

## **SGUL, University of London** **OFFA Access Agreement**

### **1a Statement from the Principal, Professor Peter Kopelman**

The strategic plan for SGUL, University of London (SGUL) identifies three values that are at the heart of what we do – distinctiveness, diversity and dedication. SGUL champions these values that work in synergy to create our exciting and thriving environment. Our students consider SGUL to be an incredible and distinctive place to study and, by their own assessment, are proud to be part of it. They acknowledge our teaching to be exceptional and value the dedication and closeness with academic and administrative staff.

This allows everyone at SGUL to feel part of a community dedicated to furthering knowledge, employment and practice in the medical, biomedical and health sciences; a collegial community that is simultaneously committed to supporting the London community through our extensive links with local schools, colleges and charities.

It is with all of this in mind that I fully endorse SGUL's Access Agreement, an Agreement that recognises and builds on educational excellence and our innovative work in Widening Participation.

### **1b Statement from the Students' Union President 2010/11, Luke Turner**

St George's, University of London has a long history of award winning Widening Participation (WP) activity that is both sustainable and effective. SGUL has always focused its WP activity on working with students from a wide age range, encouraging them to aspire to higher education. This work focuses on social mobility and widening access rather than being a tool for recruitment. I am pleased that despite the shift of focus towards "Results" required by OFFA, SGUL is treating this as additional activity and promises to honour their commitment to ongoing widening participation. This is highlighted by the planned average of 31% additional income spend on WP activity, which exceeds OFFA's expectations on expenditure for an institution with our access record.

The agreement does bring with it some new and welcome change to the support package at SGUL, especially in light of the unavoidable increase in fees. It is not just about getting students from disadvantaged backgrounds into university. More importantly it is about supporting them whilst they are here, both financially and academically. The increased levels of bursaries and accommodation fee waivers for our lowest income students are both realistic and practical. They recognise students' need for immediate finance while studying. Whilst tuition fee waivers may encourage students to apply, they are less helpful in the short term.

The Students' Union is grateful for the opportunity we have been given to be involved in this process. SGUL has recognised the importance of including student opinion within its development; as such we give our full support to this access agreement.

## 2 Introduction and context

This Access Agreement builds on SGUL's well recognised expertise in widening access to the medical and healthcare professions. It is fully aligned with our Institutional Strategic Plan, through our mission, our vision, and the core values that are at the heart of what we do and what we strive to attain.

**Our mission** to advance, promote and share knowledge of health through excellence in teaching, clinical practice and research into the prevention and treatment of illness.

**Our vision** to be a thriving medical and health sciences university, integrated with a London teaching hospital, locally, nationally and internationally recognised for excellence and innovation in education and research translated across health and social care.

**Our values** of distinctiveness, diversity and dedication are embraced within this Access Agreement: distinctiveness as a specialist health sciences institution; diversity through reflecting, and being at the heart of, our South West London community; and dedication to our students in preparation for, and furthering of, their employment in a range of professional careers.

Medicine and the professions allied to medicine have traditionally performed poorly in attracting students from the full range of socio-economic backgrounds, and have struggled to recruit those from under represented groups such as those from low income families, care leavers, students with disabilities, those studying in state comprehensive schools, and students from some minority ethnic groups. Yet SGUL has consistently demonstrated its commitment to, and success in, widening access by building a strong reputation for educational innovation in this area, being recognised with over a dozen regional and national WP awards, and regularly achieving, or bettering, benchmark targets in WP Key Performance Indicators (KPIs).

## 3 Collaborative and partnership working

SGUL is rightly proud of its distinctive and specialist position as the UK's only independent medical school, with a history stretching back over 250 years. Yet rather than limiting our capacity to work collaboratively, this independence offers us the flexibility to work in partnership with many different organisations and networks:

- through the *South West London Academic Health and Social Care Network* we will offer our students a diverse range of clinical and community-based experiences that enrich their education and boost their employment potential
- together with *St George's Healthcare Trust*, with whom we are co-located on a single campus, we will serve a community of over one million people
- following the disbandment of the national Aimhigher programme, we will work with other London higher education providers wherever the opportunity presents itself, such as *AccessHE* and other network collaborations
- we will take the lead in the *South London Looked After Children Network*, which draws together local authorities, higher education institutions and further education institutions in supporting students from care.

Additionally through our long established and successful partnership with Kingston University, with whom we run our joint faculty of Health and Social Care Sciences, we will look to work collaboratively to ensure that students with an interest in any branch of medical or healthcare study are well supported through a coherent, collaborative and mutually supportive partnership.

Finally we will also continue to monitor all opportunities for further collaboration and partnership, working with organisations and groups as appropriate in what is a fast moving and changing environment.

#### 4 Fee limits and fee incomes

Type of programme	Fee level 2012/13	Student numbers on the new fee system			
		2012/13	2013/14	2014/15	2015/16
First Degree	9 000	430	735	1040	1180
Foundation Degree	6 000	77	154	162	170

The decision to charge £9,000 for degree-level courses has not been taken lightly. SGUL wishes to continue to provide our students with an outstanding education in medicine, biomedical and healthcare sciences. Our programmes are expensive to deliver and we must maintain financial sustainability in this uncertain higher education environment.

The new fee level and student support package will ensure that SGUL is able to replace reductions in government funding while continuing to deliver a consistently high standard of education to students from all backgrounds. These decisions were made in consultation with student representatives and approved by the SGUL Council.

SGUL will also ring-fence a development fund for student-led investment into the student experience, which may include enhancements to student services, sports facilities, Students' Union support or additional skills training. Consultations with students will help determine where students will most value this investment. This fund is in addition to university-led investments into the student experience including development of teaching facilities and innovative learning resources.

The fee may rise by an inflationary amount set by the Government each year.

#### 5 Assessment of access record and expenditure on additional access measures

In assessing our access record, we have referenced the primary Key Performance Indicators (KPIs) for WP: the proportion of students from state schools and colleges; the proportion of students from low participation neighbourhoods; and the proportion of students from NS-SEC classes 4-7. We have additionally considered the KPI of non continuation of young first degree entrants, not only across the full student cohort, but additionally and specifically for those students who are from low participation neighbourhoods.

Year	% State school/college		% low participation neighbourhood		% NS-SEC 4-7		% non continuation		% non continuation from low participation neighbourhoods	
	Actual	Bench mark	Actual	Bench mark	Actual	Bench mark	Actual	Bench mark	Actual	Bench mark
2009/10	<b>84.2</b>	81.0	<b>5.6</b>	5.1	<b>26.5</b>	26.4				
2008/09	<b>79.6</b>	81.2	<b>6.6</b>	5.6	<b>29.7</b>	28.5	<b>3.7</b>	4.1	<b>3.8</b>	5.0
2007/08	<b>80.8</b>	76.1	<b>3.7</b>	4.2	<b>25.2</b>	24.3	<b>2.5</b>	3.8	<b>0.0</b>	-
2006/07	<b>81.8</b>	77.1	<b>5.0</b>	4.3	<b>23.3</b>	24.6	<b>4.1</b>	4.1	<b>0.0</b>	0.0

We have considered our performance against our benchmark targets and have cross-referenced our key comparator higher education institutions.

As a small selective institution offering a specialist portfolio of programmes our success cannot be accurately measured by direct comparison with all other HEIs en masse. A particularly high proportion of our undergraduate student intake (close to 50%) is accounted for by our MBBS medicine programmes, and it is widely accepted that widening access to medicine is particularly

challenging given the very high level of competition, the requirement for particularly high pre-entry academic (and non academic) achievement, and the extended length of the medical degree. Additionally, as SGUL is the UK's only independent medical school, with all other medical schools being part of far larger higher education institutions, like for like comparison is problematic.

However it is possible to identify appropriate key comparator institutions by considering factors such as HEIs which contain medical schools and HEIs that have a very high ratio of applicants to places.

Our key comparator set contains 20 HEIs from across the country; a purposive sample that, in addition to meeting the criteria set above, contains representation from all four territories of the UK<sup>1</sup>.

We assess our access record as consistent and strong. Our rankings within this comparator group are very good: eighth (out of 21) in terms of proportion of students from state school; fifth (out of 21) in terms of students from low participation neighbourhoods; and second (out of 21) in terms of students from NS-SEC classes 4-7.

However, given our institutional commitment to widening access, and the need to ensure that we measure ourselves against all institutions and not just our comparators, we are hereby committing to spend on access measures an even higher proportion of our additional fee income than that recommended in the Office for Fair Access guidance.

We confirm that we will spend an average of 31% of our additional fee income on access (outreach and retention) measures. This includes some existing measures and some new measures (detailed in section 6 below). We plan to expand on and increase these activities in future years.

We have concentrated our future plans on known successful outreach and retention activities, taking into account national research and good practice, and the highly selective nature of many of our programmes. In particular we have found that developing strong relationships with local schools through offering a variety of summer school, taster and mentoring activities has been particularly helpful.

Our predicted expenditure includes by 2015/16:

£490,000 on outreach activities  
£95,000 on retention activities  
£171,000 on matched funding for National Scholarships  
£443,500 additional spend on bursaries

This equates to 31% of the additional fee income.

## **6a Additional access measures (outreach)**

At SGUL we have a strong reputation for developing and delivering high quality, innovative and effective outreach activities, working with a wide range of students across South London and beyond. We are proud of the fact that these activities have won numerous regional and national awards for innovation, but our focus is, and will remain, on ensuring that our outreach work is efficient, effective, supportive and targeted.

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<sup>1</sup> The Queen's University of Belfast, The University of Birmingham, The University of Bristol, the University of Cambridge, Cardiff University, The University of Edinburgh, The University of Glasgow, Imperial College of Science, Technology and Medicine, King's College London, The University of Leeds, The University of Liverpool, London School of Economics and Political Science, The University of Manchester, The University of Newcastle-upon-Tyne, The University of Nottingham, The University of Oxford, The University of Sheffield, The University of Southampton and the University of Warwick.

Given the specialist nature of the portfolio of programmes we offer, in many cases leading directly to professional employment, and the highly competitive application rates we receive, we recognise the need to work with students from underrepresented groups from a young age. We will continue to work with younger students, supporting them through their educational progression, whilst ensuring that through focussed targeting, and regular monitoring and review, we deliver on the challenging targets and milestones we have set ourselves.

This outreach work will dovetail with our Institutional strategic commitment to work collaboratively with our local community. By working in partnership with St George's Healthcare Trust, we will undertake new community engagement work that promotes the values of SGUL and shares our knowledge capital with our local community.

Our outreach activity will include (where there are plans to increase the number of activities or there are new activities this is marked ↑, all other activities will be maintained at current levels):<sup>2</sup>

- Primary Practice – working with local primary school students ↑
- Student tutoring – placing our students in local classrooms to support educational progression as well as aiding our students' own development ↑
- [www.tasteofmedicine.com](http://www.tasteofmedicine.com) – development and promotion of this free to access resource providing information, advice and guidance to prospective medical and healthcare students from underrepresented groups ↑
- Experiments Roadshows – putting the science that students learn into real life medical and healthcare contexts
- Clinical skills taste days – hands on activities that bring the world of medicine and healthcare to life
- Spring and Summer schools – lively and interactive courses that give students a real taste of higher education learning ↑
- 'Soft skill' development workshops – supporting and challenging students' learning in the key skills and qualities over and above academic ability (such as integrity, empathy, insight, and problem solving) ↑
- Communication skills workshops – specifically supporting students as they prepare for medical and healthcare interviews ↑
- Information, advice and guidance workshops and presentations – ensuring that students have a full and informed understanding of the courses on offer, the benefits of higher education study, and the wide ranging financial support packages ↑
- Community engagement work including visits, events and publications. ↑

We will continue to engage our current and former students in all of the work that we do; our Student Ambassadors are a credit to themselves and to SGUL, consistently receiving excellent feedback with many of them choosing to offer their services having been former participants in Ambassador led activities themselves. And our former Student Ambassadors, now practicing healthcare professionals, are perfectly placed to share their own experiences in supporting prospective students.

## **6b Additional access measures (admissions)**

Given SGUL's specialist portfolio of medical and healthcare programmes, gaining admission is about more than entering higher education study; it is about starting on the path towards a recognised and regulated profession with significant levels of responsibility to both individuals and society alike. We are therefore focussed on ensuring that our admissions practices are not only fair and equitable, but also rigorous and fit for purpose.

It is in this context that we have developed a number of innovative approaches to selection. These include our Adjusted Criteria scheme that recognises the educational context in which an applicant studied (allowing for lower grade offers to be made to high quality and high potential students from poorer performing schools and colleges), and the Multi Mini Interview (MMI) that is developed from international best practice in medical student selection and has been shown to

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<sup>2</sup> Please see the Widening Participation Strategic Assessment for more information on these initiatives

minimise bias against candidate subgroups such as culture and gender, and focus assessment on appropriate constructs such as entry-level reasoning skills in professionalism.

We are committed to investigating each of the following and, where the research and evidence supports it, embedding the practice in our admissions procedures by:

- applying the Adjusted Criteria approach to non-academic measures of under representation, such as experience of care and significant disruption during educational progression
- considering a broader approach to contextualised assessment for all programmes
- regularly reviewing interview practices to identify and ensure equity for all student groups, with particular reference to our target students (see targets and milestones) and other groups of students identified with reference to the Equality Act 2010
- continuing to review, consider and recognise non traditional and vocational entry qualifications for all programmes
- consolidating and clarifying definitions for work and voluntary experience to ensure appropriate and consistent understanding. In particular recognising the full spectrum of experiences an applicant may offer, as well as recognising that some experiences, such as shadowing a professional healthcare worker, are disproportionately harder to access for those from underrepresented groups
- engaging with the Open College Network and other such organisations to inform and guide the development of pre entry programmes/courses.

## **6c Additional access measures (student support, retention and success)**

In recent years SGUL has developed an increasing provision of wide ranging support to assist student retention and success. The Institution is committed to maintaining high quality specialist and generalist, academic and welfare support for all which includes: personal tutors; careers information and guidance; access to confidential counselling services; policies to support religious observance; access to on-site professional occupational health services; disability support; accommodation in SGUL Halls of Residence with access to warden support for those beyond year 1 who may need continued support; and information, advice & guidance (IAG) for students. This is additionally complemented with support offered through the Students' Union, including: welfare advice; advocacy; guidance; and volunteering opportunities. We are committed to maintaining this close working relationship between SGUL and the Students' Union in providing high levels of support.

SGUL embraces its diverse community and is committed to developing an inclusive culture that enables student retention and success. For example, we are currently involved in a Higher Education Academy (HEA) supported project to develop a more inclusive culture within the Institution which will foster an ongoing commitment to inclusion within teaching and learning.

Within this context of inclusion, it is important not to single out students and unintentionally isolate them. Therefore we feel that the support that we offer to students from socially or culturally deprived backgrounds is integrated with the support we offer to all other students. All SGUL students are entitled to the support that they need to be successful in their educational development; support that accounts for the diversity in background and experience of our student population without imposing unhelpful labels upon individual students as 'disadvantaged'. However we will ensure that where appropriate our activities will be targeted to such groups (identified below with an identifier \*). New or increased initiatives are marked ↑.

The Institution's activities for ensuring student retention and success will include:

- highlighting and championing the *integrated* nature of support and guidance offered through our Student Centre through a range of initiatives including enhanced online and printed access to information, drop-in sessions, development of mechanisms to record and track student queries to ensure timely and appropriate follow-up and identification of areas requiring further support, and extended cross-training of Student Centre staff\* ↑

- conducting and implementing the outcomes of a current HEA supported project to develop an inclusive culture within the institution. The project evaluates policy and procedures, teaching and learning and staff and student engagement and identifies actions to further support an inclusive culture\* ↑
- dovetailing with the values of the SGUL Education Strategy to ensure a positive student experience, including identification of a ring-fenced fund to support student identified initiatives\* ↑
- extending access to specialist learning support staff\* ↑
- induction programmes that integrate students from different programmes and foster an inclusive and accessible learning community\* ↑
- examining the transferability of peer support mechanisms between programmes and supporting the appropriate further development of the Students' Union's own peer support programme\* ↑
- engaging students with the multi party model of support and providing them with opportunities to identify and explore pastoral and learning support opportunities that are most suited to their needs\*
- monitoring the personal tutor system to ensure it continues to develop in a way that best supports students' learning and additional training and development activities for personal tutors\*
- collecting and collating contextualised data related to student non completion to better plan specific support\* ↑
- embedding academic development within curricula across all courses to enable an inclusive approach to support\* ↑
- ensuring opportunities for students to self identify a support need through drop in sessions including: an enhanced academic skills centre; referencing skills sessions; careers advice; access to the literary fellow; and exam stress management\*
- additional work with students and staff in relation to financial advice, financial planning and debt counselling through information, workshops, case studies and provision of self-assessment tools\* ↑
- additional work with students and staff in relation to mental health and wellbeing through publicity campaigns and awareness raising, holding of events such as debates and discussion groups, and improved referral to Occupational Health support\* ↑
- curricula developments to encourage working with local communities\* ↑
- recognition of students' non academic work in their transcripts in alignment with plans for the Higher Education Achievement Record (HEAR) and development of an award to recognise these activities\* ↑
- investigating the potential benefits and drawbacks of placing Accessibility Coordinators in each programme area as a local point of contact for students with disabilities\* ↑
- developing a communications plan and enhanced publicity to increase take up of Disabled Students' Allowance (DSA)\* ↑
- embedding and evaluating the scheme that places a named tutor responsible for 'Careers Development' in each programme and coordination of collaborative careers activity for all students ↑
- identifying, prioritising and commencing specific student support research activity (including in teaching and learning), under the direction of the Associate Dean (Widening Participation)\* ↑

In supporting our students we will closely monitor and evaluate how they identify and engage with SGUL under the new arrangements for higher education funding. Specifically we will help students remain in control of, and responsible for, their own learning where the expectations of staff and students are clearly articulated and understood by all. SGUL has a detailed Student Charter that is currently being amended to take into account national guidance on student charters and developments such as the Key Information Set.

SGUL will also continue to monitor reasons for withdrawal from our programmes. In support of this we have joined the *Back on Course* scheme to further improve our support services to students who chose to withdraw. The reports available as part of the scheme will provide

valuable information to support our ongoing improvement of support services to retain students and prevent withdrawal.

## **6d Additional access measures (financial support)**

SGUL will match the National Scholarship Programme (NSP) fund of £57,000 to spend £114,000 targeted on students who meet the criteria detailed in the document *National Scholarship Programme 2012-13 Guidance for institutions* April 2011.

In addition SGUL will continue to provide bursary funding to students who qualify for and apply for SLC loans and are income assessed as part of their SLC application. The bursary package will continue to be reviewed annually (with the support of, and contribution by, the Students' Union) and supplemented as appropriate.

### **For 2012/13 for year 1 students the package will be provided as:**

£1,000 tuition fee waiver

£1,000 accommodation fee waiver (for university accommodation) – if not in university accommodation this will be a £2,000 tuition fee waiver

£1,000 cash

All fee paying students in receipt of a tuition fee loan from the SLC who meet the full support threshold of household income up to £25,000 will receive the same £3,000 financial support package in year 1. We estimate this to be one quarter of new entrants in 2012/13. Additionally students with a household income of between £25,000 and £42,600<sup>3</sup> in receipt of a tuition fee loan from the SLC will receive a bursary as follows for year 1:

Band 4	£500
Band 3	£300
Band 2	£200
Band 1	£100

Students who are care leavers who choose to live in student accommodation will receive a £1,000 accommodation fee waiver in addition to the package outlined above.

For 2013/14 the package will be as above for year 1 students. Year 2 students in receipt of a tuition fee loan and maintenance grant from the SLC will receive bursaries as below:

Band 5	£500 (these students received the £3,000 package in their first year)
Band 4	£500
Band 3	£300
Band 2	£200
Band 1	£100

Students who are care leavers who choose to live in student accommodation will receive a £1,000 accommodation fee waiver for each subsequent year that they live in university accommodation, in addition to the package outlined above.

Whilst these students continue to receive a tuition fee loan from the SLC they will continue to receive this bursary for the duration of their main programme of study. In future years students on an intercalated programme at SGUL who are under the new fee system will receive the same level of bursary support as other SGUL students.

The bursary package will be provided as a cash award as feedback from current students and prospective students is that support whilst studying is particularly valuable in helping students

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<sup>3</sup> We have chosen to align our package with government support arrangements, and will review the position if these arrangements change significantly. These thresholds will be maintained in line with SLC thresholds and so may increase year on year. The amount of the bursary may be increased in line with inflation each year.

remain in education. However SGUL will support any government initiatives designed at encouraging students to transfer such bursaries into fee waivers. In addition, SGUL will continue to provide academic prizes, sports bursaries, conference funding awards and hardship funds as well as supporting access to statutory provisions such as Disabled Student Allowance and student parent allowances.

At the time of submission of the Access Agreement the position with regard to NHS bursaries for medical students (4 year and 5 year programme) in their later years of study is not yet known. Should these bursaries not be increased to reflect the new tuition fees SGUL will consider additional bursary measures to support these students.

## **7 Targets and milestones**

In developing targets and milestones we have used measures that place no additional administrative burden on the Institution to ensure that we do not have to redirect financial resource that could otherwise be used in supporting our students. It is for this reason that we have chosen to use measures from the existing set of HESA Key Performance Indicators for WP and student non completion. This has the added benefit of allowing direct comparison with other higher education institutions. Given our comparatively small student population and annual intake, we will make use of a rolling three year average to partially offset potentially misleading year on year fluctuations.

The targets we have set are made up of a range of different measures; some that consolidate strong performance to date, some that represent year on year improvement in absolute numerical terms, some that represent performance against externally set benchmarks, and some that offer longer term targets beyond a single academic year.

The targets we have set here are stretching and challenging, particularly given the dramatic changes the higher education sector is likely to face over the coming years, and the uncertainty over how potential students will react to the increased financial contribution they are being asked to make. We therefore welcome and value the opportunity for annual revision of these targets so that we can ensure they continue to strike the correct balance between being realistic and challenging. Additionally this opportunity for annual review will allow us to account for any future changes to the way that benchmarks are set, administered or applied.

### Percentage state schools and colleges

We have seen consistent and significant increase in this measure over the last nine years, rising from just 53% in 2000/01 to over 80% in 2009/10, consistently out-performing our location adjusted benchmark. Given the specialist nature of our course portfolio and the associated high average qualification entry profile of our students, we believe that our performance in this area is particularly commendable. We therefore intend to consolidate this success by setting the following targets:

#### Target 1a

That at least 80% of our first degree entrants come from state schools and colleges year on year (measured on a rolling three year average)

#### Target 1b

That we surpass our location adjusted benchmark for the percentage of first degree entrants who come from state schools and colleges year on year (measured on a rolling three year average)

### Percentage low participation neighbourhoods

We have seen good performance over the last nine years, achieving a score above our location adjusted benchmark on all but two occasions since 2001. However we believe that through focussed targeting of potential students, we can perform even better and have therefore set the following targets:

#### Target 2a

That we make absolute progress against our baseline and that we surpass our location adjusted benchmark for the percentage of first degree entrants from low participation neighbourhoods by an increasing amount year on year (measured on a rolling three year average)

#### Target 2b (Milestone 1)

That, by 2015/16, we surpass our *non*-location adjusted benchmark for the percentage of first degree entrants from low participation neighbourhoods and from then on surpass our *non*-location adjusted benchmark by an increasing amount year on year (measured on a rolling three year average)

#### Percentage NS-SEC 4-7

We have seen consistent improvement over the last nine years, rising from just 14% in 2000/01 to over 26% in 2009/10. However we believe that through focussed targeting of potential students, we can perform even better and have therefore set the following targets:

#### Target 3a

That an increasing proportion of our first degree entrants come from NS-SEC groups 4-7 year on year (measured on a rolling three year average)

#### Target 3b

That we surpass our location adjusted benchmark for the percentage of first degree entrants who come from NS-SEC groups 4-7 by an increasing amount year on year (measured on a rolling three year average)

#### Target 3c (Milestone 2)

That, by 2013/14, we surpass our *non*-location adjusted benchmark for the percentage of first degree entrants who come from NS-SEC groups 4-7 and from then on surpass our *non*-location adjusted benchmark by an increasing amount year on year (measured on a rolling three year average)

#### Percentage non-continuation

As with our performance against Key Performance Indicators for access, we have seen consistent and excellent performance in relation to the very low percentage of our students who do not progress on their programme. Given this high level of success there is no realistic capacity to improve our performance, so we therefore intend to consolidate by setting the following targets:

#### Target 4a

That we surpass our benchmark for the percentage of first degree entrants who continue following their year of entry year on year (measured on a rolling three year average)

#### Target 4b (Milestone 3)

That year on year at least 95% of our first degree entrants from low participation neighbourhoods continue following their year of entry (measured on a rolling three year average)

We have a well deserved reputation not only for our innovation in developing outreach activity, but also for the large volume of activity we deliver (in addition to the activity of our Student Recruitment Unit). We intend to consolidate this by increasing the number and variety of activities we run each year.

## **8 Monitoring and evaluation arrangements**

We have a good record of improving access in recent years and have concentrated additional activity in areas that have been shown to be successful. We have purposefully chosen targets

and milestones that place no additional monitoring burden on SGUL. In this way the evaluation of performance against our targets and milestones is simpler and more efficient, and scarce funds are not directed away from access measures. Targets 1a – 4b make use of HESA Key Performance Indicators. Target 5, a volume measure of outreach activity, will be monitored using our existing procedures for the logging and recording of outreach activity which is reported on annually.

Additionally, we have set up an Access Agreement Monitoring Group, in operation from academic year 2011/12 onwards, that meets termly to discuss progress against all areas of the Agreement, with a particular focus on the additional access measures that we have committed to above. This Group, chaired by the Associate Dean (Widening Participation), has a membership that includes the Heads of Student Services, Widening Participation and Student Recruitment, the Secretary and Academic Registrar, the Students' Union President, the Students' Union Vice-President (Education and Welfare), and the Senior Lecturer in Student Learning and Support.

The Access Agreement Monitoring Group will report termly to the Quality Assurance and Enhancement Committee and Student Support and Welfare Committee, and to other senior Committees, including the Strategy, Planning and Resources Committee, and Council, as required.

## **9 Provision of information to prospective students**

Given our success to date in Widening Participation and our strategic commitment to invigorate and strengthen WP even further, we fully recognise the need to ensure that prospective students receive information, advice and guidance that is timely, accurate and fit for purpose. We will build on our existing success in providing Information, Advice and Guidance (IAG) by:

- ensuring our Access Agreement is highly visible on our external website
- coordinating all external activities run by our Student Recruitment Unit and our Widening Participation Unit to maximise coverage, avoid duplication and ensure a consistent message
- working closely with our partners to support our belief that higher education is of benefit irrespective of your social or cultural background
- increasing the proportion of our targeted outreach activity that is focussed on IAG, and ensure that *all* outreach activity contains timely and accurate IAG that is fit for purpose
- expanding and promoting our award winning online resource for prospective medical and healthcare students from underrepresented backgrounds ([www.tasteofmedicine.com](http://www.tasteofmedicine.com))
- running workshops in schools and colleges aimed at dispelling myths about, and providing guidance on, the financial arrangements for higher education students
- promoting our outreach activities to schools and colleges in London through direct mailing.

## **10 Conclusion**

St George's, University of London is a specialist and highly selective institution that has managed to successfully achieve concurrent aims of excellence and access. Yet despite our successes, we believe there is the potential to do more to promote access for students from sectors of society currently underrepresented in medical and healthcare higher education, and more to ensure that all of our students are supported in a way that maximises their chances of reaching their full educational potential.

Through enacting this Access Agreement we are confident that we can continue to provide a high quality, clinically based teaching environment that embraces inclusive approaches to curriculum and support, and allows our students to progress towards their professional employment.

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (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)
				2012-13	2013-14	2014-15	2015-16	2016-17	
State School (HESA Table T1a)	That at least 80% of our first degree entrants come from state schools and colleges year on year (measured on a rolling three year average)	2007/08-2009/10	81	>80.0	>80.0	>80.0	>80.0	>80.0	We have seen consistent and significant increases in this measure over the last nine years, rising from just 53% in 2000/01 to over 80% in 2009/10. Taking the specialist medical nature of our programme portfolio, the very high application rates to our programmes, and the high academic qualification levels needed pre-entry into account, it is difficult and unrealistic to set targets other than those that consolidate our excellent performance to date.
State School (location adjusted) (HESA Table T1a)	That we surpass our location adjusted benchmark for the percentage of first degree entrants who come from state schools and colleges (measured on a rolling three year average)	2007/08-2009/10	79.8	>location adjusted benchmark	>location adjusted benchmark	>location adjusted benchmark	>location adjusted benchmark	>location adjusted benchmark	We have seen consistent and significant increases in this measure over the last nine years, rising from just 53% in 2000/01 to over 80% in 2009/10. Taking the specialist medical nature of our programme portfolio, the very high application rates to our programmes, and the high academic qualification levels needed pre-entry into account, we remain committed to outperforming our location adjusted benchmark year on year.
LPN (location adjusted) (HESA Table T1a)	That we make absolute progress against our baseline, and that we surpass our location adjusted benchmark for the percentage of first degree entrants from low participation neighbourhoods by an increasing amount year on year (measured on a rolling three year average).	2007/08-2009/10	4.7	5.3% and >location adjusted benchmark by 0.1%	6.0% and >location adjusted benchmark by 0.2%	6.7% and >location adjusted benchmark by 0.3%	7.4% >location adjusted benchmark by 0.4%	8.2% >location adjusted benchmark by 0.5%	With this measure we are keen not only to see absolute progress against our baseline but also continued success by beating our location adjusted benchmark by an increasing amount year on year. This measure will be reviewed annually in line with both changes to the annual benchmark and comparative performance against the measure listed below. Recognising that benchmarks might go down, at the very least we intend to make absolute progress against our baseline by 0.1 percentage point per year.

LPN (HESA Table T1a)	That by 2015/16 we surpass our non-location adjusted benchmark for the percentage of first degree entrants from low participation neighbourhoods and from then on surpass our non-location adjusted benchmark by an increasing amount year on year (measured on a rolling three year average)	2007/08-2009/10	7.4					>benchmark by 0.3%	>benchmark by 0.6%	We have set here a date-targeted benchmark that encourages a longer term aspiration, building over three years to surpass a challenging target level. This measure will be reviewed annually in line both with changes to the annual benchmark and comparative performance against the measure listed above.
NS-SEC (HESA Table T1a)	That an increasing proportion of our first degree entrants come from NS-SEC groups 4-7 year on year (measured on a rolling three year average).	2006/07, 2007/08 and 2009/10	25	25.8	26.5	27.2	28.1	29.1		With this measure we have set annual targets that represent absolute numerical improvement year on year. In calculating the three year average we have excluded 2008/09 due to it being calculated using a different methodology.
NS-SEC (location adjusted) (HESA Table T1a)	That we surpass our location adjusted benchmark for the percentage of first degree entrants from NS-SEC groups 4-7 by an increasing amount year on year (measured on a rolling three year average).	2007/08 and 2009/10	25.1	>benchmark by 0.2%	>benchmark by 0.4%	>benchmark by 0.6%	>benchmark by 0.8%	>benchmark by 1.0%		With this measure we are keen not only to see continued success by beating our location adjusted benchmark, but to see year on year improvement by surpassing our benchmark by an increasing amount. This measure will be reviewed annually in line both with changes to the annual benchmark and comparative performance against the measure listed below. In calculating the three year average we have excluded 2008/09 due to it being calculated using a different methodology.
NS-SEC (HESA Table T1a)	That by 2013/14 we surpass our non-location adjusted benchmark for the percentage of first degree entrants who come from NS-SEC groups 4-7 and from then on surpass our non-location adjusted benchmark by an increasing amount year on year (measured on a rolling three year average).	2007/08 and 2009/10	26.1	-	>benchmark	>benchmark by 0.5%	>benchmark by 1.0%	>benchmark by 1.5%		We have set here a date-targeted benchmark that encourages a longer term aspiration, building over three years to surpass a challenging target level. This measure will be reviewed annually in line both with changes to the annual benchmark and comparative performance against the measure listed above. In calculating the three year average we have excluded 2008/09 due to it being calculated using a different methodology.



**Table 5b - Other milestones and targets**

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (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)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Mission targets	St George's is currently developing new Institutional KPIs. WP and Outreach is one of a small number of KPIs to be regularly reported to Council, aligned with the 2010-2015 Strategic Plan. The KPIs will be linked to national benchmark data including an identified subset of comparator institutions (mainly those with medical schools).								To be confirmed and approved Summer 2011.
Outreach / WP activity (other - please give details in the next column)	Primary practice - working with local primary school students	2009/10	7 schools and 70 participants	8 schools and 80 participants	10 schools and 100 participants	10 schools and 100 participants	12 schools and 120 participants	12 schools and 120 participants	This intensive programme has been highly successful, building year on year from 2007. We will seek ways to expand our capacity to deliver this programme, and to support the lead primary school teachers, many of whom face a wide range of conflicting demands on their time. This programme relies on the generous support of individuals on our student ambassador programme.
Outreach / WP activity (other - please give details in the next column)	Student tutoring - placing our students in local classrooms to support educational progression as well as aiding our students' own development	2009/10	7 schools, 10 tutors	10 schools and 20 tutors (approximately 600 participants)	10 schools and 20 tutors (approximately 600 participants)	10 schools and 25 tutors (approximately 750 participants)	10 schools and 25 tutors (approximately 750 participants)	10 schools and 25 tutors (approximately 750 participants)	A very effective programme for placing positive role models into target schools. We intend to increase not only the number of participating schools, but also increase the number of participating student tutors (both in real terms and in ratio terms (tutors per school)).

Outreach / WP activity (other - please give details in the next column)	www.tasteofmedicine.com - development and promotion of this free to access resource providing information, advice and guidance to prospective medical and healthcare students from underrepresented groups	2009/10	N/A	Successful launch of the fourth component in the suite of resources, reaching in excess of 10,000 unique users	Ongoing promotion of the resource, reaching in excess of 20,000 unique users	Ongoing promotion of the resource, reaching in excess of 30,000 unique users	Ongoing promotion of the resource, reaching in excess of 40,000 unique users	Ongoing promotion of the resource, reaching in excess of 50,000 unique users	This online resource offers students and teachers a chance to develop a wide range of skills. We will be developing access metrics to measure the number of unique visitors to the site and have set ourselves exceedingly challenging targets that increase year on year.
Outreach / WP activity (other - please give details in the next column)	Experiments Roadshows - putting the science that students learn at school into real life medical and healthcare contexts	2009/10	60 events (138 individual sessions reaching approximately 2,100 participants)	60 events (120-150 individual sessions reaching approximately 2,500 participants)	60 events (120-150 individual sessions reaching approximately 2,500 participants)	60 events (120-150 individual sessions reaching approximately 2,500 participants)	60 events (120-150 individual sessions reaching approximately 2,500 participants)	60 events (120-150 individual sessions reaching approximately 2,500 participants)	This successful programme will use tighter targeting to ensure a more intensive experience for participants from under represented backgrounds. This project relies on the generous support of individuals on our student ambassador programme, a team that is disproportionately large in relation to the total student body (almost 1 in 10 students contributes to the student ambassador programme). As such there is limited scope to expand provision as we will not ask students to compromise their academic experience as they progress towards professional service within the NHS.
Outreach / WP activity (other - please give details in the next column)	Clinical skills taster days - hands on activities that bring the world of medicine and healthcare to life	2009/10	14 schools and 200 students	14 schools and 200 students	14 schools and 200 students	14 schools and 200 students	14 schools and 200 students	14 schools and 200 students	This successful programme will use tighter targeting to ensure a more intensive experience for participants from under represented backgrounds. This programme makes use of our on site clinical training simulation ward, which is also used extensively for the teaching of our current students. The on-site clinical training simulation ward is already operating at full capacity and there is no scope to increase the number of sessions that we can offer.
Outreach / WP activity (summer schools)	Spring and summer schools - lively interactive courses that give students a real taste of higher education learning	2009/10	7 events for 280 students	7 events for 300 students	8 events for 320 students	8 events for 320 students	8 events for 320 students	8 events for 320 students	This successful programme will use tighter targeting to ensure a more intensive experience for participants from under represented backgrounds. There are limited time slots during which these activities can be carried out, primarily because of our medical focussed course portfolio which means our estate operates a 46 rather than 30 or 36 week teaching calendar. However we plan to amend the delivery method of these activities to allow for a greater number of participants.

