you can provide performance data prior to this, please include data for each academic year from 2008-09 to 2011-12. We have included yearly milestones back to

2008-09 because we are interested in long-term trends. However, we understand that you may not have data for previous years and it may not be possible to populate each yearly milestone.

ii. Select a statement that clearly reflects your actual progress against each milestone, from the available classifications:

- target met/exceeded
- progress made – on course to meet target (please use this category if the target relates to a future year and you are on course to meet the target)
- progress made – but less than anticipated
- no progress made against baseline data
- N/A.

Explanatory notes for Table 8

129. This table is primarily intended as a self-assessment of your institution's progress against its milestones and targets. The classifications provided should clearly reflect your actual position for each target.

130. One key consideration this year is that although we are looking to monitor institutions' progress against milestones and targets in 2012-13, in many cases institutions have amended, removed and added to these milestones and targets in their 2013-14 and 2014-15 agreements. In previous years, we have asked institutions to report on the milestones and targets relating to the particular year that we were monitoring. However, given that all institutions must now submit access agreements on an annual basis, we feel it is more appropriate to ask institutions to report against their most up to date targets from 2014-15 access agreements.

131. In some cases, 2014-15 access agreements may contain targets that are not relevant to the 2012-13 academic year – for example, where an

institution has introduced a target around a new activity to be introduced in 2014-15 – and that it may be more sensible for them to report against their original 2012-13 submission instead. Our aim is to ensure that institutions are able to report on the most relevant milestones and targets, and so where this is the case, we will allow this.

132. We recognise that you might meet all your financial commitments and outreach plans under your access agreement but not achieve your milestones and targets. When we are analysing your progress, we will consider whether you've met your commitments and if you have made progress towards your milestones. We will also take into account any contextual information you provide in Table 9, as well as the position of the higher education sector as a whole.

Table 9

Commentary on progress against access agreement milestones and targets

Action

133. You should use Table 9 to:

- comment on the level of progress made against the targets
- set your progress in some context, for example to explain how it may have been influenced by external factors
- provide any explanations where you haven't met targets or where progress has been less than anticipated
- provide comment on key factors that have led to successful outcomes
- provide explanation where targets have been amended or removed, and where these changes have been approved by OFFA
- describe any new targets that have been added to your access agreement.

Please limit this commentary to a maximum of 1,000 words.

134. Your commentary must include all targets that aren't being met or where progress has been less than anticipated, but may also cover those targets where you have performed well. Where progress has been significantly less than expected, or there has been movement away from milestones, you should include a brief explanation of what plans and strategies are in place to review the arrangements under your access agreements and what changes might be necessary in order to make progress.

135. We may wish to contact you to gain a better understanding of the situation if the information you give us isn't sufficient to allow us to gauge your progress.

136. Like last year, we will publish your commentary on the OFFA website, alongside the data given in Tables 8a and 8b. You can see what we published last year at www.offa.org.uk/institutions-self-assessments-and-commentaries/.

140. You may wish to include the following in this table:

- a demonstration that due regard to the promotion of equality and diversity is embedded in your work
- any evidence you have, such as data collected or used while completing an equality impact assessment
- how your access agreement/IWPSS and your institution's equality and diversity strategy are aligned to complement and strengthen each other.

Explanatory notes for Table 10

141. OFFA and HEFCE are keen to understand how all institutions, with or without access agreements, are investing in equality and diversity activity to address issues impacting on students with specific protected characteristics as set out in the Equality Act 2010.

142. This new integrated table should enhance our understanding of commitment to equality and diversity, and identify examples of good practice that will inform future guidance and policy in this area.

143. We are interested to hear examples of activity in 2012-13 which attract and support the success of students with specific protected characteristics and how HEFCE's WP allocation and/or expenditure in your access agreement helps institutions meet their equality and diversity requirements for all students. For example, you may also wish to address issues linked to retention rates for different groups of students and issues linked to attainment and employment gaps between different groups of students.

Table 10

Equality and diversity activity

Action

137. Please provide a brief commentary (no more than 1,000 words) on your equality and diversity activities for 2012-13.

138. This is the second year that we have asked you to complete this table and it will provide a benchmark for subsequent years' reporting and may particularly benefit institutions who haven't yet included equality and diversity-specific targets and milestones in their access agreement.

139. Any expenditure you describe should also be included in the financial tables of this return as appropriate.

Table 11

WP institutional evaluative activity and plans

Action

144. Please answer the questions 1-4 on your evaluation activity and plans in 2012-13 in Table 11 by selecting yes, no or N/A from the drop-down list.

145. Please then provide a brief commentary (no more than 1,000 words) on your evaluative activity and plans in 2012-13. This should include:

- a. How you have met your WP priorities for 2012-13 stated in your interim widening participation strategic statement and/or access agreement.
- b. How the HEFCE WP allocation (access/disability and retention) and/or expenditure in your access agreement has helped to deliver those priorities.
- c. How the HEFCE WP allocation and/or expenditure in your access agreement has helped to sustain collaboration/partnerships.
- d. Your most important findings from evaluation of your WP/access agreement activities in 2012-13, and what the impact was of your work.
- e. How the outcomes of your evaluation help you in meeting your objectives for WP and in your access agreement, for example by focusing resource through demonstrating the most effective activities.
- f. Planned actions to improve evaluation in the future, including the development of a formal evaluation plan from 2013-14 if you did not have one in 2012-13.
- g. If you answered 'No' to any of questions 1 to 4, then please provide a brief explanation of the reasons for this.

Please structure your response using sections a to g.

Explanatory notes for Table 11

146. Table 11 provides an opportunity for all institutions, with or without access agreements, to demonstrate the value for money achieved through the HEFCE WP allocation and access agreement expenditure (if applicable), or their own resources, by providing information on the evaluation of your WP commitments. The information provided in this table will help us gain a clearer picture of the extent of evaluative activity, including formal evaluation plans; to gain institutions' opinions on whether evaluation is broadly showing that activities are meeting their aims and objectives; and to understand how institutions are using evaluation to help meet their WP objectives and improve access performance.

147. It is important that institutions clearly report on WP expenditure, particularly with regards to demonstrating the value for money achieved through the HEFCE WP allocation and access agreement expenditure. As HEFCE funding for teaching reduces, and what remains is directed to activity that protects the student and public interest, there is increasing pressure to demonstrate that WP funding is being used effectively, and for institutions to be accountable for this targeted funding. It is important to develop a better evidence base relating to outcomes of activity.

148. We expect all institutions in receipt of the HEFCE WP allocation to evaluate the effectiveness of how that funding is used. We are interested in hearing about both your successes and any challenges which you faced in 2012-13, and encourage you to use the opportunity to reflect on your evaluative work and improvements that could be made. For institutions without an evaluation plan in 2012-13, it is important to indicate how you will put in place plans for 2013-14.

149. We are interested in learning how the outcomes of your evaluation help you meet your WP aims and objectives, develop your WP strategy and make improvements. For example, they might:

- demonstrate the most effective activities and thus inform your priorities and resourcing, e.g. extending a particular outreach scheme, perhaps in preference to another initiative, in response to strong evidence from evaluation

- help you to improve activities and initiatives to better meet your objectives, e.g. by extending a retention initiative to all students rather than just a particular group
- help you to ensure that activities are appropriately targeted for the greatest impact and value for money.

You might also point to instances where you've decided to undertake a particular activity as a result of evidence from evaluation collected elsewhere or at a national level.

150. When discussing findings from evaluation, there is no requirement to describe extensively the activities involved. You should concentrate on briefly presenting evidence of impact from the work. In the 2011-12 monitoring returns, some institutions reported on numbers of events undertaken and numbers taking part, but did not offer much evidence of the impact of these events. Many institutions reported on evidence from pre- and post-event questionnaires; while feedback from events is essential for institutions in planning, its use is more limited in demonstrating impact, particularly when used for one-off events.

151. When reporting on findings from evaluation, we encourage you to concentrate on providing evidence of long-term impact, such as:

- the improved attainment of participants
- evidence of long-term impact on attitudes and aspirations
- the tracking of participants to higher education.

For example, you might include evidence of the impact on learner attitude of outreach programmes in partner schools; evidence of progression of learners from participation in outreach programmes to enrolment at an institution; evidence of how retention rates for students from disadvantaged backgrounds compare to rates for all students at an institution, or how retention rates for students taking part in a particular scheme compare to rates for the student body as a whole.

152. If you do not yet have such evidence of longer-term impact, you should briefly discuss how you plan to put in place processes to collect it in future.

153. We understand that institutions undertake work that doesn't have a direct impact on recruitment to their own institution. We would not wish institutions to base their work only on that which can be measured most easily, and expect you will use a range of evaluative methods, both qualitative and quantitative, to demonstrate the impact of such work. Evidence might include improved academic attainment in partner schools, or increased applications to higher education in general from such schools.

154. Some of the strongest evidence of impact presented in the 2011-12 monitoring returns came from nationally funded programmes or research by external partners, often involving collaboration between institutions. We encourage institutions to include any evidence resulting from collaborative work, and are especially interested in any work resulting from 'post-Aimhigher' partnerships, or plans for such work.

155. We understand that for many FECs, WP is based more on internal progression than on specific activities, so they may place less emphasis on evaluation. However, we are interested in understanding the specific contribution that FECs make to WP and how you most successfully support internal progression; we would like any information or evidence that you have on the impact of your WP work, including from the perspective of internal progression. Other appropriate evidence of the impact of your work could include, for example, progression and retention rates for groups of students who have received extra support for the transition from FE to higher education, or the improvement in progression and retention rates over time after such support has been put in place. You should also include brief details of plans to put into place more extensive evaluation processes, where these aren't currently in place.

156. We are aware that postgraduate-only institutions work in a different context compared to institutions with extensive undergraduate provision and that their approaches to evaluation may still be developing. Indeed, approaches to widening participation to postgraduate study in all institutions are generally still at a developmental stage. However, there is an increasing focus on access to

postgraduate education in relation to social mobility and access to the professions. We therefore encourage postgraduate institutions to provide any findings and evidence from institutional evaluation of WP activities which they currently have. This could include activity designed to establish data on progression to postgraduate study, and retention rates. You should also include brief details of plans to improve evaluation. We would also be interested in evidence from any institution on work they have undertaken in relation to widening participation to postgraduate study.

157. We encourage all institutions to read the joint report from HEFCE and OFFA on 2011-12 monitoring outcomes (OFFA publication 2013/02, HEFCE publication 2013/12, *Access agreement and widening participation strategic assessment monitoring 2011-12 and National Scholarship Programme 2012-13 (in-year) monitoring outcomes*¹¹). This includes analysis of the strengths and weaknesses, at a sector level, of institutions' responses on evaluation, and examples, taken directly from monitoring returns, to show how different institutions are approaching evaluation and to highlight good practice. This may assist you in preparing this year's monitoring return.

158. There are a number of resources available to help you in developing your evaluation plans and activities, in particular HEFCE Circular letter 24/2010, *Widening participation strategic assessments: guidance on developing evaluative approaches to widening participation activities and commitments*¹², and the Higher Education Academy's online archive of materials from major national programmes, including Aimhigher, involved in WP and promoting successful student progression. This includes resources on evaluation, and is at www.heacademy.ac.uk/retention-archives.

159. A series of toolkits for outreach using the experience of national WP programmes, including one on evaluation is available from www.heacademy.ac.uk/retention-archives. They

draw on the best resources created by Aimhigher and the Lifelong Learning Networks and re-contextualise the materials for the current climate. The toolkits were commissioned by HEFCE and created by the International Centre for Guidance Studies at the University of Derby and The Progression Trust.

¹¹ Available at www.hefce.ac.uk/pubs and www.offa.org.uk/publications.

¹² Available at www.hefce.ac.uk/pubs.

How to complete the National Scholarship Programme final monitoring for 2012-13

If you are in receipt of an NSP allocation in 2012-13, you must submit information for your institution on:

- final NSP spent against in-year monitoring predictions
- how many 2012-13 entrants received awards
- delivery of your NSP awards
- the breakdown of NSP expenditure
- institutional criteria used in addition to the national criteria
- individualised data on NSP recipients.

160. You are asked to fill in all the yellow-shaded cells. The white cells are either pre-filled with data from your 2012-13 NSP in-year monitoring return or will calculate automatically from the information you provide.

161. Before uploading your return, you should check the validation sheet to ensure that validation checks have been passed and that the tables have been completed correctly. If you have a genuine reason for failing validation please give an explanation in the box provided at the bottom of the validation page.

162. You will also need to check your return after submission to ensure validation checks made during the upload process have been passed.

163. You will not be able to upload the return before mid-December 2013. This is because the 2012-13 end-of-year individualised return is linked to HESA/ILR data which we need to process before this submission. We will contact institutions to inform of when the monitoring return can be uploaded from. The deadline for the submission is 14 January 2014.

Table 12

NSP allocations

Action

164. Table 12 is largely populated with information from your institution's 2012-13 in-year NSP monitoring return. Please report how much of the Government allocation you have spent. If you report an underspend against the Government allocation please indicate how much of it you would like to carry forward to spend in 2013-14 academic year, up to a maximum of £50,000.

165. In the same table please also record how much matched funding you spent in 2012-13, including any additional matched funding and any matched funding expected to be delivered to the 2012-13 cohort in subsequent years.

Explanatory notes for Table 12

166. Table 12 will automatically calculate the total spend and underspend for NSP 2012-13, as well as the amount to be reclaimed by HEFCE through grant adjustment. If necessary, the grant adjustment will happen in April 2014.

Table 13

Use of underspend

Action

167. If you report an underspend you should fill in Table 13 to indicate how this will be allocated by choosing from a drop down list or filling in the free text box where appropriate.

168. Please also briefly describe the reasons for the underspend.

Explanatory notes for Table 13

169. From HEFCE's earlier communication (see HEFCE Circular letter 24/2013, *National Scholarship Programme update for participating institutions*¹³) institutions should be aware of the possibility to roll forward up to £50,000 of the Government allocation into the next academic year to ensure that there is the maximum opportunity for students to benefit from the programme. However, this rollover cannot extend into 2015-16. The original rules of the programme should still be followed and institutions should aim to distribute their Government allocation in the year for which it is given. For example, full-time students must still receive no less than £3,000 of benefit under an NSP award (with a pro-rata amount delivered to part-time students).

170. Institutions should aim to commit the 2012-13 Government allocation underspend to the 2012-13 cohort where these students would have originally benefited from the NSP but for various reasons were not able to receive their award before 31 July 2013. These might include, for example, cases where students did not collect cheques/vouchers, or the confirmation of student's financial eligibility was delayed. Please note that HEFCE may wish to talk with institutions on a case-by-case basis about the reasons for the underspend and the arrangements for spending it in 2013-14.

171. You may choose to spend the matched funding underspend either on 'topping up' existing awards or providing additional numbers of NSP awards for the 2012-13 or 2013-14 cohorts, or a combination of the above. Whichever option is chosen it must be in accordance with the Government rules for the programme, your own institutional criteria and the information you have provided to students. You should also ensure that allocating the underspend in a particular way does not disadvantage students from one cohort over another.

172. You have more flexibility in how you can spend the additional matched funding underspend. You may choose to spend it on NSP and/or other OFFA monitored activity (outreach and/or retention). The drop down list offers the following options:

1. Spend it on NSP only
2. Spend it on outreach and/ or retention
3. A combination of 1 and 2.

If you wish to direct the additional matched funding underspend on activities other than OFFA-countable WP expenditure you will need to agree this with OFFA. If you do not have an access agreement with OFFA we will expect you to spend this allocation in full on NSP.

Table 14

NSP expenditure

Action

173. Table 14 is partly populated with the breakdown of your NSP expenditure from your 2012-13 NSP in-year monitoring return.

174. Please provide your actual expenditure broken down across the menu of options for the Government NSP allocation and the institutional matched funding for 2012-13 (one column).

175. Where the matched funding for the 2012-13 cohort is being delivered in

¹³ Available at www.hefce.ac.uk/pubs.

subsequent years (2013-14 onwards), you should report this in the far right-hand column, again broken down across the menu of options. If you decide to spend the whole or part of match and/or additional matched funding underspend from 2012-13 (Table 13), in subsequent years (2013-14 onwards), this should also be reflected in this column.

Explanatory notes for Table 14

176. The information you submit in Table 14 will help us understand how the sector has allocated the NSP.

177. For the purposes of the 2012-13 in-year monitoring institutions allowing their students to decide how they wanted the NSP to be delivered were asked to report this expenditure under the 'student choice' category. This was because the actual choices of students were not yet known. The timing of the 2012-13 end-of-year monitoring allows us to establish the final position of this expenditure broken down into other abovementioned categories. Therefore, if you have previously forecast expenditure under the 'student choice' category we will now expect you to report it according to how these funds were actually drawn-down by students. However, we will still expect you to use the 'student choice' category for predicted expenditure for NSP which is yet to be delivered in subsequent years.

Table 15

Headcount and FTE of awards given

Action

178. This table is partly populated with information from your 2012-13 in-year monitoring return. Please provide headcount of full-time and part-time students as well as full-time equivalent (FTE) number of students who received an award.

Explanatory notes for Table 15

179. In the 2012-13 in-year monitoring return we asked you to provide headcount of students and FTE number of students to whom you predicted you would make NSP awards. This was helpful in making an estimation of the split between full-time and part-time students. We are now asking you to provide the actual headcount of full-time and part-time NSP recipients.

Table 16

Delivery of your NSP awards

Action

180. Please answer the questions about the delivery of your NSP awards by selecting one of the pre-determined categories from the drop down menu.

Explanatory notes for Table 16

181. We have pre-determined categories for each question to enable us to have comparable information and understand how the NSP is being delivered across the sector.

182. As a result of the 2012-13 in-year monitoring analysis we have refined the categories to better reflect the delivery of the programme. As a result, some of the categories we used originally have been changed to mirror those used in templates for later years. This will enable us to make comparisons across different years.

Table 17

National and institutional criteria

Action

183. If you are only using the national criteria to select NSP recipients, you do not need to complete this table.

184. From the list provided in Table 17 please choose the criteria that your institution has used to select eligible students for an NSP award, in addition to the national criteria. You can do this by selecting 'Yes' in column C '*Did you use this criterion at your institution? If not please leave blank*'. These criteria groupings have been pre-determined based on what you told us in 2012-13 in-year monitoring. For the description of criteria groups please see Annex A.

185. We are keen to understand how institutions used their chosen criteria, so please only tick criteria that you deployed when deciding allocations. For example, if a student awarded the NSP is in receipt of other benefits but this was not on the list of your criteria please do not tick 'Other benefits' as one of your criteria. Conversely, if you were using 'Other benefits' as one of your criteria, but not 'Carer', a student who was in receipt of Adult Dependent Grant, should be reported as meeting the criterion of 'Other benefits' rather than 'Carer'.

186. Please state whether each criterion was mandatory.

187. If your institution prioritised one criterion over another, please state the order in which they were ranked.

188. If a criterion you have used is not listed, please use the last three rows to enter the criteria.

189. You may provide a more detailed description of each criterion by filling in the far right column (optional).

Explanatory notes for Table 17

190. The information in Table 17 will provide us with a comprehensive view of the type of criteria used to support students under the programme.

Table 18

Individualised data

Action

191. Please state whether all students met national and mandatory institutional criteria.

192. Please note that we will want to have individual discussions with institutions who answer 'no' to any of these questions to better understand the nature and reasons for any variation.

193. Please provide individualised data of students who received an award.

194. Please provide the HESA Unique Student Identifier (HUSID) (for HEIs)/Learner Reference Number (LRN) (for FECs) for each student. This will allow us to link the information with HESA/ILR data. Optionally, for your own records, you may also provide an institutional student identifier.

195. Please specify the amount of the award that was given from the Government allocation and from your institution's matched funding, including additional matched funding. Please note that this should not include matched funding delivered in subsequent years (2013-14 onwards).

196. Please specify how an award was allocated to each student, by entering the amount spent in each of the categories:

- fee waivers or discounts
- discounted accommodation or other similar institutional services
- financial scholarships/bursaries (cash award of no more than £1,000 per FTE)
- free or discounted foundation year.

If you did not make an award against a category, please enter zero in that cell.

197. In the last part of the table (columns J to AO) please indicate which institutional criteria a student met.

198. This part of a table includes all the criteria groups. However, only the institutional criteria which you chose in Table 17 will be highlighted and open for modification. Please note that if in Table 18 you answered 'yes' to the question '*Did all students receiving an NSP award in 2012-13 (and therefore reported in this return) meet all of the mandatory institutional criteria?*' this will automatically change the selection to 'yes' for all the institutional criteria marked in Table 18 as 'mandatory'.

Explanatory notes for Table 18

199. The data from this table will be linked with your HESA/ILR data return, which will allow us to analyse the characteristics of NSP recipients and compare them with the rest of the HE student population. It also enables us to gain assurance that public funds are being correctly allocated to eligible students.

How to submit your return

Validating your monitoring return

200. Each completed part of this year's monitoring return must be approved by an appropriate senior manager before submission, to ensure that the information is validated independently by someone other than the person responsible for compiling the return. For example, approval could be received from your Vice-Chancellor/Principal, Deputy or Pro Vice-Chancellor or Finance Director. Please state who has approved this monitoring return in the final section of each workbook. It is up to each institution to determine its own process for checking the accuracy of the information it provides. This could be through internal audit, a report to the head of the institution, a governors' group or a steering committee. All information is subject to audit and you should ensure that the way you validate your information meets your own internal audit requirements.

201. We do not require you to submit a signed paper copy.

Submitting your return

202. Download your monitoring return template from the HEFCE extranet at <https://data.hefce.ac.uk>. In order to download the tables you must register for the HEFCE extranet. To register, you will need a 'group key' that identifies your institution's specific monitoring return. We will send this group key by post to all of our registered OFFA and NSP contacts in November, once the HEFCE extranet opens for submissions. For institutions without access agreements, we will send the keys to the named contact for IWPS or NSP.

203. Complete all relevant parts of your monitoring return, checking it carefully against this guidance. If in doubt, ask us for clarification (for contact details, see the front of this document).

204. Submit your completed monitoring return via the HEFCE extranet <https://data.hefce.ac.uk> by noon on **Tuesday 14 January 2014**.

205. If you have any technical queries relating to the use of the HEFCE extranet please contact Hannah Partridge (email: h.partridge@hefce.ac.uk, tel: 0117 931 7051) or Hannah Simmons (email: h.simmons@hefce.ac.uk, tel: 0117 931 7273).

Late returns

206. Please note that it is a statutory obligation to report on progress with your access agreement and it is important to submit your return by the deadline. If your return is late we cannot guarantee that we will be able to include your data in the monitoring outcomes report. Providing accurate data to report on progress against your access agreement is a statutory requirement, and the Director of Fair Access to Higher Education can impose sanctions where these requirements have not been met.

207. If your monitoring return needs to be approved at a meeting of your governing body or other relevant committee after the deadline of 14 January 2014 you may submit a draft electronic copy of your monitoring return with a request for a limited extension to the deadline for your final version.

What happens once you've submitted your form

How we will assess your monitoring return

208. When you've successfully uploaded your return, you will see an automated message on the extranet confirming that your return has uploaded successfully.

OFFA's assessment of Tables 1-11 for access agreement monitoring information

209. As in previous years, OFFA will look to see that you have broadly met your financial support, outreach and student success commitments and, where you haven't done so, that there is a reasonable explanation and/or appropriate review and re-adjustment of plans.

210. OFFA will look at the progress you've made towards your milestones and targets. We are more concerned with trends rather than single data points. If the trend indicated by central or institutional returns shows that your institution has made no progress or regressed, we will want to discuss this with you to understand the issues and investigate possible solutions. The approval of new access agreements takes into account current performance and whether your access agreement plans are

addressing sufficiently any areas of concern. We may also contact you if we have any questions about the data used to monitor your targets.

HEFCE's assessment of Tables 4, 10 and 11 for IWPSS monitoring information

211. HEFCE will seek to understand institutional expenditure on WP activity and what this expenditure is achieving. We will expect to see evidence that you are evaluating the impact of your WP commitments, and are able to report on findings from institutional evaluation and your plans for improvement. For some institutions, notably FECs and postgraduate institutions, this may be at a developmental stage.

212. The institutional expenditure on WP activity and evaluative activity will help us continue to build our evidence base and to understand what HEFCE funds are used for.

213. We will write to you once we have finished our assessment to confirm that we are satisfied with the information provided, but won't give individual feedback unless we have particular questions or concerns. You are welcome to contact us to discuss your return in more detail or to request a meeting.

HEFCE's assessment of Tables 12-18 for NSP monitoring information

214. HEFCE will use the end-of-year data to report to BIS and Ministers on the number of NSP awards made and the way in which awards have been constituted and delivered. HEFCE will also use this information to inform the formative evaluation of the NSP, which is building a comprehensive picture of the larger financial aid landscape as well as the operation and impact of the NSP. Individualised NSP data will be anonymised and may be published by HEFCE and BIS.

215. We will seek to establish the actual institutional spend against the plans set out in the programme outline you submitted in April 2011 and later updated in the 2012-13 in-year monitoring submitted in January 2013. We will use this information to recover any Government allocation underspend above £50,000 through our grant adjustments mechanisms.

216. We will use the individualised data to help assess the impact of the programme on retention and success of certain groups of students.

217. We will write to you once we have finished our assessment to confirm that we are satisfied with the information provided, but won't give individual feedback unless we have particular questions or concerns. We will contact institutions who have deviated significantly from their original plans, or have failed to deliver a significant number of awards.

We will collect and share some information centrally

218. In order to inform our monitoring, OFFA will ask the SLC for information on the number of students from lower-income backgrounds at each institution. We will also use sector data from HESA, UCAS and others to monitor progress across the sector and identify any emerging patterns over time.

219. OFFA and HEFCE will work together closely in assessing returns and, where relevant, may share information with other partners, such as BIS.

We may need to contact you for further information

220. We may need to ask you for further information about your return if, for example, some of the information or data:

- is unclear
- does not seem to make sense from our knowledge of your access agreement, IWPSS, NSP allocation and institution
- is inconsistent with centrally collected data.

We may audit your monitoring return

221. OFFA reserves the right to audit the access agreement element of your monitoring return and how you are implementing your commitments. If, before taking this step, we identify significant concerns with delivery or progress towards milestones, we will invite you to discuss any emerging issues with us and, where necessary, ask you to provide further information.

We will publish the results of the monitoring process

222. We will publish a report on the outcomes of this monitoring by mid-2014. For access agreement monitoring, this will include the amount spent on additional outreach, the proportions of fee income spent on institutional financial support to OFFA-countable students, and the proportion of students receiving an award at each institution. For IW PSS monitoring it will include an analysis and comment on the main areas reported on, including overall investment in WP at an aggregated level across the sector.

223. For institutions with access agreements, OFFA will publish your institution's report on your progress against targets and milestones.

224. Information provided to BIS and Ministers in relation to the NSP may be published in various ways by BIS.

How the Freedom of Information Act affects monitoring returns

225. OFFA and HEFCE are subject to the Freedom of Information (FOI) Act 2000, which gives the public a right of access to any information we hold. We have a responsibility to decide whether the information in individual monitoring returns should be disclosed on request, or treated as confidential. We can refuse to disclose information only in exceptional circumstance. The exemptions are outlined in the legislation.

226. This means individual monitoring returns are unlikely to be treated as confidential except in very particular circumstances. If you consider any part of your return to be confidential, please alert us to this and the reasons why.

227. Where we consider it to be appropriate and practicable, we will seek the institution's views before disclosing information in response to an FOI request.

228. Further information about the FOI Act is available at www.ico.gov.uk.

Annex A

National Scholarship Programme – Institutional criteria groupings

Below are the definitions and/or examples of what we understand under each institutional criterion used in Table 15. These criteria groupings are based on our analysis of the information institutions provided in the 2012-13 in-year monitoring.

Care leaver	e.g. was a looked after child, spent time in foster family, in care
Income related	any further income-related restrictions, above the national criteria, e.g. the lowest income, income under £16,000
Achievement	related to academic excellence or potential of the student, either pre-university or during the studies, e.g. achievement of particular qualification or grade, in the top 25 per cent of entrants
Disability	e.g. student who declared disability, is in receipt of Disabled Students' Allowance, in receipt of incapacity benefit
Polar/LPN	student from low participation neighbourhoods, e.g. POLAR3 quintiles 1 and 2
Other benefits	student is in receipt of or has previously benefited from other benefits, e.g. Education Maintenance Allowance, free school meals, Maintenance Grant, living in social housing
School/college	student who attended a particular school or college, e.g. low achieving school, selected partner schools in local area
Carer	student who has a dependant, e.g. single parent, in receipt of childcare grant, in receipt of Adult Dependants' Grant, cares for a disabled relative
Tuition fee	student paying a particular fee, e.g. students paying £6,000 and over
Course based	student who chose a particular area of study or qualification, e.g. student in science, technology, engineering and maths (STEM) subjects, student enrolling for a Foundation Degree
Firm choice	student who made the institution their firm choice upon application
First generation HE	e.g. no parental history of HE, student is the first in their family to go to HE
Refugee	student holds a refugee status
Full-time/part-time	criterion based on mode of study, e.g. must be full-time, must be doing at least 50 per cent FTE
Proximity/location	e.g. student lives in a local area post code, student from London
Ethnic minority group	student is from an ethnic minority
Travellers	e.g. Gypsy Roma or Irish Travellers
Socio-economic group	this covers broader socio-economic background, e.g. students from NS-SEC 4-7, students from low socio-economic backgrounds.
Age	e.g. mature student, over 25 years old
Resident in England	e.g. student was resident in England at the time of application, student has 'home' status
Accommodation	student is residing in university/college accommodation
Access to HE	student has completed an Access to HE course
Written assessment	assessment based on a personal statement/written application, e.g. write 300 words explaining why the scholarship would benefit you

'Good' ambassador	student demonstrates commitment to work in community/representing institution, e.g. evidence of commitment to college values, demonstrates potential to be a student ambassador
Timely application	e.g. applied to institution on time, applied for student finance on time, enrolled on time
Progression at institution	student progressing from within the same institution
Financial need	student demonstrates further financial need, e.g. those who require additional support due to living, accommodation or other reasons, those who require additional help to meet the high costs of materials
Commitment to study	student demonstrates commitment to study, e.g. student has minimum 90 per cent attendance, excellent punctuality
Engagement in outreach activity	based on links of the student with the institution through outreach, e.g. took part in at least two outreach activities, student is progressing through access programme

Glossary

Additional outreach	Access agreements only cover 'additional' outreach and student success activities started after the introduction of variable fees in 2006.
Basic level of fee	The level of tuition fee up to which an access agreement is not required. In 2012-13, this was £1,380.
BIS	Department for Business, Innovation and Skills
Collaborative activity	By collaborative we mean outreach activity that involves more than one provider of higher education in partnership (this could be a partnership between HEIs and FECs). Partnerships between one HE provider and a number of schools should not be recorded as collaborative activity.
Entrants/year of entry	When we refer to entrants, or year of entry, we mean the academic year in which students started their courses, including students who deferred their entry to subsequent years. For example, students who deferred their entry from 2011-12 to 2012-13 should be classed as 2012-13 entrants. The definition of academic year is covered in the Education (Student Support) Regulations 2011 (SI 2011/1986) within regulation 2.
FEC	Further education college
FTE	Full-time equivalent
HEBSS	Higher Education Bursary and Scholarship Scheme
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HESA	Higher Education Statistics Agency
Higher fee income	Any fee income above the basic fee (£1,380 in 2012-13). Where institutions charged the maximum fee of £3,465 for full-time undergraduates in 2012-13, the 'higher fee income per student' was £2,085 (£3,465 – £1,380). For some 'specified' courses, including sandwich courses, courses provided in conjunction with an overseas institution, and other courses described in paragraph 48, the maximum fee for 2012-13 was £1,725 and the basic fee was £680. Further details are on the Office of Public Sector Information website at www.legislation.gov.uk/uksi/2004/1932/contents/made and www.legislation.gov.uk/uksi/2011/432/made (see paragraph 2 of this webpage). Where institutions have charged the maximum fee for 'specified' courses, the 'higher fee income per student' is therefore £1,045.
HUSID	HESA Unique Student Identifier
ILR	Individualised Learner Record
ITT	Initial teacher training

IWPSS	Interim widening participation strategic statements set out institutions' widening participation priorities for 2012-13, enabling us to understand how institutions are responding to the changing higher education environment, and provide an indication of how institutional WP strategies may need to be adapted or fundamentally re-shaped as a consequence of the funding and fees reforms taking effect in 2012-13.
LPN	Low participation neighbourhood
LRN	Learner Reference Number
NSP	National Scholarship Programme
New system student	Any student who is charged regulated fees for a year of instance under the fees regime introduced in September 2012. In this context, a part-time student is treated as being charged regulated fees under the fees regime introduced in September 2012 if they are eligible to apply for a tuition fee loan under the Education (Student Support) Regulations 2011 (SI 2011 No. 1986), as amended. A student who commenced study in 2011-12, but intermitted within two weeks of starting and then returns to study in 2012-13, should be treated as having deferred entry until 2012-13. They should therefore be treated as 'new system' in 2012-13.
OFFA	Office for Fair Access
Old system students	For the purposes of this monitoring, old system students are those who started their course in September 2006 or later, and before the introduction of the new fee regime from September 2012. In 2012-13, old-system students could be charged higher fees of up to £3,465.
Outreach	We define outreach as any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full- or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years. For the purposes of access agreement monitoring, you should only report on outreach expenditure related to funds committed from higher fee income and other new and additional (post-2006) sources of funding. This might include funding specific new outreach activities, or enhancing and growing existing programmes, and may include relevant staffing and overhead costs. You should not include ring-fenced funding expenditure from Government and HEFCE funded programmes (such as Aimhigher, Lifelong Learning Networks and the Access to Learning Fund) when you are reporting on access agreement expenditure. If you are unsure as to whether expenditure is 'additional outreach' and can be included in your access agreement monitoring return, please contact OFFA for advice.
SLC	Student Loans Company
Student success	Work to retain and support students from disadvantaged backgrounds through their studies and on to successful outcomes in work or further study work, e.g. induction programmes, study skills support and mentoring of students by people working in the professions.

Under-represented groups/OFFA-countable groups

Both these terms normally mean groups that are currently under-represented in higher education at the national level rather than at a particular institution or course, including (but not limited to):

- people from lower socio-economic groups or from neighbourhoods where higher education participation is low
- people from low income backgrounds
- some ethnic groups or sub-groups
- disabled people
- people who have been in care.

WP

Widening participation

WP expenditure

For the purposes of IWPSS monitoring, the reported expenditure on widening participation in Tables 4a and 4b should include expenditure from **all** funding sources. These sources will include HEFCE's WP allocation (widening access element, disability element and Teaching Enhancement and Student Success allocation for improving retention), expenditure in your access agreement, as well as other sources of funding. See also the explanatory notes for Tables 4a and 4b at paragraphs 91-108. Access agreements cover expenditure from higher fee income on activities that are aimed at improving access and entry to higher education such as bursaries and outreach work. However, IWPSSs cover expenditure and activities spanning the whole student life-cycle from pre-entry through to graduation and employment. So other WP expenditure reported on in Tables 4a and 4b could include work to help students succeed in their studies or work to develop more inclusive learning environments.

WP performance indicators

(PIs) For more information see www.hesa.ac.uk/pi.

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