



University of
Salford
MANCHESTER

Access and Participation Plan

2019-20

Our Approach	(3-12)
Assessment of current performance	(3-6)
- Access and Recruitment	(3)
- Non Continuation / Retention	(4)
- Degree Attainment	(5)
- Graduate Outcomes	(6)
Ambitions and Strategy	(6-12)
- Strategic ambitions for access and participation	(6-8)
- Whole Institution Approach	(8)
- Target Groups	(8-9)
- Equality and Diversity	(10)
- Student Consultation and Involvement	(10)
- Statement from Students' Union	(10-11)
- Monitoring and Evaluation	(11-12)
Access, student success and progression measures	(13-22)
Outreach / Access	(13-16)
- Outreach work with schools and young people	(13-14)
- Outreach work with communities and adults	(14)
- Strategic relationships with Schools and Colleges	(15)
- Supporting access through apprenticeship routes	(15)
- Fair Admission	(15-16)
Student Success	(16-22)
- Transition, Induction, and Orientation	(18)
- Study Skills support	(18)
- Non-continuation and Reducing attainment gaps	(18-19)
- Activities aimed at reducing differences in experience	(19-22)
Progression	(22-26)
- Employability and Further Study	(24)
- Transferable Skills	(24-25)
- Positive Outcomes for all	(25-26)
Investment	(27-29)
- Total investment 2019/20	(27)
- Fees	(27-28)
- Financial Support	(28)
o Inspire Scheme	
o Care Leavers' Bursary	
o Article 26 Students	
o Salford Support Fund	
Provision of information to students	(29)

Our Approach

Assessment of current performance

The University continues to provide equitable access, success and progression for underrepresented student groups, though acknowledges that in our context, there are areas that have been identified that require improvement to address gaps. In establishing the student groups and stages of the student lifecycle to prioritise, we have explored the intersections of characteristics and multiple equality characteristics.

Access / Recruitment

The University continues to be committed to widening access to higher education and, with a strong record, has consistently exceeded sector and regional benchmarks for under-represented groups.

The percentage of young full time undergraduate entrants who attended a school or college in the state sector has been consistent over 4 years at 98.5%, which is above the HESA benchmark (95.6% in 2016/17) and our location adjusted benchmark (97.2% in 2016/17).

Low Participation neighbourhoods (LPN)

Young full time undergraduate entrants - We have seen a slight fluctuation in line with sector movements in our 16/17 UK domiciled young full-time undergraduate low participation neighbourhoods student recruitment % compared to previous years, though actual placed applicant numbers have increased consistently over the last three years.

We continue to be above our HESA benchmark, attaining 18.9% against a local adjusted benchmark of 18.2% for all young undergraduate, Low Participation Neighbourhood level of study, and above the benchmark for first degree and other undergraduate entrants.

Our approach to fair admission has taken steps to address variance between the offer rate for all 18-year-old applications (79.5% in 2017) and the offer rate for Low Participation Neighbourhood Polar 3, Quintile 1 18-year-old applications (77.7% in 2017).

Mature full-time entrants - UK mature full-time undergraduate entrants for all level of study is slightly below HESA location adjusted benchmark, attaining 18.4% against 18.5%, though above location adjusted benchmark for first degree entrants, attaining 18.1% against 17.8% in 2016/17. The policy shift in the removal of nursing bursaries has had an impact on our mature student recruitment; however considered across several years, our trajectory is stable.

Part-time entrants - UK part-time all undergraduate entrants in 2016/17, with no previous Higher Education experience and from Low Participation Neighbourhoods, is below HESA location benchmark for all age of entrants, attaining 6.7% against 7.1% in 2016/17. Though this is below expected we continue to develop programmes which provide flexible and work-based routes to higher education.

Ethnicity - The University continues to see a positive increase in Black, Asian and Minority Ethnic entrants, with 27% of entrants in 16/17 compared to the sector average of 21%, and local context of 17%. We have maintained an average of 27% of entrants from this group for two recruitment cycles, and expect the trajectory to remain static over the next three years.

Due to our location and context, we recruit a number of white male British students from low socioeconomic status, though this group is least likely to access higher education.

Foundation Year – The Foundation year supports our Widening Participation mission, attracting more male and BAME students entering directly to level 4. However, there is no difference in the POLAR or disability mix between Foundation and level 4. Retention on the Foundation Year so far has been good although there is a higher non-submission and failure rate which may impact on progression rate. A target progression rate of around 70% could be achieved although this should be treated with caution. We consider the Foundation Year a good vehicle for students from these underrepresented groups to be allowed a better chance to progress.

Care Leavers – The participation rate for care leavers within the sector continues to be substantially below other young people. As a University, we continue to increase the number of Care Leaver entrants confirming their status through UCAS as a Care Leaver. We have introduced from 2018/19 the option to declare as a Care Leaver during our online registration. Over the last three years an average of 38 Care Leavers per year have enrolled at the university, representing 0.8% of new entrants.

Students in receipt of Disabled Students' Allowance

The University has seen a slight impact on the recruitment of students in receipt of DSA in accordance with the changes in Disabled Students' Allowance. We have, however, seen an increase in students self-reporting as disabled, with 16% of entrants in 16/17 reporting with a disability compared to 12% in the Sector and within our North West group. We continue to see an increase of students self-reporting with a mental health condition which we expect will have an upward trajectory over the next five years.

Non-Continuation/Retention

We continue to note financial pressures on students since the abolition of maintenance grants and the removal of the NHS bursary, with significant number of students having cited financial hardship as a reason for withdrawal.

Continuation of all students between Level 4 and Level 5 continues to be an area of focus for the University, though there is no significant deviation between OfS priority underrepresented groups and all students. Internal data highlights that there is an increase in overall non-continuation over the last three years, with a significant decline in Care Leavers continuing. Year 3 Teaching Excellence Framework data shows that there was no negative flag on continuation for all students, considering other splits there was a slight negative deviation for Other UG students.

The work we have carried out concerning retention since 2015 has made a moderate impact on outcomes though it remains an area of focus for the University, and a priority for 2019/20.

Degree Attainment

Having reviewed our current performance we have identified that the degree attainment for BAME and low participation students is below the average of all students, and has been identified as an area of focus for 2019/20.

Graduate Outcomes

Graduate Outcomes is a key priority for the University. In 2016/17, we had a 5% rise in graduate employment and 10% increase in highly skilled employment, with employment or further study on benchmark. Data from the Longitudinal Educational Outcomes (LEO) survey indicates positive, on-benchmark sustained employment. LEO data offers a balanced view of Salford graduate employment, showing that while some of our graduates may take longer than six months to enter employment, after three years their employment is sustained. Notably, our part-time highly skilled cohort returns a metric in the top 10% of absolute performance, in line with the vocational nature of our part-time provision.

It however remains the prominent indicator within our Year 3 Teaching Excellence Framework data set that requires immediate action. The University is consistently two standard deviations below benchmark across all student groups; considering our splits within the data, we have identified that disability and Black, Asian and Minority Ethnic students require specific intervention. We have seen positive improvements in our trajectory over the last two years and are likely to maintain the growth for the next two years.

Student groups that are notably below the University and Sector average for graduate-level employment are those from Black, Asian and Minority Ethnic backgrounds and low participation neighbourhoods who study full time. Multiple factors can be attributed to this, including a number of regional, contextual and demographic factors that explain our performance, although local adjustment and context only mitigate a proportion.

The University has continued to address these outcomes and will continue to put in place short and long-term interventions in 2019/20.

2016/17 entrants

	University of Salford	Benchmark
UK young full time entrants (LPN)	18.8	14.0
All UK mature full-time undergraduate entrants (LPN)	18.4	14.5
UK Young part-time undergraduate entrants (no previous HE and LPN)	16.2	11.3
UK Mature part-time undergraduate entrants (no previous HE and LPN)	5.9	5.6

	University of Salford	Benchmark
UK domiciled undergraduate entrants in receipt of DSA	5	7.6

Ambitions and Strategy

We are proud of the diversity of our student population as a truly representative widening participation community which is leading in the sector. Much work has been done to identify the Salford student demographic using Mosaic profiling and to identify their associated needs. Of our student population, 32% are of Black, Asian and Minority Ethnic status, 15% have a disability, and whilst we do not have the figures for the number of commuting students we do know that 47% of our students live in the Greater Manchester area and suspect a large proportion of those live with family and commute. Whilst 84% of the student population are full time, there are wide variations within Schools with the School of the Built Environment reporting a population of 47% part time students.

Our diversity is the strength of which we are most proud, though are aware that this presents significant challenges and opportunities, which at times is not fully representative in sector metrics and benchmarks.

Strategic ambitions for access and participation

Underpinning the University vision is the creation of four 'Industry Collaboration Zones' which act as focus for collaboration within the University and with partners, in particular industry sectors. The development of the ICZ curriculum design guide outlines 10 ICZ curriculum design principles ensuring that this strategic approach is embedded within the curriculum.

In addition, the academic sub strategy sets out our aims and objectives for each of our academic portfolios: Education and Student Experience, Growth and Diversification, Research and Enterprise and International.

Whilst 'Education and Student Experience' supports student development and success, 'Growth and Diversification' encourages the development of different entry routes to study and of a network of key school, college and university partnerships.

Outreach / Access

The University is strategically committed to work in collaboration to provide efficient and sustainable investment streams that achieve synergy and maximise the outcomes in raising attainment in schools and access to higher education. We will continue to act as a lead Institution in the National Collaborative Outreach Partnership (NCOP) Greater Manchester Higher and as the University Sponsor of UTC@MediaCityUK.

The University is dedicated to fair admission, and to implementing admission processes which are both fair and seen to be fair, and are equally reliable and consistent.

Measure: Increase in the number of state secondary schools engaged with through the Greater Manchester Higher collaborative network.

Student Success

The University is committed to providing an effective and holistic transition, induction and orientation package for students, which ensures all students are ready to study in higher education and have begun to develop a sense of belonging and engagement with peers and the broader University community when they first enrol.

We will provide all students with educational experiences that allow them to achieve to the best of their ability, regardless of their background or prior educational attainment. Following the assessment of our current performance and reflection on assessment outcomes of our students, it was agreed that an increased focus on developing academic skills and collaborative working is a priority for 2019/20.

Measure: Increase uptake of study skills sessions and improvement in first summative assessment at Level 4.

The University is committed to providing an environment that is responsive to student needs, and supports them to transition through each level of study and achieve a good honours degree regardless of their background, and in particular their ethnicity.

Measure: Decrease in Non-Continuation for Black, Asian and Minority Ethnic students and Care Leavers

The University is committed to developing an inclusive campus in which, through awareness raising, training and development, and strategy and policy, students from under-represented groups have an equitable experience to that of their peers.

Progression

In striving to achieve our Industry Collaboration Zone strategy the University is committed to delivering excellent teaching, with a relevant and up-to-date curriculum, that is informed by real-world research and professional practice, and supports student success.

We will provide opportunities for industry partners to participate in the design and delivery of our courses and will be working with employers and regional bodies to understand the future demands for graduates.

Employability and Further Study

The University is committed to providing students with relevant experience of working before they graduate, for example via industry placements, live briefs, and collaborative projects in the Industry Collaboration Zones.

In 2019/20, the University will increase the awareness of mobility opportunities to students and ensure that all academic departments have some form of work experience embedded into the programme.

Measure: Increase in mobility uptake and Degree Attainment

Transferable Skills

The University is committed to providing students with access to learning opportunities outside their course, and supporting students in articulating their achievements.

In 2019/20, the University will develop events, mentoring and embedded activity within the curriculum for students to develop transferable and interpersonal skills.

Measure: Student Satisfaction and Graduate Outcomes

Positive Outcomes for all

The University is committed to increasing the proportion of undergraduate students from Black, Asian and Minority Ethnic groups obtaining graduate employment from 43.3% to 60% by 2021. The University continues to address the gap between disabled and non-disabled students in relation to Graduate Outcomes. We will achieve this by providing bespoke careers support and opportunities to gain employment experience.

In 2019-20, the University will monitor the correlation between **outward mobility** and improved academic and employment outcomes, as sector data confirms that those who are more mobile during their degree are less likely to be unemployed, and more likely to have achieved a 'good' degree.

Measure: Graduate Outcomes

Whole Institution Approach

The University has undergone significant continuous improvement over the last four years, which resulted in the University strategy, and associated plans and objectives that embed our curriculum into our Industrial Collaborations Zones.

As we move forward to address the challenges of society, we have also embedded our own social responsibility to widening participation and fair access at all levels of the Institution. A whole lifecycle approach is underway which extends from pre-entry engagement, student success throughout the course, to postgraduate progression.

In 2017-18 the University launched the Inclusive Student Experience Committee and the Inclusion, Diversity and Engagement Committee. The development of a coherent cross-institutional collaborative relationship and shared vision has ensured that everyone is becoming aware of how their work is connected to widening participation.

Target Groups

Low higher participation

Educational disadvantage measured by POLAR continues to be a useful indicator for degree and employment outcomes. As a widening participation University we strive to ensure those who are from the lowest percentage neighbourhoods (Q1) have the opportunities to succeed in their studies and progress into their career of choice. 20% of our students are from Quintile 1 and majority of those are local students to the University.

Students of particular ethnicities

The University has seen, in line with the sector, a slight decrease in the difference between the proportions of White and Black, Asian and Minority Ethnic students gaining a good honours degree. It however continues to be an area of focus for the University. Employment outcomes for black graduates for the University is comparable with all students though we will focus on support Black students into highly skilled employment. Our University community is diverse, and although ethnicity is a target group, we are aware that this indicator is only one of many that requires to triangulate entry qualifications, household income, gender, and disability.

Disability

Supporting Disabled students to succeed in higher education is a core priority to the University. Our data indicates that we continue to see an increase in students with mental health conditions and will work on innovative solutions that support our disabled students to succeed.

Measure: Non-continuation and Graduate Outcomes

Mature Students

The University continues to develop programmes that are flexible and are attractive to mature and part time students. There is a difference between the student experience of young and mature students, consequently the University is committed to reducing the risk of non-continuation and improving the experience and sense of belonging for mature students.

Measure: Recruitment, Student Satisfaction and Non-continuation

Care Leavers

Students who have been in care continue to be significantly disadvantaged and under-represented in higher education. Data from the “Moving on Up” report (2017) and Department for Education (2016-17) shows that only around 6.1 per cent of all care leavers (between the ages of 19-21) were in higher education in 2017 compared to 43% of other young adults.

Building upon sector research published in the 2016-17, we will focus on providing more practical and emotional support through peer support, and embed a culture of corporate responsibility.

Measure: non-continuation, degree attainment and Graduate Outcomes

Estranged Students

People estranged from their families is a key target group for the University with over 136 estranged students reported following research by the Unite Foundation and StandAlone. As part of continuous improvement and commitment through the StandAlone pledge, we continue to support estranged students in four areas; finance, accommodation, access and transition, mental health and wellbeing.

Measure: Non-continuation, degree attainment and Graduate Outcomes

Equality and Diversity

The Access and Participation Plan supports and benefits the broader ***Inclusion and Diversity Action Plan 2016-21***, which focuses on three priorities:

Priority 1:

Ensure that our approach to student recruitment and the student experience is inclusive and enables all of our students to fulfil their potential and make the best career choices.

Priority 2:

Embed an inclusive approach to colleague recruitment and the colleague experience, promoting an enabling culture that allows our colleagues to fulfil their potential.

Priority 3:

Create an inclusive environment that facilitates and promotes belonging and respect for students, colleagues and the wider community.

Student Consultation and Involvement

The University is committed to developing a distinctive approach to student engagement where it correlates with positive learning experiences and student outcomes. Involvement of both staff and students is paramount to driving a co-created environment of learning.

The University works to ensure that the distinctive contribution students play within the University is embedded at micro and macro levels of the University governance and that Student Voice drives and informs specific interventions and programme development and enhancement.

The collaborative relationship the University has with the Students' Union is key to this success, and student representatives are full members of University committees; including the Access and Participation Plan Steering Group and Inclusive Student Experience Committee. The coherent cross-institutional collaborative relationship ensures it is a meaningful partnership that goes beyond consultation, and that our students identify ways to carry out enhancement and facilitate implementation where possible.

Statement from the Students' Union

We endorse the University's Access and Participation Plan 2019/20. Further discussions on the content of the plan are always welcome and we look forward to working closely with the University on issues related to access to, and participation in, the University of Salford over the coming years.

In 2017-18 the Union introduced new cross-campus elected liberation officers to represent LGBTQ+ students, Black Minority Ethnic students, students with disabilities and women students. These elected representatives have attended IDEC committee

and show a key commitment by the University to embedding widening participation and access amongst these groups. This is a partnership we hope will grow in future as these elected officers bring the voice of students forward.

We welcome the University's commitment to tackling the attainment gap amongst Black and Minority Ethnic students. In 2017-18 the Union is conducting its own research into the experiences of BME students on campus, to enable us to better understand the lived experiences of these students and begin to understand why the attainment gap exists. Internally the Union has launched a race equity working group to ensure that our services are fair and are able to appropriately support the students we serve.

The Union has a strong partnership with the University on LGBTQ+ issues. Alongside the University the Union is part of the local Multi-Agency Forum, bringing together all organisations in the Salford community to work together on improving the lives of LGBTQ+ people in the City.

The Union is developing a close working relationship with the newly launched staff LGBTQ+ network 'Salford proud'. Working together with our LGBTQ+ society to support events such as Transgender Day of Remembrance, installing gender neutral toilets on campus and leading on entering the first float for Manchester Pride in many years. We hope to continue to build on this close partnership.

Poor mental health at University can have a severe detrimental health impact on student's ability to achieve their potential and participate in higher education. The Union is developing a mental health drop-in centre for students to receive peer support on mental health issues. We are grateful for the University in helping shape the delivery and training for this centre.

Monitoring and Evaluation

The University has an Outcome and Impact framework for all widening participation activity and associated support. Each initiative has a clear approach to measuring demonstrable outcomes of their activity that will provide sound evidence of its effectiveness.

The Outcome and Impact framework establishes an umbrella methodology for assessment and monitoring of countable and non-countable activity that is directly linked to one of the four areas of the Access and Participation Plan and has established a process for sharing with others the Widening Participation practice within the University.

Approaches to monitoring and evaluation of activities are likely to be diverse but will include core principles of review, reflect and long term impact of the activity utilising quantitative and qualitative data. Annual Impact and Outcomes reports will be produced and reviewed by the Access and Participation Steering Group, and other internal groups.

The University joined the Higher Education Access Tracker in 2016 and we are currently collaborating with Manchester Metropolitan and the University of Manchester to ensure all cohorts engaging with Greater Manchester Higher and non-NCOP activity are recorded on the platform, and establishing standard reporting processes that highlight the outcomes of our outreach activity.

We will publish a revised Outcome and Impact framework in 2018-19 for full implementation in 2019/20

Longer term impact will continued to be monitored through:

- number of students applying, receiving an offer and registering at university across the different Widening Participation strands
- student engagement – through monitoring use of online resources including Blackboard and webpage interaction, and physical use of the Library
- ad hoc emails or verbatim comments from students using our services
- levels of engagement in each of the askUS services e.g. Careers, Employability and Enterprise
- measuring impact of activity i.e. through changes to behaviour from before the activity to afterwards
- non-continuation rates (i.e. the proportion of our first year students who do not return the following September, either joining another university or leaving altogether)
- student retention figures, continuation rates, in year loss and progression
- numbers graduating from the different minority groups
- achievement of a 'good degree' – students attaining a first or a 2:1
- feedback received through the Student Voice – internal student surveys
- Student satisfaction through National Student Survey scores
- Employability through Destination of Leavers from Higher Education/Graduate Outcomes

Access, student success and progression measures

Outreach and Access

The University continues to be committed to widening access to higher education, and is focused on increasing the entry rates of students from underrepresented groups to higher education, in particular reducing the participation gaps for those from socioeconomically disadvantaged backgrounds, and reversing the decline in higher education participation by mature students from underrepresented groups.

In order to achieve this and maximise impact, we continue to be committed to working in collaboration with others to provide efficient and sustainable investment streams that achieve synergy and maximise the outcomes, to raising attainment in schools and to access to higher education and local community engagement for mature learners.

Outcomes will be monitored through HEAT, and placed applicants to the University each academic year.

This section is split into the following areas:

- Outreach work with schools and young people
- Outreach work with communities and adults
- Strategic relationships with schools and colleges
- Supporting access through apprenticeship routes
- Fair admission

Outreach work with schools and young people

National Collaborative Outreach Partnership (NCOP)

The University of Salford is a lead institution for the collaborative partnership **Greater Manchester Higher**, developed under the National Networks for Collaborative Outreach funding period and now the delivery consortium for NCOP since January 2017. The partnership targets pupils in Y9-13 in HEFCE's identified target wards and develops resources for teachers and advisers around attainment-raising – with a particular focus on groups where there are identified attainment differentials.

Through Greater Manchester Higher we will continue to promote our existing outreach activities and contribute to a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. In addition, we will use the network as an opportunity to share best practice, grow the evidence base for what works and identify and reduce cold spots within our region. We will look to work closely with the Opportunity Areas, particularly Oldham in Greater Manchester and ensure our outreach provision, both institutional and collaborative, meets the needs of learners in Oldham.

Through Greater Manchester Higher we will continue to deliver a programme of collaborative events targeted specifically at disabled learners. This includes events for learners on the autistic spectrum, as well as 'wellbeing days' to help reassure learners of the support available.

We will continue to work in partnership with other institutions through the Greater Manchester Higher collaboration to deliver a range of outreach events to support young people from care.

In addition to the work of Greater Manchester Higher, we will continue to provide places for non-NCOP targeted students on an array of masterclasses, subject taster events and summer schools. It is a strategic decision to combine NCOP target and non-NCOP learners to ensure sustainable investment in activities.

In order to maximise the impact of the funding provided through this plan, we will ensure that activities and interventions support and complement income derived from other funding. This is evidenced through our approach to outreach, where institutional funding is used to target priority schools or year groups not covered by NCOP funding.

National Educational Opportunities Network (NEON)

The University is committed to renewing our institutional membership to the NEON, which provides us with invaluable professional support, networking and opportunities to develop skills through the Access Academy training.

Outreach work with communities and adults

The University of Salford has a notably higher proportion of mature students across both levels of study when compared to the wider sector and comparator means. Despite the healthy proportion of mature learners we are not complacent and are aware of the need to maintain momentum.

Our Accredited Prior Learning and Work Based Learning Coordinator works with a number of organisations within the community to help encourage mature persons in the community to pursue education, including:

Inspiring Communities Together provides people in the local community with a learning pathway accredited to ASDAN level 1. So far 55 individuals on the scheme have gained the qualification and are moving towards education or employment.

Skills and Works Board, Broughton Trust which comprises a number of key stakeholders in Salford including Salford City College, local employers and third sector agencies. One of their sub-groups seeks to tackle youth employment by addressing the needs of young people not in education, employment or training (NEETs). These young people, mainly male, are difficult to identify because they may have been involved in criminal activity, may not have their own accommodation and/or do not register for unemployment benefits for fear of their parents losing family allowance.

Salford Pathways is a skills workshop delivered two to three times per academic year. The scheme aims to encourage those mature learners who may have missed out on the opportunity to take advantage of education earlier in their lives. The two one day workshops provide insight of how to access a university education, and colleagues and students from Salford City College join us on the first day to help students understand the possible routes into education. We plan to deliver 2 Salford Pathways sessions during 2019/20 with approximately 15 students on each. The use of the scheme will be reassessed at the end of the year.

Strategic relationships with Schools and Colleges

University Technical College (UTC@MediaCityUK)

The University of Salford continues to be the university sponsor to the UTC@MediaCityUK, supporting the curriculum development which ensures students develop professional digital and media skills as part of an academically rich curriculum that will see them work on a selection of projects and make contacts with a large variety of media professionals from the local area.

The relationship with UTC@MediaCityUK is maintained by the University's Pro Vice-Chancellor International and Regional Partnerships who is a member of the UTC Governing Body. In addition, the University Outreach team provides impartial information and advice, and bespoke events on and off-campus to students from year 10 to year 13 that raise aspirations and stimulate enquiry and broaden knowledge of the subject areas available at the University of Salford.

The University is committed to developing its relationship with UTC@MediaCityUK. Following full evaluation and reflection on the outcomes of the current offering, and therefore, basing decisions on evidence informed activity, in 2019/20 we are likely to build upon the 17 bespoke events delivered in 2017/18 and explore providing professional development opportunities for teachers.

Supporting access through apprenticeship routes

The University is committed to providing flexible and work-based routes to higher education and continues to develop its portfolio of Higher Degree apprenticeships. Designed in partnership with industry to meet professional standards, we currently offer four degree apprenticeships and three higher degree apprenticeships.

The University is building on its current success in this area with the development of six new programmes, and working with a range of employers to develop degree apprenticeships in business and management, Engineering, Health, Construction, Digital, Education, and Police.

The flexibility to study and work has provided a positive option for a number of under-represented groups in higher education, and we will continue to monitor the long term outcomes in improving access and participation in higher education.

Fair Admission

The University is dedicated to fair admission, and is addressing the goal of admission processes which are both fair and seen to be fair, and are equally reliable and consistent. The University is aligned to the Schwartz Principles, and QAA Expectations for admissions.

The University of Salford is a member of the **Higher Education Liaison Officers Association (HELOA)** and aligned with its good practice guidelines for widening access through providing information, advice and guidance to all prospective students, regardless of background, ethnicity, age, or socio-economic status. We continuously ensure that we are aligned with guidance provided by **Supporting Professionalism in Admissions**, and other sector guidance when relevant.

The University of Salford is committed to providing equal opportunities for talented applicants from all backgrounds. Already offering Accredited Prior Learning and the Salford Alternative Entry Scheme as options for entry, we will be building on these by exploring the use of **contextual information and data** in our admission process.

Utilising sector research, we will evaluate how the use of contextual information and data in admissions can form a more complete picture of the characteristics of an individual applicant. The research undertaken will inform our approach to admissions and ability to triangulate using contextual information and data.

Student Success

The University is committed to developing an evidence-based approach to activities and support measures which utilises those resources that provide the most significant impact on all students. At times, explicit and deliberative activities targeted to specific groups of current students who face inequalities and disparities are required and reflected below, as identified in our ambitions and strategy, and assessment of performance.

As identified in our ambitions and strategy, student success measures align with the Office of Students' Strategic commitments, and focus on supporting our students to continue their studies whilst reducing the gaps in attainment between groups of students.

The following table demonstrates the split into four core areas mapped to the journey through and onwards from higher education. Each split includes a core objective, an array of activities, and measurable outputs and outcomes.

- Transition, Induction, and Orientation
- Study skills support
- Non-continuation and Reducing attainment gaps
- Activities aimed at reducing differences in experience

Area	Objective	Activities/Support	Outputs/Outcomes	Impact	APP Target
Transition, Induction, and Orientation	The University is committed at providing an effective and holistic transition, induction and orientation package for students, which ensures all students are ready to study at higher education and have begun to develop a sense of belonging and engagement with peers and the broader university community.	<ul style="list-style-type: none"> Get Going #SalfordSmart Welcome Home Personal Tutoring 	Outputs <ul style="list-style-type: none"> Launch of UniSkills following success of #Salford Smart Outcomes <ul style="list-style-type: none"> 47% increase in students using 'Get Going' website between 2016 and 2017. 97% positive feedback on sense of belonging following Welcome Home activities 	<ul style="list-style-type: none"> Increased student satisfaction/confidence levels Reduction in the number of students withdrawing from their programme of study, in particular LPN and Care Leavers 	<i>T16a_10_Student Success</i> <i>Low participation neighbourhoods</i> T16a_11_Student Success Care Leavers
Inclusivity and Study skills support	The University is committed to providing students and staff with educational experiences that allow all students to achieve to the best of their ability, regardless of their background or prior educational attainment.	<ul style="list-style-type: none"> Skills for Learning (SFL) website Academic Study Skills team Academic Support Librarians 	Outputs <ul style="list-style-type: none"> Available appointments SFL website Outcomes <ul style="list-style-type: none"> 22,672 SFL website hits in October 2017, an increase of 23% on the previous year 257 academic study skills appointments 188 Library subject query appointments 	<ul style="list-style-type: none"> Increased levels of attainment leading to improved degree classification Improved degree classification leads to improved levels of employment 	<i>T16a_10_Student Success</i> <i>Low participation neighbourhoods</i> T16a_11_Student Success Care Leavers
Non-continuation and Reducing attainment gaps	The University is committed to providing an environment that is responsive to student needs, and supports them to transition through each level of study and achieve a good honours degree regardless of their background, and in particular ethnicity	<ul style="list-style-type: none"> Learner Analytics Student Progression Assistants Student segmentation Thinking of Leaving? BAME attainment gap Mobility opportunities Peer support 	Outputs <ul style="list-style-type: none"> Learning analytics system Retention Project Outcomes <ul style="list-style-type: none"> 76% of students who attended 'Thinking of Leaving?' workshops stayed Increased number of students undertaking mobility opportunities. 	<ul style="list-style-type: none"> Services tailored to the needs of our students meaning that identified barriers are removed Reduction in numbers of students withdrawing leads to increased revenue for the University 	<i>T16a_10_Student Success</i> <i>Low participation neighbourhoods</i> T16a_11_Student Success Care Leavers
Activities aimed at reducing differences in experience	The University is committed to developing an inclusive campus in which, through awareness raising, training and development and strategy and policy, students from under-represented groups have an equitable experience to that of their peers.	<ul style="list-style-type: none"> askUS services Counselling & wellbeing Disability & Learner Support services Support for under-represented groups Inclusive Facilities Project' Pronoun training 	Outputs <ul style="list-style-type: none"> One coordinated service Outcomes <ul style="list-style-type: none"> Inclusive campus Improved awareness of service Accessibility of support 	<ul style="list-style-type: none"> Improved student experience leading to higher NSS scores Enhanced reputation of the University within the sector as one that welcomes WP groups 	<i>T16a_10_Student Success</i> <i>Low participation neighbourhoods</i> T16a_11_Student Success Care Leavers

Transition, Induction, and Orientation

Our commitment to the provision of an effective and holistic transition, induction and orientation package for students that ensures all students are ready to study at higher education is demonstrated through three key activities.

The '**Get Going**' online pre-arrival package provides opportunities to learn about new ways of learning in Higher Education and discover associated academic skills. Of particular benefit to students who have previously studied at BTEC level, or who are on HNC/HND programmes, 1,355 students logged into 'Get Going' between August and September 2017, an increase of 652 on the same period in 2016.

Following the successful **#SalfordSmart** programme pilot, 2018/19 sees the launch of a new online learning course for students called '**Uniskills**', where students receive weekly bite-size activities throughout the immediate transition period. Designed to develop study, research and digital skills, its aim is to empower students to respond positively to the challenges of studying in Higher Education and embrace their lifelong learning journey.

The '**Welcome Home**' theme is an initial week of developing a sense of belonging with the University and broader University community. Sessions include focus on collaboration, team-based activity and opportunity to familiarise with the University, Programme areas and other services. Feedback was 97% positive and with the focus on continuous improvement, 2018/19 sees the development of activities targeting three specific groups (first in family', LGBT and commuting students) identified as facing additional barriers to engaging with university life.

Study Skills support

The provision of study skills support demonstrates the University's commitment to allowing all students the opportunity to achieve to the best of their ability, regardless of their background or prior educational attainment.

The **Academic Skills** team provides a programme of workshops, drop-ins, individual and online learning. Training includes academic writing, critical analysis, research and information literacy, referencing and digital skills. Academic programmes continue to develop offering academic skills as an embedded part of the curriculum, particularly at level 4.

The '[Skills for Learning](#)' website provides online study skills guidance. A triage approach enables students to source instant solutions to their queries. The resources available continuously receive positive feedback. Monitoring of the service indicates use of the 'Skills for Learning' website peaked at 22,672 hits in October 2017, an increase of 23% on the previous year. Student segmentation trends will in future help target support to students identified at most need.

Non-continuation and reducing attainment gaps

The University is committed to providing an environment that is responsive to student needs, and supports them to transition through each level of study and achieve a good honours degree regardless of their background, and in particular their ethnicity. To this end a number of initiatives have been developed to gain insight into student motivation.

Online registration questions. At registration students are asked a series of careers and employability related questions and appropriate questions relating to those belonging to underrepresented groups. From day one this provides us with information which allows us to provide students with the right information at the right time.

The combined use of intelligent analytics and timely interventions allows us to develop practices which systematically foster student success. Staff have access to an online dashboard that analyses performance at module and programme level. We will continue to work with intelligent analytics and student segmentations to develop our **Progression Framework**, aiming for an approach in 2019/20 that allows us to engage with students at the right time, in the right place and with the right message including the prioritisation of areas such as retention at level 4.

The role of **Student Progression Assistants** has demonstrated tangible impact on keeping students on track, and during 2018-19 the role will evolve and be core to the cross-institutional approach to retention. Coordination by the Student Experience and Engagement unit will provide clarity and direction to meet the targets as set out in the University strategy.

Students considering leaving the University are encouraged to attend weekly support workshops run by the wellbeing team, called '**Thinking of Leaving?**'. Last year, 76% of students attending these workshops remained with the University. These instances are the beginning of far reaching enhancements in our use of intelligent analytics to develop practices which systematically foster student success.

Assessment of our current performance indicated an **attainment gap for black and minority ethnic** students. Following further evaluation the University and the Students' Union will identify the specific interventions and focus that are required through an "Attainment gap for black and minority ethnic students' project", with research undertaken in 2018/19 and work streams delivered in 2019/20.

Central to our core strategic aim of developing Industrial Collaboration Zones (ICZs), we are committed to offering all students the opportunity to undertake a **free placement year** to improve their employability and ease transition into employment and the workplace. As identified in our assessment of performance, additional activity will be designed to encourage black and minority ethnic students, who are underrepresented in such mobility activities.

Peer mentoring will also continue into 2019/20 as we build on the findings of the pilot that took place during 2017/18. We plan to build on the valuable feedback from mentors and mentees and will also explore alternative options such as online mentoring.

Activities aimed at reducing differences in experience

The University is committed to developing an inclusive campus in which, through awareness raising, training and development and strategy and policy, students from under-represented groups have an equitable experience to that of their peers.

The proportion of undergraduate declared disabled students at the University of Salford has risen steadily year on year according to HESA. The 2016-17 data shows the proportion declared as having a mental health condition is 21.8% of the total disabled student population, with Autistic Spectrum conditions remaining at 1.6%, a

combined total of 23.4%. Multiple disabilities also continue to increase, at 4.9% of the 2015-16 data from 3.6% in 2014-15.

The [Disability and Learner Support team](#) continue to provide 1:1 appointments and develop Reasonable Adjustment Plans (RAPs) for students, providing 708 appointments between September 2017 and February 2018. Future plans include the review of the Inclusive Teaching framework, where academic staff develop teaching and learning materials for **all** on the assumption that a proportion will have SpLDs, the development of inclusivity focused action plans and the review of wellbeing and disability support for ASC (autistic spectrum conditions).

The increase in demand for the services provided by the [Counselling and Wellbeing team](#) from students with mental health needs has led to the employment of a further six sessional counsellors, enabling the team to deliver 995 counselling sessions and 861 wellbeing appointments between September 2017 and February 2018.

Support for underrepresented groups

Inclusivity is a key underlying principle of the University-wide ICZs. Awareness of diversity within the classroom is central to developing an appreciation of the barriers underrepresented groups may face. We are committed to continuing **training** and **awareness campaigns** including:

Transgender Day of Remembrance	Stonewall session for student facing staff
Equality Impact Assessment training	Pronoun training for academic staff
Salford Inclusion and Diversity week	World Religion Day event
Standalone Conference	Hate Crime Awareness week
Remembering Srebrenica	Supporting the Supporters event
Inclusive Facilities Project' including	
Gender Neutral Toilets	

Strategy and Policy development provides a structured framework against which cross-University activities can be benchmarked. In 2017-18 the University has launched the Inclusive Student Experience Committee (ISEC) and the Inclusion, Diversity and Engagement Committee (IDEC). Having already achieved the bronze Athena Swan Award, work is underway to apply for the Race Equality Charter Award.

Mentoring and Co-Production

Our **Care Experienced Mentoring** scheme currently involves 6 mentors from a variety of programmes of study who mentor looked after children in 4 local secondary schools. This raises the aspiration of young people and has a positive effect on our students, who develop confidence and a sense of belonging. We will monitor the impact of the programme through HEAT and Mentor degree attainment and Graduate Outcomes.

Peer Support and Co-Production. On signing the Standalone Pledge, the 'People at University Separated or Estranged' (PAUSE) group was formed. Student members share experiences, form friendships and advise the University on how estranged students can be better supported, one example being the rent guarantor scheme piloted from September 2018 which will benefit students such as care leavers and estranged students as they make the transition into and out of University life. Building

on the success of the peer support and co-produced group, the University will work with other underrepresented groups to develop such groups in 2019-20.

We continue to provide **specialist individual support** to under-represented groups, such as care leavers, estranged students, student carers, asylum seekers, mature and LGBTQI* students with 142 appointments having been provided for these groups during September 2017 and February 2018. In reviewing our service a system is to be introduced where frontline askUS support staff will triage queries, with more complex cases being escalated for specialist support. Those with more specialist knowledge will be able to develop strategy, policies, raise awareness and training and development opportunities.

Collaborations

In our quest to provide appropriate and timely support to students we continue to work collaboratively with other organisations:

Organisation	Activity
GMHigher	University participates in a number of annual outreach events (Supporting the Supporters & Step Up to Uni) and also stages the Greater Manchester Looked After Children Awards (through the GM Looked After Children Forum, GMLAC) in partnership with University of Manchester, Manchester Metropolitan University and University of Bolton.
NorthCLASS	NorthCLASS is the regional group affiliated with NNECL, and enables HE Practitioners to share information and good practice. We play an active part in these meetings and often chair the meetings. NorthCLASS is open to all HE and FE providers with HE provision in the North West, Yorkshire and Humberside and the North East. Actions and issues are shared with NNECL and the GM LAC Forum.
NNECL	Student and Graduate Diversity Officer (SGDO) is a trustee of NNECL and attends regular national trustee meetings and strategy meetings. Currently involved in developing a regional template and funding model for NNECL
Helen Kennedy Trust	The Article 26 project works in partnership with universities to provide advice and guidance on creating packages of support for students seeking asylum, which enables them to not only access but succeed in Higher Education. This includes a full tuition fee bursary and funding to meet some of the additional costs associated with studying.
42 nd Street	The University works with 42 nd Street on key initiatives relating to supporting young people with emotional wellbeing and mental health issues, particularly around LGBT and estranged students
Salford City Council Cohesion (and Hate Crime) Working Group	This group brings public sector organisation in Salford together and feeds into Salford's 'Tackling Hate Crime Strategy' and Community Cohesion strategy and associated action plans
Salford City Council - LGBT Young People in SALFORD Working Group	SGDO is a member of the working group looking at improving outcomes for young LGBT people in Salford, and also chairs a sub group of this looking at LGBT young people in care and improving outcomes for them
Salford LGBT Multi-	SGDO is co-chair and the University contributes financially each year. The group works with public sector organisations to ensure the

agency Forum	voice of LGBT people is heard in local strategies
Organisation	Activity
National Leaving Care Benchmarking Forum (NLCBF)	NLCBF ran their young people's conference at the University in 2017. The University regularly works with the organisation on specific projects around educational outcomes of care leavers.
National Education Opportunities Network (NEON)	As members of NEON various teams within Student Experience and Support take part in their conferences and seminars.
Vulnerable Students Stakeholder Group	Members of this Student Loans Company group which acts as a consultative forum to ensure that the SLC fully consider the needs of vulnerable students in their policy and processes.
StandAlone	The University of Salford and its estranged students work closely with this national charity for estranged people and hosted their conference in March 2018
Carers Trust	Work closely nationally with the Carers Trust and locally with the Salford Carers Centre to foster good practice in the sector.

Progression

In line with the OfS guidance 'to improve the rates of progression of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, into graduate-level employment or further study, and to reduce the gaps between these groups and other students', the University is committed to developing:

- Employability and Further Study
- Transferable Skills
- Positive Outcomes for all

Area	Objective	Activities/Support	Outputs/ Outcomes	Impact	APP Target
Employability and Further Study	The University is committed to providing students with relevant experience of working before they graduate, for example via industry placements, live briefs, and collaborative projects in the Industry Collaboration Zones.	<ul style="list-style-type: none"> • Internships • Enterprise and Business Boot Camps • Financial support • Placements/Mobility • Self-help resources • Discounts for further study • Unitemps • Careers and Employability service 	<p>Outputs</p> <ul style="list-style-type: none"> • Students are able to access resource • Recruitment Fairs • Workshops <p>Outcomes</p> <ul style="list-style-type: none"> • Students discover ways of helping themselves • Contacts with Industry • Students are able to learn new skills through workshops • Professional services staff gained more insight into the needs of our students 	<ul style="list-style-type: none"> • Already some of the interns who have just completed their internship have secured full-time employment, others have had their contracts extended by the University • Increased numbers of students seeking graduate level work or further study. 	T16a_a_Progression
Transferable skills	The University is committed to providing students with access to learning opportunities outside their course, and supporting students in articulating their achievements	<ul style="list-style-type: none"> • Common Purpose • Keep warm activities • Careers and Employability service 	<p>Outputs</p> <ul style="list-style-type: none"> • Developed soft skills • Explored feelings and attitudes <p>Outcomes</p> <ul style="list-style-type: none"> • Realised potential and capability 	<ul style="list-style-type: none"> • Increased confidence and motivation to step into an environment they would not have previously felt comfortable in 	T16a_a_Progression
Positive outcomes for all	The University is committed to Increase the proportion of undergraduate students from Black, Asian and Minority Ethnic (BAME/BME) groups obtaining graduate employment within six months of graduation from 43.3% to 60% by 2021	<ul style="list-style-type: none"> • National Mentoring Consortium BME mentoring scheme • Ernst & Young mentoring scheme • Price Waterhouse Cooper mentoring scheme • Alumni mentoring 	<p>Outputs</p> <ul style="list-style-type: none"> • Employer guidance on skills gap • Mock interviews • Industry connections <p>Outcomes</p> <ul style="list-style-type: none"> • Workshops responsive to Industry needs • Interpersonal development through mock interviews • Employers see value in diversity 	<ul style="list-style-type: none"> • Increased numbers of BAME students applying for graduate level employment • Positive impact on Graduate Outcomes 	T16a_a_Progression

Employability and Further Study

The University is committed to providing students with relevant experience of working before they graduate, for example via industry placements, live briefs, and collaborative projects in the Industry Collaboration Zones.

In line with our industry focus, we operate as 'our own industry partner' by offering an internal internship scheme. Following the successful pilot in 2016/17, the University funded 87 **Graduate Internships** for 2017 UK undergraduates still not in employment in 2018. Lasting for a period of 12 weeks from 8th January 2018, the interns were employed in various roles across the University, both in Professional Services and in the Schools. 69 Professional Services staff received training in mentoring skills and provided mentoring support throughout the internship. Eight months after completing the internship, the graduates were surveyed and responses show that 95% were in work or further study.

As part of our continuous improvement and reflection on previous activities we will be evaluating the internships, including the mentoring provision by the Professional Services staff, to identify what could be done in future to achieve greater impact. We will continually review and update our online services and develop new initiatives to address the gaps in employability skills and workplace behaviours that we encounter when working with interns.

The students continue to benefit from the establishment of a Unitemps (Job Shop) branch on-campus. Unitemps coordinates recruitment and payment of students, contributes towards the monitoring of UKVI compliance and helps grow student engagement by referring student temps into careers and enterprise support. Students are able to develop their job seeking and career planning skills, and to reflect on what they want to gain or have gained from engaging in paid temporary and part-time employment, to recognise how this can enhance and provide evidence of their employability.

Having gained insight into individual student career aspirations acquired through online registration questions, the [Careers and Employability service](#) has dedicated webpages with an abundance of **self-help resources** targeted at each level of study. Resources relate to ways of developing key employability skills and job seeking activities such as career planning, psychometric testing and volunteering. Examples of events delivered between September 2017 and March 2018 include:

- 11 recruitment fairs and employment events
- 18 enterprise events including Masterclasses, Business Bootcamps and how to access finance for setting up your business

Students are positively encouraged to gain work experience via **placements**. Whilst these are most often coordinated by placement tutors, the Careers and Employability service provide online advice and guidance for students including writing their CV, completing application forms and how to get the most out of placements.

Transferable Skills

The University is committed to providing students with access to learning opportunities outside their course, and supporting students in articulating their achievements.

In May 2017 the decision was made to develop schemes in order to build Social Capital. One such scheme was **Common Purpose – a Future Leadership course**, an intensive training and development activity delivered over a 3 day period by Common Purpose UK. Designed to enhance the leadership skills of participants through engagement in various activities including group challenges, listening to motivational speakers and meeting local leaders, the decision was made to target cohorts of final year UG students and recent graduates likely to be unemployed beyond graduation, with particular focus on BME students. The skills developed included presenting, public speaking and learning about teamwork and cultural intelligence.

Immediate feedback indicated that students felt motivated, inspired, fulfilled and challenged. The opportunity allowed them to become more self-aware and the importance of working in an environment true to their values.

Longer term we would expect the change in feelings and attitudes and the learning experienced has impacted many aspects of the student experience. There was a significant impact on confidence level, developed through becoming more aware of their own strengths and qualities. One student commented:

“My awareness of my leadership potential just shot through the roof”

Not content to let this be a one-off event, we are devising some ‘keep warm’ activities to ensure that the learning and confidence levels are maintained and developed further.

As part of our continuous improvement and reflection on previous initiatives, we will complete full evaluation of the Common Purpose programme taking the longer-term impact into consideration, and brief the facilitator on any modifications we consider necessary.

Whilst the evaluation of the scheme is yet to be completed, early indications are that we will be running further Common Purpose sessions in 2019/20 as the feedback from students was so positive. A modification observed so far, is that although the provider stipulates that 100 students be enrolled for each session, we believe 50 to be a more reasonable number. We will also consider other groups such as students with disabilities.

Positive Outcomes for all

The University is committed to Increase the proportion of undergraduate students from Black, Asian and Minority Ethnic (BAME/BME) groups obtaining graduate employment within six months of graduation from 43.3% to 60% by 2021.

We see the development of confidence and employability skills in our levels 5 and 6 undergraduate students to be crucial in their success. To this end we have developed the Industry Advice scheme which matches students with mentors in employment. The aim is to discuss career plans, application processes and consider life skills in general, with the Ethnic Minority Undergraduate Scheme (EMUS) specifically targeting **BAME students**.

During 2017/18 26 mentors have been matched with 26 mentees through the National Mentoring Consortium (NMC) Ethnic Minority Undergraduate scheme. Mentors from the local area were sought by the NMC and full training was provided

for both the mentors and the mentees. Our mentors went above and beyond with a small sub-group running a mock interview day for all the mentees. Whilst the scheme has not yet finished, the interim feedback has on the whole been positive. Again, we are able to gain insight into the students' behaviours with some mentors reporting lateness or lack of engagement in some instances.

To ensure that all students have equal opportunity, we also have an **alumni mentoring scheme**. This year we have 36 mentors matched with mentees. Where possible we will match mentees with a mentor working in roughly the same area as the students preferred career path. The scheme has similar outcomes to the BAME scheme such as confidence and the ability to gain insight into the various routes available in a chosen industry.

As part of our continuous improvement and reflection on previous initiatives, we will be reviewing the success of the BAME mentoring scheme and identifying how we can grow it, as it currently only hits comparatively small numbers. We have recently had the opportunity to work with two local corporations who are keen to mentor some of our students. Again we would look at targeting those students who maybe face barriers to achieving, such as BAME students and disabled students. We are excited at the prospect of working with both organisations and intend to develop this area of our work into 2019/20.

Investment

Total investment 2019/20

The University is above sector and regional average for a number of underrepresented groups, and though our proportion of underrepresented groups is proportionally high (as set out in Guideline investment levels for 2019-20 access and participations plans), we are investing for the second year 26% of our higher fee income to OfS Access and Participation countable spend, though envisage we will continue to change our balance of spend towards student success and progression activity and support.

Expenditure directed towards access, progression and student success will equal £6,041,232 in 2019/20 in absolute cash terms. Our adjusted investment profile reflects our strategic plan for maintaining actual spend in the area of access and growing investment in activities relating particularly to student success and progression.

Table 04 (Disaggregated investment - % and actual)

	2017/18		2018/19		2019/20	
High Fee Income	%37.1	£11,484,114	%26.3	£8,130,170	%26	£8,051,094
Financial Support	%16.2	£5,012,499	%6.3	£1,944,173	%6.5	£2,004,862
Access	%5.4	£1,676,174	%4	£1,235,417	%4.0	£1,240,252
Student Success	%14.3	£4,423,648	%14.0	£4,169,534	%13.5	£4,185,853
Progression	%1.2	£371,793	%2	£617,600	%2	£620,127

The level of investment on each of the above measures will be subject to continued monitoring and evaluation as we improve our performance or identify where increased focus is necessary.

Fees

Tuition fees for all undergraduate full-time degrees in 2019/20 will be £9,250. Where a student joins a 'with Foundation Year' programme, the Foundation Year stage of the programme will be charged a lower fee of £8,250 with the exception of a 'with Music Foundation Year' programme where the Foundation Year stage of the programme will be charged a fee of £9,250. Where a student joins a 'with International Foundation Year' programme, the International Foundation Year stage of the programme will be charged a lower fee of £8,450.

Part time fees are charged on a pro rata basis according to the number of credits being studied, however, the University will not charge any part time undergraduate Home/EU student more than £6,935 in an academic year, in line with the fees regulations. Any fee increases will meet government and consumer policy regulations and will be driven by a need to ensure effective student provision.

Intended fees for placement and sandwich years

If the programme is a 4 year sandwich degree, this is the equivalent of a 3 year UG degree plus a year out and the year out will not be charged for, therefore the placement or sandwich year fee will be £0 (nil), and for study abroad fees will be reduced as appropriate and will be £1,385.

Financial Support

In 2018-19, the University will revise its financial support in line with guidance from OFFA and endeavour to develop a financial support package that tangibly demonstrates a targeted approach which supports retention and assists in paying for additional ancillary costs students may face during their student journey, such as art materials or lab coats.

Inspire Scheme

The Inspire scheme (subject to possible name change) will provide us with the opportunity to modify student behaviours so that bursary money is spent on items likely to impact on student success. All new Home/EU undergraduate students registering from 2019/20 will be eligible for a £150 credit bursary through the INSPIRE scheme which can be spent on ancillary costs, such as core texts from reading lists, stationery and electronic devices available through an online retail supplier. All students with a household income of up to £25,000 will be given increased purchasing opportunities through the online retail supplier, and targeted support throughout their time at the University of Salford, to ensure they have every opportunity to succeed.

In addition, 500 enhanced uplifts to £500 will be provided to students from a household income of up to £25,000 and are from POLAR 4 (Quintile 1) background.

Care Leavers' Bursary (40 awards available each academic year)

All UK students who have spent a minimum of 3 months in Local Authority care and are under 26 years of age at the start of their course will be eligible for a £1000 cash bursary for each level of undergraduate study, dependent upon meeting satisfactory progression requirements. The bursary is funded through by the Salford Advantage Fund.

Article 26 Students Bursary (3 awards available each academic year)

All Article 26 students will be eligible for a £1000 cash bursary for each level of undergraduate study. The bursary is funded through Salford Advantage Fund.

Salford Support Fund

The Salford Support Fund gives priority access to students who may experience unforeseen financial difficulties, are estranged, or have caring responsibilities or may have a disability which results in additional costs to be covered to enable them to succeed at university.

Further details on eligibility, conditions and relevant application process for all financial support can be found on the University webpage for the ***Provision of information to students about financial support.***

Provision of information to students

The University of Salford is committed to providing clear, accurate and timely information to prospective and current students so they can make an informed choice about the University and its courses. The University publishes clear, intelligible, unambiguous and timely information to prospective students; including terms and conditions, complaint handling processes and practices, course information, total course costs for the duration of the course, financial support available and sets out when and how fees and any other costs are payable. We also commit to providing accurate and timely information to UCAS and Student Finance England.

The University utilises a multitude of communication channels to provide information to prospective students, parents, teachers and other advisers, including the University prospectus, website, electronic publications, social media and tailored communication to the diverse groups of students that make enquires and applications to the University.

The University of Salford is a member of the Higher Education Liaison Officers Association (HELOA) and aligned with its good practice guidelines for widening access through providing information, advice and guidance to all prospective students, regardless of background, ethnicity, age, or socio-economic status. As a HELOA member, we support the belief that everyone should have access to information to make an informed choice about higher education.

We communicate with current students through our virtual learning environment and University website which provides details of a variety of support throughout their duration at the University, and details of the financial support that is available to them. The University Student Charter demonstrates our commitment to a learning community focused on developing a collaborative partnership with our informed students.

Please follow the below links for further details, concerning:

- [Provision of information to students about fees](#)
- [Provision of information to students about financial support](#)

The University of Salford's Access and Participation is readily accessible to students and prospective through the University website on our **Access, Student Success and Progression** page.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

The University of Salford is permitted to apply a fee rise in line with inflation for full-time and part-time course fee levels for 2019-20 entrants. Full-time fees remain static as set out in the table below but reserve the right to increase in line with government regulations. Minor adjustments have been made in relation to franchise and international foundation year and an undergraduate certificate. Further information is available in the Key Facts About Fees, available on the University website.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0	Music with Foundation Year	£9,250
Foundation year / Year 0	International Foundation Year (IFY)	£8,450
Foundation year / Year 0	All subjects except for Music with Foundation Year	£8,250
HNC / HND	HNC	£9,250
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year	Sandwich Programme Placement Year	£0
Erasmus and overseas study years	Sandwich Programme, Erasmus Study Abroad	£1,385
Other	International Management (Grad Cert)	£4,625
Other	Ongoing funded programmes	£0
Franchise full-time course type:	Additional information:	Course fee:
First degree	Carmel College - 10001201 - BA Graphic Design	£6,250
First degree	Salford City College - 10005032 - Various Subjects	£7,500
Foundation degree	Salford City College - 10005032 - Various Subjects	£7,500
Foundation degree	Hopwood Hall - 10003146 - FdSc Sports Coaching	£6,000
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	The percentage of young full time undergraduate entrants whose home area (denoted by postcode) is known to have a low proportion of 18 and 19 year olds in higher education	No	2013-14	19.4%	20%	20%	20%	20%	20%	The University aims to maintain its current position which is 4.7% above the benchmark.
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	The percentage of mature full time, first degree undergraduates whose home area (denoted by postcode) is known to have a low proportion of higher education qualified adults and have no HE entry qualification (HESA T2a)	No	2013-14	20.4%	22%	22%	22%	22%	22%	Targets have been maintained. Performance against benchmark is still approx 4% higher.
T16a_04	Other/Multiple stages	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	The percentage of all full time undergraduates in receipt of Disabled Students' Allowance (HESA T7)	No	2014-15	7.2%	6%	6%	6%	6%	6%	Variance to benchmark grown to 2.5% in baseline year 2016/17. Targets to be maintained given our aim to reduce distance to our benchmark.
T16a_05	Other/Multiple stages	Disabled	HESA T7 - Students in receipt of DSA (part-time, all undergraduate entrants)	The percentage of all part time undergraduates in receipt of Disabled Students' Allowance (HESA T7)	No	2014-15	5.1%	4%	4%	4%	4%	4%	Targets in line with baseline year (2016/17) benchmark (3.7%) and we seek to maintain this level of performance.
T16a_07	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Registrations from care leavers	No	2014-15	44	35	35	35	35	35	The University aims to maintain its current position. Targets remain unchanged based on current sector declines in applications.
T16a_09	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	Undergraduate registrations from mature students	No	2016-17	29.6%	32%	32%	32%	32%	32%	Current performance has shown a year on year decline in the proportion of mature undergraduate entrants. As at baseline year this is 1.3% lower than in 2015/16. Therefore we are proposing a dropped target to 32% given recruitment strategy and challenges in the sector

T16a_10	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	The non-continuation rate for young full-time first degree undergraduate entrants whose home area (as denoted by their postcode) is known to have a low proportion of 18 and 19 year-olds in Higher Education T3b POLAR 3	No	2014-15	10.1%	9.5%	9%	8%	8%	8%	8%	Non continuation is a challenge for the institution and targets have been adjusted to be in line with the full institutional trajectory of improvement. Our institution is currently 11.7% non continuation against a benchmark of 9.6%. However the sector average benchmark for POLAR 3 young undergraduates is 8.3% which the University would not expect to achieve until a number of operational and curriculum changes have been implemented - though this remains a very high priority for the University particularly in the light of TEF. We continue to work to improve the student experience and support received by and engagement with all students.
T16a_11	Student success	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Care Leaver student continuation - % of students that continue/ qualify at the Institution	No	2014-15	77.3%	90%	90%	91%	91%	91%	91%	Measure focused on improving retention of our Care leaver students. Retention is an issue for the institution and the trajectory aims to bring the continuation rates of these students into line with the University targets by 2019/20. Trajectory to be monitored and adjusted accordingly year-on year. Given population size seek to retain level given a change of 1 or 2 students can have a significant impact on outcome.
T16a_12	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	% of BME graduates in professional employment 6 months after leaving the institution	No	2013-14	39%	48.5%	51%	53.5%	55%	57.5%	57.5%	Baseline for 2015/16 graduates (2016/17 data) highlights a small 4% improvement in this area. Employability remains a challenge at the university and focus through a number of initiatives to improve professional employability including implementation of Unitemps at Salford, graduate internships and the University strategy on development of industrial collaboration zones with all programmes of study aligned by 2018 will have a positive influence on the achievement of this target. Trajectory will be monitored and adjusted accordingly year on year.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	yes	2014-15	87 Secondary Schools engaged with	114 Secondary Schools	122 Secondary Schools	130 Secondary Schools	130 secondary Schools		Targets are collaborative and run in conjunction with the Greater Manchester Higher team based at Manchester Metropolitan University.
T16b_02	Access	State school	Outreach / WP activity (other - please give details in the next column)	Campus Visits - Pre-16 Outreach (high schools) with a minimum 50% of the attendees to be from low participation (based on POLAR 3) neighbourhoods	No	2015-16	12 events	200 participants over 10 events	200 participants over 10 events	200 participants over 10 events	200 participants over 10 events		
T16b_03	Access	State school	Outreach / WP activity (other - please give details in the next column)	Off campus talks/ workshops - Pre-16 Outreach (high schools) - with a minimum 50% of the attendees to be from low participation (based on POLAR 3) neighbourhoods	No	2015-16	46 events	120 participants over 6 events	120 participants over 6 events	120 participants over 6 events	120 participants over 6 events		
T16b_04	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Campus visits associated with Greater Manchester Higher	Yes	2015-16	347 participants over 8 events	450 participants over 10 events	450 participants over 10 events	450 participants over 10 events	450 participants over 10 events		The target of 600 across 8 events was unachievable in the baseline year as despite capacity being available, bookings were not as strong as anticipated. Additional events will be added to try to address this.
T16b_05	Access	State school	Outreach / WP activity (other - please give details in the next column)	Information, Advice and Guidance Sessions - Post 16 outreach (6th forms and FE colleges)	No	2015-16	189 events	900 participants over 100 events	900 participants over 100 events	900 participants over 100 events	900 participants over 100 events		
T16b_06	Access	State school	Outreach / WP activity (other - please give details in the next column)	Parents/ carers IAG sessions - Post 16 outreach (6th forms and FE colleges)	No	2015-16	10 events	500 participants over 10 events	500 participants over 10 events	500 participants over 10 events	500 participants over 10 events		
T16b_07	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Mature student IAG sessions - Post 16 outreach (6th forms and FE colleges)	No	2015-16	0	100 participants over 10 events	100 participants over 10 events	100 participants over 10 events			
T16b_08	Student success	Ethnicity	Strategic partnerships (eg formal relationships with schools/colleges/employers)	National Mentoring Consortium - Pilot initiative to provide mentors from local businesses for BME students	No	Other (please give details in Description column)	N/A - New measure	30 students	30 students	30 students	30 students		This is a pilot scheme and trajectory has been plotted as steady rather than growth to allow for assessment following the first year of activity and the ability to gain further support from additional local SMEs and other larger businesses. First year of pilot is due to end shortly (end of academic year 2016/17) and baseline data will be available at this point.
T16b_09	Access	Gender	Outreach / WP activity (summer schools)	STEM subjects - summer school in conjunction with local employers.	No	Other (please give details in Description column)	N/A - New measure	55 students	55 students	55 students	55 students		
T16b_10	Student success	Attainment raising	Outreach / WP activity (other - please give details in the next column)	College and High School Mentoring project	No	Other (please give details in Description column)	N/A - New measure	30 school children mentored	35 school children mentored	40 school children mentored	50 school children mentored		A new measure to review the effectiveness of the new College and High School Mentoring Project which aims to improve student success at high school/ college. We will seek to review this measure at the end of 2017/18 to reflect on actual take up.