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Outcomes

This document presents the outcomes from
OFFA's monitoring of access agreements
for 2013-14

Outcomes of access agreement monitoring for 2013-14

offa

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Foreword



I am very pleased that our monitoring of access agreements shows continuing progress this year. Universities and colleges have either met, or are on course to meet, 90 per cent of the targets and milestones that they set themselves in their access agreements for 2013-14, and that includes one in three targets that have been achieved three years ahead of their 2016-17 deadline.

Those are great outcomes, on a par with the previous year, and UCAS application data suggests that we can expect to see good progress in the coming year too. Even at our most highly selective universities, where access has remained stubbornly difficult to improve, the tanker seems to be turning and we are seeing a trend of rising entry rates for disadvantaged young people that I hope will accelerate in years to come.

The great thing about these numbers is that they aren't just numbers. They tell a story of hope, opportunity and social mobility, a national success story of which the whole of English higher education should be proud. The lines on our graphs represent a growing number of real people whose lives are being transformed and opportunities broadened by the work done through access agreements. That enriches universities, our economy, and society more widely, as well as those individuals themselves. For example, excellent progress is being made against targets on access for care leavers, a group who face very significant barriers to higher education but who include a wealth of untapped talent that could be harnessed to benefit all of us.

To graduation and beyond

Of course, access is only meaningful if those students complete their courses and go on to graduate-level jobs or further study. So I am pleased that there has been improvement not just in participation among disadvantaged students, but in success and progression too: for example, universities and colleges have this year met eight out of ten of their access agreement targets on retention and employability.

This progress is something to celebrate, but it's not enough – not yet. Although there are record-breaking rates of entry among disadvantaged groups, too many of these entrants are still getting lost by the wayside. Some will never graduate and those who do are more likely to underachieve than students who are the same in every respect apart from different backgrounds, gender or

ethnicity. These inequalities in attainment and progression are the hidden face of fair access and they are unacceptable.

Driving change

In the coming year I plan to give renewed challenge to universities and colleges to build on their success and really get to grips with these differential outcomes. The impact that access agreements have had on entry rates for disadvantaged groups shows that they are a powerful lever for change and I want them to drive even more progress across the whole student lifecycle.

OFFA will support this with our work to build and share the evidence about what approaches have the most impact, for example our research in partnership with universities into the impact of financial support on student success, so that all institutions can ensure they invest money and effort where it will do the most good.

Of course, as a former Vice-Chancellor myself, I understand that universities and colleges are on a journey to improving access, success and progression and that it takes time to see results. But I believe that universities and colleges can make further, faster progress. So I will continue to press for universities and colleges to carry on their upwards trajectory of transforming lives – not just because the people behind the numbers deserve the opportunity to better themselves, but because it will make higher education, the economy, and the country better for all of us.



Professor Les Ebdon CBE
Director of Fair Access to Higher Education

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Outcomes of access agreement monitoring for 2013-14

Executive summary

Introduction

1. This document presents the outcomes from the Office for Fair Access' (OFFA's) monitoring of 2013-14 access agreements.

Key findings

2. At an overall sector level, our monitoring shows that in academic year 2013-14 universities and colleges with access agreements:

- met, exceeded or made progress towards¹ the great majority of their access agreement milestones and targets, throughout all stages of the student lifecycle (access, student success and progression). This included:
 - meeting, or being on course to meet by their deadlines, 90 per cent of their targets (up from 83 per cent in 2012-13)
 - meeting or making progress towards 87 per cent of their high-level outcomes targets related to entrants, applicants and non-continuation (2012-13: 83 per cent)
 - being on course to meet 86 per cent of targets relating to long-term outreach, 78 per cent of retention targets and 78 per cent of targets related to supporting students' employability
- increased their evaluation of activities, although evaluation methods need to become more robust

¹ Access agreement targets are set over a five-year period, so we not only report on targets that have been met, but also on those that are on course to be met by their stated deadline, and on where institutions have made progress towards a future target.

- aligned their work on equality and diversity more closely than in previous years with their work on access, success and progression, especially activities focused on disability, gender and students from Black and minority ethnic backgrounds
 - continued to rebalance their investment towards student success and progression, and away from financial support
 - delivered a larger proportion of their financial support awards to students as fee waivers than in 2012-13, reflecting the way universities and colleges responded to the requirements of the National Scholarship Programme and the Government's 'core and margin' policy
 - increased the level of targeted financial support for students from low income and other under-represented groups, although fewer students received an award than in 2012-13
 - invested a total of £628 million through their access agreements to improve access, student success and progression (2012-13: £564 million).
3. In 2013-14, higher education providers, both with and without access agreements, invested a total of £1.36 billion in widening participation, including through OFFA-approved access agreements, the National Scholarship Programme, the Higher Education Funding Council for England's Student Opportunity allocation and other funds. Of this, £803 million was invested in activities, as opposed to financial support (2012-13: £743 million).

What are access agreements?

Access agreements are drawn up by universities and colleges as a condition of charging higher fees. They set out specific commitments and targets to protect and promote fair access to higher education, student success and progression, and are approved and monitored by OFFA.

What are access, student success and progression?

These terms refer to the three stages of the "student lifecycle", i.e.: raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education ("access"); retaining and supporting undergraduate students from disadvantaged backgrounds through their studies ("student success"); and supporting undergraduate students from disadvantaged backgrounds to progress beyond their course to employment or postgraduate study ("progression"). These stages are intertwined with one another, since fair access to higher education is only meaningful if students are appropriately supported to achieve to their full potential and to prepare to progress to employment or further study after graduation.

The glossary at Annex A further explains these and other terms used in this report.

Introduction

Content of this report

4. This report sets out the outcomes from OFFA's monitoring of access agreements for 2013-14 and our commentary on those outcomes. The findings in this report represent a snapshot of activity in 2013-14, the latest full academic year.

5. This report provides details of:

- the higher education sector's progress in widening participation (WP), including performance against the targets and milestones that institutions set in their access agreements²
- institutions' evaluation of their WP activity
- institutions' work on equality and diversity through access agreements
- investment in WP activity across the three key stages of the student lifecycle: access, student success and progression
- the amount of additional investment in access, student success and progression made under access agreements
- institutions' investment in financial support.

For explanations of the abbreviations and terms used in this report please see Annex A (Glossary).

6. This is based on institutions' reporting of progress against the milestones and targets they set themselves in their access agreements, the extent to which they delivered the obligations in their access agreements and how they used their higher fee income to improve access, student success and progression. For full details of the data submitted by institutions for this monitoring exercise please see Annex B (full data tables).

7. In line with the national strategy for access and student success, and our new strategic plan 2015-2020³, this monitoring outcomes report focuses more than previous ones on an evidence-led approach and the outcomes throughout the whole

student lifecycle (access, student success and progression to employment or further study).

8. Also, this year institutions provided written feedback on their evaluation work and on equality and diversity outcomes across the student lifecycle, so for the first time we have been able to carry out in-depth qualitative analysis of the methodology and impact of access agreement findings.

9. To collect information for our annual monitoring of access agreements we use a joint process⁴ that also collects information for the Higher Education Funding Council for England's (HEFCE's) monitoring of expenditure under the Student Opportunity allocation and the National Scholarship Programme (NSP). HEFCE will report on its monitoring of the Student Opportunity allocation and NSP in June 2015.

Context for this report

Our expectations for access agreements

10. OFFA's guidance for 2013-14 access agreements⁵ asked universities and colleges to:

- set themselves stretching targets, including targets relating to their student intake and their outreach activities
- increase their focus and expenditure on long-term outreach
- target financial support such as bursaries and fee waivers more tightly at the most disadvantaged students
- set their level of spend, taking account of their access record when deciding how much to spend on access and student success measures
- consult with students in the evaluation or development stage of activities/support
- engage in collaborative outreach and gather greater information/evaluation on such activities
- align activities with equality and diversity (as set out in the Equality Act 2010).

² Access agreement targets are set over a five-year period, so we not only report on targets that have been met, but also on those that are on course to be met by their stated deadline, and on where institutions have made progress towards a future target.

³ The national strategy and our strategic plan can both be accessed via www.offa.org.uk/publications.

⁴ OFFA publication 2014/07, *How to complete your 2013-14 monitoring return: access agreements, Student Opportunity allocation and the NSP* (HEFCE 2014/28).

⁵ OFFA publication 2012/03, *How to produce an access agreement for 2013-14*.

11. At the time of compiling this monitoring outcomes report, universities and colleges are now planning their activity for 2016-17 and future years, in line with the national strategy for access and student success and OFFA's strategic plan. The national strategy and OFFA strategic plan aim to help the higher education sector build on its achievements to date, adding fresh impetus to current and future work, delivering faster progress, supporting innovation, helping to identify gaps where more effort should be focused and maximising the impact of the investments made by institutions.

Changing fees and regulation

12. Academic year 2013-14 was the second year under the new system of fees and student support and the second year in which both full-time and

part-time fees were regulated, meaning that institutions needed an access agreement to charge above the basic level for both modes of study. Figure 1 shows the fee caps and resulting maximum levels of higher fee income per student.

13. An increase in the number of students on courses covered by access agreements, from 1.02 million in 2012-13 to 1.04 million in 2013-14, resulted in greater higher fee income for universities and colleges, as shown in Figure 2. This increased the resources available for universities and colleges to invest in WP through access agreements.

Figure 1 Fee caps and maximum higher fee income per student in 2013-14

	Basic fee cap (per year)	Maximum fee cap (per year)	Maximum higher fee income per student (per year)
New system full-time	£6,000	£9,000	£3,000
New system part-time	£4,500	£6,750	£2,250
Old system full-time	£1,380	£3,465	£2,065

Figure 2 Higher fee income generated by universities and colleges above the basic tuition fee

	2010-11	2011-12	2012-13	2013-14
Higher fee income (£bn)	1.74	1.89	2.03	2.22

Progress against milestones and targets in 2013-14 access agreements

Key findings and OFFA commentary

Overall outcomes

14. Overall, institutions made good progress against the milestones and targets they set themselves in their 2013-14 access agreements. They reported that they had already met, or were on course to meet, 90 per cent of their targets (up from 83 per cent in 2012-13). This included the 37 per cent of targets that had already been met.

15. We are pleased with the progress that institutions made at a sector level in 2013-14, which reflects sustained improvements in access in recent years. For example, UCAS analysis has shown that the rate of 18 year-olds entering higher education from the most disadvantaged areas has increased (see "Putting these findings in context", below). Our strategic plan asks institutions to build on this success to make further, faster progress.

Progress on access, success and progression

16. Institutions were on course to meet the majority of their targets at all stages of the student lifecycle, including:

- 86 per cent of targets relating to long-term outreach (the vast majority of these involving work in schools)
- 78 per cent of retention targets
- 78 per cent of targets related to supporting students' employability.

17. Although we consider the progress on retention and employability targets to be good, this was below the achievement level of other targets, for example those pertaining to access. We are pleased, therefore, that institutions have allocated additional resources to support all stages of the student lifecycle.

Progress on collaborative targets

18. Despite the potential complexities of collaboration, 86 per cent of targets related to collaborative activities were on track to be met.

Progress on targets relating to specific student groups

19. Institutions were on course to meet the majority of targets relating to under-represented groups, including:

- 85 per cent of targets relating to access for people from lower socio-economic backgrounds (NS-SEC) and 76 per cent relating to low-participation neighbourhoods (POLAR)
- 86 per cent of targets relating to care leavers
- 87 per cent of targets relating to disability
- 85 per cent of targets on engaging with and increasing access for state school pupils
- 87 per cent of targets relating to gender
- 79 per cent of targets relating to ethnicity.

20. Despite the recent downward trend in mature students accessing higher education, institutions continued to engage with mature learners and met, or were on course to meet, 69 per cent of their targets in this area.

Comparison of progress on high-level outcomes targets and activity-based targets

21. OFFA's access agreement guidance required institutions with access agreements to set themselves stretching targets that set out the desired outcomes of their work to support access and student success over a five-year period. These included:

- high-level outcomes targets based on how representative their entrants were and, where appropriate, their student success and progression performance
- activity-based targets around delivering outreach and student success activity (inputs), and progress in generating applicants and entrants (outputs).

22. In 2013-14, institutions either met or made progress towards 87 per cent of their high-level outcomes targets related to entrants, applicants and non-continuation (see Figure 3). This was an increase on the previous year's figure of 83 per cent.

Figure 3 Institutions' assessments of their progress towards their high-level outcomes targets

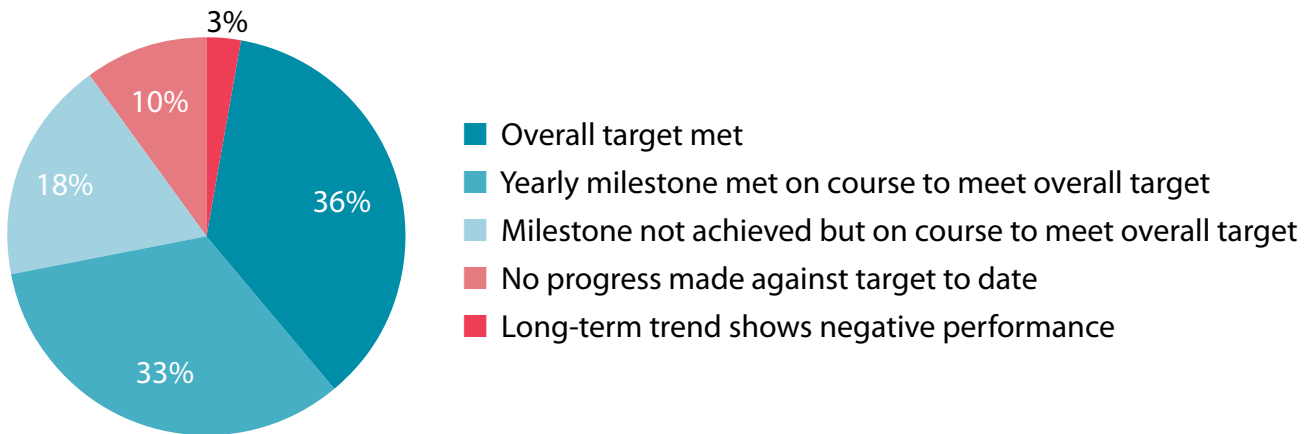
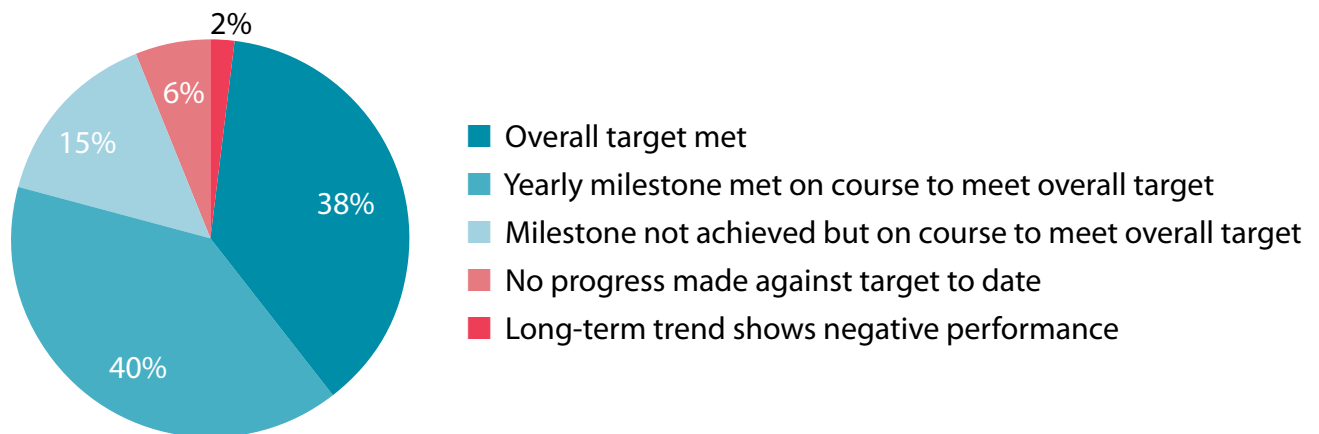


Figure 4 Institutions' assessments of their progress towards their activity-based targets



23. OFFA's monitoring also found positive progress towards plans for activity-based targets, in particular where outreach schemes were sustained and targeted. Institutions reported that 92 per cent of activity-based targets had either been met or were on track (see Figure 4).

24. For some under-represented groups there were notable differences between the achievement of high-level and activity-based targets, which offer some insights into the potential challenges and areas in need of greater attention:

Disabled students

- a. Institutions were on course to meet 89 per cent of their high-level outcomes targets relating to disability, and 77 per cent of activity-based

targets. While both are good outcomes, there was clearly a much greater level of progress towards the high-level outcomes targets. This suggests that there was continued commitment to supporting disabled students and may also reflect that more students were disclosing a disability.

Gender

- b. Progress towards targets focused on gender was excellent both for high-level outcomes targets and for activity-based targets, the latter showing exceptional progress (84 per cent and 94 per cent of targets on course to be met, respectively). Most gender-related targets were related to males, predominantly focused on increasing male entry to primary teacher

training. There were also targets related to reducing gender gaps in undergraduate achievement. While this progress is excellent, we would encourage institutions to continue to consider areas in which female students may be disadvantaged.

Mature students

- c. There was good progress towards mature learner activity-based targets, with 73 per cent of targets on course to be met. Progress towards high-level targets was less good, with 67 per cent on course to be met. It is evident that institutions continued to engage with mature learners and had a good conversion rate from activities to high-level outcomes, although these figures were likely affected by the declining admissions of mature learners across the sector.

Collaborative targets

25. Collaborative targets also demonstrated a pattern of better progress against activity-based targets (87 per cent on course to be met) than against high-level outcomes targets (67 per cent on course to be met). This suggests that although institutions were actively collaborating, there was some difficulty in converting this to high-level collaborative results; this may reflect the challenge of tracking students engaged in collaborative activity to an outcome, for example where they enrol to another institution.

Putting these findings in context

26. OFFA had only approved access agreements for 2013-14 that showed ambition and where targets represented a balanced view of an institution's performance.

27. As part of their monitoring returns, institutions with access agreements submitted a self-assessment of their progress towards each of their milestones and targets, and a commentary on overall progress and the wider context in which the outcomes were achieved. We have published these in full on OFFA's website at www.offa.org.uk/universities-and-colleges/monitoring. Although these monitoring

returns are assessing performance in 2013-14, we encouraged institutions to provide performance data prior to 2013-14 in order to look at trends over time.

28. Measuring institutions' progress in WP and fair access, particularly individually, is complex because:

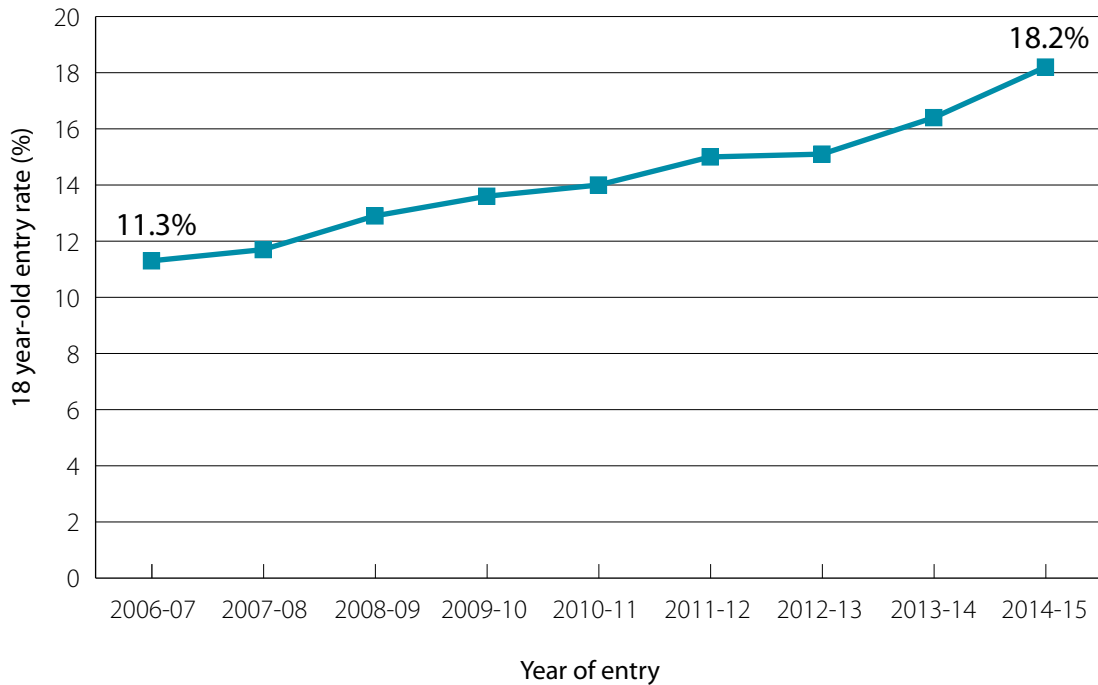
- no single measure of progress can reflect all of the factors influencing institutions' performance. There are some stable indicators against which we can measure performance, such as the WP performance indicators produced by the Higher Education Statistics Agency (HESA), but it is important to see these, and the targets universities and colleges have set themselves, in the context of the variable influencing factors
- the range and number of targets and milestones that each university or college sets for itself varies as a result of the variety of different institutions and strategies across the sector, so performance is not directly comparable between institutions
- many factors influence institutions' performance, such as changing demographics, trends within the higher education and school/college systems, the wider social and economic environment, and the particular circumstances and characteristics of individual institutions
- access agreement targets cover a five-year period and 2013-14 was only the second year of reporting progress under the new system, which may impact on long-term trends.

29. The progress seen for 2013-14 reflects sustained improvements in national-level data in recent years. For example, UCAS analysis has shown that the rate of young people (18 year-olds) entering higher education from the most disadvantaged areas has increased from 11 per cent in 2006-07 to 18 per cent in 2014-15⁶ (see Figure 5).

30. However, despite some positive trends in some areas in recent years, progress is less against other measures. UCAS data shows that that applications and acceptances in the UK for those aged 20 years or over

⁶ This rate exclusively refers to UK18 year-old entry rates. For more detailed information please see UCAS' *Undergraduate End of Cycle Report 2014*.

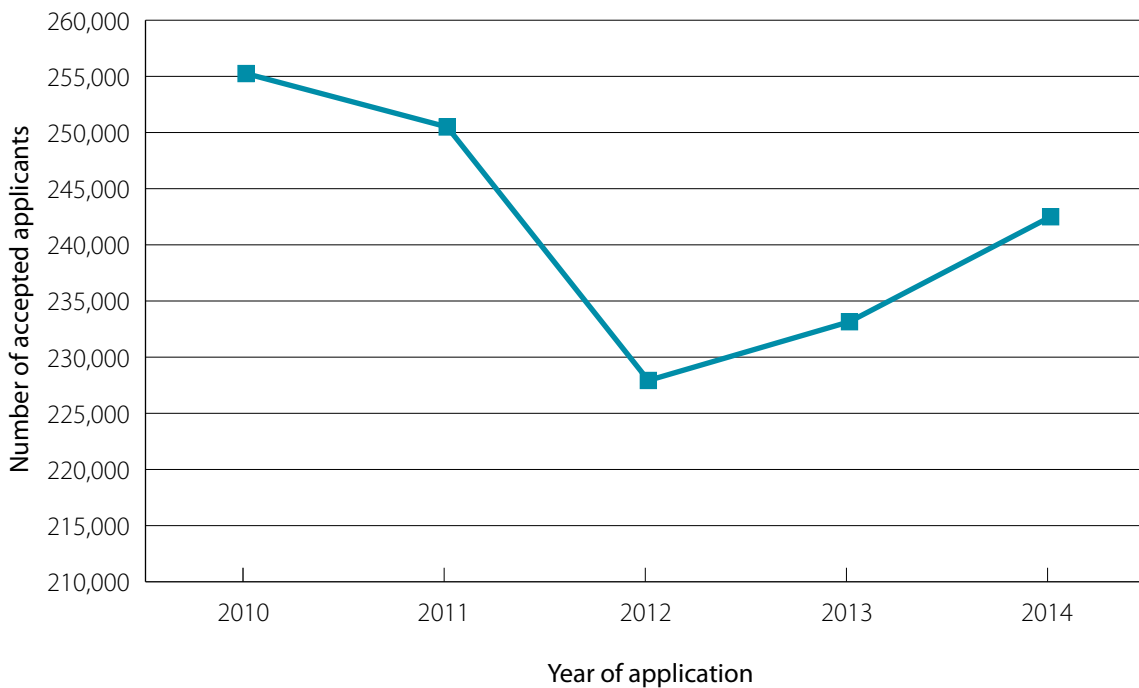
Figure 5 Trend in the young entry rate for the most disadvantaged areas (POLAR2 classification)



Source: UCAS, *Undergraduate End of Cycle Report 2014*

Notes: POLAR2 is a measure of disadvantage based on neighbourhood. For more information about POLAR please refer to the glossary.

Figure 6 Number of UK accepted applicants aged 20 years and over, 2010-2014



Source: UCAS, *Undergraduate End of Cycle Report 2014*

fell significantly between 2011-12 and 2012-13. While there was a 6 per cent increase in the number of full-time mature students being accepted into places at universities and colleges in 2014 (see Figure 6), there has been a steep decline (of 40 per cent) in part-time entrants since 2010. This has significantly impacted on mature students who typically constitute the vast majority (90 per cent) of the part-time population.

Evaluation of access agreement activities

Key findings and OFFA commentary

31. Of the 156 institutions with access agreements, 84 per cent (131 institutions) reported conducting or developing some level of evaluation of activities, but they were not always able to demonstrate a change in students' behaviour resulting from participation in activities.

32. By far the most frequently conducted form of evaluation was attitudinal evaluation: of those that had undertaken some level of evaluation, two-thirds of institutions reported conducting attitudinal evaluation through participant feedback sheets, questionnaires, interviews and surveys, compared to one-third of institutions who reported conducting behavioural evaluation.

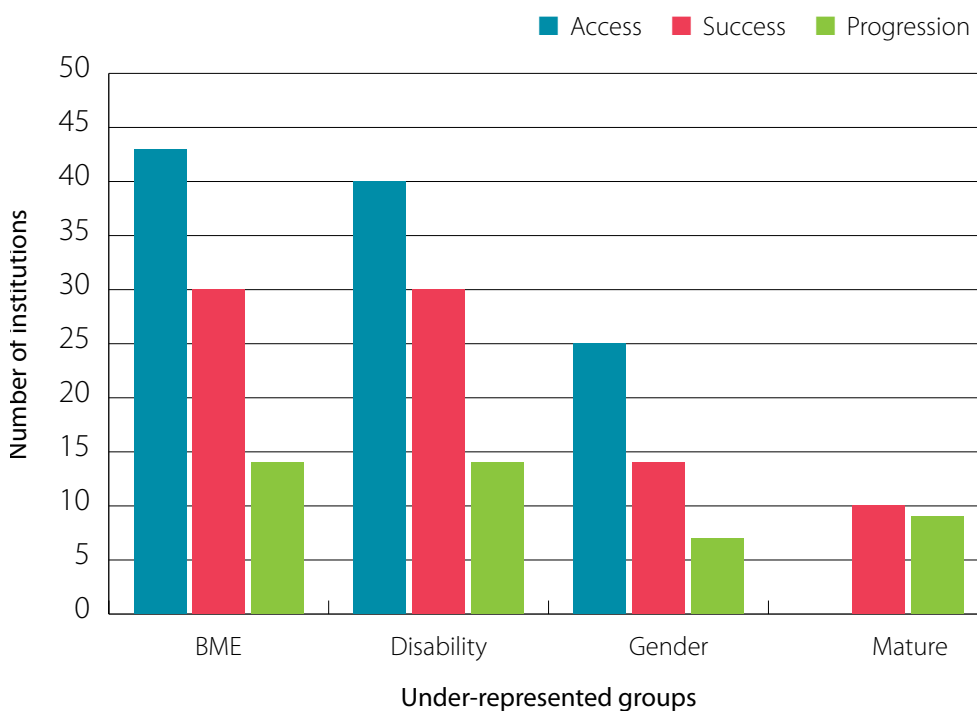
33. A small proportion of institutions gave a detailed account of the impact of their activities in relation to under-represented groups, which appeared to feed back into increasingly strategic widening participation activities.

34. Levels of evaluation differed greatly for various target groups of under-represented students (see Figure 7).

35. A small number of institutions used the Kirkpatrick Model⁷ to conduct their evaluation. We would like to see more institutions evaluating how their access agreement activities affect student behaviour in a robust way that enables them to demonstrate impact, and doing so at a deeper level.

36. Eighteen per cent of institutions reported that they were subscribed to the Higher Education Access Tracker (HEAT) to track students' progress and 10 per cent of institutions reported using internal institutional tracking systems to track the progress of students who participated in their outreach programmes. However, not all institutions who used either tracking system to monitor the progress of students went on to use this data to evaluate the effectiveness of their activities. As HEAT continues to expand, we hope to see more effective use of tracking data.

Figure 7 Number of institutions reporting evaluation for under-represented groups across the student lifecycle



⁷ For further details about the Kirkpatrick Model see the [Higher Education Academy's toolkit on evaluation of WP activities](#).

37. We would encourage more institutions to differentiate between their tracking, monitoring and evaluation of students' progress.

38. Sixteen per cent of institutions reported that they did not evaluate their activities. The majority of these institutions were further education colleges, who reported that their small size and availability of resource limited their ability to conduct robust evaluation.

39. Although we did not specifically ask for this, a few institutions reported involving their researchers and academics in their evaluation of widening participation activities. We would like to see more institutions drawing on their resources of academic expertise to support widening participation practitioners in improving evaluation of their activities.

40. Very few institutions reported that they shared the findings of their evaluation with other higher education providers and the wider sector to contribute to national evidence highlighting good practice. We would like to see more institutions disseminating the findings of their evaluation to inform others' practice.

Financial support evaluation

41. The majority of institutions that reported conducting evaluation into financial support were doing so via student surveys, mostly questioning first-year students who were in receipt of financial support. Some institutions stated using data, feedback and anecdotal evidence.

42. A few institutions complemented survey feedback with data analysis and, in some cases, focus groups or interviews, and we would like more institutions to consider emulating this approach.

Case study: Evaluation at the University of Essex

The University of Essex used multivariate logistic regression to analyse the relationship between its bursary scheme and retention and good degrees for full-time undergraduate home students enrolled during 2006-07 to 2012-13. The model controlled for age (young vs. mature), gender (female vs. male),

disability (none declared vs. declared), ethnicity (white vs. minority ethnic vs. not given), postcode (POLAR3 quintiles 3-5 vs. quintile 2 vs. quintile 1), stage number (1 vs. 2 vs. 3), course campus (Colchester vs. Loughton vs. Southend), and bursary scheme type.

The evaluation found that students in receipt of a bursary were more likely to continue on their course compared to those who do not, and that this pattern remained true across stages 1, 2 and 3. It was found that receiving a bursary had greatest effect among female students, older (mature) students, and students from the lowest participation neighbourhoods. The gender effect is less strong than the other two effects.

Putting these findings in context

43. A key challenge for institutions and OFFA is to find better ways to understand and measure the extent to which progress is being made on widening access, student success and progression, and the impact of institutions' work. This will support us in ensuring that investment is focused on the activities with most impact, and will enable us to demonstrate, at a national level, the value of this investment to society and the economy as a whole. Ministers have also called for "clear evidence-based assessment in respect of what works in widening access"⁸.

Consequently, in this monitoring process we asked all institutions with an approved access agreement for 2013-14: "Thinking about your best examples of the evaluation of your activities and programmes carried out over the past year, what were the key findings from the evaluation you undertook, across the student lifecycle?"

44. There was considerable variety in the ways that different institutions answered this question. We will look to work with institutions to refine this question in future monitoring processes to encourage more consistency in the replies.

⁸ The letter of guidance (February 2011) can be read in full at www.offa.org.uk/about/background.

45. What is evident is that a large proportion of institutions are trying to evaluate the impact of their WP activity, but that in a number of cases greater consideration needs to be given to the robustness and validity of their methods.

46. The diversity of approaches taken across the sector has led to complexity in evaluation, and we believe it is most effective to collectively design models that empower institutions to create and deliver activity that best fits their local circumstances. We are working collaboratively with institutions to build the evidence base and create new ways of working the sector, for example a project to improve understanding and evaluation of the impact of financial support on student success.

Evaluation of equality and diversity in access agreements

Overall

47. In the 2013-14 monitoring return we asked institutions to report on their evaluation of the impact of their activities according to the protected characteristics of the Equality Act 2010, across the student lifecycle.

48. Out of the 156 universities that had an approved access agreement for 2013-14, 129 institutions (83 per cent) reported evaluating at least some of their activities by protected characteristics.

49. There was a clear focus on race, disability and sex over other protected characteristics. Age (mature students), sexual orientation, religion/beliefs, pregnancy and maternity were also referenced, but less often.

Race

50. Monitoring returns included a wide use of language referring to the "race" protected characteristic including "race", "ethnicity", "non-White" and "BME". "BME" was most often referenced, with the White, Asian and Black/African/Caribbean/Black British ethnic groups also frequently mentioned in relation to evidence-led practice.

Case study: BME outreach at Liverpool John Moores University

Liverpool John Moores University (LJMU) has a target to recruit 10 per cent of "home" students from BME backgrounds. An Equality and Diversity Group made up of academic lecturers from four different faculties, as well as a range of representatives from student support services (including the Chair of the University Cultural Diversity Network and President of the students' union) engaged with the BME community through its strong relationships with local schools, colleges and community links, to explore ideas of how to best achieve this. LJMU also ensures that 10 per cent of its student advocates, who support outreach activities in schools, are themselves from BME backgrounds.

In 2013-14 LJMU, in collaboration with City of Liverpool College, hosted two information fairs in the areas of Liverpool with high BME demographics specifically targeting people from BME backgrounds to raise awareness of progression to higher education in the city. These events received positive feedback in terms of bringing the university to the community. LJMU also ran a 12-week project to inspire Year 12 students from local BME communities to think about studying fashion at LJMU, and sponsored the Merseyside Black History Month Education Awards in October 2013.

In collaboration with the Anthony Walker Foundation, LJMU offers a £3,000 bursary that is only open to BME undergraduate students studying law or criminal justice.

The university has made steady progress with its BME activities, exceeding its target and achieving 11 per cent recruitment of "home" students from BME backgrounds in 2013-14.

Disability

51. Disability was discussed in 89 institutions' monitoring returns (57 per cent). The most common disability mentioned was dyslexia (14 institutions, 9 per cent), followed by autism, mobility, hearing impairment and visual impairment. For instance one university reported paying for the entire cost of students' diagnostic assessments for specific learning difficulties. This resulted in increased eligibility and receipt of Disabled Students' Allowance.

Case study: Access, success and progression for disabled students at Coventry University

Coventry University's Move On Up and DisCuss outreach activities specifically target disabled students. The university also seeks to use its monitoring activity to identify areas requiring additional support. For example, after finding lower progression rates among disabled students and that non-completion rates were higher among some disability groups than others, the Disabilities Team has put several new interventions in place in recent years, including Friendly Faces (a blend of social and subject-specific weekly sessions for disabled students) and drop-in study skills sessions.

This demonstrates how effective evaluation can be used to respond to performance gaps.

Sex

52. Most gender targets focused on male access and achievement (see paragraph 24b), but institutions mostly reported evaluating activity targeted at females. Female focused targets were mentioned by 64 institutions (41 per cent), particularly in terms of getting more women into science, technology, engineering and maths subjects and supporting them through the courses (20 institutions, 13 per cent). There were 13 institutions (8 per cent) that mentioned men, a few of which were in terms of encouraging men into teaching, the rest in terms of addressing gender attainment gaps.

Age

53. Evaluation relating to age was mentioned by 39 institutions (25 per cent), the majority of this referring to mature learners. This included some institutions that reported consulting with mature learners to develop mentoring programmes, in response to falling mature student numbers.

Case study: support for mature students at the University of Nottingham

In 2013-14 the University of Nottingham extended its induction support for mature students to provide drop-in events, and developed a new mentoring scheme for mature students. Both measures aim to help address lower continuation rates for mature students, which the university identified through its monitoring using HESA and internal data. The impact of these interventions will be monitored by the university.

Putting these findings in context

54. We are keen to understand how institutions are developing equality and diversity activity to address issues impacting on students with specific protected characteristics as set out in the Equality Act 2010. This is because many of the protected characteristics covered by the Act interlink with groups under-represented in higher education, such as disability, race, age (mature students) and gender.

55. In our 2013-14 access agreement guidance, we asked institutions to demonstrate that they had executed their responsibilities under the public sector equality duty of the Equality Act 2010.

56. The inclusion of an equality and diversity section in the 2013-14 monitoring return provided an opportunity for institutions to set out the key findings of their evaluation by protected characteristics across the lifecycle. This will help to give OFFA a greater understanding of the context in which institutions work, share evidence-led practice and help institutions to address challenges. It was not intended to produce an exhaustive account of all activity, so the information above does not necessarily indicate the full scale of institutions' work on equality and diversity.

Levels of investment

Investment in WP through access agreements

Key points and OFFA commentary

57. In 2013-14 total investment in widening participation through access agreements, including both activity and financial support, was £628 million⁹ (up from £564 million in 2012-13). This represents 28.3 per cent of institutions' higher fee income (up from 27.7 per cent in 2012-13).

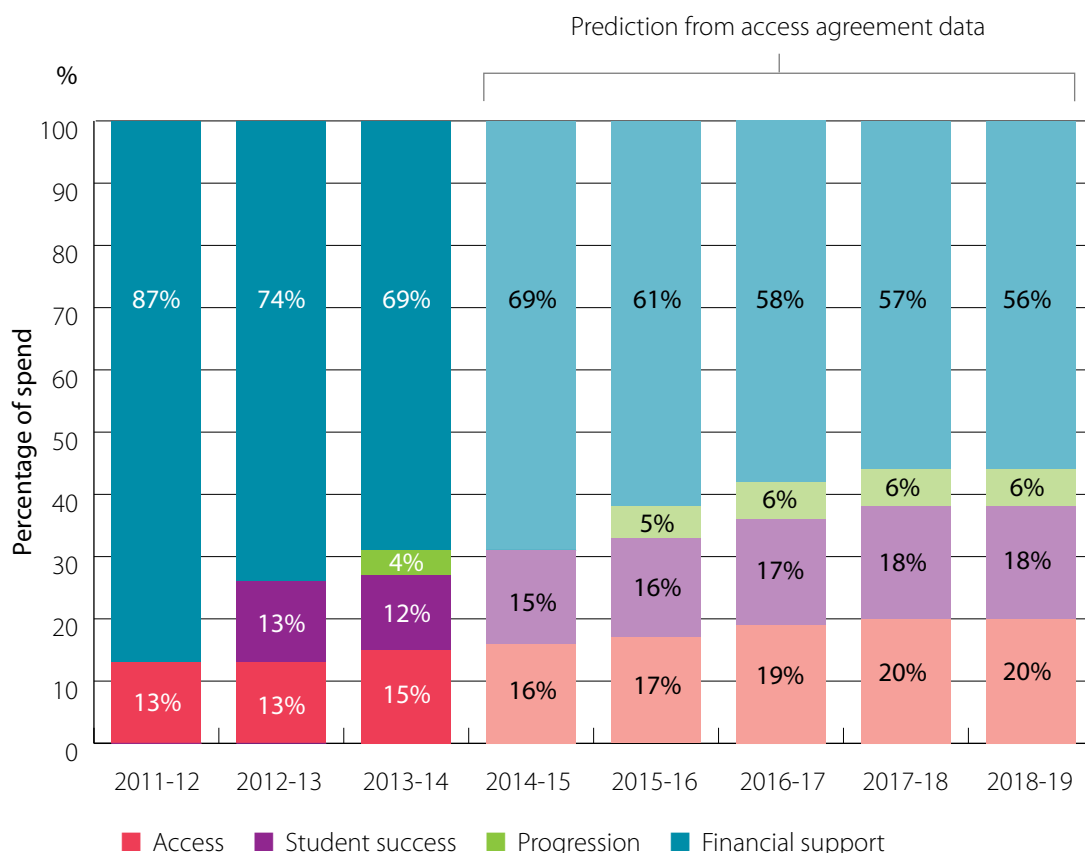
58. Balance of spend was increasingly refocused towards activity between 2011-12 and 2013-14 and away from financial support. Financial support accounted for 69 per cent of total spend in 2013-14 (down from 74 per cent in 2012-13 and 87 per cent in 2011-12). Meanwhile access expenditure remained relatively stable at 15 per cent (compared with 13 per cent in 2012-13).

59. We were pleased to see this continued refocusing of access agreement investment away from financial support and towards outreach and student success activity, as this was in line with our guidance, which emphasised the contribution of these activities to improving the diversity of the student population, and supporting students from WP backgrounds during their courses and on to successful outcomes.

60. Predictions from 2015-16 access agreements indicate that this refocusing is set to continue in future years, as shown in Figure 8.

61. The 2013-14 monitoring process was the first in which we requested details of success and progression activity as a separate category.

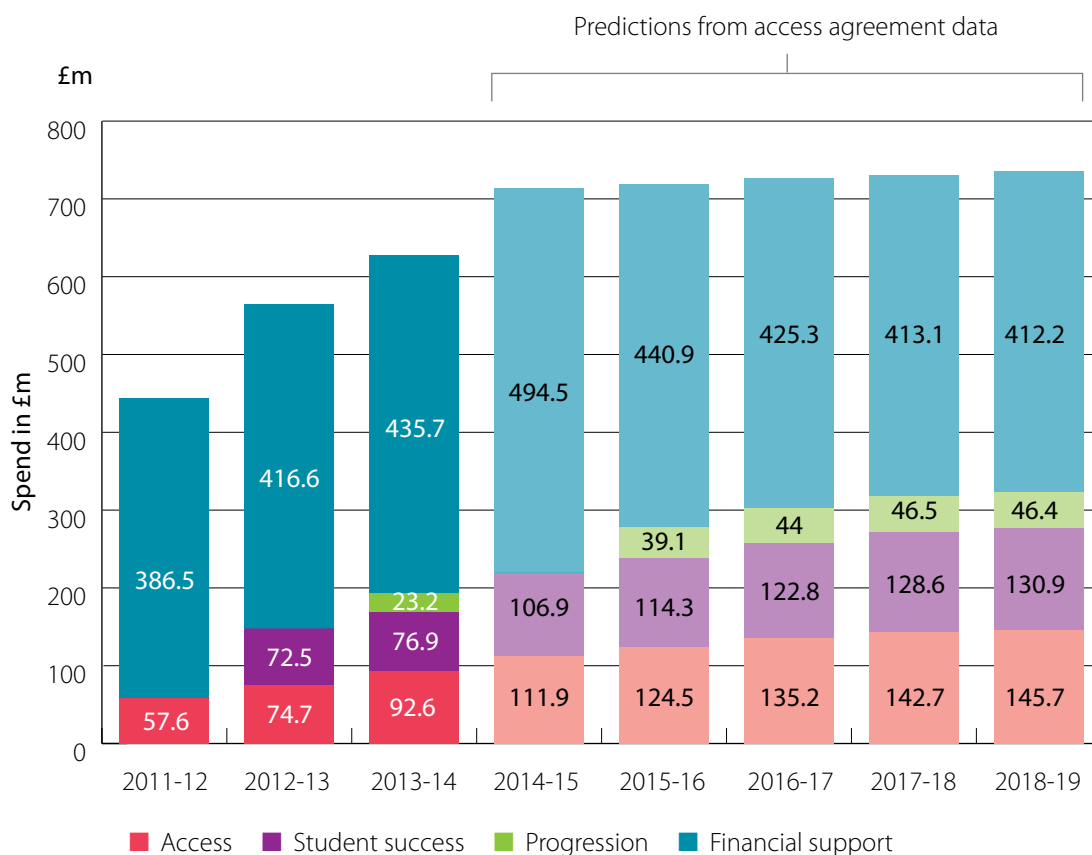
Figure 8 Distribution of access agreement expenditure from 2011-12 to 2018-19



Note: Figures may not sum to 100 per cent due to rounding.

⁹ All figures in the “Investment in WP through access agreements” section exclude the Government’s contribution to the NSP except where specified. Expenditure on financial support, access, student success and progression in access agreements is not the total amount spent by institutions in these areas. It is the additional amount that institutions have committed following the introduction of variable fees in 2006-07.

Figure 9 Institutional access agreement expenditure (£m) from 2011-12 to 2018-19



Note: These figures represent access agreement expenditure. Source: OFFA publication 2012/07, *2013-14 access agreements institutional expenditure and fee levels* and OFFA publication 2014/03, *2014-15 access agreements: revised data tables*. These figures do not include the Government’s contribution to the NSP.

Student success accounted for 12 per cent of total spend in 2013-14, and progression accounted for 4 per cent (compared to a combined spend of 13 per cent in 2012-13).

62. Expenditure through access agreements is predicted to continue to increase in future years and data from institutions’ 2015-16 access agreements suggests that institutions will invest over £713.3 million (excluding the Government’s contribution to the NSP) in measures to support WP, access and student success through their access agreements in 2014-15. This is shown in more detail in Figure 9.

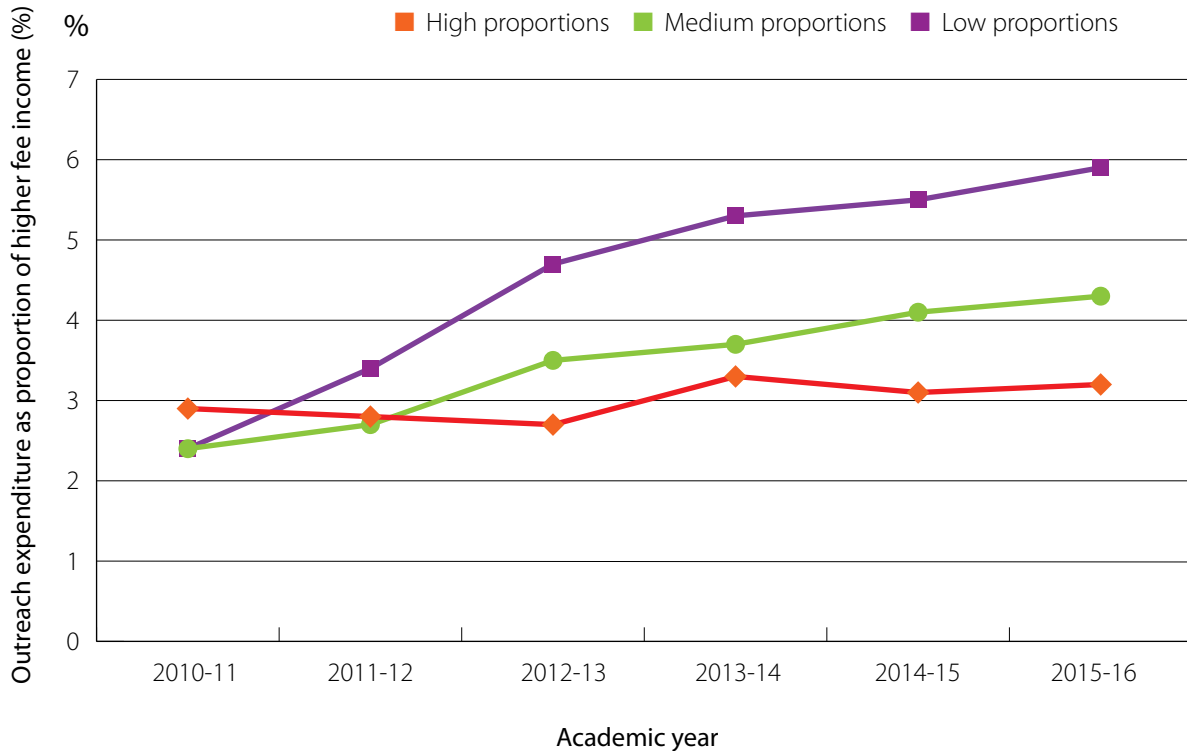
63. We have different expectations of institutions with high, average and low proportions of under-represented groups, giving guidance that institutions with the furthest to go on access should invest more

of their higher fee income on access measures. We were pleased that our monitoring showed higher education institutions (HEIs) had followed this guidance, as shown in Figure 10.

Putting these findings in context

64. The increases in expenditure on widening participation activity in 2013-14 are in line with our guidance to universities and colleges to rebalance their access agreements to focus more on activity, including long-term outreach, rather than financial support. This guidance reflects the growing body of evidence around which approaches have the most impact on improving access to higher education, and the focus in the national strategy for access and student success on the importance of taking a whole student lifecycle approach to WP.

Figure 10 Access agreement expenditure on outreach by proportions of students from under-represented groups (HEIs only).



Note: Figures for 2013-14 and 2014-15 are predictions from the most recent access agreements, see OFFA publication 2014/03, [2014-15 access agreements: revised data tables](#).

Total expenditure on financial support for students

Key findings

65. Overall, in 2013-14 the total investment in financial support for students from lower income backgrounds and other under-represented groups in access agreement institutions, including the Government’s contribution to the NSP, was £532.7 million. This was an increase of £70 million compared to 2012-13. In part this reflects the increase in the Government’s contribution to the NSP from £50 million in 2012-13 to £100 million in 2013-14.

66. The £532.7 million total comprised:

- £369.8 million on bursaries, scholarships and in-kind support
- £162.8 million on fee waivers (up from £93.2 million in 2012-13).

67. There is an overall trend of increasing financial support between 2010-11 and 2014-15, as shown in Figure 11. Again, in part, this reflects the Government’s rising contribution to the NSP.

Putting these findings in context

68. Expenditure on bursaries and scholarships remained fairly similar in 2013-14 to 2012-13, when it was £369.4 million. However there was a much stronger emphasis on fee waivers than in previous years, with a 75 per cent increase compared to 2012-13.

69. Institutions decide the composition of their own student finance packages, but factors that may have influenced this change include:

- the Government specified a minimum level for 2013-14 NSP awards of £3,000 (for full-time students, pro rata for part-time) but no more than £1,000 (also pro rata) of that was allowed to be given as a cash bursary

Figure 11 Total expenditure on financial support for lower income students and other under-represented groups (including NSP) through access agreements

Financial support expenditure	2011-12	2012-13	2013-14	2014-15 (predicted)	2015-16 (predicted)
Expenditure (£ million)	386.5	462.5	532.7	542.8	440.9

Notes: These figures represent access agreement expenditure.

2012-13 figure represents access agreement expenditure and the Government's contribution to the NSP of £50 million.

2013-14 figure represents access agreement expenditure and the Government's contribution to the NSP of £100 million.

Source for 2014-15 and 2015-16 figures: OFFA publication 2014/03, *2014-15 access agreements: revised data tables*. Figures for 2014-15 include the Government's contribution to the NSP of £50 million.

- some institutions included fee waivers in 2013-14 to reduce their average fees below £7,500 and thus make them eligible for student places under the Government's 'core and margin' policy¹⁰.

Numbers of students receiving institutional financial support through access agreements

Key findings and OFFA commentary

70. Around 358,000 students from lower income and under-represented groups studying at HEIs and further education colleges (FECs) with access agreements received a financial award in 2013-14, down from 401,500 in 2012-13. That represents 34 per cent of the total 1.04 million fee-regulated students reported by HEIs and FECs in 2013-14.

71. Of these 358,000:

- 287,000 (28 per cent) were in receipt of full state support (i.e. from the lowest income backgrounds)
 - 71,000 (7 per cent) were in receipt of partial state support or from one of the other under-represented groups covered by our remit.
72. Although there were fewer awards in 2013-14 than in 2012-13, they were of higher average value. In 2013-14:
- students in receipt of full state support received financial support of £1,638 on average (2012-13: £1,268)

- those in receipt of partial state support and those from other under-represented groups received financial support of £876 on average (2012-13: £731).

73. In value terms, 88.3 per cent of the £532.7 million that institutions spent on financial support in access agreements went to students who were in receipt of full state support, up from 86.4 per cent in 2012-13. We are pleased that financial support is increasingly being targeted at those most in need.

Putting these findings in context

74. The reduction in the number of award recipients reflects:

- the phasing out of mandatory awards for students in receipt of full state support (the 'minimum bursary') which existed under the pre-2012 system of fees and financial support.
- the introduction of the NSP from 2012-13, which saw many institutions introducing one-off awards for new entrants, rather than annual awards.

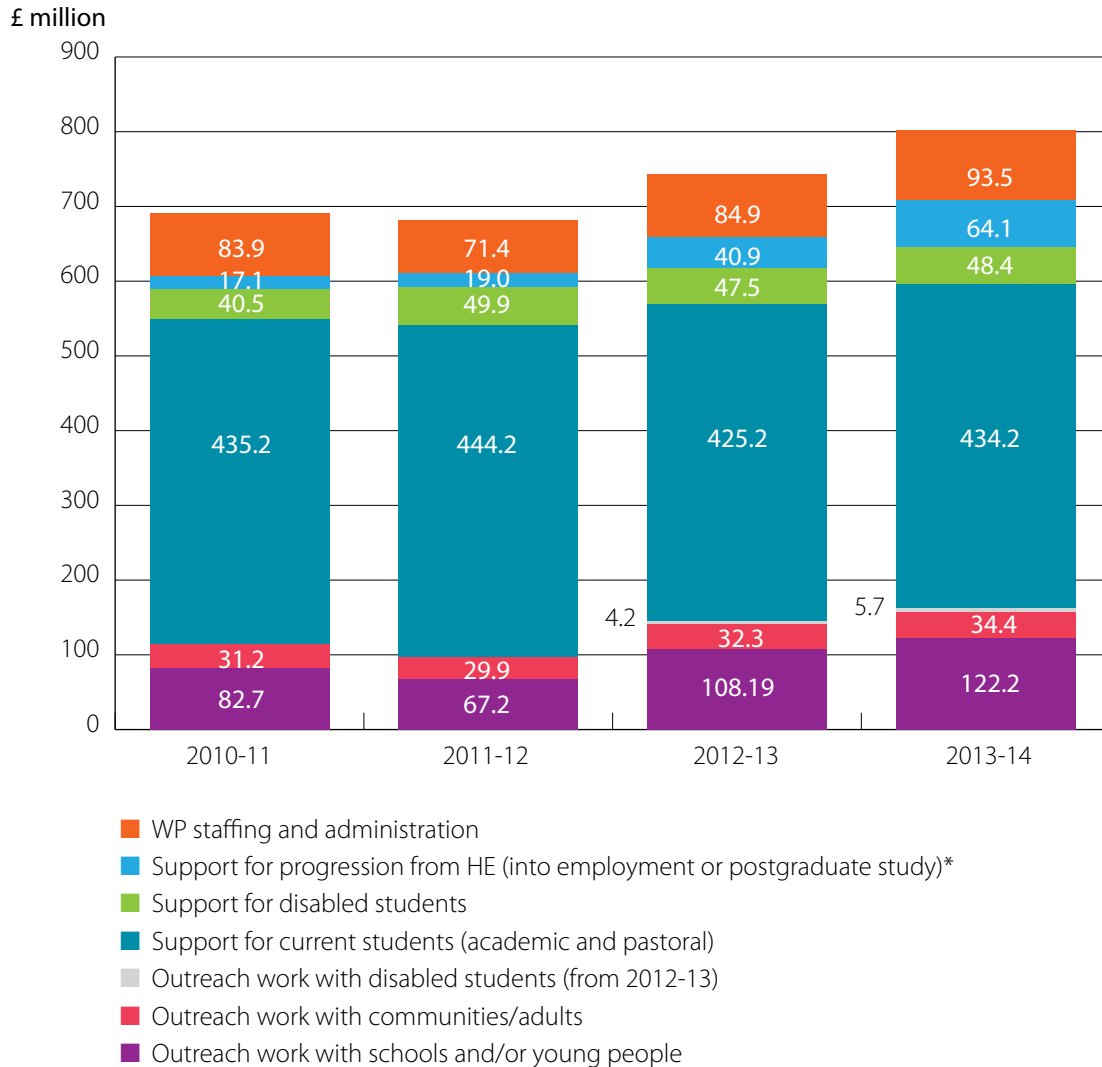
Overall investment in WP activity

Key findings and OFFA commentary

75. Overall, in 2013-14 the total investment in widening participation activity (i.e. activities to improve access, student success and progression, as opposed to financial support) by all higher education

¹⁰ For further information on 'core and margin' see www.hefce.ac.uk/news/newsarchive/2011/news67170.html

Figure 12 Expenditure on widening participation activity by all institutions (with and without access agreements), 2010-11 to 2013-14



*2013-14 figures include expenditure on support for progression of disabled students of £4.9 million

providers (i.e. with and without access agreements) was £802.6 million. This was a substantial increase from £743 million in 2012-13 and £682 million in 2011-12.

76. This expenditure was funded from a number of sources including HEFCE’s Student Opportunity allocation (which supported around 41 per cent of the total sector investment in WP activity), OFFA-approved access agreements (24 per cent of the total) and other sources such as charitable funds or funds from other external organisations.

77. As shown in Figure 12, the £802.6 million total included increased investment in all categories of widening participation activity.

78. The majority of this investment was on student success activities (64 per cent, £514 million), with much smaller proportions invested in access activities (26 per cent, £208 million) and progression activities (10 per cent, £81 million).

79. Funding committed to outreach work with young people and adults was up by £14 million from the previous year and was 50 per cent more than in 2011-12.

80. Investment in outreach work with disabled students remained relatively stable at £5.7 million (compared with £4.2 million for 2012-13). Similarly, expenditure on support for disabled students remained relatively consistent at £48.4 million (compared with £47.5 million in the preceding year). This year, for the first time we collected information on expenditure on progression for disabled students, which totalled 4.9 million. The combined investment on disabled students was £59 million (up from £51.7 million in 2012-13 and £49.9 million in 2011-12).

81. The disaggregation of WP staffing on administration does make it apparent, however, that the bulk of this expenditure goes on supporting outreach/access activities (£45 million, 48 per cent of the overall investment). WP staffing and administration (success) is second (£32 million, 35 per cent of total), with the remaining 17 per cent on progression (£16 million). The percentage of expenditure on widening participation activities across access, success and progression is reflected in the distribution of evidence-led activities in Figure 12.

82. Institutions reported that they invested £35.6 million in 2013-14 in collaborative WP activity – that is to say, activity that includes multiple stakeholders rather than simply between a single higher education provider and a school, college or other stakeholder receiving outreach. This was up from £18.5m in 2012-13.

Annex A: Glossary

Access agreement: A document written by an institution as a condition of charging above the basic fee. An access agreement sets out: how the institution intends to protect and promote fair access to higher education for people from lower income backgrounds and other groups that are currently under-represented at the institution; the tuition fees it intends to charge; the milestones and objectives the institution chooses to use to monitor its progress in improving access; and working estimates of the higher fee income it expects to receive and to spend on access measures. Access agreements must be approved and monitored by OFFA.

Basic fee: The maximum level of tuition fee that an institution can charge without needing an access agreement. In 2013-14 this was £6,000 for a full-time undergraduate course and £4,500 for part-time and “specified” courses, including sandwich courses and courses provided in conjunction with an overseas institution.

BME: Black and minority ethnic.

FEC: Further education college (see “institutions”).

Higher Education Access Tracker (HEAT): A monitoring and evaluation service for institutions which tracks engagement in outreach activities and what these students then go on to achieve.

Higher Education Funding Council for England (HEFCE): The body that distributes public money for higher education to universities and colleges in England. For more information see www.hefce.ac.uk.

HEI: Higher education institution (see “institutions”).

HESA: Higher Education Statistics Agency.

Higher fee income: Fee income received by institutions above the basic fee cap.

Institutions: The wide variety of institutions, mostly universities and colleges, that deliver higher education courses and qualifications. For the purposes of our monitoring, we divide them into higher education institutions (HEIs) and further education colleges (FECs).

Minimum bursary: Before 2012-13, English universities and colleges that charged higher tuition fees were required to give a minimum level of bursary to England-domiciled students who were

eligible for full state support. Since the 2012-13 academic year there has no longer been a requirement to provide a minimum bursary to new entrants.

National Scholarship Programme (NSP): A financial award scheme which ran in academic years 2012-13 to 2014-15. It was designed to benefit students from disadvantaged backgrounds as they began their studies and was administered by HEFCE on behalf of the Government. In 2013-14, each award was a minimum £3,000 pro rata in the first year of study. Participating higher education providers received a Government allocation which was matched 1:1 by institutions charging higher level fees, and at 50 per cent by institutions charging basic fees (“minimum matched funding”). Additional funding could be allocated by any institution on top of the minimum match.

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.

OFFA: The Office for Fair Access, which is the independent regulator of fair access to higher education in England. Our role is to promote and safeguard fair access to higher education for people from lower income and other under-represented backgrounds. For more information see www.offa.org.uk.

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 2013-14, old system students could be charged higher fees of up to £3,465.

Outreach: 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.

POLAR: The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of the young population that participates in higher education. For more information see www.hefce.ac.uk/analysis/yp/POLAR/.

Progression: To ensure that widening participation encompasses the whole student lifecycle, we are interested in understanding how institutions support undergraduate students from disadvantaged backgrounds to progress beyond their course to employment or postgraduate study. Progression activity encompasses a wide variety of measures including (but not limited to) support for internships, help with interview skills and embedding employability into the curriculum.

Protected characteristics: The grounds upon which discrimination is unlawful under the Equality Act 2010, specifically:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief (including lack of belief)
- sex
- sexual orientation.

State support thresholds: The income threshold for full state support varies according to year of entry as follows:

- for entrants in 2006-07 and 2007-08, those with a residual household income in 2013-14 was up to £18,360
- for entrants from 2008-09 onwards, those with a residual household income was up to £25,000.

The threshold for students in receipt of partial state support also varies according to year of entry. For the purposes of monitoring, we asked institutions to report on new system students with residual household income of up to £42,611 (the upper

threshold for a partial grant), and old system students with residual household income of up to £50,695.

Student Opportunity allocation: Public funding delivered through HEFCE to universities and colleges. In 2013-14, the Student Opportunity allocation totalled £332 million, comprising elements to recognise the extra costs associated with recruiting and supporting students from disadvantaged backgrounds currently under-represented in higher education (£89 million), widening access and improving provision for disabled students (£15 million) and improving the retention of students most at risk of not completing (£228 million).

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, including (but not limited to) induction programmes, study skills support, curriculum development and mentoring of students by people working in the professions.

Under-represented groups: This refers to groups that are currently under-represented in higher education compared to their representation in wider society. This group includes (but is not limited to):

- people from lower socio-economic groups or from neighbourhoods where higher education participation is low
- people from low income backgrounds (this includes household income up to £50,695 for old system students and £42,611 for new system students – the upper threshold for a partial grant)
- disabled people
- people who have been in care.

Widening participation (WP): Policies and activities designed to ensure that all those with the potential to benefit from higher education have the opportunity to do so, whatever their background and whenever they need it.

Annex B: Data tables

Table 1 - Total sector widening participation activity for 2013-14

Table 1 shows access, student success and progression expenditure for all institutions we monitored with an access agreement or student opportunity allocation in 2013-14.

Table 1) - Access, student success and progression expenditure in 2013-14, by type of spend (£m)		HEIs (£m)	FECs (£m)	All institutions (£m)
Access	1. Outreach work with schools and/or young people	116.9	5.3	122.2
	2. Outreach work with communities/adults	30.9	3.6	34.4
	3. Outreach work with disabled students	5.0	0.7	5.7
	4. WP staffing and administration	42.2	3.1	45.3
	Total access expenditure	195.0	12.7	207.6
Student success	1. Support for current students (academic and pastoral)	417.5	16.7	434.2
	2. Support for disabled students	45.7	2.8	48.4
	3. WP staffing and administration	28.0	3.7	31.7
	Total student success expenditure	491.2	23.2	514.4
Progression	1. Support for progression from HE (into employment or postgraduate study)	56.3	2.9	59.2
	2. Support for progression of disabled students	4.3	0.6	4.9
	3. WP staffing and administration	14.6	1.9	16.4
	Total progression expenditure	75.1	5.4	80.6
All activity spend	Total expenditure	761.3	41.3	802.6
	of which is collaborative expenditure	33.5	2.1	35.6

Table 2 - Fee income and expenditure through access agreements in 2013-14

Table 2 shows:

- the number of institutions with access agreements for 2013-14 entry
- total fee income above the basic fee for all institutions with access agreements in 2013-14
- access agreement expenditure (excluding Government NSP allocation in 2012-13 and 2013-14), by type of spend, and by type of institution
- access agreement expenditure (excluding Government NSP allocation in 2012-13 and 2013-14) for HEIs, by type of spend, institution type, and proportion of under-represented groups, as a proportion of fee income above the basic fee (%)
- financial support (including Government NSP allocation in 2012-13 and 2013-14), by type of spend, institution type, amount (£m), and student numbers.

Please note that in Table 2:

- expenditure does not include initiatives that were in place before the introduction of variable fees in 2006-07
- the pre 2012-13 figures include only full-time higher fee income
- figures only relate to income and expenditure under access agreements
- data is correct as of April 2015 as reported to OFFA.

* We have split HEIs into three groups, by the proportion of under-represented students that they recruit. High access equates to a high proportion of under-represented groups, whereas low access equates to a low proportion.

** Contains students on partial state support or where household income is unknown and institutions can't make estimates

2a) - Number of institutions with access agreements in 2013-14

Table 2a	Number of HEFCE-funded institutions with undergraduate provision	Number charging above the basic fee	% charging above the basic fee
Higher education institutions	123	123	100
Further education colleges	198	32	16
All institutions	321	155	48

2b) - Higher fee income (£m)

Table 2b	2010-11	2011-12	2012-13	2013-14
	£m	£m	£m	£m
Higher education institutions	1,709.7	1,852.3	1,994.9	2,195.8
Further education colleges	28.9	42.0	31.6	21.6
All institutions	1,738.6	1,894.3	2,026.4	2,217.5

2c) - Access agreement expenditure (excluding Government NSP allocation in 2012-13 and 2013-14), by type of spend, and institution type, as a cash amount (£m), and as a proportion of fee income above the basic fee (%)

Table 2c		2010-11		2011-12		2012-13		2013-14	
		£m	%	£m	%	£m	%	£m	%
Financial support (ex. Government NSP)	Higher education institutions (HEIs)	370.1	21.6	376.7	20.3	406.9	20.3	429.8	19.6
	Further education colleges (FECs)	8.0	27.7	9.8	23.3	9.7	30.5	5.9	27.2
	All institutions	378.1	21.7	386.5	20.4	416.6	20.5	435.7	19.6
Access	Higher education institutions (HEIs)	43.3	2.5	54.6	2.9	73.5	3.7	91.2	4.2
	Further education colleges (FECs)	2.4	8.3	2.9	7.0	1.2	3.7	1.4	6.5
	All institutions	45.7	2.6	57.6	3.0	74.7	3.7	92.6	4.2
Student success (includes progression in 2012-13)	Higher education institutions (HEIs)					70.7	3.5	75.5	3.4
	Further education colleges (FECs)					1.8	5.7	1.4	6.6
	All institutions					72.5	3.6	76.9	3.5
Progression	Higher education institutions (HEIs)							22.6	1.0
	Further education colleges (FECs)							0.6	2.8
	All institutions							23.2	1.0
All access agreement spend	Higher education institutions (HEIs)	413.7	24.2	431.4	23.3	551.1	27.5	619.0	28.2
	Further education colleges (FECs)	10.5	36.3	12.7	30.3	12.7	39.9	9.3	43.1
	All institutions	424.2	24.4	444.1	23.4	563.8	27.7	628.4	28.3

2d) - Access agreement expenditure (excluding Government NSP allocation in 2012-13 and 2013-14) for HEIs, by type of spend, institution type, and proportion of under-represented groups, as a proportion of fee income above the basic fee (%)

Table 2d			2010-11	2011-12	2012-13	2013-14
			%	%	%	%
Higher education institutions (HEIs)	Financial support (ex. Gov NSP in 2012 13 & 2013-14)	high access*	21.7	19.3	18.5	16.1
		medium access	20.3	19.1	18.8	17.4
		low access	23.0	22.7	23.4	24.1
	Outreach	high access	2.9	2.8	2.7	3.3
		medium access	2.4	2.7	3.5	3.7
		low access	2.4	3.4	4.7	5.3
	Student success (includes progression in 2012-13)	high access			4.7	5.0
		medium access			3.9	4.0
		low access			2.1	1.6
	Progression	high access				1.7
		medium access				0.9
		low access				0.6
	All access agreement spend	high access	24.6	22.1	25.9	26.0
		medium access	22.7	21.8	26.2	26.1
		low access	25.3	26.1	30.2	31.5

2e) - Financial support (including Government NSP allocation), by type of spend, institution type, amount (£m), and student numbers

Table 2e		2013-14					
		Students in receipt of full state support		Students from other under-represented groups**		All students	
		£m	students	£m	students	£m	students
Bursaries & scholarships	Higher education institutions (HEIs)	312.5		51.4		364.0	
	Further education colleges (FECs)	5.0		0.9		5.9	
	All institutions	317.5		52.3		369.8	
Fee waivers	Higher education institutions (HEIs)	150.6		9.9		160.5	
	Further education colleges (FECs)	2.3		0.0		2.3	
	All institutions	152.9		10.0		162.8	
All financial support (inc. Government NSP)	Higher education institutions (HEIs)	463.1	281,227	61.4	69,775	524.5	351,001
	Further education colleges (FECs)	7.3	6,030	0.9	1,319	8.2	7,349
	All institutions	470.4	287,257	62.3	71,094	532.7	358,350

Table 3 - Fee income and expenditure through access agreements in 2013-14, by institution (HEIs only)

Data is correct as of April 2015 as reported to OFFA.

Institution	Region	Access agreement expenditure (% higher fee income), by academic year				Higher fee income (£000)	Overall expenditure (£000)	Access (£000)	Student success (£000)	Progression (£000)	Institutional financial support (£000)	Including Government NSP			
		2010-11	2011-12	2012-13	2013-14							Government NSP expenditure (£000)	Bursaries and scholarships (inc. Gov NSP) (£000)	Fee waivers (inc. Gov NSP) (£000)	Total financial support (inc. Gov NSP) (£000)
		2013-14	2013-14	2013-14	2013-14							2013-14	2013-14	2013-14	2013-14
Anglia Ruskin University	ES	20.2	26.2	41.7	39.3	19,040.4	7,491.4	857.8	1,295.4	218.0	5,120.2	1,164.0	1,376.8	4,907.4	6,284.2
Aston University	WM	22.0	20.8	24.5	28.4	15,133.9	4,296.3	344.4	343.0	601.9	3,007.0	615.0	2,474.5	1,147.5	3,622.0
The University of Bath	SW	16.5	16.4	23.7	25.5	20,046.1	5,115.2	1,197.0	453.8	14.5	3,449.9	720.0	2,426.4	1,743.5	4,169.9
Bath Spa University	SW	24.5	20.1	18.9	16.1	13,308.9	2,144.7	405.3	176.0	244.1	1,319.4	534.0	1,655.4	198.0	1,853.4
University of Bedfordshire	ES	33.1	30.6	37.5	28.8	25,597.4	7,366.9	842.9	2,229.1	446.0	3,848.9	864.0	4,712.9	0.0	4,712.9
Birkbeck College	GL	8.4	19.2	74.5	49.5	6,944.8	3,437.4	341.0	371.0	44.8	2,680.6	393.0	1,331.9	1,741.7	3,073.6
The University of Birmingham	WM	26.5	27.8	35.6	32.4	40,185.0	13,035.1	1,885.9	2,116.6	438.7	8,594.0	1,404.0	7,485.3	2,512.7	9,998.0
Birmingham City University	WM	16.7	13.3	14.7	18.3	23,054.8	4,221.9	299.1	1,157.7	278.1	2,487.0	1,119.0	1,368.7	2,237.3	3,606.0
University College Birmingham	WM	71.3	43.4	30.8	49.4	5,573.8	2,753.0	993.4	531.6	0.0	1,228.0	339.0	282.3	1,284.8	1,567.0
Bishop Grosseteste University	EM	28.9	21.7	15.1	14.2	3,344.2	474.7	47.3	0.0	0.0	427.4	141.4	568.8	0.0	568.8
The University of Bolton	NW	24.9	26.7	32.9	31.8	5,810.1	1,849.9	88.5	672.6	76.7	1,012.2	381.0	964.4	428.8	1,393.2
The Arts University Bournemouth	SW	17.3	19.3	16.3	14.7	6,235.2	916.4	430.0	119.2	25.0	342.2	271.1	419.7	193.6	613.3
Bournemouth University	SW	12.2	17.3	42.4	37.3	20,161.3	7,517.0	902.9	4,360.0	319.5	1,934.7	1,363.3	2,747.0	550.9	3,297.9
The University of Bradford	YH	26.9	25.4	27.0	23.5	17,025.6	3,998.4	482.4	525.9	346.6	2,643.4	642.0	2,166.4	1,119.0	3,285.4
University of Brighton	SE	27.3	24.5	22.0	24.3	28,216.6	6,860.5	1,275.1	1,694.8	347.5	3,543.2	1,179.0	3,727.0	995.2	4,722.2
University of Bristol	SW	19.8	20.2	26.0	30.7	32,393.8	9,936.4	2,347.0	384.9	226.1	6,978.4	1,104.0	3,866.0	4,216.5	8,082.4
Brunel University London	GL	24.4	24.1	21.6	18.9	17,897.0	3,384.8	223.7	123.4	187.3	2,850.4	714.0	2,251.0	1,313.5	3,564.4
Buckinghamshire New University	SE	19.6	18.5	16.0	12.4	7,560.5	936.6	147.0	171.1	10.9	607.6	579.0	1,086.0	100.7	1,186.6
University of Cambridge	ES	29.5	33.0	31.8	30.3	27,561.8	8,344.5	1,133.5	0.0	0.0	7,211.1	876.8	6,334.3	1,753.5	8,087.8
Canterbury Christ Church University	SE	27.7	26.6	25.0	24.1	17,800.5	4,291.1	380.5	301.7	40.7	3,568.3	919.9	2,527.7	1,960.5	4,488.2
University of Central Lancashire	NW	20.0	10.8	16.9	31.6	32,059.9	10,146.8	692.7	2,999.4	1,246.5	5,208.3	1,275.0	6,180.2	303.2	6,483.3
University of Chester	NW	17.1	16.9	21.8	21.3	15,536.3	3,315.0	847.1	399.3	136.6	1,932.0	816.0	1,338.1	909.9	2,748.0
The University of Chichester	SE	25.9	26.6	45.8	53.6	9,372.3	5,020.8	590.2	308.7	81.0	4,040.9	393.0	2,069.8	2,364.1	4,433.9
The City University	GL	20.7	16.1	18.9	12.3	12,457.6	1,538.1	559.0	542.2	48.8	388.1	459.0	527.1	320.0	847.1
Courtauld Institute of Art	GL	39.9	39.9	45.1	50.4	369.5	186.1	113.1	0.0	0.0	73.0	15.0	43.0	45.0	88.0
Coventry University	WM	22.3	16.7	14.0	20.7	22,460.1	4,650.3	132.5	2,847.8	255.4	1,414.6	1,328.8	1,442.0	1,301.5	2,743.4
University for the Creative Arts	SE	14.8	17.2	34.0	35.4	10,492.6	3,714.6	1,019.0	522.7	200.3	1,972.5	462.0	2,434.5	0.0	2,434.5
University of Cumbria	NW	31.2	25.2	21.3	19.2	10,879.8	2,089.5	486.8	313.7	59.5	1,229.6	393.0	1,273.6	349.0	1,622.6
The Conservatoire for Dance and Drama	GL	27.0	24.1	30.3	34.7	2,300.4	798.0	99.2	0.0	0.0	698.8	147.0	559.9	285.9	845.8
De Montfort University	EM	28.4	24.3	23.9	21.2	28,832.8	6,114.2	516.6	714.0	993.3	3,890.3	1,188.0	3,118.3	1,960.0	5,078.3
University of Derby	EM	33.7	28.9	27.5	24.0	16,542.9	3,967.3	445.0	155.0	0.0	3,367.3	1,209.0	2,976.3	1,600.0	4,576.3
University of Durham	NE	21.5	20.2	26.4	28.4	26,597.5	7,544.3	2,742.9	92.9	31.0	4,677.4	951.0	5,628.4	0.0	5,628.4
The University of East Anglia	ES	24.9	29.2	21.4	25.7	19,754.2	5,073.7	1,162.5	54.4	117.1	3,739.6	716.0	3,783.4	672.3	4,455.6
University of East London	GL	24.3	26.3	24.9	25.5	22,951.6	5,848.7	407.4	533.3	233.5	4,674.5	1,125.0	5,799.5	0.0	5,799.5
Edge Hill University	NW	25.5	25.7	21.6	19.2	22,972.1	4,420.6	1,678.0	1,079.5	51.5	1,611.7	747.0	1,887.7	471.0	2,358.7
Institute of Education, University of London	GL	18.4	18.7	20.5	24.9	3,153.2	783.7	300.8	421.5	5.4	56.0	27.0	47.0	36.0	83.0
The University of Essex	ES	20.8	22.6	23.6	20.8	19,948.4	4,140.4	627.5	405.7	232.6	2,874.6	829.0	3,474.1	229.5	3,703.6
University of Exeter	SW	18.8	17.5	27.0	29.4	31,555.8	9,287.6	1,167.0	522.8	30.0	7,567.7	1,029.0	5,774.3	2,822.4	8,596.7
Falmouth University	SW	23.0	23.5	17.1	19.5	10,037.4	1,954.6	484.9	363.5	0.0	1,106.3	402.0	1,502.1	6.1	1,508.3
University of Gloucestershire	SW	22.2	24.3	25.7	23.0	11,623.9	2,678.1	521.8	220.2	0.0	1,936.0	582.0	1,166.0	1,352.1	2,518.0
Goldsmiths' College	GL	21.0	21.1	30.3	21.7	11,846.8	2,576.6	608.6	550.0	219.1	1,198.9	522.0	1,468.9	252.0	1,720.9
University of Greenwich	GL	11.0	13.9	22.9	23.1	25,031.6	5,783.8	1,339.9	915.8	244.5	3,283.7	1,086.0	2,091.9	2,277.8	4,369.7
Guildhall School of Music & Drama	GL	27.0	30.6	29.8	28.7	1,257.0	360.5	223.8	0.0	0.0	136.6	33.0	169.6	0.0	169.6
Harper Adams University	WM	17.2	19.7	31.6	24.7	4,314.4	1,067.4	375.2	167.7	112.6	411.9	351.0	257.4	505.5	762.9
University of Hertfordshire	ES	27.5	22.7	18.9	16.7	23,002.7	3,835.4	714.4	457.6	83.2	2,580.2	1,197.0	3,118.2	659.0	3,777.2
Heythrop College	GL	51.2	53.9	50.5	52.6	854.6	449.5	121.0	16.0	88.9	223.6	21.0	232.6	12.0	244.6

Institution	Region	Access agreement expenditure (% higher fee income), by academic year				Higher fee income (£000)	Overall expenditure (£000)	Access (£000)	Student success (£000)	Progression (£000)	Institutional financial support (£000)	Government NSP expenditure (£000)	Bursaries and scholarships (inc. Gov NSP) (£000)	Fee waivers (inc. Gov NSP) (£000)	Total financial support (inc. Gov NSP) (£000)
		2010-11	2011-12	2012-13	2013-14										
The University of Huddersfield	YH	13.2	12.2	31.6	39.3	19,931.8	7,834.8	1,200.0	3,500.0	450.0	2,684.8	1,011.0	926.9	2,768.9	3,695.8
The University of Hull	YH	24.0	23.0	29.0	24.4	23,097.9	5,640.9	552.7	492.8	0.0	4,595.4	618.0	3,888.5	1,324.9	5,213.4
Imperial College London	GL	36.8	40.7	45.3	44.8	14,051.5	6,294.3	473.2	0.0	0.0	5,821.0	486.0	5,958.7	348.3	6,307.0
The University of Keele	WM	15.8	14.4	20.8	18.5	13,582.2	2,510.7	430.7	400.7	135.9	1,543.4	465.0	1,482.4	526.0	2,008.4
The University of Kent	SE	22.3	21.9	26.1	34.2	31,907.4	10,910.7	1,323.1	101.6	147.6	9,338.3	1,146.0	5,443.5	5,040.8	10,484.3
King's College London	GL	26.4	29.4	28.0	29.4	24,641.6	7,240.1	745.6	0.0	150.9	6,343.7	924.0	5,751.7	1,516.0	7,267.7
Kingston University	GL	21.4	21.9	22.5	20.7	28,181.0	5,843.0	678.5	985.9	55.1	4,123.4	1,392.0	4,847.4	668.0	5,515.4
The University of Lancaster	NW	23.2	22.6	23.1	23.7	19,017.5	4,501.9	671.0	60.0	147.0	3,623.8	684.0	3,682.8	625.0	4,307.8
The University of Leeds	YH	23.3	22.9	31.9	35.0	44,126.4	15,438.9	1,441.6	25.2	21.4	13,950.8	1,542.0	13,404.6	2,088.1	15,492.8
Leeds College of Art	YH	29.6	28.2	29.7	30.0	2,451.2	735.3	94.7	7.0	4.5	629.1	120.0	293.1	456.0	749.1
Leeds Beckett University	YH	12.9	15.1	21.7	22.2	39,565.0	8,793.7	2,031.1	1,754.7	508.4	4,499.5	1,488.0	3,334.3	2,653.2	5,987.5
Leeds Trinity University	YH	25.0	28.2	29.4	29.7	5,367.0	1,591.4	385.0	295.0	95.0	816.4	222.8	609.5	429.7	1,039.2
The University of Leicester	EM	24.2	23.1	28.5	27.4	20,536.9	5,635.0	1,306.5	647.7	591.5	3,089.2	684.0	1,985.8	1,987.5	3,773.3
University of Lincoln	EM	16.3	14.0	25.6	21.3	21,370.4	4,546.8	240.5	283.0	0.0	4,023.3	819.0	4,842.3	0.0	4,842.3
The University of Liverpool	NW	30.2	33.1	38.4	36.6	27,170.2	9,950.3	759.6	1,848.2	72.8	7,269.7	969.0	7,019.0	1,219.8	8,238.7
Liverpool Hope University	NW	26.6	25.4	20.6	25.3	10,694.6	2,709.3	502.4	817.0	76.9	1,313.0	384.0	1,697.0	0.0	1,697.0
Liverpool John Moores University	NW	30.4	25.3	31.4	26.0	36,730.2	9,558.4	858.5	1,354.2	1,436.2	5,909.5	1,393.5	4,529.0	2,774.0	7,303.0
The Liverpool Institute for Performing Arts	NW	18.1	22.1	26.2	26.8	1,562.5	418.2	214.5	90.0	13.7	100.0	60.0	80.0	80.0	160.0
University of the Arts, London	GL	25.6	24.9	25.0	25.0	25,443.8	6,353.6	2,781.0	425.0	25.0	3,122.6	1,209.0	3,284.6	1,047.0	4,331.6
University College London	GL	35.4	35.2	37.7	36.6	25,056.1	9,175.5	1,310.3	114.0	0.0	7,751.2	769.0	8,520.2	0.0	8,520.2
London School of Economics & Political Science	GL	27.3	28.3	42.2	47.7	5,718.5	2,728.0	400.0	130.0	70.0	2,128.0	255.0	2,264.9	118.1	2,383.0
London Metropolitan University	GL	30.6	23.6	19.4	22.0	13,469.9	2,964.1	366.4	410.2	0.0	2,187.5	1,253.0	2,187.5	1,253.0	3,440.5
London South Bank University	GL	23.4	25.8	27.4	25.0	15,311.4	3,825.1	465.0	200.0	50.0	3,110.1	744.0	1,401.3	2,452.8	3,854.1
Loughborough University	EM	18.3	20.6	24.1	22.7	25,686.1	5,841.7	787.5	87.5	70.9	4,895.8	888.0	4,157.8	1,626.0	5,783.8
The University of Manchester	NW	27.1	27.3	30.8	37.4	47,168.6	17,618.9	1,236.0	506.5	310.8	15,565.5	1,578.0	14,604.6	2,539.0	17,143.5
Manchester Metropolitan University	NW	27.0	25.7	36.8	37.9	45,131.8	17,100.7	715.9	1,196.2	0.5	15,188.1	2,007.0	17,137.1	58.0	17,195.1
Middlesex University	GL	9.2	8.9	18.1	16.6	27,782.8	4,622.3	508.0	1,984.7	388.5	1,741.1	1,182.0	1,719.1	1,544.0	2,923.1
Newcastle University	NE	24.0	25.0	25.9	29.6	34,110.8	10,092.7	2,817.3	637.5	428.1	6,209.8	1,191.0	5,766.3	1,634.5	7,400.8
Newman University	WM	22.3	15.3	17.2	14.0	4,646.9	652.3	50.0	371.0	0.0	231.3	169.4	276.4	124.2	400.7
The University of Northampton	EM	25.8	21.9	29.5	26.7	15,815.6	4,215.8	273.9	309.6	435.8	3,196.5	885.0	3,023.5	1,058.0	4,081.5
University of Northumbria at Newcastle	NE	28.1	27.5	27.8	40.9	35,445.9	14,494.2	847.8	573.3	50.0	13,023.1	1,431.0	10,873.1	3,581.0	14,454.1
Norwich University of the Arts	ES	22.1	23.2	27.2	27.4	3,888.3	1,066.9	140.0	200.0	5.0	721.9	147.0	672.9	196.0	868.9
The University of Nottingham	EM	22.2	25.0	28.0	25.4	47,246.1	11,987.7	1,634.3	182.4	50.8	10,120.1	1,551.0	10,952.8	718.3	11,671.1
Nottingham Trent University	EM	25.3	25.5	28.9	26.7	41,816.0	11,168.8	970.2	956.1	343.5	8,898.9	1,719.0	3,113.2	7,504.7	10,617.9
The Open University	OU			41.0	142.7	2,968.8	4,236.7	0.0	0.0	0.0	4,236.7	3,543.0	0.0	7,779.7	7,779.7
The School of Oriental and African Studies	GL	19.4	21.2	25.1	23.0	5,291.1	1,217.6	174.3	175.4	0.0	867.9	204.0	580.9	491.0	1,071.9
University of Oxford	SE	36.8	41.6	51.0	51.0	25,484.7	12,995.7	3,619.9	360.7	388.1	8,627.0	936.0	6,515.6	3,047.4	9,563.0
Oxford Brookes University	SE	35.7	32.5	29.9	27.0	22,681.0	6,131.3	432.2	145.6	42.2	5,511.3	846.0	3,635.6	2,721.8	6,357.3
University of Plymouth	SW	22.2	20.7	26.5	28.3	33,453.3	9,453.1	1,459.9	4,265.9	36.9	3,690.3	1,530.0	4,820.2	400.2	5,220.3
University of Portsmouth	SE	23.4	23.2	32.4	30.6	36,292.5	11,095.5	1,270.0	1,735.6	131.8	7,958.0	1,461.0	6,351.0	3,068.0	9,419.0
Queen Mary University of London	GL	26.3	24.6	26.3	28.5	24,471.0	6,964.1	246.0	1,028.4	30.0	5,659.7	831.0	5,652.2	838.5	6,490.7
Ravensbourne	GL	17.4	17.4	23.7	26.6	4,327.6	1,150.0	130.4	184.1	134.2	701.3	157.5	618.8	240.0	858.8
The University of Reading	SE	21.8	23.3	26.6	28.2	20,481.4	5,770.3	1,171.1	561.4	20.0	4,017.9	705.0	2,443.4	2,279.5	4,722.9
Roehampton University	GL	18.6	15.3	17.9	23.7	13,190.8	3,122.0	1,082.7	132.9	965.9	940.5	500.7	923.7	517.5	1,441.2
Rose Bruford College	GL	20.4	25.1	19.5	23.9	1,452.6	346.5	154.0	83.7	0.0	108.8	0.0	108.8	0.0	108.8
The Royal Academy of Music	GL	39.8	41.9	46.6	50.7	647.1	328.1	104.3	0.0	0.0	223.8	18.0	127.8	114.0	241.8
The Royal Agricultural University	SW	25.2	23.8	31.3	31.9	2,211.1	705.1	215.0	40.0	5.0	445.1	35.4	406.7	73.8	480.5
The Royal Central School of Speech and Drama	GL	32.4	31.7	26.2	28.3	1,569.4	444.4	145.7	158.3	6.3	134.0	60.0	181.8	12.3	194.0
Royal College of Music	GL	23.6	42.2	50.7	65.0	776.2	504.7	292.1	139.3	37.3	36.1	27.0	24.1	39.0	63.1
Royal Holloway, University of London	SE	28.7	26.0	26.2	29.4	13,781.4	4,055.3	464.8	348.8	78.0	3,163.8	582.0	3,308.8	437.0	3,745.8
Royal Northern College of Music	NW	24.7	29.9	31.8	38.4	1,304.3	501.4	201.5	33.8	69.6	196.5	39.0	235.5	0.0	235.5
The Royal Veterinary College	GL	29.7	28.4	29.4	28.1	3,220.1	905.5	204.9	110.7	0.0	589.9	60.0	565.9	84.0	649.9

Institution	Region	Access agreement expenditure (% higher fee income), by academic year				Higher fee income (£000)	Overall expenditure (£000)	Access (£000)	Student success (£000)	Progression (£000)	Institutional financial support (£000)	Government NSP expenditure (£000)	Bursaries and scholarships (inc. Gov NSP) (£000)	Fee waivers (inc. Gov NSP) (£000)	Total financial support (inc. Gov NSP) (£000)
		2010-11	2011-12	2012-13	2013-14										
St. George's, University of London	GL	35.1	40.4	27.6	28.9	4,095.8	1,182.3	477.6	129.5	9.5	565.8	129.0	510.8	184.0	694.8
University of St Mark & St John	SW	17.9	17.2	26.2	24.9	4,010.1	997.6	170.0	101.9	280.5	445.2	174.0	389.4	229.8	619.2
St Mary's University, Twickenham	GL	13.4	11.0	21.5	21.9	7,687.3	1,681.4	275.5	605.7	104.9	695.3	306.0	411.2	590.1	1,001.3
The University of Salford	NW	21.3	21.9	26.6	23.8	22,384.7	5,331.2	545.7	1,770.4	227.8	2,787.2	969.5	3,010.7	746.0	3,756.7
The University of Sheffield	YH	23.2	22.9	28.3	28.1	35,843.0	10,057.6	2,163.2	837.9	214.6	6,841.8	1,098.0	4,835.7	3,104.2	7,939.8
Sheffield Hallam University	YH	22.6	19.6	21.0	15.4	46,478.7	7,164.9	937.0	247.0	371.0	5,609.9	1,746.0	5,386.9	1,969.0	7,355.9
The University of Southampton	SE	21.0	20.7	24.0	29.4	31,109.9	9,159.7	1,057.1	589.6	240.8	7,272.2	918.0	4,406.9	3,783.3	8,190.2
Southampton Solent University	SE	24.1	21.5	27.6	27.7	17,394.8	4,823.5	717.1	840.9	0.0	3,265.4	1,164.0	2,959.4	1,470.1	4,429.4
Staffordshire University	WM	27.4	26.7	26.9	21.7	15,556.4	3,382.3	580.0	230.0	40.0	2,532.3	1,414.8	1,830.8	2,116.3	3,947.1
University Campus Suffolk Ltd	ES	34.3	28.3	30.7	40.3	5,117.4	2,061.8	331.3	324.6	110.4	1,295.5	345.0	864.5	776.0	1,640.5
University of Sunderland	NE	39.6	30.2	42.6	49.1	12,963.5	6,368.8	732.6	880.4	587.0	4,168.8	870.9	1,287.5	3,752.1	5,039.7
The University of Surrey	SE	32.4	28.1	38.7	38.7	13,376.9	5,172.5	320.8	297.5	52.5	4,501.7	429.0	3,899.7	1,031.0	4,930.7
University of Sussex	SE	20.3	22.2	26.6	36.4	21,104.0	7,673.2	1,590.3	524.9	346.6	5,211.3	717.0	5,516.3	412.0	5,928.3
Teesside University	NE	30.9	27.1	27.4	36.9	12,350.7	4,559.4	504.0	414.6	706.4	2,934.4	849.0	1,074.4	2,709.0	3,783.4
Trinity Laban Conservatoire of Music and Dance Ltd	GL	30.1	30.1	27.2	24.6	1,671.0	411.8	237.8	0.0	0.0	174.0	57.0	161.0	70.0	231.0
The University of Warwick	WM	29.9	29.1	31.3	33.9	24,211.6	8,208.3	1,250.3	13.1	2.9	6,941.9	813.0	5,471.5	2,283.4	7,754.9
University of the West of England, Bristol	SW	24.6	21.2	24.2	25.3	39,097.5	9,883.1	1,291.0	2,820.2	1,165.7	4,606.2	1,299.0	5,905.2	0.0	5,905.2
The University of West London	GL	39.7	31.7	28.0	24.1	9,426.8	2,272.5	221.1	532.8	91.2	1,427.4	942.0	2,369.4	0.0	2,369.4
The University of Westminster	GL	20.1	20.8	23.7	14.2	26,758.4	3,808.6	875.2	773.7	312.4	1,847.3	1,263.0	1,497.3	1,613.0	3,110.3
University of Winchester	SE	25.4	17.4	22.9	31.4	11,448.8	3,592.0	389.8	124.0	5.0	3,073.2	405.8	822.6	2,656.4	3,479.0
The University of Wolverhampton	WM	20.5	22.0	27.3	29.1	23,513.6	6,840.1	969.0	440.0	1,048.0	4,383.1	1,164.0	2,043.1	3,504.0	5,547.1
University of Worcester	WM	23.2	28.5	30.5	19.0	13,262.9	2,525.7	340.9	195.8	8.3	1,980.7	711.0	936.8	1,754.9	2,691.7
Writtle College	ES	13.8	14.5	47.4	30.4	1,700.5	516.3	175.0	109.5	40.5	191.3	54.0	236.4	8.9	245.3
The University of York	YH	21.2	20.0	30.9	31.7	24,429.9	7,733.5	1,576.1	544.0	152.9	5,460.4	915.0	3,042.2	3,333.3	6,375.4
York St John University	YH	27.9	27.1	27.5	37.6	10,401.4	3,909.2	300.0	25.0	25.0	3,559.2	378.0	756.5	3,180.7	3,937.2
TOTAL						2,195,821	619,025	91,212	75,456	22,562	429,794	94,681	363,955	160,521	524,476

Table 4 - Number of students in receipt of financial support in 2013-14 through access agreements, by institution (HEIs only)

*** In receipt of partial state support or from one of the other under-represented groups covered by OFFA's remit

Institution	Region	New system students in academic year 2013-14						Old system students in academic year 2013-14					
		In receipt of full state support		Other OFFA countable incomes/groups***		Total OFFA countable		In receipt of full state support		Other OFFA countable incomes/groups***		Total OFFA countable	
		Number	% of total new system students	Number	% of total new system students	Number	% of total new system students	Number	% of total old system students	Number	% of total old system students	Number	% of total old system students
Anglia Ruskin University	ES	2,824	38.1	867	11.7	3,691	49.8	1,009	36.5	510	18.5	1,518	55.0
Aston University	WM	1,573	43.2	543	14.9	2,116	58.1	963	39.2	258	10.5	1,221	49.7
The University of Bath	SW	707	14.5	45	0.9	752	15.4	704	17.3	573	14.1	1,277	31.3
Bath Spa University	SW	1,239	30.9	43	1.1	1,282	32.0	558	35.8	0	0.0	558	35.8
University of Bedfordshire	ES	3,350	47.7	1,132	16.1	4,482	63.8	1,688	48.1	622	17.7	2,310	65.8
Birkbeck College	GL	1,559	46.7	0	0.0	1,559	46.7	105	52.2	0	0.0	105	52.2
The University of Birmingham	WM	2,640	26.2	861	8.6	3,501	34.8	1,053	17.6	704	11.8	1,758	29.4
Birmingham City University	WM	746	8.5	0	0.0	746	8.5	2,775	69.7	384	9.7	3,159	79.4
University College Birmingham	WM	828	39.5	18	0.9	846	40.3	333	46.8	45	6.3	378	53.1
Bishop Grosseteste University	EM	477	31.8	2	0.1	479	31.9	198	40.0	0	0.0	198	40.0
The University of Bolton	NW	628	20.6	18	0.6	646	21.1	692	55.8	495	39.9	1,187	95.7
The Arts University Bournemouth	SW	597	34.6	1	0.1	598	34.7	306	34.5	0	0.0	306	34.5
Bournemouth University	SW	947	13.2	343	4.8	1,290	17.9	611	14.4	192	4.5	803	19.0
The University of Bradford	YH	770	19.7	81	2.1	851	21.8	1,895	61.2	177	5.7	2,072	66.9
University of Brighton	SE	2,492	36.3	55	0.8	2,547	37.1	1,563	35.8	311	7.1	1,874	43.0
University of Bristol	SW	1,210	16.1	50	0.7	1,260	16.8	751	15.5	631	13.0	1,382	28.6
Brunel University London	GL	711	15.4	123	2.7	834	18.0	1,255	37.7	222	6.7	1,477	44.4
Buckinghamshire New University	SE	295	8.0	0	0.0	295	8.0	640	43.6	309	21.0	949	64.6
University of Cambridge	ES	798	13.2	436	7.2	1,234	20.4	642	14.1	485	10.6	1,127	24.7
Canterbury Christ Church University	SE	1,155	20.1	25	0.4	1,180	20.5	1,164	43.5	541	20.2	1,705	63.8
University of Central Lancashire	NW	3,924	46.4	617	7.3	4,541	53.7	1,248	22.1	434	7.7	1,682	29.8
University of Chester	NW	1,645	31.0	147	2.8	1,792	33.8	740	33.7	3	0.1	743	33.8
The University of Chichester	SE	1,010	31.8	477	15.0	1,487	46.8	504	35.4	182	12.8	686	48.1
The City University	GL	209	6.7	1	0.0	210	6.8	708	39.6	0	0.0	708	39.6
Courtauld Institute of Art	GL	20	21.1	7	7.4	27	28.4	5	10.6	3	6.4	8	17.0
Coventry University	WM	752	8.7	92	1.1	844	9.8	1,619	36.2	178	4.0	1,797	40.1
University for the Creative Arts	SE	1,674	60.0	385	13.8	2,059	73.8	0	0.0	0	0.0	0	0.0
University of Cumbria	NW	632	16.7	12	0.3	644	17.1	630	42.6	360	24.3	990	66.9
The Conservatoire for Dance and Drama	GL	180	29.2	104	16.9	284	46.1	76	35.0	29	13.4	105	48.4
De Montfort University	EM	2,520	33.6	155	2.1	2,675	35.7	1,817	44.5	235	5.8	2,052	50.2
University of Derby	EM	1,062	17.3	28	0.5	1,090	17.7	1,539	47.0	735	22.5	2,274	69.5
University of Durham	NE	1,214	17.8	805	11.8	2,019	29.7	713	17.9	1	0.0	714	17.9
The University of East Anglia	ES	1,200	23.7	159	3.1	1,359	26.8	947	30.2	590	18.8	1,537	49.0
University of East London	GL	5,314	83.6	1,415	22.3	6,729	105.9	2,728	62.0	476	10.8	3,204	72.8
Edge Hill University	NW	840	12.6	170	2.5	1,010	15.1	1,264	45.7	23	0.8	1,287	46.5
Institute of Education, University of London	GL	46	3.5	0	0.0	46	3.5	0	0.0	0	0.0	0	0.0
The University of Essex	ES	1,604	33.4	544	11.3	2,148	44.8	1,115	32.0	613	17.6	1,728	49.5

Institution	Region	New system students in academic year 2013-14						Old system students in academic year 2013-14					
		In receipt of full state support		Other OFFA countable incomes/groups***		Total OFFA countable		In receipt of full state support		Other OFFA countable incomes/groups***		Total OFFA countable	
		Number	% of total new system students	Number	% of total new system students	Number	% of total new system students	Number	% of total old system students	Number	% of total old system students	Number	% of total old system students
University of Exeter	SW	1,687	20.9	1,072	13.3	2,759	34.2	765	20.1	216	5.7	981	25.7
Falmouth University	SW	736	29.6	211	8.5	947	38.1	476	38.4	221	17.8	697	56.2
University of Gloucestershire	SW	961	24.5	326	8.3	1,287	32.9	729	32.7	7	0.3	736	33.1
Goldsmiths' College	GL	116	3.7	106	3.4	222	7.1	593	44.1	125	9.3	718	53.3
University of Greenwich	GL	3,226	46.5	209	3.0	3,435	49.5	1,761	44.4	202	5.1	1,963	49.5
Guildhall School of Music & Drama	GL	39	14.0	0	0.0	39	14.0	36	17.1	23	10.9	59	28.0
Harper Adams University	WM	291	24.0	10	0.8	301	24.8	113	11.4	93	9.4	206	20.9
University of Hertfordshire	ES	943	11.6	1	0.0	944	11.7	2,018	49.8	17	0.4	2,035	50.2
Heythrop College	GL	78	37.1	46	21.9	124	59.0	51	35.9	30	21.1	81	57.0
The University of Huddersfield	YH	937	13.7	4	0.1	941	13.8	1,877	51.8	0	0.0	1,877	51.8
The University of Hull	YH	1,086	17.2	58	0.9	1,144	18.1	1,416	35.7	522	13.2	1,938	48.9
Imperial College London	GL	491	16.9	302	10.4	793	27.4	473	17.2	339	12.3	812	29.6
The University of Keele	WM	844	23.6	102	2.8	946	26.4	650	30.4	0	0.0	650	30.4
The University of Kent	SE	1,319	16.5	497	6.2	1,816	22.7	1,696	33.0	644	12.5	2,340	45.5
King's College London	GL	1,497	26.4	571	10.1	2,068	36.5	874	21.6	478	11.8	1,352	33.5
Kingston University	GL	2,026	26.4	212	2.8	2,238	29.2	2,757	49.0	565	10.0	3,322	59.1
The University of Lancaster	NW	1,165	25.1	433	9.3	1,598	34.4	612	22.3	249	9.1	861	31.4
The University of Leeds	YH	2,994	27.5	1,430	13.2	4,424	40.7	1,911	23.5	692	8.5	2,603	32.0
Leeds College of Art	YH	463	62.2	31	4.2	494	66.4	131	36.3	0	0.0	131	36.3
Leeds Beckett University	YH	1,076	10.3	633	6.0	1,709	16.3	2,319	32.3	28	0.4	2,347	32.7
Leeds Trinity University	YH	221	12.1	44	2.4	265	14.5	384	43.1	248	27.9	632	71.0
The University of Leicester	EM	720	13.4	514	9.6	1,234	23.0	822	24.7	328	9.9	1,150	34.6
University of Lincoln	EM	1,914	37.2	848	16.5	2,762	53.7	1,208	39.0	78	2.5	1,286	41.6
The University of Liverpool	NW	1,796	29.8	547	9.1	2,343	38.9	1,510	31.1	43	0.9	1,553	32.0
Liverpool Hope University	NW	261	9.5	94	3.4	355	12.9	762	47.9	278	17.5	1,040	65.4
Liverpool John Moores University	NW	4,191	42.3	112	1.1	4,303	43.4	2,342	45.4	250	4.8	2,592	50.3
The Liverpool Institute for Performing Arts	NW	41	10.6	0	0.0	41	10.6	51	25.6	19	9.5	70	35.2
University of the Arts, London	GL	2,128	32.7	0	0.0	2,128	32.7	923	30.0	110	3.6	1,033	33.5
University College London	GL	1,479	25.4	570	9.8	2,049	35.2	914	23.8	452	11.8	1,366	35.6
London School of Economics & Political Science	GL	370	23.1	170	10.6	540	33.7	187	22.7	109	13.2	296	36.0
London Metropolitan University	GL	1,057	18.0	3	0.1	1,060	18.1	2,271	49.7	590	12.9	2,861	62.5
London South Bank University	GL	528	10.0	0	0.0	528	10.0	1,224	44.8	171	6.3	1,395	51.1
Loughborough University	EM	1,423	22.2	359	5.6	1,782	27.8	732	15.9	340	7.4	1,072	23.3
The University of Manchester	NW	3,149	29.9	1,423	13.5	4,572	43.4	2,235	28.7	390	5.0	2,625	33.7
Manchester Metropolitan University	NW	6,031	41.2	18	0.1	6,049	41.3	3,717	43.3	1,111	13.0	4,828	56.3
Middlesex University	GL	788	11.4	27	0.4	815	11.8	1,403	34.6	0	0.0	1,403	34.6
Newcastle University	NE	1,764	21.8	426	5.3	2,190	27.1	1,230	23.3	266	5.0	1,496	28.3
Newman University	WM	541	38.2	36	2.5	577	40.8	331	54.7	3	0.5	334	55.2
The University of Northampton	EM	2,696	53.6	846	16.8	3,542	70.4	1,019	45.2	307	13.6	1,326	58.9

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		Number	% of total new system students	Number	% of total new system students	Number	% of total new system students	Number	% of total old system students	Number	% of total old system students	Number	% of total old system students
University of Northumbria at Newcastle	NE	3,148	32.9	1,871	19.5	5,019	52.4	1,874	31.3	8	0.1	1,882	31.4
Norwich University of the Arts	ES	457	41.6	0	0.0	457	41.6	217	36.5	132	22.2	349	58.7
The University of Nottingham	EM	2,437	22.2	1,248	11.4	3,685	33.5	1,609	20.8	1,168	15.1	2,777	35.9
Nottingham Trent University	EM	3,934	34.7	227	2.0	4,161	36.7	2,336	32.3	660	9.1	2,996	41.5
The Open University	OU	4,648	8.9	0	0.0	4,648	8.9	0		0		0	
The School of Oriental and African Studies	GL	232	18.0	18	1.4	250	19.4	288	35.7	8	1.0	296	36.7
University of Oxford	SE	899	14.9	504	8.4	1,403	23.3	597	15.0	560	14.0	1,157	29.0
Oxford Brookes University	SE	1,326	20.8	333	5.2	1,659	26.0	884	22.5	171	4.3	1,055	26.8
University of Plymouth	SW	1,006	9.9	31	0.3	1,037	10.2	1,428	24.2	513	8.7	1,942	32.8
University of Portsmouth	SE	3,206	33.8	1,372	14.5	4,578	48.3	1,942	39.0	621	12.5	2,563	51.4
Queen Mary University of London	GL	2,123	39.6	615	11.5	2,738	51.0	1,397	33.6	204	4.9	1,601	38.5
Ravensbourne	GL	445	36.3	0	0.0	445	36.3	190	40.7	46	9.9	236	50.5
The University of Reading	SE	1,184	23.4	384	7.6	1,568	31.0	992	33.5	216	7.3	1,208	40.8
Roehampton University	GL	495	12.4	64	1.6	559	14.0	828	44.3	36	1.9	864	46.3
Rose Bruford College	GL	117	32.8	0	0.0	117	32.8	55	30.1	0	0.0	55	30.1
The Royal Academy of Music	GL	24	18.0	14	10.5	38	28.6	20	16.8	19	16.0	39	32.8
The Royal Agricultural University	SW	103	20.3	20	3.9	123	24.3	70	21.1	32	9.7	102	30.8
The Royal Central School of Speech and Drama	GL	65	16.7	0	0.0	65	16.7	0	0.0	0	0.0	0	0.0
Royal College of Music	GL	13	7.8	0	0.0	13	7.8	21	15.9	7	5.3	28	21.2
Royal Holloway, University of London	SE	978	28.7	386	11.3	1,364	40.0	544	25.1	218	10.0	762	35.1
Royal Northern College of Music	NW	69	24.9	39	14.1	108	39.0	50	22.0	27	11.9	77	33.9
The Royal Veterinary College	GL	173	26.9	68	10.6	241	37.4	170	24.0	72	10.2	242	34.1
St. George's, University of London	GL	234	23.1	51	5.0	285	28.1	167	23.7	52	7.4	219	31.1
University of St Mark & St John	SW	318	21.6	3	0.2	321	21.8	228	46.2	0	0.0	228	46.2
St Mary's University, Twickenham	GL	514	18.4	57	2.0	571	20.5	414	36.9	2	0.2	416	37.1
The University of Salford	NW	860	13.1	388	5.9	1,248	19.1	1,902	46.2	225	5.5	2,127	51.6
The University of Sheffield	YH	1,934	24.1	1,061	13.2	2,995	37.3	1,287	20.3	455	7.2	1,742	27.4
Sheffield Hallam University	YH	2,954	23.5	1,863	14.8	4,817	38.4	2,175	30.2	1,111	15.4	3,286	45.6
The University of Southampton	SE	2,434	35.5	1,462	21.3	3,896	56.8	1,321	26.0	872	17.1	2,193	43.1
Southampton Solent University	SE	2,640	45.5	428	7.4	3,068	52.9	1,292	43.6	0	0.0	1,292	43.6
Staffordshire University	WM	1,417	16.9	240	2.9	1,657	19.8	1,216	40.2	133	4.4	1,349	44.6
University Campus Suffolk Ltd	ES	398	19.6	34	1.7	432	21.3	462	47.3	76	7.8	538	55.1
University of Sunderland	NE	2,973	54.0	1,016	18.4	3,989	72.4	1,019	40.3	735	29.1	1,754	69.4
The University of Surrey	SE	1,033	31.9	122	3.8	1,155	35.6	942	33.6	168	6.0	1,110	39.6
University of Sussex	SE	1,366	27.6	694	14.0	2,060	41.6	960	31.2	43	1.4	1,003	32.6
Teesside University	NE	1,186	18.4	144	2.2	1,330	20.6	1,055	44.0	136	5.7	1,191	49.6
Trinity Laban Conservatoire of Music and Dance Ltd	GL	80	21.2	1	0.3	81	21.5	51	19.7	58	22.4	109	42.1
The University of Warwick	WM	1,187	18.5	590	9.2	1,777	27.7	798	22.3	331	9.2	1,129	31.5
University of the West of England, Bristol	SW	1,784	19.7	43	0.5	1,827	20.2	2,205	32.8	30	0.4	2,235	33.2
The University of West London	GL	630	18.2	0	0.0	630	18.2	738	47.3	129	8.3	867	55.6
The University of Westminster	GL	728	9.9	102	1.4	830	11.3	2,259	50.1	155	3.4	2,414	53.5
University of Winchester	SE	2,096	62.8	482	14.4	2,578	77.3	523	31.8	238	14.5	761	46.3
The University of Wolverhampton	WM	2,561	31.2	342	4.2	2,903	35.4	1,788	50.4	268	7.6	2,056	58.0

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		Number	% of total new system students	Number	% of total new system students	Number	% of total new system students	Number	% of total old system students	Number	% of total old system students	Number	% of total old system students
University of Worcester	WM	780	15.1	95	1.8	875	16.9	574	27.1	306	14.5	880	41.6
Writtle College	ES	20	3.9	56	11.0	76	14.9	63	23.7	21	7.9	84	31.6
The University of York	YH	1,532	24.5	167	2.7	1,699	27.2	780	22.0	376	10.6	1,156	32.7
York St John University	YH	806	23.8	584	17.2	1,390	41.1	403	32.3	0	0.0	403	32.3
		162,012		39,271		201,283		119,215		30,503		149,719	

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