UNIVERSITY OF HUDDERSFIELD
ACCESS AGREEMENT 2018/19

1. Fees, student numbers and fee income

Subject to OFFA's acceptance of our 2018/19 Access Agreement we propose to ask graduates from Full Time Regulated programmes (including Initial Teacher Training) who first enrol with us in 2018/19 to make a contribution through the loan repayments system of £9250 per year of study to the costs of their Huddersfield learning experience. Students on sandwich-year placements will be asked to make a contribution of £900 for the year to cover administration and visit costs. We will ask graduates from part-time programmes who enrol with us in 2018/19 to make a contribution of £975 per 20-credit module, which is equivalent to £4,387.50 for an undergraduate student studying 90 credits and therefore falls below the threshold for inclusion in our Access Agreement. We will therefore provide no further information or analysis about part-time students in this document. These contributions will apply to all those estimated 3900 full-time Home and EU new entrant undergraduate and PGCE students who we estimate will enrol with us in 2018/19. We will apply annual increases to the fee paid by students who enrolled with us in previous years in line with the permitted real terms fee increase set by the Government for both full-time and SWOUT years.

2. Our access, student success and progression measures

We are committed to improving access to education and through it to the professions. At the University of Huddersfield a key part of our mission is 'to deliver an accessible and inspirational learning experience and to engage fully with employers and the community'. Our 'strap line' is 'inspiring tomorrow's professionals'. To achieve this mission, and to live up to our brand promise, we seek to support every student through every stage of their personal 'student journey', from supporting their first decision to consider higher education as an option, through application, enrolment, their learning experience, engagement with professions, and trajectory into work and further study.

We believe we are being successful in achieving this mission. In the HESA PI's published in March 2017
- more than 1 in 6 was from a low-participation neighbourhood, significantly above our HESA benchmark and among the 25 highest performing English HEI's (Table T1b)

And according to our HESA 2015/16 data return
- 1 in 4 was from an ethnic minority
- 8.8% were students who are in receipt of DSA

In short, we make a significant contribution to creating opportunities for people who may otherwise be excluded from higher education. We have been confirmed in this view, for example, by the fact that the University was identified by the Social Market Foundation, in its report *Widening Participation* (March 2016), as one of just ten institutions which between them had accounted for 32% of the total net increase in disadvantaged students across the period 2009/10-2014/15.

Table T1b – Participation of under-represented groups in higher education: Young full-time undergraduate entrants

	Percent from NSSEC classes 4,5,6 & 7	Benchmark (%)	Standard deviation %	Percent from low participation neighbourhoods	Benchmark (%)	Standard deviation (%)
2015/16	**Not available**	**Not available**	Not available	**17.9**	**13.9**	0.64
2014/15	**46.1**	**39.5**	0.97	**17.3**	**13.9**	0.62
2013/14	**46.7**	**39.5**	1.04	**16.1**	**13.7**	0.64
2012/13	**46.5**	**38.1**	1.00	**17.6**	**13.3**	0.63
2011/12	**41.4**	**36.3**	0.94	**17.1**	**12.6**	0.60
2010/11	**43.3**	**37.5**	1.00	**18.3**	**13.5**	0.64
2009/10	**41.1**	**35.6**	1.00	**16.7**	**12.6**	0.61
2008/09	**44.0**	**38.4**	1.03	**17.2**	**12.5**	0.64
2007/08	**42.1**	**35.3**	1.04	**15.6**	**12.1**	0.62

In the data that will be published in July 2017 96% of our undergraduate students will be shown to have been in work or further study within 6 months of graduating (2015/16 DLHE). We can therefore demonstrate that those who join us from less advantaged backgrounds or circumstances are supported and encouraged through the learning process into careers and into a better start in life.

We are confident that this excellent performance in access and student success extends widely across particular aspects of the policy spectrum:

White working-class boys – we have a good representation of working-class students among our male students. The proportion fluctuates year-on-year, broadly around a third of the male population, reaching a high of nearly 42% in 2013/14 when the recruitment of males was relatively small. We will continue to monitor this aspect of our work, which is well supported by our developing range of activity, and do not see the need to set targets in terms of access.

White male	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16	
	n	%	n	%	n	%	n	%	n	%	n	%
Not working class	463	61	618	67	497	62	406	58	476	64	524	69
Working class	298	39	311	33	305	38	291	42	271	36	234	31
Total	761		929		802		697		747		758	

Part-time students - we were subject to the same pressures as the rest of the sector in our recruitment of part-time students in 2013/14, and having seen some recovery in 2014/15 numbers have returned to a level in line with those of the previous year (HESA PI: table T2b – all entrants, number of part-time undergraduate entrants). We have no intention to take any strategic steps to reduce our commitment to those important aspects of part-time provision that remain, and we have held our fees at a relatively low level, and so although there is likely to continue to considerable fluctuation in numbers year-on-year, we would see no need to set targets in relation to this aspect of our provision but will continue to monitor the situation closely.

2012/2013	2013/2014	2014/2015	2015/2016
1135	835	875	815

Mature students - having been affected by a notable drop in mature participation in 2013/14 as compared to 2012/13, the University has seen some small further declines in this area (HESA PI: table T2a – all undergraduate entrants, number who are mature). As with part-time students, we have no intention to reduce our involvement in the aspects of activity which engage mature students, and therefore although there is the potential for some volatility in numbers year by year, we do not see a reason to set targets in this area.

2012/2013	2013/2014	2014/2015	2015/2016
1060	890	870	760

BME students – the University has a strong record in offering opportunities to BME students, with the proportion of our full-time first-degree undergraduate students from BME backgrounds growing consistently across the past four years to reach 32.6% in 2015/16 (based on the HESA core file). As indicated last year in the 2017-18 Access Agreement, however, we have identified a significant performance gap, in common with much of the sector, between UK white students and UK BME students. Although the proportion achieving a 1/2i classified degree has increased from 45% in 2011/12 to 58% in 2014/15, and we are very pleased with the progress achieved last year in summer 2016 to 62%, through the work we have done to enhance support and to review assessment and feedback on assessment, this is still below the average for the whole University which last year hit

71%. As a result, we have further developed actions against the target set last year to improve that performance by 1 %-point per year to focus our continued work to address this issue.

The change in University funding, in which the balance of the cost of studying has been largely shifted from the State to the graduate, may over time become a major challenge to widening participation and through it to increasing upward social mobility and one which may also be more marked among mature students. Figures from UCAS also show changes to the national funding model are altering the relative demand for particular programmes and specific institutions.

In response we have continued to review our portfolio, withdrawn all degree programmes which our research suggests will not fare well in the new environment, and between 2011/12 and 2012/13 transferred the undertakings from our remote campuses in Oldham and Barnsley to local FE providers. We have also streamlined the range of content we offer in every degree programme, and increased the efficiency and effectiveness of assessment. We are using our relationships with professional bodies and employers to ensure our content is relevant and that all students experience meaningful and relevant work-related learning as part of their programme of study. We are enhancing our already excellent student support mechanisms and ensuring our infrastructure is of the highest quality and fit for purpose. Working closely with our Students' Union we are also taking steps to identify and support students who may be at greater risk of withdrawing from their studies. Given our analysis of the particular issue posed for BME students in progression and success, we are developing our understanding of the challenges affecting these groups and the activities we are putting in place to address them. In our view these developments will help ensure we retain our current market advantage, and offer students excellent value for their investment in our programmes.

Our intended spend on access, student success and progression is just over £7m, representing 23.4% of our higher fee income.

Given the continuing success of our measures to ensure access to our courses is available across the society, we have decided to rebalance our spending towards work in ensuring progression and success.

Our approach to financial support has been shaped by the strong input of the Students' Union, who argued very clearly for the importance of cash support in the first year for our most disadvantaged students. This view from our students is supported by the emerging evidence so far in 2015-16, when we have seen a significant drop in withdrawal and suspension among our year-one undergraduate students as against the situation in 2014-15. We will therefore continue to develop the Scholarship for eligible Home/EU students on the model approved last year, at £1000 paid as a cash sum in the first year of study only. Eligibility is all students that are UK/EU for fees and have a household income of less than £25,000 and more than 120 UCAS points on entry.

2.1 Outreach: Our proposed contribution to maintaining access to educational opportunity, and access to the professions

Our approach to "Outreach" has always been collaborative and based on partnership working with schools, colleges and community groups. We work with our partners to develop programmes that add value to their curriculum. Rather than working with small groups of targeted individual learners we are clear that the best results are achieved through developing sustainable long term relationships with key school and college partners. The programme of activities we develop is designed to support and reinforce the work of our partners and not only raise awareness, aspiration

and attainment among key individuals but also to support cultural change within the partner institutions. Our partnerships with FE colleges seek to develop progression routes from vocational programmes.

We divide and classify our outreach work in seven categories:
- Aspiration and awareness raising
- Reduction of perceived barriers to HE
- Supporting attainment
- Access to the professions
- Provision of clear information for parents and carers
- Building progression agreements with schools and colleges
- Development of effective partnerships

We have been very successful in building and supporting local and regional networks which have enabled us to make very good progress in widening participation as an individual institution and also as part of a consortium of West Yorkshire universities (Go Higher West Yorkshire).

School/College Governance

The University of Huddersfield is committed to school and college improvement through the contribution of our expertise by way of school and college governance. We plan to improve our current representation by more strategic targeting of local schools and colleges who might benefit, by working closely with SGOSS (School Governors' One-Stop Shop) to recruit, train and support more staff to take on these roles effectively. (See appendix A for examples of our current work with schools and colleges.)

Go Higher West Yorkshire and National Collaborative Outreach Programme

The University of Huddersfield is committed to the Go Higher West Yorkshire – formerly HEART – partnership, an established consortium started in 2011 by twelve HE providers in West Yorkshire (FE colleges with HE provision, and universities). The Go Higher West Yorkshire partners represent a broad and diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP), secured by Go Higher West Yorkshire, which operates in the first instance until December 2018.

Go Higher West Yorkshire's mission is to work in partnership to act as a single point of contact for information on our Higher Education Provider partners, improving access to, and achievement in, Higher Education to enhance individual and economic development. This is achieved through Go Higher West Yorkshire's internal structures: each of the twelve partners has representation on our governing Board and in our two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

The Board comprises senior members of staff from each institution, to help drive the strategic direction of the partnership, as well as co-opted members from the Leeds City Region LEP, HEFCE, West Yorkshire Consortium of Colleges and Yorkshire Universities, to ensure a joined-up approach and to maximise opportunities for partnership working.

The Business Engagement Planning Group has a renewed remit for 2017, around working in partnership to foster an environment which supports partners in meeting the skills needs of our

region, including the development of alternative progression routes into HE and qualifications – such as higher and degree apprenticeships – which aim to appeal to a wide range of students.

The Widening Participation Planning Group has a focus on working with specific target groups, which include: Looked-After Young People and Care Leavers, NNCO schools which do not form part of NCOP and Y7 and 8 pupils in NCOP schools, mature and part time learners, young carers, and current HE students from non-traditional backgrounds. Activities include the collaborative summer school, where participants gain exposure to multiple HE providers, and Flood-a-School activities, where numerous student ambassadors from across the partnership shadow teachers for a day. Through this group, the Partnership has shared Access Agreement targets.

Collaborative Targets

	Description	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones				
					2016-17	2017-18	2018-19	2019-20	2020-21
Other/ Multiple stages	Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care and care leavers, aged 5 – 25, through sustained engagement.	Yes	2015-16	116	119	126	131	136	140
Other/ Multiple stages	The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence through exposure to new and challenging experiences	Yes	2013-14	83	87	89	90	90	91
Access	Working in collaboration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement.	Yes	2015-16	47	80	100	110	120	120

Ensuring complementarity between our access agreement plans and the National Collaborative Outreach Programme and Opportunity Areas

NCOP targets pupils in Y9-13 in HEFCE's identified target wards. The legacy of our Partnership's NNCO is that Go Higher West Yorkshire remains committed to working with the schools where new relationships were formed under this initiative, by continuing for a further two years the contract of employment of both posts previously funded under NNCO; these have a focus on collaborative outreach and the higher level skills agenda, and will help ensure our Partnership's NCOP acts as counterpart to this continuing activity.

To further aid complementarity between the work of our own institution and the NCOP, the University of Huddersfield is represented on the NCOP Steering Group and employs and hosts an NCOP member of staff who sits within our Schools and Colleges Liaison Service. This staff member is our link with the central NCOP team, managed through Go Higher West Yorkshire, and outreach work within our own institution, and a key element of their role will be to develop community links in and work with key influencers from the target wards.

To ensure complementarity with the Opportunity Area identified in our region – Bradford – our NCOP Wards Lead Officer for Bradford and Calderdale will be working closely with those involved in

the Opportunity Areas. Our NCOP Steering Group has representatives from an academy in this Opportunity Area as well as from both Higher Education institutions which serve this area.

Across all these strands of access activity, in 2018/19 we plan to deliver centrally 405 events to approximately 38,147 people at a cost of £1.1m. The detail of the activity we propose to carry out under each heading, along with the target numbers of beneficiaries and the cost of delivery are attached at Appendix B.

2.2 Retention, Success and Career Development

It is a clearly observable truth that students from groups generally less well represented in higher education are often less well prepared technically, academically and culturally to manage the transition to higher learning, and that this is often reflected in higher withdrawal and failure rates. Since 2010/11 our aim has been to be within one standard deviation, or better, of the benchmark for both Table 3a of the HESA Performance Indicators and to seek to ensure we perform within our benchmark for retention. We made very strong progress in bringing down the headline figure under Table 3a from 12.9% in 2008/09, and at 8.7% in 2012/13 it was, for the first time, within the benchmark attributed to us. We recorded our concern at the deterioration in the figures for 2013/14 in last year's Access Agreement, and achieved a slight improvement in the recently published figures for 2014/15, in spite of the fact that this was a year in which our full-time undergraduate entrants had a more WP and notably more ethnically diverse profile than had been the case in 2013/14. The University has put on record its serious concern at the failure of the benchmarking system to recognise the social context (and consequent challenges) of the student body, both with OFFA and with other stakeholders such as HEFCE and BEIS.

Table T3a– Non-continuation following year of entry: full-time first degree and other undergraduate entrants				
	Percent no longer in HE (%)	Benchmark (%)	Standard deviation (%)	Difference from benchmark
2014/15 PI	10.3	8.2	0.48	-2.1
Table 3a				
2013/14 PI				
Table 3a	10.4	9.2	0.45	-1.2
2012/13 PI				
Table 3a	8.7	8.7	0.42	0
2011/12 PI				
Table 3a	9.4	8.7	0.41	-0.7
2010/11 PI				
Table 3a	12.0	11.0	0.48	-1
2009/10 PI				
Table 3a	12.4	9.8	0.50	-2.6
2008/09 PI				
Table 3a	12.9	10.7	0.51	-2.2

Progress has been based on the integrated Retention and Success programme to help all of our students develop the skills and strategies they need to manage the transition to University and to complete their programme successfully which we initiated in 2011/12.

The six key elements of this strategy are:

- Managing the transition to University including Personal Tutoring, Peer Support and Study Skills
- Revised assessment, feedback and progression strategies to help boost attainment;
- Specialist welfare and disability support, with attendance monitoring using predictive analytics
- Effective communication with students deemed at risk of withdrawal, including customer surgeries, attendance monitoring, and community cohesion work
- Managing your career including professional recognition for programmes, career mentoring, relationships with employers, and development of internships

Recognising the challenge represented by recent trends in the data nationally and locally, and the growing proportion of WP students in our population, we are intensifying measures under those headings, aimed at understanding the challenges and enhancing support for specific groups:

We have appointed a researcher to undertake multi-factoral analysis of student retention and achievement to enable us to identify which groups are most at risk in this institution. She has identified underachievement in students of Pakistani/ Bangladeshi origin, with high proportions of vocational entry qualifications (such as BTEC). We are confident that these factors persist when other factors, such as age, gender and entry qualifications have been taken into consideration.

Consequently, we have identified courses where there are large numbers of student meeting this profile, and will be intensifying our work on transition with these groups, through the introduction of intensive 'Flying Start' programmes focusing on a scaffolded approach to the development of independent learning skills, the development of good study habits, and early engagement in intense subject-specific debate and analysis.

We will also be scaling up our data-informed monitoring procedures / personal academic tutoring processes, so that aspects of under-performance can be identified quickly and interventions put in place.

We have also begun a qualitative research project focusing primarily on students who have withdrawn from their studies, to enable us to gain an understanding that goes beyond surface explanations and to identify actions that might have enabled students to remain engaged.

Among our pedagogical and support initiatives, we introduced lecture capture in 2016/17. It is very widely used (over 17,000 recordings between September 2016 and February 2017) and it will be rolled out to additional rooms in 2017. It has particular benefits for students with learning disabilities, with persistent health problems and disabilities, and for students for whom English is an additional language.

Elements of this work form part of our contribution to the £485k HEFCE Catalyst project we are leading along with Coventry, Lincoln and Manchester Metropolitan University.

In 2018/19 we will maintain our investment in delivering the Retention, Success and Career Development Programme who are attributable under OFFA criteria at a cost of £4.4m. The details of

the activities we intend to carry out under each of these headings, plus the target number of eligible learners and costs are attached at Appendix C.

Following consultation with and representation from our Students Union in 2015/16 we offered over 1000 bursaries of £1K cash payable to eligible students in February of their first year after: confirmation based on assessments of income/ recorded qualification tariffs; and evidence they will remain at University for their first year of study. We will continue this scheme in 2018/19. Eligibility is described below (section 3.3). The scheme will provide much needed financial support to *c.* 30% of our home undergraduate intake and go some way to allowing those students to participate more evenly in the wider university experience and will cost £1.3m. Our expenditure on bursaries for 'old scheme students' in 2018/19 will be £10k.

We will also aim to help students support themselves financially through the development of our 'Job Shop'. This is a bureau through which employers (including the University itself) advertise paid part-time work opportunities and internships for students. The opportunities are vetted by the University to ensure they are from bona-fide employers who are health and safety compliant, and who pay at nationally agreed rates.

2.3 University Contribution to Widening Access, Improving Retention and Developing Access to the Professions

The University will invest £7m in widening access, improving retention, and widening access to the professions in 'OFFA countable' students. This represents 23.4% of our higher fee income. This is made up of:

- £1.3m outreach
- £4.1m success/retention
- £1.65m financial support, of which £1.3m is for cash scholarships for over 1000 eligible new entrants, £300k hardship funds, £50k support for care leavers, and £10k is for bursaries for 'old scheme students'.

Targeting our activities at under-represented groups
The outreach activity identified here has been targeted at those schools, colleges and community groups based in low-participation neighbourhoods as identified by POLAR 3 data.

Changes from previous years' Access Agreements
The University has made the commitment that it will provide resource to address all the deficits arising from any reductions in DSA. Although the precise details of the impact of these changes are not yet clear, provision has been made in budgets for 2017-18 (and beyond) which will accommodate these variations. A significant element of the impact is likely to be felt in areas related to mental health, and the University's commitment to continued investment in the wellbeing of its students is therefore clear.

How previous evaluation work has informed our access plans
Actions as a result of the findings of previous evaluation work include:
- relationship strengthening and development through more formal partnership agreements and the development of activity aimed specifically at teachers and advisers;
- consolidation and strengthening of our Student Ambassador Scheme through additional training and the introduction of 'senior' Ambassadors with more responsibilities including sending Ambassadors back into their former schools/colleges to act as inspirational role models;

- making visits to the University campus more accessible by funding transport costs for groups and individuals;
- improving our communications with teachers and advisers through a multi-channel approach; and
- development of tracking and conversion analysis through the implementation and development of a new CRM.

Our financial support to students and eligibility criteria

As indicated above, the Scholarship for eligible Home/EU students will be £1,000 paid as a cash sum in the first year of study only. Eligibility is all students that are UK/EU for fees and have a household income of less than £25,000 and more than 120 UCAS points on entry.

3   Targets and milestones

Through the actions outlined above it is our aim to achieve five interlinked overarching targets which we believe mark an effective contribution to access to higher education and the professions:

- to continue to meet all HESA benchmarks for the recruitment of students from lower socio-economic groups and low participation neighbourhoods; this target has been adjusted to reflect the end of HESA reporting of NS-SEC data, and now draws on SLC data
- to improve retention among these groups so that with a year we are within one standard deviation from our HESA benchmark
- to increase the proportion of our students who have real work-related experience as an integral part of their degree programme, and to maintain our accredited relationships with professional bodies
- to increase the proportion of our students who achieve first-class and upper-second-class honours degrees by continually improving student performance while maintaining high-quality provision
- to continue to be one of the UK's leading HEI's for employability

More specifically, given recent evaluation, we have developed a target for success by UK BME undergraduate students, which is:

- to improve the proportion of non-white UK students that achieves a 1/2i degree by at least 1 %-point each year.

As indicated last year, we have reviewed and confirmed this target, which applied first to the cohort who enter their final year in September 2016, in the light of the current intensive analysis of patterns of underperformance in this group and their causes.

3.1 The University of Huddersfield's WP evaluation strategy

The University of Huddersfield's WP evaluation strategy is based on 'impact evaluation' which:

- Assesses the impact of its WP activities and how these have generated changes in behaviour of prospective students and other key stakeholders.

- Demonstrates how the University's work, rather than other interventions or factors in the environment have made the difference/generated the outcome.

The University of Huddersfield WP measures

A series of measures has been identified to assess progress against the activities, outcomes and overall impact on WP and develop these into a balanced score card for WP. This scorecard examines continuing annual performance against the perspectives of:

- Key results/outcomes:

a   The numbers of WP students participating in HE from feeder schools and colleges where the University of Huddersfield have outreach programmes compared with schools and colleges not involved in these programmes.

b   The numbers of WP students enrolling in the University of Huddersfield.

- Key stakeholders on the outcome and impact of the University of Huddersfield's WP activities. The key stakeholders are:

a   Prospective and current students.

b   Advisers and teachers in feeder schools and colleges and other pre-sixteen educational establishments.

c   Parents and carers of prospective and current students.

Additionally, we annually review the following impact measures:
Individual event/activity evaluation –ensures that the quality of activity is fit for purpose, is continually improved and has an immediate positive impact. Feedback on the quality of activity delivered is consistently positive from both learners and school/college staff.   Impact on intention to go to University is a function of year group. The older the students, the more likely it is that they already intend going to university prior to attending our activity. The vast majority of students evaluated mentioned the value of working with undergraduate Student Ambassadors regardless of age group.

Relationship analysis – examines the correlation between the strength of a relationship or partnership with an individual institution and the overall size of the University's market share of applicants from those institutions ie how we can establish partnerships which deliver clear outcomes. It is difficult to measure the impact of individual interventions. In our view, a sustained, quality, relationship with a school or college over a number of years has the greatest impact on the progression of its students.

Analysis of our feeder institutions by relationship type over the last 10 years, clearly demonstrates a correlation between the strength of the relationship with the institution and the size of the University's market share of applicants from each institution. The Progression Module and Progression/Partnership Agreement partners yield the strongest market share of applications.

Relationship Analysis
Market share of applications by classification of relationship with school/college
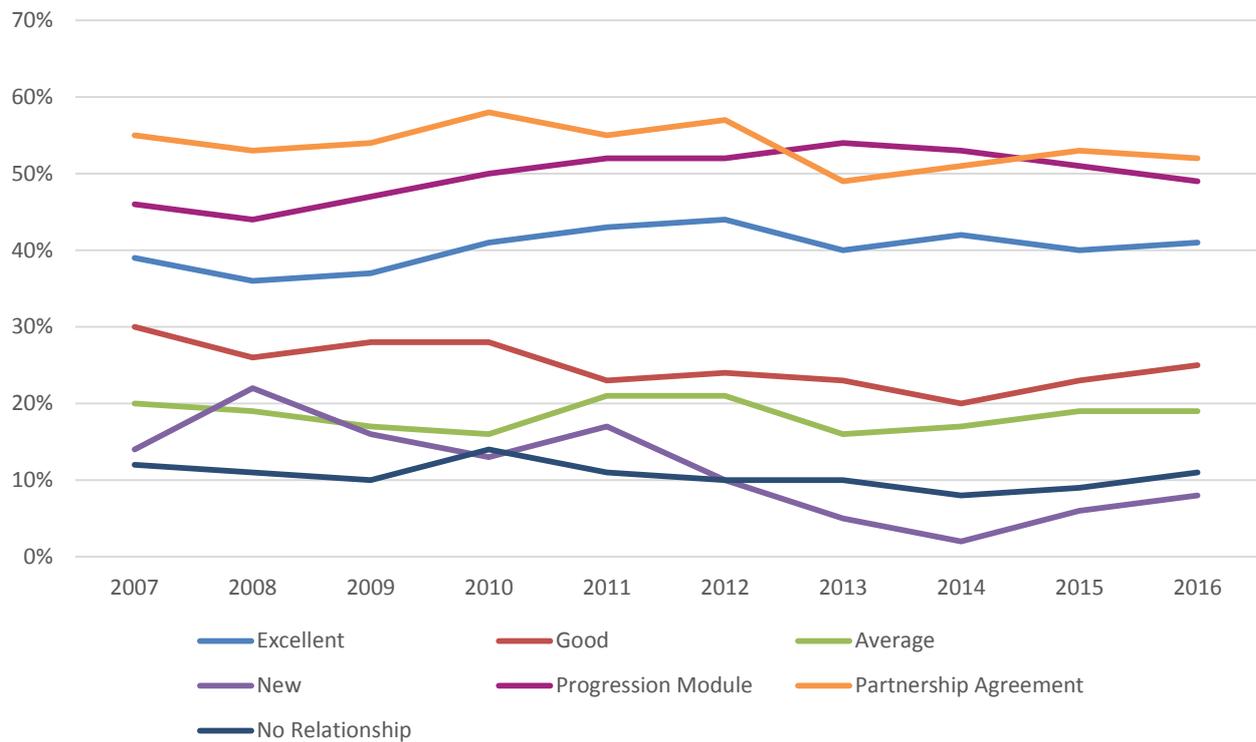
Actions as a result of findings

- relationship strengthening and development through more formal partnership agreements and the development of activity aimed specifically at teachers and advisers
- consolidation and strengthening of our Student Ambassador Scheme through additional training and the introduction of "senior" Ambassadors with more responsibilities including sending Ambassadors back into their former schools/colleges to act as inspirational role models.
- Making visits to the University campus more accessible by funding transport costs for groups.
- Improving our communications with teachers and advisers through a multi-channel approach
- Development of tracking and conversion analysis through the implementation and development of a new CRM.

Through NCOP, Go Higher West Yorkshire is utilising a blended research approach to evidence impact, appointing external evaluators as well as employing a Research and Evaluation team. Their remit is to ensure effective research and evaluation of our NCOP work, but also to provide training to GHWY NCOP staff based in partners, and to disseminate research findings and good/best practice to the sector nationally. Longitudinal monitoring will take place through the Higher Education Access Tracker (HEAT). The University of Huddersfield is keen to learn from NCOP research findings and we will use evidence produced to inform our wider WP outreach work.

Aspire to Uni Project

Introduction
"In order to support their aspirations and attainment, it is essential that institutions focus on sustained, long-term outreach with school pupils from a young age, particularly in those areas where few go on to Higher Education. Missing Talent – research by the Sutton Trust reported that 15% of highly able pupils who score on the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE. Highly able children who are eligible for the pupil premium are more at risk of falling into this group of 'missing talent'. Boys are particularly at risk, with 36% of highly able boys eligible for pupil premium failing to achieve a good set of GCSEs." *OFFA Strategic Guidance: Developing your 2017-18 access agreement.*

In recognition of this long term approach, the University of Huddersfield has developed a long term (10 year) outreach programme in collaboration with the Aspire Co-operative Learning Trust. The proposal is outlined below, including the monitoring and evaluation plans.

Project Aim
To improve SATS and level 2 examination results and progression to post 16 and HE courses for the target cohort.

Project objectives
- To develop self-esteem, confidence, motivation and ambition to progress to appropriate HE
- To help the cohort make informed decisions and recognise that choices should be related to career aspirations and personal strengths
- To develop an understanding of the financial, social and practical implications of HE study
- To contribute to the improvement of examination results
- To contribute to the improvement of progression to post-16 education
- To improve interest in Higher Education and encourage applications to HE amongst the identified cohort

Target Groups
Pupil premium eligible children from the 6 Aspire primary schools including:
- Ever 6 FSM (Free School Meals)
- Children adopted from care or who have left care (post - LAC)
- Ever 5 Service child
- Looked After Children
- Teacher judgement on potential to succeed

Mentoring activity will be embedded as an integral part of this activity schedule, for White Working Class Boys (WWCB). Ambassadors will be employed as role models as an integral part of all activity.

The cohort currently comprises 46 learners as defined by the 6 Primary schools in the Trust and monitoring and evaluation will include:
Evaluation objectives
- To determine if the interventions and activities employed in the project contribute to and improve attainment in the experimental group
- To determine the effectiveness of SCLS interventions and activities

Attainment Target
We are currently working with the Aspire Learning Trust to develop realistic but stretching attainment targets for the cohort of students involved in the "Aspire to Uni" project.

Evaluation questions
1. Does the experimental group demonstrate **improved self-confidence** and **self-belief** in ability to progress to HE?
2. Does the experimental group demonstrate **improved ability to make informed choices** related to HE and career aspirations?
3. Does the experimental group demonstrate **increased knowledge and understanding of HE**?
4. Does the experimental group demonstrate **improved skills** which enhance effective study, revision and exam techniques?
5. Does the experimental group demonstrate **improvements in attainment** at all levels?
6. Does the experimental group **apply to post 16 study**?
7. Does the experimental group **apply to Higher Education**?

Evaluation Measures

A mixed methods approach will be used to answer the evaluation questions which require a mixture of precise, numerical and quantitative answers as well as descriptive case studies, rich in detail.

Measure / activity	Process	Outcome
Activity registers and progress reports	A register will be taken at each activity	Is there a positive relationship between participation and level of impact?
Baseline survey	An initial baseline survey will be carried out with the learners this will be followed up each year by the annual survey.	To understand and explore current knowledge and awareness of HE at start of project.
Annual survey	Annual survey with both learners and parents	To understand and explore current knowledge and awareness of HE after each year of the project
Annual Focus groups	Reflective focus groups within cohorts	To explore and gauge changes in knowledge, confidence and attitude.
Individual activity evaluation	Happy sheets or similar	To document and evaluate individuals level of engagement with each activity.
Individual and group observations	Controlled observations of activities and interventions will be undertaken where appropriate	To illustrate and inform learners' progress against the measures.
School attendance data	Tracked against each learner	Indicator of success
Year 6 SATs attainment	Tracked against each learner	Indicator of success
End of year attainment (year 7 to 10)	Tracked against each learner	Indicator of success
GCSE results (year 11)	Tracked against each learner	Indicator of success
Application to HE (year 12/13)	Tracked against each learner	Indicator of success
Level 3 results (year 13)	Tracked against each learner	Indicator of success
Acceptance to HE (year 13)	Tracked against each learner	Indicator of success
Individual case studies	Case studies will be developed and updated throughout the project.	To give an overall indication of success of project.

Monitoring and evaluation from the project will inform all the work of the Schools and Colleges Liaison Service at the University of Huddersfield.

3.2 The University of Huddersfield's retention and success evaluation strategy

The University has conducted its 2015/16 Annual Evaluation of all programmes. The review has demonstrated all Schools are, in line with University strategy, demonstrating an increased focus on retention through a common approach to escalating issues and actions plans to resolve them. Following a major thematic review of retention in 2011/12 retention has shown overall improvement. The University has however set more stretching targets to reduce withdrawal and non-progression to below 8% by 2017/18 and is pursuing a range of strategic initiatives to achieve this, each of which has specific mechanisms for evaluation and development. These include:

- 'Back on Track', introduced in 2010/11. The service reports annually, and in 2014/15 692 'at risk' students used this face-to-face support service, at a total of 914 appointments.
- Standardised attendance monitoring, introduced in 2012/13. This was assessed through a quality appraisal report submitted to Quality and Standards Advisory Group in March 2012, and its operation has been reviewed by our internal audit service. The system is overseen by a cross-campus Group chaired by the Pro Vice-Chancellor for Teaching and Learning, which regularly reviews its impact.
- Exemplary systems to manage student complaints, requests for extensions and extenuating circumstances. These were a key element to the submission which resulted in the award of Outstanding Registry Team 2013 in the *Times Higher Education* Leadership and Management Awards.
- The University Faith Centre for students, completed in 2011 and fully refurbished in 2015. Even before that, user surveys showed a significant level of student satisfaction with the service.
- A support system for vulnerable students ('support priority students' – SPS), based on predictive analytics, and introduced in 2013/14. This system was further revised and enhanced for the start of the academic year 2016/17, and as a result in that year the proportion of SPS students who withdrew or suspended by the end of January fell, compared to the same period in 2013/14, from 20.7% to 4.8% (and this also represents an improvement on last year's figure). Outputs from the system are scrutinised in every meeting of University Senior Management Team, and University Teaching and Learning Committee and its Quality and Standards Advisory Group.

3.3 Evaluation of Financial Contribution

Since 2012/13 the University has offered our eligible first-year undergraduates a scholarship based on household income and qualification on entry based on their UCAS points. The initial University scheme was a £3,000 fee waiver where we reduced the student's first year tuition fees if they had more than 280 UCAS points and had a household income of less than £25,000. Since 2015/16 the University changed the scheme to a cash payment to the student of £1,000 if they met the same qualifying criteria, following consultation with the Student Union that showed they would prefer immediate financial help while at University rather than a reduction in the total amount they will need to repay after graduation.

We have undertaken some analysis of student retention based on the change of the scholarship we offer before the change up to the 2015/16 academic year so we can compare to see if, first, there is any difference between those students that received a fee waiver as compared to the cash payment and, second, whether there is any noticeable difference between the retention of students that receive a scholarship and those that do not.

2015/16 Scholarship(cash)	Headcount	Percentage (%)
Continuers	977	84.81
Non-Continuers	**175**	**15.19**
TOTAL	1152	100.00

2015/16 No Scholarship	Headcount	Percentage (%)
Continuers	4081	84.70
Non-Continuers	**737**	**15.30**
TOTAL	4818	100.00

2014/15 Scholarship(fee waiver)	Headcount	Percentage (%)
Continuers	897	88.46
Non-Continuers	117	11.54
TOTAL	1014	100.00

2014/15 No Scholarship	Headcount	Percentage (%)
Continuers	3837	84.55
Non-Continuers	701	15.45
TOTAL	4538	100.00

The figures are inconclusive in regards of retention. Further analysis is needed to understand trends and we intend to use the findings of the research project undertaken by OFFA for evaluation. The University is looking to understand the impact of financial support on retention in a more complete way from the 2017/18 academic year onwards.

4   Equality and diversity

Due regard has been paid to equality and diversity in the design of this Access Agreement, under the terms of the Equality Act 2010

The University has published an Equal Opportunities Policy Statement, and an Equality in Teaching and Learning Scheme (January 2016); those sections relating to Teaching and Learning are attached here as Appendix A. As will be seen, this Access Agreement is aligned with the overall activity of the University outlined in the Equality and Diversity Statement.

An equality impact assessment for the strategies and policies underpinning the Access Agreement was undertaken in April 2016. No adverse impacts were identified.

Since the Statement on Equality and Diversity in Teaching and Learning 2012-15, there has been an institutional emphasis on the progression and success of groups under-represented in UK higher education, especially where there was emerging evidence for underperformance in those groups in the University. That previous Teaching and Learning Equality and Diversity Statement was provided as an Appendix to previous Access Agreements. Examples of work it supported which have not previously been referenced in Access Agreements but which are relevant to strands of activity now explained here in the 2017-18 Agreement include investigations and activity to address disproportionate impacts of disciplinary and

especially academic misconduct regulations in minority ethnic groups, with consequential impacts on their retention and success. These themes are continued in the current document, the Equality in Teaching and Learning Scheme (January 2016), which is provided here as an appendix A.

The wider activity on Equality and Diversity in Teaching and Learning has been led by the University Teaching and Learning Committee, and the Quality and Standards Advisory Group which reports to it. These bodies will continue to monitor and evaluate the impact of all University activities to address diversity issues, including those now included as part of this Access Agreement.

5   Provision of information to prospective students

We will publish clear and accessible information for existing and prospective students on the fees to be charged and any financial support offered.

Student Finance Communications.

We have developed an information strategy to inform and disseminate the key Student Finance messages to potential applicants for 2017 entry and beyond. The University is using the following media to allow students and their parents to make informed decisions about the financial aspects of going to University, including the University's own Scholarship scheme. They include full engagement with the KIS and:
- ➢ Brochures and information leaflets.
- ➢ Videos and short films and on YouTube.
- ➢ The University website includes a comprehensive yet clear and simple explanation of the Student Finance system with signposts to other sources such as Student Finance England and the Student Loans Company. Additionally, we have a special parent specific section.
- ➢ We communicate Student Finance specific information through E-mail campaigns via the University's customer relationship management system for enquirers and we deliver presentations and workshops to a variety of audiences covering prospective students, teachers, advisers and parents/carers. Additionally, we ensure that our staff are kept-up-to-date with regular Student Finance updates from SFE staff.

The University has well developed material and key messages it will use through these different media and will target different approaches for different audiences. We will evaluate the effectiveness of our campaign and use this to inform and shape material we produce in the future.

In connection with this Agreement, we will provide timely, accurate information to UCAS (for courses that receive applications through UCAS) and the Student Loans Company (SLC) so they can populate their course databases in good time to inform applications.

6   Consulting with students

This Agreement builds on previous agreements in its relationship to overall institutional strategy, to goal setting, and to specific policy in relation to widening access and support for student success through to graduation and beyond into employment, including financial support. All have been characterised by extensive partnership and consultation with the Students' Union. Key aspects of development of this document from the one presented last year, most notably the commitments to extending support in relation to BME attainment and success and retention more generally have been progressed over the year through the University Teaching and Learning Committee, and its Quality and Standards Advisory Group, on each of which there is strong and effective SU representation. This Agreement itself has been developed through discussion of draft with SU Sabbatical Team members during April 2017.

Appendix A

Examples of University of Huddersfield Involvement in School and College Governance

The University has extensive involvement in school governance in a variety of forms, which have contributed in significant ways to improvements in performance. Examples from five schools and colleges are provided in Appendix One below.

North Huddersfield Trust School (HD2 1DJ)

Through its trustee Andrea Faulkner, the University's involvement in the School has seen it recently discussing potential projects for gifted and talented students and ideas around how we might enhance drama, maths and science (in this last case, suggesting a 'citizen science' theme) together with some aspirational campus visits. Andrea attends a range of school events, including Christmas and end of year shows, community events like the Winter Warmer, and sports day. The school is preparing for Ofsted and in this process listed key contributions from the University as being access to trainee teachers (in partnership with West Yorkshire Teaching Alliance), careers guidance, and enrichment trips (tours, presentations).

Significant advances since the formation of the Trust has seen the school become the third best performing in Kirklees for student progress, and rank in the top 7% nationally by CVA. 98.95% of students from the school continue to post-16 education/training or employment.

Trinity Academy Halifax / The Maltings College Halifax (HX2 9TZ / HX2 0TJ)

Professor Brendan Evans was involved in the creation of the Academy from the very beginning, helping steer it to an Ofsted report in 2012/13 that judged the school outstanding in all areas. After seven years he though it helpful to permit another member of the University to take over. Brendan then moved to a similar role, but on a smaller scale, as Chair at the Maltings, a college facing challenges which had become part of the Trinity family. His role involves visits, with a particular focus on the quality of teaching and advising on the ambitious Tutorial programme. When Ofsted visited on two different occasions Brendan was interviewed and played a part in the improvement in the performance of the College that it reported. He has facilitated links with the University, and among other initiatives the Schools and Colleges Liaison Service at the University is to visit the College to nurture the association between the two institutions, with particular reference to vocationally oriented degree programmes.

Professor Roy Fisher (Head of Department, ITE) became a member of the Trustees of the Trinity Multi-Academy Trust on its creation in 2015. His role is to advise the Trust and this is mainly through contributions to Trustees' meetings. 'Trinity Teaching School Alliance', operated by Trinity Academy, offers School Direct teacher training provision leading to University of Huddersfield PGCE awards so there is a close working

relationship between us which focuses on excellence in teaching. Roy has supported the bid to establish a new sixth form college in Halifax, having agreed to be proposed as a potential member/director. The Trinity MAT is a very pro-active group of schools, recently sponsoring Sowerby Bridge High School, and already confident of moving this institution from 'inadequate' to 'outstanding' and the school of choice in the local community.

Allen Sluggett (Head of Corporate Information Systems) recently joined the Maltings College group of governors and has become Chair for the Teaching and Learning Group. In the short time in this role, Allen has identified two areas for improvement where progress is already being made. The first was to improve how they make use of their data, for example being an isolated college how to make use of geographical profiling and types of access (travel) being used to reach the college and therefore inform marketing strategies. The second was to identify weaknesses in the College website in both appearance/usability and more importantly its lack of presence through search. On this point Allen is working with the director of marketing on the principles of search engine optimisation to improve the College's web presence.

Dewsbury Learning Trust – Westborough High School Dewsbury (WF13 2JE)

The University is the Lead Partner in the Dewsbury Learning Trust which was established in 2010 as a National Challenge Trust, supporting Westborough High School. The School emerged from National Challenge the following year, exceeding its floor targets.

Shortly after formation the Trust was asked to take responsibility for the integration of pupils and staff from Birkdale High School in Dewsbury, which was scheduled for closure, into Westborough High School. The Trust supported the WHS in the complex management of two sites, the integration of pupils from very different communities, and the management of staffing challenges created by the merger.

The School's Ofsted result in 2012 was 'good' in every category, having been only 'satisfactory' previously.

The Trust's primary responsibility is to ensure strong and expert governance and it appoints the majority of governors to the School. The Trust Partners, in addition to the University, are Kirklees College, Heckmondwike Grammar School, Westborough High School and Kirklees Local Authority. Trust appointed governors include parent and community governors, but partners also provide governors with particular expertise from their own institutions. The Governor from the University is Jayne Price, Head of Teacher Education, and the Chair of the Trust for seven years has been Professor Christine Jarvis, PVC Teaching and Learning.

In addition to overseeing governance, the Trust oversees an annual partnership plan, which includes shared activities to promote enrichment, develop aspirations and improve achievement. Activities that have involved the University directly include preparation for the Peter Jones Enterprise Challenge, which the School won, involvement in the iDEA (digital enterprise) project led by our Chancellor, The Duke of York, regular visits to the University, mentoring from University students, STEM challenge days, engagement with ITE, CPD events, and a summer school.

The School's demographic has changed rapidly during the period of the Trust, moving from predominantly serving students of Pakistani Heritage, to incorporating a higher proportion of White British students from Birkdale, to, in recent years, including large numbers of pupils from Eastern Europe with EAL requirements. The School population is also relatively transitory, as pupils move initially to Dewsbury then relocate to other part of the country.

Park Lane Learning Trust Halifax (HX3 9LG)

At Park Lane Learning Trust, the University is a partner in the Trust, with two members, the chair, Prof Tim Thornton (DVC) and Mr Andrew McConnell OBE (Director of Finance); university colleagues play a leading role on the governing body in the form of Dr Pat Hill (chair) and Dr Fiona Woodhouse (deputy chair). Having initially made remarkable progress, and been listed as one of the top 10 highest performing schools in England, Park Lane encountered difficulties. University colleagues have, however, helped steer the school through a challenging period following the loss of a headteacher, with the support of Crossley Heath School and now into a prospective alliance with Moor End Multi Academies Trust. In 2016, all the major measures of performance showed improvements, including average Attainment 8 score, % of pupils achieving a good pass in English & Maths, and % of pupils achieving the English Baccalaureate.

Appendix B

Widening Participation Outreach Activity Targets

Theme	Target Group	Number of Activities	Number of Learners	Cost
To raise the aspirations and awareness of HE among those currently represented in HE	Under 16	120	11,200	£120,000
	16 to 19	30	300	£80,000
	Looked After Young People		200	£40,000
	Adults	40	800	£30,000
Subtotal		**190**	**12,500**	**£270,000**
To reduce perceived barriers for potential students	All	60	18000	£350,000
Subtotal		**60**	**18000**	**£350,000**
To contribute to improvements to attainment at levels 2 and 3	Under 16	10	300	£2,300
	Aspire to Uni	10	47	£40,000
	16 to 19	115	3000	£55,000
Subtotal		**125**	**3347**	**£97,300**
To provide clear and accessible information to parents and carers of potential students	Parents and carers	30	3500	£40,000
Subtotal		**30**	**3500**	**£40,000**
To build progression agreements with schools and colleges	16 plus		800	£95,000
Subtotal			**800**	**£95,000**
To develop effective partnerships	All			£29,000
Subtotal				**£29,000**
To improve communication and dissemination about WP and recruitment policies	All			£96,000
Subtotal				**£96,000**
To continue to develop relationships with schools and colleges	Teachers and advisers			£140,00
Subtotal				**£140,000**
TOTAL EXPENDITURE		**405**	**38147**	**£1,117,300**

Retention and Student Success

Phase 1: Managing transition to University

Activity	WP Eligible student no's	Attributable spend
(a) Personal Tutoring/PDP Every student allowed a personal tutor to co-ordinate academic guidance and personal support.	4400	£1274k
(b) Study Skills Academic skills tutors appointed in every school to support WP students. Web-based material continuing to be developed.	4400	£545k
(c) Peer Mentoring Adoption of peer mentoring across campus under UoH T and L Strategy 2013-18	4400	£80k
Phase 1 Sub Total	**4400**	**£1899k**

Phase 2: Improving Success, Enhancing Assessment and Feedback and Improving Progression

Activity		
(a) Managing Progression Priority support mechanism for WP students using predictive analytics	4400	£107k
(b) Enhancing Assessment and Feedback Support involving all academic staff on improving feedback on performance and assessment to aid personal development.	4400	£395k
Phase 2 Sub Total	**4400**	**£502k**

Phase 3: Improving Targeted Welfare Support

Activity		
(a) Support for Disabled Students General and specific guidance; specific support for mental health issues; support/networking group; scheme to provide 24 hour support workers for students requiring social care; equipment loan scheme; support workers service.	2700	**£940k**

(b) Care Leaver Support Support targeted at looked after young people (at school) and students who are care leavers.	48	**£50K**
(c) Support for WP Students Back on Track scheme to support students having difficulty in continuing to study (improving retention).	692	**£70k**
(d) Welfare Support and Advice for WP Students Including advice on budgetary, health, relationships, accommodation and counselling.	4400	**£185k**
Phase 3 Sub Total	**4400**	**£1245k**

Phase 4: Improving Communications and Advice to Students

(a) Attendance Monitoring System and processes to identify non-attendance and provide support to help students back on track.	4400	£220k
(b) Portal Plus On-line system to provide personalised support for students.	4400	£198k
Phase 4 Sub Total	**4121**	**£418k**

Table 7 - Targets and milestones

Institution name: The University of Huddersfield

Institution UKPRN: 10007148

Table 7a - 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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Socio-economic	**HESA T1a** - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Aim to maintain current high levels of entrants from lower Social Classes, despite changes to recruitment markets	No	2012-13	46.5	0	0	0	0		The NS SEC data will no longer be produced form 2017/18 so we have removed this from our targets and replaced it with the household income measure below
T16a_02	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Aim to increase level of entrants from low participation neighbourhoods closer to our benchmark	No	2012-13	17.6	18	18	18	18		
T16a_03	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)	Aim to continue trend of improvement in retention of young entrants from low participation neighbourhoods towards benchmark	No	2012-13	10.5	9.6	9.3	9			
T16a_04	Student success	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & other neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Aim to continue trend of improvement in retention of young entrants from other neighbourhoods to be better than benchmark	No	2012-13	7	6.8	6.7	6.6			
T16a_05	Student success	Disabled	**HESA T7** - Students in receipt of DSA (full-time, all undergraduate entrants)	Aim to maintain current performance above benchmark	No	2012-13	8.6	8.6	8.6	8.6	8.6		
T16a_06	Access	Socio-economic	**Other statistic** - Low-income backgrounds (please give details in the next column)	Percentage of our students with household income below £25,000	No	2014-15	45.7	45.7	45.7	45.7	45.7		
T16a_07	Student success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Percentage of UK non-white students that acheive a first or upper second	No	2014-15	57.76	59.76	60.76	61.76	62.76		

Table 7b - 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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Multiple	Multiple	Other (please give details in Description column)	Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care and care leaver, aged 5-25, through sustained engagement	Yes	2015-16	116	126	131	136	140		
T16b_02	Multiple	Multiple	Other (please give details in Description column)	The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence through exposure to new and challenging experiences	Yes	Other (please give details in Description column)	83	89	90	90	91		
T16b_03	Access	Multiple	Other (please give details in Description column)	Working in collaboration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement.	Yes	2015-16	47	100	110	120	120		
T16b_04	Access	Attainment raising	Other (please give details in Description column)	Improvement in the 'Progress 8' measure at the Park Lane Academy in which we have had a leading role in governance as listed in Appendix B of our Access agreement	Yes	2015-16	-1.13	N/A	PILOT	to be determind in 2019-20 AA			
T16b_05	Access	Attainment raising	Other (please give details in Description column)	Improvement in the 'Progress 8' measure at North Huddersfield Trust School in which we have had a leading role in governance as listed in Appendix B of our Access agreement	Yes	2015-16	0.27	N/A	PILOT	to be determind in 2019-20 AA			
T16b_06	Access	Attainment raising	Other (please give details in Description column)	Improvement in the 'Progress 8' measure at Trinity Academy/Maltings College in which we have had a leading role in governance as listed in Appendix B of our Access agreement	Yes	2015-16	0.31	N/A	PILOT	to be determind in 2019-20 AA			
T16b_07	Access	Attainment raising	Other (please give details in Description column)	Improvement in the 'Progress 8' measure at Westborough High School in which we have had a leading role in governance as listed in Appendix B of our Access agreement	Yes	2015-16	-0.22	N/A	PILOT	to be determind in 2019-20 AA			

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.