WIDENING PARTICIPATION STRATEGIC ASSESSMENT

JUNE 2009
Widening Participation Strategic Assessment: 
Our strategy for widening participation and ensuring fair access

1. STRATEGIC VISION AND AIMS

To support students from under-represented groups who have the potential to benefit from a research-led higher education at the University of Sheffield, providing them with an equal opportunity to enhance their professional employability, leadership qualities and commitment to social engagement.

The University seeks to achieve these aims by adopting the following goals:

a) To raise awareness of and aspiration to research-led higher education in the local region by working with local schools, colleges, higher education institutions and other agencies;

b) To provide assistance to prospective students to help them prepare for entry to the University of Sheffield and address the effects on low participation of underlying social and cultural disadvantages;

c) To increase the number of students from under-represented backgrounds getting into undergraduate and postgraduate study at the University of Sheffield;

d) To provide assistance through targeted support to maximise potential to succeed at the University of Sheffield, including progression to postgraduate study or professional level employment;

e) To provide an inclusive and supportive learning experience so that students can fulfil their potential and become active citizens.

Operational strategies to achieve these goals over the next three years are set out in section 4.

2. MISSION, MANAGEMENT AND CULTURE

Widening participation is at the heart of the University of Sheffield’s mission and has been a key feature of the University since it was founded in 1905. The University was built by local people, to be of benefit to local people and the nation as a whole, and we have never forgotten our initial commitment “to bring higher education within the reach of the child of the working man”¹. Today, as we have become one of the top research-led institutions in the UK we use a different and more inclusive language.

Attracting the very best students from diverse backgrounds with the highest potential to benefit from our research-led teaching is one of the core goals of Our Shared Vision², the University’s corporate plan. This core goal is driven by three further goals: creating an environment that supports and promotes achievement and success; helping to increase the proportion of the UK population holding a degree and delivering world-class skills; and actively contributing to civic life, regional economic regeneration and the provision of lifelong learning opportunities for our communities.

¹ Extract from poster used to raise funds to build the University of Sheffield, reproduced in Mathers, H. (2005), Steel City Scholars, The Centenary History of the University of Sheffield, London: James & James, page 47.
² Our Shared Vision - http://www.shef.ac.uk/content/1/c6/02/90/24/OSV.pdf
We have been working to deliver these goals and commitments through a suite of complementary strategies. Our primary mechanism has been the *Widening Participation Strategy, 2005-2010* and *Access Agreement, 2006-2011* and their sister *Learning, Teaching and Assessment Strategy*.

Importantly, during 2008-09, we undertook a review of our *Widening Participation Strategy* and *Access Agreement*, which included a wide consultation exercise. This Widening Participation Strategic Assessment has been built on the outcomes of that review which led to redefining our overarching aim and goals as set out in section 1. As such it supercedes our current Widening Participation Strategy and Access Agreement.

The University of Sheffield has already demonstrated considerable success in meeting our goals for widening participation, as illustrated in section 3, and we have invested significantly to implement these strategies and develop a large programme of work involving the whole University and beyond. The summary of our existing commitments provided in Appendix 1 demonstrates the breadth and scale of our activities.

We adopt a holistic approach focussing on the student journey from pre-entry stages to movement beyond study with the University.

- The pre-entry aspect of our widening participation work actively contributes to raising higher education awareness, aspiration and achievement, primarily in the region of South Yorkshire where educational attainment remains below the national average for each of the boroughs.

- Our fair admissions activities have focused on ensuring the University of Sheffield can attract and recruit those with the highest intellectual potential from diverse backgrounds and under-represented groups. Our recruitment figures show that we consistently meet our targets in relation to state school entrants and continue to make progress in recruiting students from low participation neighbourhoods and NS – SEC 4-7.

- Our approach to Widening Participation is underpinned by our *Learning, Teaching and Assessment Strategy* and our *Student Support Strategy*. These strategies foster a learning and teaching culture that aims to enable all our students to have opportunities to develop the characteristics of our *Sheffield Graduate*. The purpose is to prepare them for a challenging and exciting professional life and ensure that they have the attributes to become lifelong learners who can change their lives for the better. A specific project linked to this strategy is the Inclusive Learning and Teaching project that is helping to enhance the student learning experience by developing and embedding inclusive practice across the institution.

Our retention rates and outcomes demonstrate that we have put in place effective financial, academic and pastoral support that meets the needs of widening participation students and the wider student body.

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3 [http://www.shef.ac.uk/lets/projects/strategy](http://www.shef.ac.uk/lets/projects/strategy)

4 Low participating socio-economic groups are identified using the National Statistics Socio-Economic Classifications as follows: small employers and own account workers are group 4; lower supervisory and technical occupations are group 5; semi-routine occupations are group 6 and routine occupations are group 7.

5 [http://www.shef.ac.uk/ssd/staff](http://www.shef.ac.uk/ssd/staff)

6 [http://www.shef.ac.uk/sheffieldgraduate/](http://www.shef.ac.uk/sheffieldgraduate/)

7 [http://www.shef.ac.uk/lets/projects/inclusive.html](http://www.shef.ac.uk/lets/projects/inclusive.html)
Overall our work is contributing to increasing the proportion of the UK population holding a degree and world class skills. Importantly, we relate these activities to other institutional strategies including our Human Resources Strategy, Information Strategy, Estates Strategy and Equality and Diversity Strategy.

Activities are located both in academic and professional service departments. However, recognising that schools, colleges, families and communities play a key role in shaping a student’s future, the approach we have taken to much of our activity has been to work collaboratively with a range of partners. We have formal and informal partnerships with schools, colleges, other higher education institutions, local authorities in South Yorkshire, Derbyshire, Nottinghamshire and the wider Yorkshire and Humber region. The more formal partnerships include, for example, Aimhigher South Yorkshire, Excellence Hubs Yorkshire & the Humber, Higher Futures (the South Yorkshire Lifelong Learning Network), and more recently collaborations to address the effects of the economic recession and improve high level skills in the region through a co-financed employer/ee engagement project (Innovation Leaders) and an Economic Challenge Investment Fund (ECIF) project. Our commitment to our local and regional partnerships is reflected in the recent creation of a post with a specific remit to enhance and sustain activity with local authorities, for example by building networks of practitioners from across the pre and post HE sectors. This connectivity is essential to pre-entry activity, but also shapes and informs our approach to on-entry and transitions support within higher education and beyond.

Nevertheless, the University of Sheffield recognises there are still inequities in participation in society at large and it wants to do more to help redress these inequities and increase the diversity of its student body. For the period 2009-2012 we aim to work further with under-represented groups and to provide pathways that enable individuals from those groups to progress to further study, enter graduate professions and be prepared for leadership at all levels of society. This goal is also a reflection of our well established commitment to social engagement through our research and teaching.

The under-represented groups we work with across the University include:

a) Those from low participating socio economic groups NS SEC 4-7;
b) Black and minority ethnic groups, with a particular emphasis on those where widening participation is a significant issue in the local region;
c) Those from low participation neighbourhoods;
d) Those from families with little or no experience of higher education, including care leavers;
e) People with disabilities;
f) Mature and part-time students.

At the level of individual faculties work also emphasises other groups, such as the under-representation of females in the Faculty of Engineering, or the under-representation of males in parts of the Faculty of Arts and Humanities.

Strategic development of widening participation is a whole University responsibility led by senior management through the Pro-Vice Chancellor (PVC) for Learning and Teaching who chairs the Learning and Teaching Committee and its three sub-committees on behalf of Senate, including the

8 http://www.shef.ac.uk/hr/about/strategy
9 http://www.shef.ac.uk/cics/reports/isindex.html
10 http://www.shef.ac.uk/estates/
11 http://www.shef.ac.uk/equalityanddiversity/
Admissions and Outreach Sub-Committee. As a member of the University Executive Board, the PVC for Learning and Teaching ensures that strategic thinking about widening participation is at the heart of University strategic developments and reflections. This Board also includes the PVCs with responsibility for driving forward University strategies in each of the University’s five faculties (Arts and Humanities; Engineering; Medicine, Dentistry and Health; Science and Social Sciences). This strategic leadership structure ensures that widening participation is articulated within the Faculty learning and teaching strategies and practices.

Policy implementation, monitoring, review and reporting are delegated to the Widening Participation /Access Agreement (WPSA) Monitoring Group, a sub group of the Admissions and Outreach Sub-Committee. It is chaired by a senior academic member of staff and includes academic and professional services staff with management and leadership roles at faculty, departmental or relevant team level, in relation to WP.

The committee structure for strategy development and implementation is as follows:

In sum, the strategy to widen participation at the University of Sheffield is set within the historic mission of the University. It is particularly predicated on a belief in the need to redress the negative impact of educational and social disadvantages by creating opportunities for those from under-represented groups with the potential to benefit from an inclusive research-led higher education and this rationale underpins our current vision and aims. Senior management take responsibility at institutional level for strategic development. Responsibility for operational implementation, management and monitoring involves academic staff and professional services staff working collaboratively.
3. OUR APPROACH

Professional services, faculties and academic departments provide appropriate and timely support to help and encourage prospective students to think positively about higher education, to overcome any obstacles they may face and to make successful transitions into and through university. We understand that to achieve our aims we need to be different things to different individuals or groups at different stages in their journeys into and through higher education. We have identified three stages:

Getting in → Getting through → Moving on

We have developed and implemented activities that support our students at each of these stages, as demonstrated below.

### 3.1 GETTING IN

**What we do**

The principles underpinning our widening participation strategy in relation to Getting in, as encapsulated in our Admissions Policy, are:

- Offering a programme of pre-entry support activities to raise aspirations and attainment of prospective students who may otherwise not consider higher education as an option.

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12 [http://www.sheffield.ac.uk/undergraduate/policies](http://www.sheffield.ac.uk/undergraduate/policies)
• Recruiting students of the highest academic and intellectual ability, judged able and committed to succeeding on our courses.

• Encouraging applications of students with the highest potential to benefit from higher education and our courses from the widest range of educational, social and ethnic backgrounds.

• Providing a clear and transparent admissions policy and entry requirements. We are committed to a process of recruitment, selection and admissions which is transparent and well-understood; to this end, our selection principles, and entry criteria are published in relevant recruitment publications (such as prospectus and brochures) and on relevant websites (such as the University website and the Entry Profiles on the UCAS website).

• Operating a fair and flexible admissions process which takes account of applicants’ qualifications, experience, abilities and potential to succeed.

• Ensuring the consistent application of selection processes and criteria across the University. Our processes are operated in accordance with recognised good admissions practice (see for example, the ‘Schwartz Report’, September 200413) and the principles stated within Section 10 (Recruitment & Admissions) of the QAA Code of Practice. These processes are brought together in the University’s Undergraduate Admissions Procedure, which provides the framework for our admissions activity. This procedure is managed and overseen centrally by the University’s Admissions Section.

• Ensuring professionalism in all aspects of our student selection activity. We achieve this through centrally-managed annual training of new admissions staff, within academic departments, in admission policy, procedure and good practice, and by the provision of continual support by the Admissions Section throughout the application cycle;

• Providing financial support to students who may otherwise be prevented from studying at degree level.

What we have achieved

The University of Sheffield continues to perform well against HEFCE’s Performance Indicators (PIs) relating to pre-entry activity/entrants by well exceeding the majority of our benchmarks. Key successes to date include:

• An excellent record of recruiting students from state schools showing an increase year-on-year from 82.6% for 2002/03 first degree full-time entrants to 85.7% for 2007/08 against a benchmark of 81.5% (see Appendix 2, Table 1).

• Consistently recruiting students from low participation neighbourhoods. For full-time first degree students we achieved 8.2% from such neighbourhoods in 2007/08 (against a benchmark of 7.1%), placing the University 2nd within the Russell Group of comparator institutions (see Appendix 2, Table 1).

13 http://www.admissions-review.org.uk/
• For mature, full-time undergraduate entrants in 2007/08, the University exceeded the benchmark for both first degree and all undergraduate entrants with no previous experience of higher education from low participation neighbourhoods (see Appendix 2, Table 2).

• Consistently improving recruitment of part-time undergraduates. Among young part-time entrants in 2007/08, 20.8% came from backgrounds with no previous experience of HE exceeding the benchmark of 11.9%. In 2006/7, this had been 18.9% against a benchmark of 12.5% putting us in 2nd place within the Russell Group of HEIs. Even when mature part-time undergraduates with no previous HE and from low participation neighbourhoods are included we still exceed the benchmark (6.4% of all part-time undergraduate entrants achieved against a benchmark of 4.2% in 2007/08 and 5.4% against a benchmark of 3.3% in 2006/07) (see Appendix 2, Table 2).

• Recruitment of young full-time first degree students by NS-SEC classes 4,5,6 & 7 has been fairly consistent and close to, but just below the benchmark. Yet, in spite of a slight fall in 2007/08 the University of Sheffield improved its position within the Russell group moving from 9th position in 2004/05 to 7th in 2006/07 (see Appendix 2, Table 1).

• In 2007/08 we met or exceeded all benchmarks for full time students in receipt of DSA (3.5% against a benchmark of 3.4% for full time first degree). We did not quite meet the part time benchmark of 3.1% (achieving 2.4%) though this has previously been an area that we have been strong in (see Appendix 2, Table 4).

• Between 2006-2009, we more than quadrupled the entry of students who are vocational learners as a result of our participation in Higher Futures.

• We have provided significant levels of financial support to students through a comprehensive bursaries system. For additional information, see section 5 and Appendix 1.

These data show that our policies and practices for widening participation and fair access are effective at targeting and enabling under-represented groups to ‘get in’ to the institution and have had significant success in attracting students from diverse backgrounds.

Some of the indicators highlighted above only reflect the students who ultimately register with the University of Sheffield. This does not reflect the effort and considerable resource that we put into raising aspirations and attainment amongst groups who may choose to study elsewhere, or who decide that higher education is not for them. We, therefore, also use a number of quantitative measures as indicators of success - for example, numbers of participants we work with, number of schools and colleges we engage with. A summary of our current activity can be seen in Appendix 1.

3.2 GETTING THROUGH

What we do

The second stage of our policy and practice focuses on ‘Getting through’. We are committed to providing our current students with support and opportunities that enable them to successfully progress through their degree studies. The type of provision can be themed as follows:

• Transitions support;
• Academic study support;
Pastoral support;
Peer support;
Health & Well-being support;
Financial support.

For detailed information on the support measures that have been implemented, see Appendix 1.

What we have achieved

In recent years we have embedded a comprehensive support programme for our students focused on the themes highlighted above. Take up of such services and facilities has been high and feedback from users demonstrates a positive impact on the experience of our students.

One of our on-going projects involves the consideration of curricula in departments across the whole University to ensure that they are inclusive for students from a wide variety of backgrounds.

The impact of our work to date can also be demonstrated through the HEFCE performance data, which shows that the patterns of retention and non-continuation rates at the University are strong. For example:

- Non-continuation of first year, young full-time students from low participation neighbourhoods is very low, 4.4% against a benchmark of 5.6% (see Appendix 2, Table 3).
- We have a good track record with regard to the retention of full-time mature students with no previous experience of HE. However, data for 2006/07 shows a dip in retention for this group of students, something we will address as part of our ongoing work with mature students. (see Appendix 2, Table 3).

3.3 MOVING ON

What we do

The third stage of our widening participation activity focuses on 'Moving on', looking at how successful our students are and what our graduates progress to beyond their studies. Our focus has been to:

- Provide students with opportunities to develop the attributes of the Sheffield Graduate concept.
- Support students to achieve their full potential beyond their degree studies by progressing to graduate careers or on to postgraduate studies.

What we have achieved

We have embedded a programme of activities that students can take advantage of to enhance their skills development and employability. The HEFCE PIs relating to this area of work are the projected learning outcomes and employability indicators. Of our full time students starting first degree courses in 2006/07, 87% achieved a degree against a benchmark of 86.3% (see Appendix 2, Table 5).
We also exceeded our Employability indicator, with 96% of leavers obtaining first degrees from full-time courses in 2006/07 progressing to employment or further study, against a benchmark of 95.5% (see Appendix 2, Table 6).

In summary, we believe that our success is as a result of our holistic approach to getting students in, assisting them in getting through and enabling them to move on. We do, however, realise that for our success to be sustained we need to continue to offer future generations of students an opportunity to gain a distinctive education in a research-led institution that enhances their professional employability, leadership qualities and commitment to social engagement.

4. **MOVING FORWARD AND OUR NEW OPERATIONAL STRATEGIES FOR 2009-12**

4.1 **GETTING IN**

**Operational strategies**

- Sustain and further enhance our programme of pre-entry activity delivered by faculties, academic departments and professional services to raise awareness, aspiration and attainment of prospective students from under-represented groups and improve communication of what we deliver within and outside the University.

- Develop a systematic approach to identifying and assessing *academically capable* students from under-represented groups, rather than just *academically qualified* students, taking a holistic approach that recognises the context in which learning has taken place.

- Offer financial assistance to all eligible students from low-income backgrounds and to eligible students wishing to progress to our postgraduate programmes.

**Targets and milestones for ‘Getting in’**

- Explore opportunities to further promote a sense of belonging amongst our target groups for widening participation activities and our local communities in general, by undertaking a local marketing campaign, “Inspire Sheffield”, during the 2009/10 academic session.

- Continue to offer a broad programme of aspiration raising activities for young people in the region, their parents/carers, working collaboratively with other agencies and community organisations to the benefit of the region as a whole.

- Achieve or exceed our HEFCE benchmark relating to recruitment of students from NS-SEC classes 4-7.

- Introduce a bursaries scheme targeting prospective postgraduate students from under-represented groups, to be available to 2010/11 entrants.

- Continuous evaluation and review of the efficacy of our bursary scheme at undergraduate and postgraduate level, with progress monitored by the Widening Participation/Access Agreement (WPSA) Monitoring Group.
• Develop and implement policies and practices that will accommodate and recognise the value of an increasingly complex array of pre-entry qualifications, with appropriate guidance provided to all staff who participate in the admissions process from the start of the 2009/10 academic session. This is ongoing and progress will be monitored by the Widening Participation/Access Agreement (WPSA) Monitoring Group.

• Develop a systematic approach to identifying and utilising relevant contextual data in the admissions process during the 2009/10 academic year with a view to implementing changes for 2010/11.

• Undertake further analysis of our student intake to identify specific HEFCE / Aimhigher target groups, to support recruitment from currently under-represented groups. This analysis will be completed and recommendations made during the 2009/10 academic session.

• Work at the Faculty level to identify groups that are under-represented within faculties and identify measures to counter this.

• Sustain and further strengthen our partnerships, for example, with Aimhigher South Yorkshire, Excellence Hubs Yorkshire & the Humber, Higher Futures, the Training and Development Agency for Schools and schools and colleges in the region. For example:
  - by 2011/12 we aim to expand our system for tracking the progress of students who participate in our outreach activities and go on to HE level study at other institutions, working in collaboration with the relevant partners. This will enable us to better understand the effectiveness of our aspiration and attainment raising work;
  - work collaboratively with outside agencies to provide information, advice and guidance to prospective mature and/or work-based learners;
  - utilise ECIF and Innovation Leaders projects to help prepare prospective mature / part-time students for entry into higher education, implementing a support programme by September 2010.

• During 2009/10 develop a communications plan for internal and external stakeholders to further promote awareness of and engagement with our widening participation activities.

• Develop and implement a programme of academic skills development for pre-entry students to help them prepare for degree level study, initially targeting regional Aimhigher cohorts. This will be piloted with the target cohort during 2009/10.

4.2 GETTING THROUGH

Operational strategies

• Further enhance the student experience, celebrating diversity and catering for a diverse student body by embedding inclusive systems and practices and providing appropriate and timely support throughout the student journey.

• Contribute to the development of the concept of the Sheffield Academic and recognise and reward contributions by staff in achieving our widening participation goals.
Targets and milestones for ‘Getting through’

- Focus on the place of the faculties in relation to widening participation. In particular, during 2009/10:
  - explore how faculties can embed pre- and post-entry WP activity in collaboration with professional services so that it becomes fully integrated;
  - provide each Faculty Executive Board with tailored current data or qualitative information with respect to getting in, getting through and getting on;
  - ask faculties to use this information in taking forward their strategic plans for 2010/11 and in developing their medium to long term goals;
  - encourage academic staff to engage further with widening participation as part of the development of the Sheffield Academic.

- Continue to reflect on and enhance the effectiveness of transitions support provided to students. In particular during 2009/10 we will:
  - evaluate the pilot delivery of The Academic Skills Hub;
  - develop a strategy for embedding the outcomes of the Inclusive Learning and Teaching project;
  - reflect on the findings of the evaluation of our Maths and Statistics Help service in order to extend the successful services and identify any new activities that need to be supported for 2010/11, including evaluation of a pilot pre-entry support programme for students in Engineering;
  - continue to analyse the take up, and evaluate the contribution to widening participation of the pastoral and welfare services offered to current students throughout their studies;
  - identify additional support mechanisms that need to be implemented from 2010/11, developing an action plan that will set targets for future years.
  - undertake a continuous evaluation and review of the efficacy of our bursary scheme at undergraduate and postgraduate level, with progress monitored by the Widening Participation/Access Agreement (WPSA) Monitoring Group.

4.3 MOVING ON

Operational strategies

- Enhance the employability of graduates from under-represented groups to support them in securing graduate level roles.

- Support graduates from under-represented groups into postgraduate programmes, enabling the Sheffield Graduate to reach their full potential and enhance future career prospects.
Targets and milestones for ‘Moving on’

- Introduce a bursaries scheme targeting our graduating undergraduate students from under-represented groups to be available to 2010/11 entrants.

- Increase marketing of Sheffield Graduate opportunities that can enhance employability, including Skills for Work, Enterprise, Sheffield Volunteering and the Sheffield Graduate Award to students from Level 1 onwards, including tailored marketing during 2009/10 to encourage greater take up from our target WP groups.

- Recognise the increasing demands for more flexible approaches to delivery of degree programmes, including part-time delivery at undergraduate and postgraduate levels, blended learning, work-based learning and continual professional development opportunities. At this stage, as this is exploratory work, we envisage that it is unlikely to lead to changes in delivery before academic year 2011/12.

- During 2009/10, the Careers Service will lead on a project to identify current barriers to professional employment for students from WP backgrounds. This project report will include recommendations with respect to actions to address the findings.

- During 2009/10, the Alumni Office will lead a project to identify how our graduates can contribute to aspiration raising and also the provision of specific mentoring, advice and guidance to students from WP backgrounds.

4.4 BEING EFFECTIVE

Operational strategy

- Develop and implement a systematic research approach to tracking students through the student journey and analysing/monitoring retention, progress and success of students from different backgrounds and communicate results with key decision makers across the University.

Targets and milestones for ‘Being effective’

- During 2009/10, review the overall operational management structure for widening participation to provide more effective coordination of, and communication about, activity across the University.

- During 2009/10, develop a systematic approach to the analysis, tracking and monitoring of student success and progress across all groups of students, to highlight problem areas and inform future policy and practice.

- Further evaluate the effectiveness of our widening participation work to inform future policy and practice and to enable us to better understand the success of our strategy. We have earmarked funds that will enable us to commission timely research on aspects of our delivery. For example, a project that we will undertake will explore and compare the work experience that mature students arrive with, and their destinations on graduation. This research will be undertaken in partnership with the Careers Service.
• Strengthen the links between our strategies. Our Learning, Teaching & Assessment Strategy is due to be reviewed during 09/10 with the next iteration covering the period 2010 – 2015. This review will take account of our priorities in relation to widening participation and our ongoing commitment to providing an inclusive learning and teaching environment that enables all of our students to acquire the Sheffield Graduate attributes, and equips all of our graduates with the skills and aptitudes required for professional employment and leadership.

Many of the targets identified above relate to the 2009/10 academic session. As this is an emerging strategy, we will develop longer term targets and milestones during the 2009/10 session.

In addition to the specific targets and milestones we have set ourselves, we will also continue to use the following indicators as evidence to measure our success:

• The annual HEFCE Performance Indicator results against benchmarks and against competitor HEIs (especially other Russell Group HEIs);
• Improvements in progression rates and achievement of young people from the region, as measured/monitored by Aimhigher South Yorkshire;
• Improvements in progression rates and achievements by those following vocational qualification routes in the region, as measured/monitored by Higher Futures;
• Impact evaluation measuring qualitative, as well as quantitative, outcomes of different interventions, particularly the impact on changes in students’ capabilities, identities and behaviour.

5. COMMITMENT OF RESOURCE

The summary of our current activities, as described in Appendix 1, together with our goals and targets for the period 2009-2012, demonstrates the University’s serious financial investment in our commitment to widening participation and fair access.

These activities are resourced through:-

• The University’s HEFCE widening participation recurrent allocation;
• From September 2009, a part of our Teaching Enhancement and Student Success allocation;
• A 19.6% spend of additional fee income on outreach measures and bursaries under the University’s Access Agreement. For 2007/08, this totalled circa £2.4m;
• An additional investment of circa £544k (2008/09) from external sources including AimHigher, Higher Futures and the Training and Development Agency for Schools. Some of these external funding sources are time-limited.

As stated in section 1, our Widening Participation Strategic Assessment presents a redefinition of our aims and goals for widening participation and fair access which have arisen following a review of our existing Widening Participation Strategy and Access Agreement. During the remainder of the 08/09 session, we will be confirming the resources required to enable us to realise our aims under our Widening Participation Strategic Assessment and exploring the development of a more explicit funding model for all of our widening participation investment.
The breadth and scale of our activities, 2008 - 09

### APPENDIX 1

#### GETTING IN

<table>
<thead>
<tr>
<th>Pre- and on-entry</th>
<th>No. of activities &amp; ‘beneficiaries’</th>
<th>Who is involved in the delivery of these activities?</th>
</tr>
</thead>
</table>
| **Aspiration & Attainment raising activities** | • Primary activities – 690 participants  
• Generic introduction into HE programmes – 5370 participants  
• Masterclass activities – 2400 participants  
• Mentoring activities – 980 activities  
• Subject specific progression programmes – 2027 participants  
• Teachers events – 160 participants  
• Looked After Children targeted work – 120 participants  
• Targeted BME activity – 260 participants  
• Dyslexia/Disability activities – 70 participants  
• Mature activity – 80 participants  
• Student Associates – 88 students working 15 days each in schools  
• Disability outreach aimed at disabled and college pupils, their parents/guardians and teachers – 67 students, 11 staff | Outreach and Access team, Student Services, Sheffield Hallam University, local schools and colleges, Aimhigher Area partnership. |

| **Information, Advice & Guidance** | • Religious cultural advice re: provision – 10 parents and students  
• HE talks, finance talks, careers sessions – 9170 participants (students and parents)  
• Disability outreach aimed at disabled school and college pupils, their parents/guardians and teachers – 67 students, 11 staff  
• South Yorkshire Community Learning Brokerage Project – 200 adult beneficiaries and 25 parents engaged  
• Vocational learners – total in South Yorkshire offered advice 2581, total supported 914 through Higher Futures Sept’08 - Jan ’09 | Student Services, Social workers, local community, Outreach and Access team, Institute for Lifelong Learning (TiLL), Sheffield Hallam University, local schools and colleges, Sheffield Futures (Connexions), WEA, Barnsley Neighbourhood Learning Net, University Centre Barnsley, Higher Futures (South Yorkshire Lifelong Learning Network). |
| Application & Admissions support | • New Admissions Tutors trained  
• WP applications flagged at the point of application for the attention of the Admissions Tutor  
• All WP applications which fail to meet conditions of offer individually reviewed  
• 20 ring-fenced places for Medicine for SOAMS applicants. All Y13 SOAMS applicants guaranteed an interview. 32 SOAMS applicants, 10 registrations – 2008 entry  
• Guaranteed interview for Dentistry for ADOPT scheme applicants. 8 applications (5 for Dentistry); 1 registration – 2008 entry  
• Compact applicants flagged and given special consideration – 472 applications, 95 registrations – 2008 entry  
• UCAS applications supported for mature students on part-time Foundation Programme (c20 progress each year) | Admissions office, Outreach and Access team, academic departments, TiLL. |
| Financial support | • Full-time undergraduate bursary scheme – nearly 4500 full-time home students have received a bursary with an average value of £800 (i.e. at least 35% of eligible students received a bursary) in 2008-09 | Student Services. |
| Academic support | • Maths and Statistics Help (MASH) provides face to face and online support for students from all disciplines. In addition, targeted transition and programme based activities have been developed in partnership with academic colleagues.  
• The Academic Skills Hub, to be launched in autumn 09, provides an online one stop shop for skills development that will complement activities embedded within academic programmes.  
• Sheffield Graduate Development Plan (PDP) is offered to all students and provides them with support in identifying and addressing individual development needs.  
• Maths support for FE/HE vocational transitions in Engineering | Learning and Teaching Services (LeTS), Outreach and Access team, academic departments, TiLL, the University Library, English Language Teaching Centre, Higher Futures. |
### Transitions support
- Sheffield Mentors – 550 mentors, 800 mentees
- Supporting Care Leavers into University – 19 students
- Mature student preparatory and welcome events – 80 students
- Commuter student welcome events – approx. 200 students plus approx. 200 parents/guardians/partners
- Online budgeting tool "Money Planner" available to all students and part of a financial awareness session for Y13 students.
- Mental health induction sessions covering approx. 3400 students
- Individual mental health support – approx. 200 students
- Students declaring a disability asked to complete a questionnaire to facilitate provision of early support
- The Careers Service delivers a number of programmes that are designed to enhance the transition to employment, including Skills for Work and the Sheffield Graduate Award

### Part time & Full time entry routes
- Foundation programme in Combined Studies – approx. 50 beneficiaries in total
- Foundation Degree, Working with Communities – approx. 40 beneficiaries in total
- Foundation year in Science and Engineering
- Diploma in Dental Hygiene

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Till and the Faculties of Medicine, Dentistry and Health; Science; and Engineering.
### Getting through

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<tr>
<td><strong>Transitions support</strong></td>
<td>• Peer support for students entering the University via Clearing – approx 150 students&lt;br&gt;• Peer support for students returning from a Leave of Absence – approx 400 students&lt;br&gt;• Sheffield Mentors – 550 mentors, 800 mentees&lt;br&gt;• Intro Week Programme – approx. 6000 students&lt;br&gt;• Parents Welcome Meetings – approx. 180 parents/guardians&lt;br&gt;• Disability Support Service providing support to 1600 students throughout the student journey, including 130 students with a mental health disability&lt;br&gt;• The Inclusive Learning and Teaching project</td>
<td>Student Services, 31 academic departments, the Students Union, Outreach and Access team, ACS, Pro-Vice-Chancellors, Admissions office, Sheffield Hallam University.</td>
</tr>
<tr>
<td><strong>Academic study support</strong></td>
<td>• 150 support workers provide a range of help to enable disabled students to fully engage in their studies&lt;br&gt;• Maths and Statistics Help (MASH) – 1014 students in two years.&lt;br&gt;• The Academic Skills Hub&lt;br&gt;• Ongoing Maths support for learners with FE vocational qualifications in Engineering</td>
<td>Student Services, TiLL, LeTS.</td>
</tr>
<tr>
<td><strong>Pastoral support</strong></td>
<td>• Support for Care Leavers – 19 students</td>
<td>FAST, Admissions office, Outreach and Access office, local authorities, Sheffield Hallam University Student Services.</td>
</tr>
<tr>
<td><strong>Peer support</strong></td>
<td>• Sheffield Mentors – 550 mentors, 800 mentees&lt;br&gt;• Peer support for students entering the University via Clearing – approx 150 students&lt;br&gt;• Peer support for students returning from a Leave of Absence – approx 400 students</td>
<td>31 academic departments, Student Services, Admissions Office.</td>
</tr>
</tbody>
</table>
| Health & Well-being support | • Psychological support provided to approx. 1000 clients per annum  
• The University Health Service (a large 10 GP practice based within the University) offers healthcare to all our students but provides specific services to those with special needs | Student Services, University Health Service |
| Financial support | • At least 35% of eligible continuing students received bursaries  
• 30 full-time undergraduates received Alumni Scholarships  
• 5 full-time taught postgraduates received Alumni Scholarships | Student Services, Development and Alumni Relations Office, Union of Students |

## MOVING ON

<table>
<thead>
<tr>
<th>DURING STUDIES AND BEYOND</th>
<th>NO. OF ACTIVITIES &amp; ‘BENEFICIARIES’</th>
<th>WHO IS INVOLVED IN THE DELIVERY OF THESE ACTIVITIES?</th>
</tr>
</thead>
</table>
| Skills development (e.g. ‘Sheffield Graduate’, employability skills, enterprise) | • Online budgeting tool “Money Planner” promoted at Money Matters events that run once each semester  
• “Skills for Life” programme – 200 plus students in 07/08 | Student Services, Union of Students, Careers Service, The White Rose Centre for Excellence in the Teaching and Learning of Enterprise, Enterprise Unit. |
### Table 1: Young full-time first degree entrants

<table>
<thead>
<tr>
<th></th>
<th>2007/8 Percentage</th>
<th>2006/7 Percentage</th>
<th>2007/8 Benchmark</th>
<th>2006/7 Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>From state schools or colleges</td>
<td>85.7</td>
<td>85.3</td>
<td>81.5</td>
<td>80.1</td>
</tr>
<tr>
<td>From NS-SEC Classes 4,5,6 &amp; 7</td>
<td>20.7</td>
<td>21.3</td>
<td>22.9</td>
<td>22.8</td>
</tr>
<tr>
<td>From low participation neighbourhoods</td>
<td>8.2</td>
<td>8.2</td>
<td>7.1</td>
<td>6.3</td>
</tr>
</tbody>
</table>

### Table 2: Participation of under-represented groups in HE

<table>
<thead>
<tr>
<th></th>
<th>2007/8 Percentage</th>
<th>2006/7 Percentage</th>
<th>2007/8 Benchmark</th>
<th>2006/7 Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mature Full Time UG entrants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First degree, no previous HE and low participation neighbourhood</td>
<td>11.7</td>
<td>11.9</td>
<td>9.3</td>
<td>7.7</td>
</tr>
<tr>
<td>All UG entrants, no previous HE and low participation neighbourhood</td>
<td>11.9</td>
<td>12.5</td>
<td>9.1</td>
<td>7.7</td>
</tr>
<tr>
<td>Part Time UG Entrants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young entrants, no previous HE and low participation neighbourhood</td>
<td>20.8</td>
<td>18.9</td>
<td>11.9</td>
<td>12.5</td>
</tr>
<tr>
<td>Mature entrants, no previous HE and low participation neighbourhood</td>
<td>6.0</td>
<td>4.6</td>
<td>4.0</td>
<td>2.8</td>
</tr>
<tr>
<td>All entrants, no previous HE and low participation neighbourhood</td>
<td>6.4</td>
<td>5.4</td>
<td>4.2</td>
<td>3.3</td>
</tr>
<tr>
<td>Mature Full Time Other UG entrants, no previous HE and low participation neighbourhood</td>
<td>14.3</td>
<td>No data published</td>
<td>13.6</td>
<td>No data published</td>
</tr>
</tbody>
</table>

From state schools or colleges
From NS-SEC Classes 4,5,6 & 7
From low participation neighbourhoods
Part Time UG Entrants
Young entrants, no previous HE and low participation neighbourhood
Mature entrants, no previous HE and low participation neighbourhood
All entrants, no previous HE and low participation neighbourhood
Mature Full Time Other UG entrants, no previous HE and low participation neighbourhood
### Table 3: Non-Continuation following Year of Entry to Institution
(NB. Performance below the benchmark is positive for this indicator)

<table>
<thead>
<tr>
<th></th>
<th>2006/7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage</td>
</tr>
<tr>
<td><strong>Full-time First Degree Entrants</strong></td>
<td></td>
</tr>
<tr>
<td>Young Entrants: Percent not in HE</td>
<td>2.8</td>
</tr>
<tr>
<td>Mature Entrants: Percent not in HE</td>
<td>21</td>
</tr>
<tr>
<td>All Entrants: Percent not in HE</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Young Full-time First Degree Entrants</strong></td>
<td></td>
</tr>
<tr>
<td>Young Entrants from Low Participation</td>
<td>4.4</td>
</tr>
<tr>
<td>Neighbourhoods: Percent not in HE</td>
<td></td>
</tr>
<tr>
<td>Young Entrants from Other Neighbourhoods:</td>
<td>2.7</td>
</tr>
<tr>
<td>Percent not in HE</td>
<td></td>
</tr>
<tr>
<td><strong>Mature Full-time First Degree Entrants</strong></td>
<td></td>
</tr>
<tr>
<td>With Previous HE Qualification: Percent not in HE</td>
<td>26.8</td>
</tr>
<tr>
<td>With No Previous HE Qualification: Percent</td>
<td>15.7</td>
</tr>
<tr>
<td>not in HE</td>
<td></td>
</tr>
<tr>
<td><strong>Full-time Other Undergraduate Entrants</strong></td>
<td></td>
</tr>
<tr>
<td>Young Entrants: Percent not in HE</td>
<td>8.6 (2005/06)*</td>
</tr>
<tr>
<td>Mature Entrants: Percent not in HE</td>
<td>3.4</td>
</tr>
<tr>
<td>All Entrants: Percent not in HE</td>
<td>2.8</td>
</tr>
</tbody>
</table>

* Data for 2006/07 not available as at 10 June 2009

### Table 4: Participation of students in HE who are in receipt of DSA: All Undergraduate Students

<table>
<thead>
<tr>
<th></th>
<th>2007/8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage</td>
</tr>
<tr>
<td><strong>Full-time First Degree</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Full-time All Undergraduate</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Part-time All Undergraduate</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4</td>
</tr>
</tbody>
</table>
Table 5: Projected Learning Outcomes: Full-time Students starting First Degree Courses

<table>
<thead>
<tr>
<th>Projected Outcomes:</th>
<th>2006/07 Percentage</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>Neither Award nor Transfer</td>
<td>7.3</td>
<td>7.1</td>
</tr>
<tr>
<td>Other Award</td>
<td>0.6</td>
<td>1.4</td>
</tr>
<tr>
<td>Transfer</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>Not known</td>
<td>0.1</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Table 6: Employment Indicators: Leavers obtaining first degrees from full-time courses

<table>
<thead>
<tr>
<th>Employment indicator: Percent employed or studying</th>
<th>2006/7* Percentage</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent employed or studying</td>
<td>96</td>
<td>95.5</td>
</tr>
</tbody>
</table>

* Data for 2007/08 not available as at June 2009