Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Contact Information

Institution name:

Institution UKPRN:

Validation checks

1. Please ensure that contact details are completed for two people, and the contact details question below has been answered

2. Please complete the question 'Are you happy for us to share your contact details?'

Fair Processing Notice

HEFCE and OFFA request that each institution nominates two people to take the lead in the completion of the monitoring return. We expect these individuals to read this section explaining why we need contact details, how these contact details will be used and how to complete the contact details section, including the question on sharing contact details with external researchers.

We require the names and contact information of these individuals to refer to the people who are taking the lead on the completion of the monitoring return and to contact them to discuss the information provided. Additionally, we may contact these individuals periodically throughout the year to discuss aspects of the monitoring process, for example, to seek feedback for improving engagement with institutions. We will protect your contact details and not share them outside HEFCE and OFFA unless you give consent to do so.

	Main contact	**Alternate contact**
Name		
Job title		
Telephone		
E-mail		

OFFA supports the development of robust evidence that supports effective practice. We are contacted occasionally by academics and organisations conducting research into widening participation, who are interested in contacting practitioners and heads of WP to contribute to their work.

We will share your contact details only where you have given consent to share. We will seek assurances from the organisation that they will use your information only for the purpose of conducting research into widening participation and delete it when it is no longer required.

We will not share your contact details with organisations seeking to contact you for marketing or other commercial purposes.

Please select 'Yes' from the dropdown menu below if you are happy for us to share your contact details for research purposes.

Are you happy for us to share your contact details?	**Main contact**	
	Alternate contact	

Important template note

Please do not copy and paste cells within this workbook as this can corrupt and overwrite the validation checks.
If you need to do so, you can copy and paste into the white formula bar box (which can be found just below the command ribbon at the top of the Excel window).

Notes

OFFA will publish the information you provide in Tables 7-9 on the OFFA website. Summary financial information will be published by OFFA in an outcomes report.

Definitions of key terms such as current system students, higher fee income, under-represented groups and access, student success and progression can be found in our online glossary: https://www.offa.org.uk/glossary/

Cells that you can complete are highlighted in yellow; white cells are auto-populated.

Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Full-time courses: fee limits and student numbers *(Table 1)*

Institution name:

Validation checks

1. There must be at least one course in the table.

2. Every row with data must have a system type selected.

3. All courses must have a course type.

4. All courses must have at least one student in the entrant year that corresponds with the relevant selected system type.

5. All courses must have a course fee.

6. Courses must not exceed the higher fee cap.

Notes

Please record gross fees charged in this table - that is before any financial support such as fee waivers are taken into account. You should account for fee waivers in Table 4.

This table should record all students studying at the institution in the 2015-16 academic year (i.e. a 'snapshot' of your student population), broken down by the year that they entered.

Where students have not completed and therefore have not paid a full fee, these students should be included here with the full fee, but you should then record negative adjustments to fee income in Table 2b.

Full-time courses in 2015-16 had a standard basic fee of £6,000 for current system students and £1,380 for old system students; further information can be found on the OFFA website: https://www.offa.org.uk/universities-and-colleges/guidance/fee-and-bursary-limits-including-exceptions-and-state-support-thresholds/

Please see paragraphs 20-27 of the guidance.

					Number of students in the 2015-16 academic year (per fee charged)						Course fee and higher fee income (£)			
					Old System	Current system								
Number	Please select the system type	Please select the course type	If this fee is for a franchised course please type the name and UKPRN of the franchise partner (e.g. Poppleton College -- 10000000). You can look up UKPRNs at the UK Register of Learning Providers, (www.ukrlp.co.uk) If this fee is not a franchised course, leave blank.	Where you have different fee limits for different courses, please provide more information e.g. subject/faculty groupings	2006-07 to 2011-12 entrants	2012-13 entrants	2013-14 entrants	2014-15 entrants	2015-16 entrants	Course fee	Fee income above the basic fee per student	Using basic fee cap of	Using higher fee cap of
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Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Student numbers and fee income *(Table 2)*

Institution name:

Validation checks

1. If you have stated higher fee income from part-time students in Table 2b, you must record numbers of students in Table 2a, and vice versa.

2. In table 2a, the number of part-time students charged above the basic fee should be less than or equal to the total part-time student numbers.

3. Negative adjustments to income above the basic fee must be input as negative numbers.

4. Total higher fee income for a given entrant year cannot be negative.

5. Table 2c should be completed. If your student numbers are 20% higher or lower than predicted, you must also provide commentary.

Notes

For full-time, Table 2 completes automatically using the data you have provided in Table 1.

For part-time, you need to tell us the number of part-time students, and an estimate of part-time fee income above the basic fee for fee-regulated part-time students in 2015-16.

*Do not include those studying at an intensity of less than 25 per cent FTE or those studying on a course which leads to a qualification equivalent or lower than one they already hold, as these are not regulated by OFFA.

Please see paragraphs 28-33 of the guidance.

Table 2a - Student numbers		Old System	Current System			
		2006-07 to 2011-12 entrants	2012-13 entrants	2013-14 entrants	2014-15 entrants	2015-16 entrants
Full time	All students	0	0	0	0	0
	Students charged above the basic fee	0	0	0	0	0
Part time*	All students					
	Students charged above the basic fee					
Total students by entrant year charged above the basic fee		**0**	**0**	**0**	**0**	**0**
Total number of students charged above the basic fee						**0**

Table 2b - Fee income above the basic fee (£)		Old System	Current System			
		2006-07 to 2011-12 entrants	2012-13 entrants	2013-14 entrants	2014-15 entrants	2015-16 entrants
Full time	above the basic fee income	0	0	0	0	0
Part time*	above the basic fee income					
Negative adjustments to income above the basic fee						
Total higher fee income by entrant year		**0**	**0**	**0**	**0**	**0**
Higher fee income from students charged above the basic fee						**0**

Table 2c - Fee income above the basic fee (£)

Considering the total numbers of students charged above the basic fee during 2015-16, how would you describe the trend since your 2015-16 revised predictions made in your 2016-17 access agreement resource plan?

If your student numbers are higher or lower than predicted, what do you see as the main factors behind the difference you described above?
Please also briefly explain any negative adjustments recorded in Table 2b.

Access agreement and Student Opportunity allocation monitoring, 2015-16 (submission by 18th January 2017)
WP activity expenditure and hardship expenditure *(Table 3)*

Institution name:

Validation checks
1. Tables 3a and 3b should be completed
2. 'of which uses OFFA-countable funding' must be completed for access, student success, progression activity and hardship expenditure.
3. 'of which uses HEFCE SOA must be completed for access, student success, progression activity and hardship expenditure.
4. The sums of the OFFA-countable funding and HEFCE SOA should not be larger than the total expenditure for each of access, student success, progression, and hardship expenditure respectively.
5. The student success 'support for disabled students' row must be completed.
6. The hardship 'support for students in financial hardship' and the 'Total number of students in receipt of hardship funds' rows must be completed.
7. In Table 3c, the total 'of which uses HEFCE SOA must not exceed your institution's HEFCE SOA in cell C17.
8. Spend on collaborative activity must not be larger than the total activity expenditure.

Notes

Please see paragraphs 34-49 of the guidance.

Your institution's HEFCE Student Opportunity allocation (SOA) in 2015-16 was (£):	

Table 3a - Activity expenditure

Activity type	Category	Expenditure on activity
Access activity	a. Outreach work with schools and young people	
	b. Outreach work with communities and adults	
	c. Outreach work with disabled students	
	d. Strategic relationships with schools	
	e. WP staffing and administration	
	Total access expenditure	0
	of which uses OFFA-countable funding	
	of which uses HEFCE SOA	
Student success activity	a. Support for current students (academic and pastoral)	
	b. Support for disabled students	
	c. WP staffing and administration	
	Total student success expenditure	0
	of which uses OFFA-countable funding	
	of which uses HEFCE SOA	
Progression activity	a. Support for progression from HE into employment or postgraduate study	
	b. Support for progression of disabled students	
	c. WP staffing and administration	
	Total progression expenditure	0
	of which uses OFFA-countable funding	
	of which uses HEFCE SOA	
Total activity expenditure		0
of which uses OFFA-countable funding		0
of which uses HEFCE SOA		0

Table 3b - Hardship expenditure

Hardship	a. Support for students in financial hardship	
	b. WP staffing and administration	
	Total hardship expenditure	0
	of which uses OFFA-countable funding	
	of which uses HEFCE SOA	
Total number of students in receipt of hardship funds		

Table 3c - Total WP activity expenditure and hardship expenditure

Total WP activity expenditure and hardship expenditure	0
of which uses HEFCE SOA	0

Table 3d – Collaborative activity

Please report all expenditure on WP activity that was delivered collaboratively. By collaborative activity, we do not just mean collaboration between providers of HE. We would normally expect collaborative activity to include a number of partners rather than being between a single HEI and schools, colleges or other stakeholders receiving outreach, but collaboration could be formed in a number of ways, for example between an HEI and several further education colleges, other HE providers, employers, third sector organisations, schools, colleges, training providers, or local authorities.

How much of the expenditure reported above was spent on collaborative activity? (estimate an amount)	

Optional commentary on WP activity expenditure.
This box is limited to 200 words; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Institution name:

Validation checks

1. If you have stated expenditure in Table 4a, you must record numbers of students in Table 4b, and vice versa.

2. Total number of students in receipt of financial support, as a proportion of the total number of students in Table 4b should not exceed 100%.

3. The student choice question in Table 4c must be answered.

Notes

*Please see paragraphs 54-56 of the guidance for details of students from other under-represented groups.

Where 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 refer to paragraphs 56-58 for further details about when to this category.

Please see paragraphs 50-69 of the guidance.

Table 4a - Expenditure on financial support for under-represented groups			Old System	Current system			
			2006-07 to 2011-12 entrants	2012-13 entrants	2013-14 entrants	2014-15 entrants	2015-16 entrants
			Expenditure (£)	Expenditure (£)	Expenditure (£)	Expenditure (£)	Expenditure (£)
Fee waivers (including free or discounted foundation years)	Full-time	Students with household residual incomes up to £25,000					
		Students from other under-represented groups*					
	Part-time	Students with household residual incomes up to £25,000					
		Students from other under-represented groups*					
	Fee waivers for all students		0	0	0	0	0
Bursaries and scholarships (including accomodation discounts or other institutional services)	Full-time	Students with household residual incomes up to £25,000					
		Students from other under-represented groups*					
	Part-time	Students with household residual incomes up to £25,000					
		Students from other under-represented groups*					
	Bursaries and scholarships for all students		0	0	0	0	0
Total access agreement spend on financial support				0			

Table 4b - Number of students receiving financial support, by under-represented group			Old System	Current system			
			2006-07 to 2011-12 entrants	2012-13 entrants	2013-14 entrants	2014-15 entrants	2015-16 entrants
			Number of students in receipt of financial support	Number of students in receipt of financial support	Number of students in receipt of financial support	Number of students in receipt of financial support	Number of students in receipt of financial support
Full time	Students with household residual income up to £25,000						
	Students from other under-represented groups*						
	Total full-time numbers supported		0	0	0	0	0
Part time	Students with household residual income up to £25,000						
	Students from other under-represented groups*						
	Total part-time numbers supported			0	0	0	0
Total number of students in receipt of financial support			0	0	0	0	0
Total number of students in receipt of financial support, as a proportion of the total number of students			0	0	0	0	0

Table 4c - Student choice expenditure for 2015-16 entrants.	Please select from drop-down list
Did you give 2015-16 entrants a choice on how they received their financial support?	

Optional commentary on expenditure or number of students in receipt of financial support.
 This box is limited to 200 words; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Institution name:

Validation checks

1. Please comment where access, student success, progression or financial support is more than 10 per cent below or 20 per cent above the estimate set out in your access agreement.

Notes

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.

Please see paragraphs 70-71 of the guidance.

Table 5a - Access agreement expenditure summary	Predicted OFFA-countable expenditure in 2015-16 (from 2016-17 access agreement resource plan)		Actual OFFA-countable expenditure		Difference in expenditure (column E - column C)
	£	as a proportion of higher fee income %	£	as a proportion of higher fee income %	as a proportion of higher fee income (percentage points)
Higher fee income			0		
Access expenditure		0.0	0	0.0	0.0
Student success expenditure		0.0	0	0.0	0.0
Progression expenditure		0.0	0	0.0	0.0
Expenditure on financial support (including OFFA-countable hardship funds)		0.0	0	0.0	0.0
Total expenditure	0	0.0	0	0.0	0.0

Table 5b - Explanation of differences between predicted and actual expenditure

Comparison of your predicted and actual expenditure on **access** in 2015-16:	A) In line with predictions

If access expenditure is above or below predictions (10% less or 20% more than predicted in cash terms), please provide an overview of the reasons for this and, where applicable, how you aim to adjust future spend accordingly. (maximum 200 words)

Comparison of your predicted and actual expenditure on **student success** in 2015-16:	A) In line with predictions

If student success expenditure is above or below predictions (10% less or 20% more than predicted in cash terms), please provide an overview of the reasons for this and, where applicable, how you aim to adjust future spend accordingly. (maximum 200 words)

Comparison of your predicted and actual expenditure on **progression** in 2015-16:	A) In line with predictions

If progression expenditure is above or below predictions (10% less or 20% more than predicted in cash terms), please provide an overview of the reasons for this and, where applicable, how you aim to adjust future spend accordingly. (maximum 200 words)

Comparison of your predicted and actual expenditure on **financial support** in 2015-16:	A) In line with predictions

If financial support expenditure is above or below predictions (10% less or 20% more than predicted in cash terms), please provide an overview of the reasons for this and, where applicable, how you aim to adjust future spend accordingly. (maximum 200 words)

If there are other reasons for differences between your predicted and actual spend, please provide these below.

Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Overall investment in widening participation activity and financial support (Table 6)

Institution name:

Current system full-time student numbers summary			
	Students in receipt of financial support whose household residual income is up to £25,000	Students in receipt of financial support in other under-represented groups	Total number of OFFA-countable financial support recipients
Number	0	0	0
% of total current system students	0.0	0.0	0.0

Old system full-time student numbers summary			
	Students in receipt of financial support whose household residual income is up to £25,000	Students in receipt of financial support in other under-represented groups	Total number of OFFA-countable financial support recipients
Number	0	0	0
% of total old system students	0.0	0.0	0.0

	Current System		
Full-time fee levels (£)	2013-14 entrants	2014-15 entrants	2015-16 entrants
Average fee	0	0	0
Average fee adjusted for fee waivers	0	0	0
Maximum fee	0	0	0

Overall investment in widening participation activity and financial support	Access agreement expenditure £	Overall expenditure £
Higher fee income	**£0**	
Access activity	0	0
Student success activity	0	0
Progression activity	0	0
Financial support	0	0
Hardship	0	0
Total expenditure	0	0
Total expenditure (as % of higher fee income)	0.0	

Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Targets and Milestones *(Table 7)*

Institution name:

Notes

These tables have been pre-populated with the 2015-16 targets from your 2016-17 resource plan.

Changes to prefilled targets will appear in blue text. Any new targets added will appear in green. This is to assist in the monitoring process.

Please see paragraphs 73-81 of the guidance.

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

Number	Lifecycle stage	Main target category	Statistical milestone/target type	Description (500 characters maximum)	Is this a collaborative target?	Baseline data	Baseline year (please use form 20XX-XX)	Target (number or percentage)	Target year (please use form 20XX-XX)	Progress to date, by academic year (numeric where possible, however you may use text)					Performance summary (please select from drop-down menu)
										2011-12	2012-13	2013-14	2014-15	2015-16	
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Notes

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

										Progress to date, by academic year (numeric where possible, however you may use text)					
Number	Lifecycle stage	Main target type	Milestone/target type	Description (500 characters maximum)	Is this a collaborative target?	Baseline data	Baseline year (please use form 20XX-XX)	Target (number or percentage)	Target year (please use form 20XX-XX)	2011-12	2012-13	2013-14	2014-15	2015-16	Performance summary (please select from drop-down menu)
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Table 7b - Other milestones and targets

Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Commentary on progress against access agreement milestones and targets *(Table 8)*

Institution name:

Validation checks

1. Please complete Table 8 by providing a commentary on performance against your targets.

Notes

Please see paragraphs 82-84 of the guidance.

Table 8 - Commentary on progress against access agreement milestones and targets

We are interested in hearing about institutions' overall experience of working towards their targets and milestones, including any examples of particularly successful and/or challenging experiences, as well as circumstances that have led to changes to targets and milestones.
Please consider each of the following in turn:
Questions 8a, b & c should total to 1000 words or less; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

a) Please comment on your overall level of progress against your targets. You may also wish to set your level of progress in some context, for example if they may have been influenced by external factors.

b) Where you have made progress against targets, please tell us what key factors you felt contributed to achieving successful outcomes, and why.

c) Where you have made less progress than expected against targets, please tell us what key factors affected your ability to make progress, and where appropriate set out the action you've taken to improve in these areas.

Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Evaluation, evidence and impact *(Table 9)*

Institution name:

Validation checks

1. Please complete Table 9a, including further details if you selected option (e)

2. Please complete Table 9b

3. Please complete Table 9c

Notes

Please note that throughout Tables 9, 10 and 11 we are looking at *evaluation* rather than just monitoring. For further details of how we define these, please see paragraph 86 of the monitoring guidance. As defined in the HEFCE/Progression Trust toolkits for practitioners (https://www.heacademy.ac.uk/sites/default/files/resources/evaluation_3rd.pdf):

• Monitoring is the collection and analysis of data during a project and the comparison of this data against the targets and plans made for WP. Monitoring is part of project management, and helps to ensure cost-effectiveness and project progress.

• Evaluation is about making an assessment of the effectiveness and impact of what has been done. Data gathered for monitoring purposes is often utilised as part of evaluations, but the aims of the two activities are different.

Please see paragraphs 85-96 of the guidance.

Table 9a - Evaluating your activities and programmes for access, success and progression		
For the activities and programmes you delivered through your access agreement (excluding your financial support), please select the statement which best describes your approach to evaluation across the student lifecycle over the past year.	Access	
	Student Success	
	Progression	

If you selected option (e), please provide details:	Access	
	Student Success	
	Progression	

Table 9b - Which statements best describe the type of activities that formed your approach to evaluation over the past year?

Please select a statement for each level of Kirkpatrick's evaluation model (for further information on this, please see www.heacademy.ac.uk/resources/resource2322)

Level	What is measured?	Examples	Please select from drop-down list
1. Reaction	How participants feel about their experience	'Happy sheets'/feedback forms.Observing participant reactions to WP programmes that they are involved in.	
2. Learning	The increase in participants' knowledge and skills	Formal and informal assessments of knowledge and skills before and after the intervention perhaps to measure levels of understanding about HE.	
3. Behaviour	How far learning is applied and results in personal change	Observation and interview of programme participants over time perhaps including tracking them into university/post-school life.	
4. Results	How far the programme impacts on organisational or societal factors	Using local and national data sets to identify whether WP is shifting the nature of participation in HE both within an institution and nationally.	

Table 9c - Raising attainment in schools

Please tell us about an example of the impact of your work in 2015-16 to raise attainment in schools, including the outcomes of this work and evaluation activity where possible. We are looking for examples of raising attainment in schools rather than raising aspiration.

The boxes are limited to 500 words each. If you have additional examples which you would like to include, we are happy for you to do so in a separate Word document. If you do this, please use the same headings as set out below in your Word document.

Please see paragraphs 91-96 of the guidance.

What was the aim of the activity/programme? (e.g. what were the criteria for success?)

What did the activity/programme involve? (e.g. number of participants, length and intensity of activity/programme, type of activities etc.)

What were the outcomes and impact of this activity/programme? (e.g. did you meet your success criteria?)

How did you evaluate the activity/programme and what were the findings? (e.g. what were the methods that you used: a programme of observations and interviews; tracking changes in attainment rates for participants etc.?)

How have you used the findings of the evaluation to inform practice?

Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Financial support: Evaluation, evidence and impact *(Table 10)*

Institution name:

Validation checks
1. Please complete Table 10a, including further details if you selected option (e)
1. Please complete Table 10b

Notes

Please note that throughout Tables 9, 10 and 11 we are looking at *evaluation* rather than just monitoring. For further details of how we define these, please see paragraph 86 of the monitoring guidance. As defined in the HEFCE/Progression Trust toolkits for practitioners (https://www.heacademy.ac.uk/sites/default/files/resources/evaluation_3rd.pdf):

• Monitoring is the collection and analysis of data during a project and the comparison of this data against the targets and plans made for WP. Monitoring is part of project management, and helps to ensure cost-effectiveness and project progress.

• Evaluation is about making an assessment of the effectiveness and impact of what has been done. Data gathered for monitoring purposes is often utilised as part of evaluations, but the aims of the two activities are different.

Please see paragraphs 97-107 of the guidance.

Table 10a - Evaluating your financial support

For your financial support, please select the statement which best describes your approach to evaluation of your financial support over the past year.

If you selected option (e), please provide details:

Table 10b - How have you changed your financial support in response to your evaluation work?

Please tell us about your underlined best example of how you have used evaluation of your financial support schemes to inform your approach. We are interested in examples of evaluation that you have undertaken in 2015-16, where you have made changes/refinements as a result of your evaluation. Should you wish to provide a similar example to that provided in your 2014-15 monitoring return, please ensure the example is sufficiently updated with developments made in the past year.

The boxes are limited to 500 words each. If you have additional examples which you would like to include, we are happy for you to do so in a separate Word document. If you do this, please use the same headings as set out below in your Word document.

What were you trying to understand from this evaluation? (e.g. what was the specific evaluation question you were seeking to answer? Please state as a question; max: 25-30 words)

How did you evaluate the activity/programme? (e.g. what were the methods that you used: a programme of observations and interviews; tracking changes in retention rates for participants) Your description does not need to be detailed; however, we hope to use some of the examples institutions provide to identify and disseminate examples of good practice, and to inform our policy in this area.

What were the findings of the evaluation? (Where possible, please concentrate on providing evidence of long-term impact, such as the improved retention of participants; evidence of long-term impact on attitudes and aspirations; or the tracking of participants to higher education.)

How have you used the findings of the evaluation to inform practice?

Institution name:

Validation checks

1. Please complete Table 11b

2. Please complete Table 11c

 Notes

Please see paragraphs 108-118 of the guidance.

Table 11a - Specific equality & diversity activities and programmes
If your institution has broad access programmes targeting multiple groups, or mainstreamed student success/progression activities, you may find that you do not have much to record in the grid. This is not a concern for us and we will not look unfavourably on your institution as a result.

Please complete the table below to indicate where you have a specific, targeted activity or programme aimed at a) people with particular protected characteristics, and b) people from other target groups. For each, please indicate where you have specific access, success or progression activities for them and/or financial support.

	Group	Activity and programme details	
		Lifecycle stage targeted	We are looking for headline information around the work being carried out in the below areas; this is to support our understanding of the work being carried out across the sector. Please provide a brief description of any programmes or activities that are specifically targetted at people from the below groups (e.g. specific target group, types of activities, aim(s) of the programme etc.). The boxes are limited to 200 words each
Protected characteristics	Age		
	Disability		
	Gender reassignment		
	Pregnancy and maternity		
	Race		
	Religion or belief		
	Sex		
	Sexual orientation		
Other groups	Care leavers		
	Estranged students		
	Gypsies / travellers		
	Part-time		
	Refugees / asylum seekers		
	Young carers / carers / those with dependents		

Optional outline on broader or mainstreamed programmes that work with a) people with particular protected characteristics, and b) people from other target groups
 This box is limited to 200 words; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Table 11b - Equality and diversity evaluation

Please select the statement which best describes the extent to which you evaluated the impact of your activities and programmes in your access agreement by protected characteristics in 2015-16

Table 11c - Please describe a successful activity or programme for disabled students

Please give an example of an acess agreement-supported programme that supports people with disabilities. Examples can be from any part of the student lifecycle (e.g. access, student success or progression to employment/further study).

Your example might be from a specific, targeted programme (such as one indicated in the grid in Table 11a), or as part of a broader/mainstreamed programme.

The boxes are limited to 500 words each. If you have additional examples which you would like to include, we are happy for you to do so in a separate Word document. If you do this, please use the same headings as set out below in your Word document.

Please indicate the stage(s) of the student lifecycle covered by your example:

Which group(s) did the activity/programme target? (e.g. SpLD, mental health, physical disability, etc.)

What was the aim of the activity/programme? (e.g. what were the criteria for success?)

What did the activity/programme involve? (e.g. number of participants, length and intensity of activity/programme, type of activities)

What were the outcomes and impact of this activity/programme? (e.g. did you meet your success criteria?)

How did you evaluate the activity/programme? (e.g. what were the methods that you used: a programme of observations and interviews; tracking changes in application rates for participants etc.)

How have you used the findings of the evaluation to inform practice?

Access agreement monitoring, 2015-16 (submission by 18th January 2017)
Assuring your return

Institution name:

Institution UKPRN:

Validation checks

1. Please ensure that senior manager details are completed.

Assuring your return

In submitting this access agreement return you are confirming that all the information you have provided has been compiled in accordance with our guidance, that it has been subject to an independent internal validation process, and has been signed off and approved as correct.

Please see paragraphs 127-129 of the guidance.

	Senior manager responsible for assuring this monitoring return
Name	
Job title	
Telephone	
E-mail	

Institution name:

FAILED

Contact	**FAILED**
1. Please ensure that contact details are completed for two people, and the contact details question below has been answered	FAILED
2. Please complete the question 'Are you happy for us to share your contact details?'	FAILED
Table 1 - Full time fees	**FAILED**
1. There must be at least one course in the table.	FAILED
2. Every row with data must have a system type selected.	PASSED
3. All courses must have a course type.	PASSED
4. All courses must have at least one student in the entrant year that corresponds with the relevant selected system type.	PASSED
5. All courses must have a course fee.	PASSED
6. Courses must not exceed the higher fee cap.	PASSED
Table 2 - Students & Income	**FAILED**
1. If you have stated higher fee income from part-time students in Table 2b, you must record numbers of students in Table 2a, and vice versa.	PASSED
2. In table 2a, the number of part-time students charged above the basic fee should be less than or equal to the total part-time student numbers.	PASSED
3. Negative adjustments to income above the basic fee must be input as negative numbers.	PASSED
4. Total higher fee income for a given entrant year cannot be negative.	FAILED
5. Table 2c should be completed. If your student numbers are 20% higher or lower than predicted, you must also provide commentary.	FAILED
Table 3 - Activity & Hardship	**FAILED**
1. Tables 3a and 3b should be completed	FAILED
2. 'of which uses OFFA-countable funding' must be completed for access, student success, progression activity and hardship expenditure.	FAILED
3. 'of which uses HEFCE SOA must be completed for access, student success, progression activity and hardship expenditure.	FAILED
4. The sums of the OFFA-countable funding and HEFCE SOA should not be larger than the total expenditure for each of access, student	PASSED
5. The student success 'support for disabled students' row must be completed.	FAILED
6. The hardship 'support for students in financial hardship' and the 'Total number of students in receipt of hardship funds' rows must be	FAILED
7. In Table 3c, the total 'of which uses HEFCE SOA must not exceed your institution's HEFCE SOA in cell C17.	PASSED
8. Spend on collaborative activity must not be larger than the total activity expenditure.	PASSED
Table 4 - Financial Support	**FAILED**
1. If you have stated expenditure in Table 4a, you must record numbers of students in Table 4b, and vice versa.	PASSED
2. Total number of students in receipt of financial support, as a proportion of the total number of students in Table 4b should not exceed 100%.	PASSED
3. The student choice question in Table 4c must be answered.	FAILED
Table 5 - Expenditure Summary	**PASSED**
1. Please comment where access, student success, progression or financial support is more than 10 per cent below or 20 per cent above the estimate set out in your access agreement.	PASSED
Table 7 - Targets & Milestones	**PASSED**
1. Each target must be categorised by selecting a lifecycle stage from the drop down menu	PASSED
2. Each target must be categorised by selecting a main target type from the drop down menu	PASSED
3. Each target must be categorised by selecting a milestone/target type from the drop down menu	PASSED
4. Each target must be classified as collaborative or not	PASSED
5. There must be at least one yearly milestone figure recorded for each target	PASSED
6. Each target must have a performance summary selected	PASSED
7. All targets must have baseline data, baseline year, target and target year columns filled in	PASSED
Table 8 - Milestone Commentary	**FAILED**
1. Please complete Table 8 by providing a commentary on performance against your targets.	FAILED
Table 9 - Activity evaluation, evidence and impact	**FAILED**
1. Please complete Table 9a, including further details if you selected option (e)	FAILED
2. Please complete Table 9b	FAILED
3. Please complete Table 9c	FAILED
Tbale 10 - Financial support evaluation, evidence and impact	**FAILED**
1. Please complete Table 10a, including further details if you selected option (e)	FAILED
1. Please complete Table 10b	FAILED
Table 11 - Equality and diversity	**FAILED**
1. Please complete Table 11b	FAILED
2. Please complete Table 11c	FAILED
Assurance	**FAILED**
1. Please ensure that senior manager details are completed.	FAILED