Exeter College

Access Agreement

2017-2018

1. Introduction to Exeter College

Exeter College is a large, thriving and growing tertiary College which places teaching, learning and student success as the top priority. The College enjoys an excellent regional reputation, being judged as outstanding by Ofsted in a pilot "no notice" inspection in 2012, and again in a full inspection in 2014. The College was awarded the Times Educational Supplement 'Outstanding Provider of the Year' in 2012 and 'BTEC College of the Year' in 2014.

The Integrated Quality and Enhancement Review and Higher Education Reviews, conducted by QAA in 2011 and 2015 respectively, confirmed that the College's provision and management of Higher Education met all UK quality standards and expectations. The College continues to work towards maintaining and enhancing the quality of the Higher Education student experience through its Higher Education Review Action Plan.

Exeter College provides tertiary education for around 10,000 – 12,000 students each year. The College was established in 1970 as the first tertiary college in the UK, bringing together the former grammar schools' sixth forms and Exeter Technical College. As a successful tertiary College we now offer a wide range of courses and students can choose those that reflect their individual ability, aspiration and interest, including:

- Over 25 University-level courses, including BA (Ord), BSc (Hons),Foundation Degrees, Higher National Diplomas and Higher National Certificates
- Over 40 AS and A2 subjects
- The International Baccalaureate
- Over 90 vocational and industry led courses (entry level to level 3)
- The largest choice of apprenticeship frameworks in Devon for young people and adults
- A number of programmes designed to support those young people and adults not in education, employment or training
- Adult learning courses – from leisure to professionally accredited programmes
- Bespoke training and development courses for employers and employees

The College also offers a number of specialist academies providing training for sports, enterprise, journalism, music, academically gifted and hospitality and catering students. It has developed very strong employer links through the curriculum and through Business Solutions, the College's dedicated employer engagement team, ensuring professional courses and apprenticeship training, including at Higher Education level, mirrors current industry trends and initiatives. The College also recognises the importance of working closely with local authorities, national, community and employer bodies in order to support and meet the training and education needs of the local community and economy.

Higher Education is a key aspect of the College's wide ranging curriculum which offers higher levels of study linked with academic, professional and skills sectors. Exeter College offers Higher Education programmes in partnership with the University of Exeter, Plymouth University, the University of St Mark & St John (Marjon) and Kingston University, as well as Pearson approved HNC and HNDs. Higher Education programmes are delivered in nine of the College's academic and vocational faculties with over 500 students currently enrolled on full time and part time programmes for the 2015-2016 academic year.

2. Exeter College's Strategic Approach to Higher Education and Access

The College's Strategic Plan 2013-2017 outlines the College mission, *'To be an outstanding, dynamic and thriving College, working with partners to provide inspirational education and training for our community'*[1] The plan also outlines four key aims to enhance learning:

- Excellence: To strive for excellence in all that we do
- Innovation: To promote a culture of innovation and progressive thinking
- Community: To respond to emerging needs
- Inclusivity: To reflect and be accessible to the community we serve

The College's specific aims in relation to Higher Education are presented in the 2012-2016 Higher Education Strategy and are to:

- Ensure the Higher Education curriculum meets the needs of employers, students and the economy, of Exeter and the wider community
- Ensure teaching and learning meets or exceeds the academic standards of partners' institutions
- Provide a comprehensive range of support to engage, sustain on-programme and aid student progression to further study or employment, which encourages aspiration and supports social mobility
- Provide an outstanding 'HE in FE Experience' which meets the needs of Higher Education
- Provide a Higher Education offer that embraces the ethos of and delivers the widening participation agenda.

This Access Agreement represents the first full agreement prepared by the College since the introduction of the current level minimum and maximum tuition fees in 2010. The College's strategic approach at this time will be based on internally gathered data, information and evidence about its student population and their needs, including feedback from teaching, learning and support staff and from the students themselves. Accordingly, with regard to enhancing access and ensuring student success and progression, the College's objectives for 2017-2018 will be as follows:

- **Access**
  - To raise awareness and aspiration of the opportunities presented by Higher Education to prospective students within the community served by the College, with a focus on priority groups identified by national strategic guidance and local demographics.

- **Success**
  - To provide support to all current students to aid their transition to Higher Education, retention on programme and achievement of their intended qualifications and to provide targeted interventions to priority groups and individuals identified as being at risk in a timely and supportive manner.

- **Progression to employment and further study**
  - To provide a range of services to ensure that all students are able to realise their ambitions in relation to undertaking further study at or outside of the College, securing graduate level employment or starting their own enterprises.

3. The Management of Higher Education and Access

The management of Higher Education is situated and delivered within individual faculties according to subject area, giving students direct access to specialist teaching, resources and support. The curriculum is locally managed by Faculty Management Groups as part of their range of provision. The Higher Education Office function supports, monitors and quality assures the provision of Level 4-7 programmes and the student experience across the College. From September 2016, this function will also encompass the provision of Level 3 Access to Higher Education Diplomas, recognising the similar needs of these students and providing opportunities to enhance progression.

The operational management of Higher Education, including access, progression and success is the responsibility of the Head of Higher Education, a member of the Corporate Leadership Team, reporting to a designated Assistant Principal and via this post-holder to the Senior Leadership Team. The operational aspects of the work are supported by the Higher Education Development and Operations Group (HEDOG) and strategic oversight and direction is provided by the Higher Education Strategy Group (HSEG).

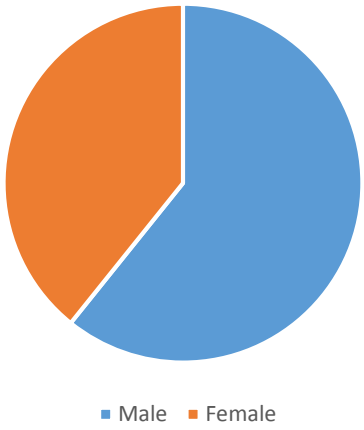
At all levels there is close liaison and working with the College's Advice and Recruitment function, overseen by the Head of Advice and Recruitment and the designated Assistant Principal. This function is responsible for the provision of Higher Education Advice for prospective students, including in relation to programmes, applications, finance and accommodation. It also arranges Higher Education-specific open events and taster sessions for both external and internally progressing students and runs the programme of university level outreach activities for schools and communities. A summary of the outreach offer is provided as Appendix 1.

4. The Higher Education Student Profile

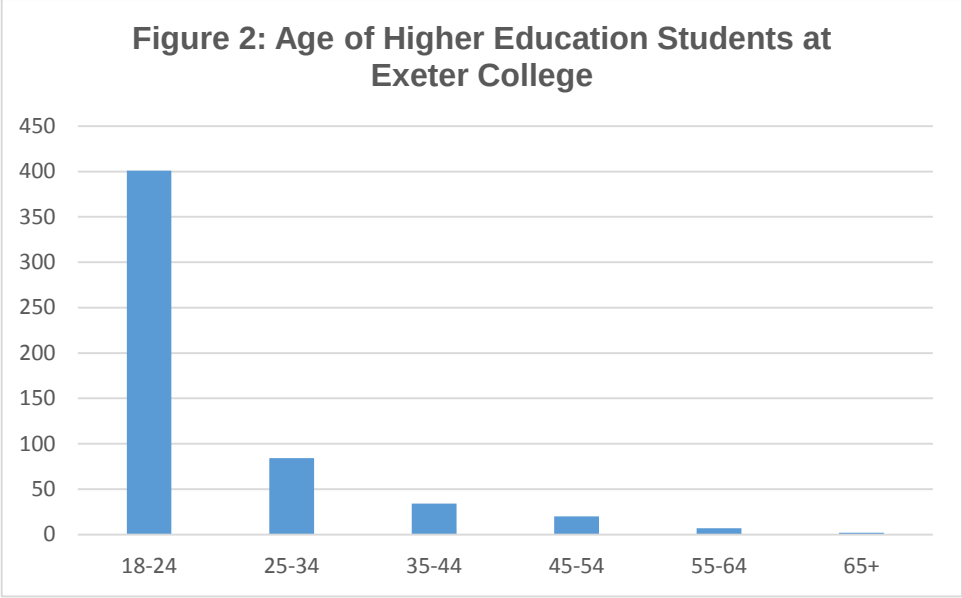
The Higher Education student population of the College originates almost entirely from the city of Exeter, the county of Devon and surrounding areas of the South West of England. At present there are few overseas students or students from elsewhere within the UK. This reflects the strategic positioning of the College as a provider of education services to the local community and local employers, the localised marketing and promotion of its Higher Education offer and Devon-based outreach and aspiration raising activities with schools. The profile of the student population largely reflects the locality, its demographics and the subjects and programmes offered by the College at Higher Education level.

As Figure 1 below shows, male students outnumber female students at an approximate ratio of 3:2, actual percentages being 60.8% male and 39.2% female. This can be explained by high numbers of male students on programmes such as engineering, construction, computing and business and suggest a need for targeted interventions to inspire and support more women in these areas. However, with the majority of male students also classifying themselves as white and originating from less privileged socio-economic backgrounds, it also suggests that the College is already supporting a higher proportion of students from this priority grouping.

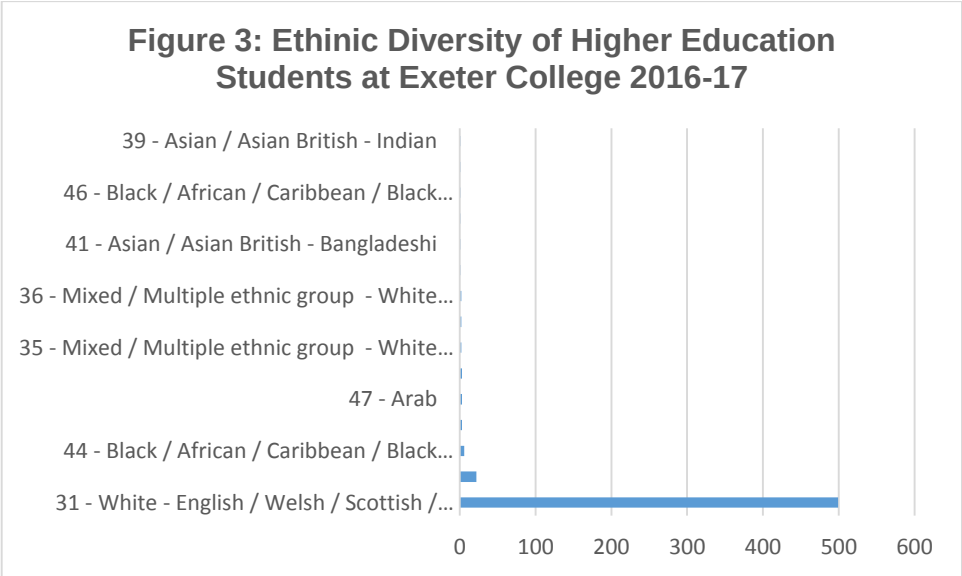
Figure 1: Gender Ratio of Higher Education Students at Exeter College



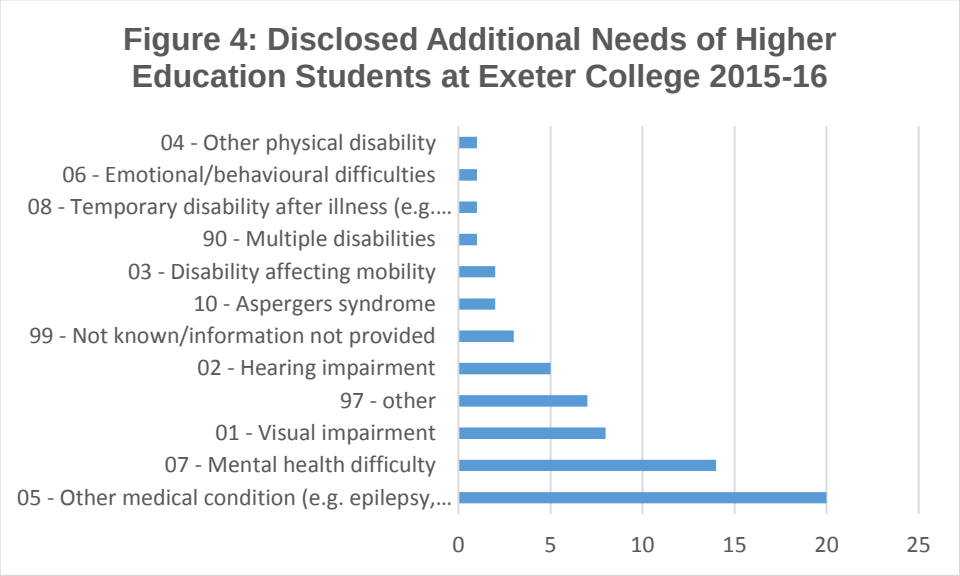
The age on entry of students is wide ranging. Figure 2 below provides the breakdown by number, clearly indicating that the majority, 73.2%, are aged between 18-24 years. However, the remainder are spread between the ages of 25 and 65+, being represented by students studying part time whilst working, students returning after a significant gap in their education, students who have progressed from Access to HE Diplomas and other students who have followed non-traditional routes to Higher Education. Experience shows that such students have particular needs in relation to academic and pastoral support, which need to be addressed in order to succeed. Mature students also represent a priority grouping.



The ethnicity of Higher Education students at the College is predominantly white (English/Welsh/Scottish/Northern Irish/British) or white (other background) representing 95.1% of the current student body (see Figure 3 below). This correlates with the outcomes of the 2011 Census for Devon, which identified that 94.0% of people in Devon were from a 'White: British' ethnic background, higher than England as a whole at 79.8%, and that the largest ethnic group identified was 'White: Other', which tended to be European in origin (ONS, DCC 2011). However, there is considerable ethnic diversity within the remaining c.5%, including students who are resident within the UK but for whom English is not their first language, students experiencing levels of deprivation, in relation to income and housing, and students within a transitional stage of their life. This highlights a further priority grouping for additional support in relation to the whole student life cycle and in particular retention and success.



The majority of Higher Education students (88.1%) classify themselves as having 'no disability'. The remainder, however, report a wide range of impairments, disability and other needs (see Figure 4 below). There is also some concern, as a result of experience, about the non-disclosure of needs or lack of assessment of needs prior to, or at the point of, enrolment. This generates additional health, pastoral and academic support needs. Mental health and other medical conditions, both of which can 'flare up' and pose considerable challenges in relation to a student's fitness to study, need to be prioritised to ensure retention and success for affected individuals.



The retention of students on Higher Education programmes at the College is high. Although there are some minor variations by stage, programme, faculty and demographics the average is 95.2% (see Figure 5 below). There is, however, still opportunity to improve this in certain areas and to enhance outcomes for all students, therefore, achieving, a consistently high retention rate will remain a focus for action. Levels of success (see Figure 6 below), in terms of the achievement of the intended qualification, are good but could be improved and suggest a need for targeted pastoral and academic support as students progress to higher levels of study to ensure that all fulfil their potential.

Figure 5: Enrolments and Retention by Stage

	Year 12/13		Year 13/14		Year 14/15	
Stage	Starts	Retention %	Starts	Retention %	Starts	Retention %
1)1 of 1	29	96.6%	33	97.0%	45	95.6%
2)1 of 2	193	89.1%	281	94.3%	248	92.3%
3)2 of 2	219	99.1%	160	96.9%	246	98.0%
4)1 of 3	27	81.5%	16	93.8%	2	100.0%
5)2 of 3	8	75.0%	13	100.0%	13	100.0%
6)3 of 3	8	100.0%	11	100.0%	11	90.9%
Total	484	93.6%	514	95.5%	565	95.2%

Figure 6: Success by Stage / End Year of Course

	Year 12/13		Year 13/14		Year 14/15	
Stage	Starts	Success %	Starts	Success %	Starts	Success %
1)1 of 1	29	89.7%	33	93.9%	45	91.1%
3)2 of 2	211	95.7%	160	94.4%	246	88.2%
6)3 of 3	5	100.0%	11	100.0%	11	81.8%
Total	245	95.1%	204	94.6%	302	88.4%

Overall the student profile, suggests that the College already provides for an average proportion of priority groups that are either underrepresented within Higher Education or require additional targeted support in relation to access, success and progression. In addition retention and success rates are good. Additional research is required to establish clear, objective baseline data for progression, as data available from the Destination of Leavers from Higher Education (DLHE) Survey does not provide sufficiently comprehensive data at College level. The College already allocates funding, resources and support for all stages of the student life cycle, however, under the terms of this Access Agreement and in accordance OFFA guidelines, it will commit to allocate at least 22.2% of additional fee income to enhancing and extending existing opportunities, services and outcomes for students.

5. Higher Education Fees, Student numbers and Fee Income

The College has maintained its fees below the minimum full time tuition fee level at £5995 pro rata since the introduction of minimum and maximum tuition fees in 2010. However, as a result of the increasing costs associated with Higher Education provision over the past six years, together with a wish to invest further in enhancing the student experience and student support, the College's Higher Education Strategy Group have determined that fees should be increased, above the 2016 minimum full time tuition fee cap of £6165, from September 2017 as follows:

Fee per academic year from 2017-18 Academic Year	
Full-time programme (120 credits)	£6,995
Part-time programme (80 credits)**	£4,663
Per Module / Unit (20 credits)	£1,166
Programmes with exceptional delivery modes (FdA Football Coaching and Development)*	£7,995

*Franchised delivery encompassed within Access Agreement of the University of St Mark and St John so excluded from Exeter College Access Agreement.

**Some local variation by programme/mode of delivery

The additional fee income minimum tuition fee cap to be allocated to access, success and progression activities has been calculated based on retained Higher Education Student numbers as of April 2016, or in the case of new programmes or programmes currently with one year group, anticipated student numbers. The basis of the calculations and resultant additional fee income are outlined below:

Programme Title	**Level**	**Awarding Body**	**Mode of Study**	**Total no. of Students**
HNC/D Electrical and Electronic Engineering	4	Pearson	FT PT	2 22
HNC/D Manufacturing Engineering	4	Pearson	FT PT	5 5
HNC/D Mechanical Engineering	4	Pearson	FT PT	5 11
HNC Construction and the Built Environment (Civil Engineering)	4	Pearson	PT	16
HNC Construction and the Built Environment	4	Pearson	PT	21
HNC & HND Business (Studied as two separate programmes)	4/5	Pearson	FT	37
HND Computing and Systems Development	4/5	Pearson	FT	19
HND Music	4/5	Pearson	FT	16
FdA Applied Outdoor Adventure	4/5	University of St Mark & St John	FT	21
FdSc Football and Coaching and Development	4/5	University of St Mark & St John	FT	Franchised provision, included within Partner University Access Agreement
FdSc Coaching and Fitness	4/5	University of St Mark & St John	FT	37
FdSc Sports Therapy	4/5	University of St Mark & St John	FT	19
FdA Health and Social Care Studies	4/5	Plymouth University	FT PT	25 1

FdA Early Years	4/5	Plymouth University	FT PT	19 5
FdA Film and TV Production	4/5	Plymouth University	FT PT	14 1
FdA Fine Art	4/5	Plymouth University	FT	16
FdA Graphic Communication	4/5	Plymouth University	FT	17
FdA Journalism and Practical Media	4/5	Plymouth University	FT PT	22 2
FdA Photography and Digital Arts	4/5	Plymouth University	FT	16
FdA Creative and Professional Writing (subject to approval)	4/5	Plymouth University	FT	16
FdSc Aircraft Engineering	4/5	Kingston University	FT	Franchised provision, included within Partner University Access Agreement
FdA Public Services	4/5	Plymouth University	FT	16
Certificate in Education	4/5	Plymouth University	PT	33
BSc (Hons) Health and Social Care	6	Plymouth University	FT	8
BSc(Hons) Public Services (subject to approval)	6	Plymouth University	FT	8
Post Graduate Certificate in Education	6/7	Plymouth University	FT	12
BA (Ord) Business Management	6	University of Exeter	FT	10
		Total (excluding students on franchised provision)	FT PT	360 117

It should be noted that during the first year of this Access Agreement, students who commenced a two year programme of study, such as a Foundation Degree or full HND, will remain on the existing tuition fee of £5995. These students, c.140 in total, will not, therefore, generate any additional fee income and are excluded from the calculations for 2017-18. This position will also apply to part time and repeating students, although as these numbers remain very small they will not have significant implications. Calculations for 2018-19 onwards reflect the fact that all students will be generating additional income over and above the minimum fee cap.

Anticipated additional fee income (based on above (2017-18)	£247,231
Average (22.2%) proportion of additional fee income for access, success and progression (2017-18)	£59,885

6. Access, student success and progression measures

In line with the College's overarching commitments contained in its Strategic Plans and Higher Education Strategy and its stated objectives for access, success and progression to employment and further, the following measures are proposed for 2017/18:

- **Access**
  - Actively promote the career and career development opportunities presented by Higher Education within the local community and to local employers
  - Work with secondary schools and sixth form colleges to raise aspirations and present options for study at Higher Education Level (see Appendix 1)
  - Provide targeted interventions for groups identified as being underrepresented with the Higher Education Student Profile.
  - Provide a range of Access to HE study programmes alongside other academic and vocational Level 3 routes into Higher Education
  - Determine entry to HE programmes for mature students, where appropriate, on merit as well as defined qualification-based entry criteria

- **Success**
  - Provide targeted support for students from widening participation backgrounds to aid their successful transition to Higher Education
  - Provide outstanding and inclusive teaching, learning and tutoring with appropriate differentiation to meet the needs of all students
  - Provide a resourceful and responsive learning environment, in which all students can access timely and effective academic or pastoral support
  - Ensure that all students requiring Disabled Students Allowance or have other additional needs are identified prior to, or at enrolment and provided with support and assistance
  - Provide interim study and other support for students awaiting assessment for additional needs or the outcome of applications for Disabled Student Allowance to avoid impact on their studies

- **Progression to employment and further study**
  - Maintain effective links with admissions and academic staff at Partner Universities to the ensure smooth transition of students to Level 6 programmes

- Provide a support service for students making UCAS applications for Level 6 programmes at other Universities and Colleges
- Ensure all teaching and support staff are enabled to fully embed opportunities for developing employability skills within the curriculum
- Work with employers and Partners Universities to develop co-curricular and extra-curricular activities to enhance student aspirations and skills
- Extend enterprise activities to Higher Education students and recognise and support the needs of students wishing to become self-employed

The College already undertakes some activity within all of the above areas, however, the targeting of additional funding will enable it to considerably expand existing services and support. Detailed action plans will be prepared for all three areas to allocate roles, responsibilities and timescales for implementation.

7. Financial Support

Fee waivers were offered by the College under the National Scholarship Programme (NSP) The NSP came to an end in 2014-15, however, experience showed that there was very limited demand for this form of financial support with only a small proportion being taken up and a sum returned to the Higher Education Funding Council for England (HEFCE) as a result. Accordingly the College does not propose to provide this form of support, committing the majority of available funds to direct interventions and support.

Some funds will, however, be committed to the College's Access to Learning Fund for Higher Education students, to replace that previously which is drawn from the Student Opportunity funds associated with both directly and indirectly students. The Access to Learning Fund is a hardship fund. It is money provided to those who are in financial hardship after applying for all other sources of funding. The level of hardship experienced to make a student eligible for funding should be enough to prejudice the student's continuance on the course.

The funds will be allocated in accordance with existing rules, criteria and guidance associated with the Access to Learning Fund. Applications will be made on existing forms and accompanied by documentary evidence of the cause and extent of financial hardship. Awards made will be in two categories: standard awards to cover a shortfall of income over the academic year caused by being a student; and non-standard or emergency awards to cover unavoidable extra costs due to an unforeseen situation.

Although any home student is eligible to apply to the Access to Learning Fund, certain groups will be treated as priority:

- Students with dependent children
- Mature undergraduates
- Final year students
- Disabled students
- Students from low income families
- Care leavers

In the College's experience it is generally students from these widening participation backgrounds, who due to health, family or changing personal circumstances and needs find themselves at risk of withdrawing from their programme for financial reasons. Utilising funds in this way, therefore, meets objectives in relation to student retention and success.

8. Targets and Milestones

The Colleges targets and milestones for access, success and progression are presented in tables 7a and 7b of the required activity and expenditure plan submitted to the Office for Fair Access (OFFA). These tables are also attached as Appendix 3 for ease of reference.

9. Monitoring and Evaluation

This Access Agreement represents the first full agreement prepared by the College since the introduction of the current level minimum and maximum tuition fees in 2010 and as such the 2015-16 academic year will form the baseline for future monitoring and evaluation. Before the end of the current academic year, the College will put in place appropriate measures for monitoring, evaluating and reporting against its activity and expenditure plans for access, success and progression of its Higher Education students.

These measures utilise data and information from a range of sources, including consultation with Higher Education students. The outcomes will be used to inform future planning and

ensure that progress towards key milestones is maintained. The process will be overseen by the Higher Education Office, in association with the Department of Advice and Recruitment and reported to both the Senior Leadership Team and Governors via the reporting channels identified above.

All awards made from the Access to Learning Fund are recorded and monitored. Their uptake and use is evaluated and reported on at the end of each academic year, informing future funding allocations.

10. Equality and Diversity

The College's Policy Statement for equality, diversity and access is as follows:

> Exeter College is committed to the principles of equality and diversity for all its staff and learners and actively challenges any unlawful discrimination on the grounds of age, disability, gender, gender reassignment, pregnancy and maternity, marital or civil partnership status, race, religion or belief or none, and sexual orientation. The values of equality and diversity underpin all our courses. We promote positive attitudes towards diversity, encourage all learners and staff to reach their full potential and take proactive steps to take account of the additional needs of those people who may experience the greatest barriers to fulfilling their potential.

This Policy Statement applies to all stages of the Higher Education student life cycle and to all aspects of this Access Agreement.

11. Provision of Information to Prospective Students

Information for prospective students both on the content of this Access Agreement and on the planned financial and student support provided in order to meet key targets and milestones will be provided by a number of means. These will include provision of information:

- Via the Higher Education / University Level Pages of the College Website
- In the Higher Education / University Level Prospectus
- In the Welcome Packs provided to students prior to enrolment
- On enrolment and during induction programmes
- Via the Higher Education / University Level Pages of the College Portal and Moodle
- Through communications from the Higher Education Officer and Higher Education Advisor
- Through 1:1 information, advice and guidance

Students will also be made aware of the outcomes of monitoring and evaluation process and progress made towards the key targets and milestones.

The College also undertakes to provide timely and accurate information to UCAS and SFE to allow them to populate their databases with the most up to date information for potential applicants.

12. Consulting with Students

The College will consult with students in relation to plans for enhancing access, success and progression to further study or employment using existing communication and feedback channels and, in particular, the system of Higher Education / University Level Student Representatives. The process for Student Representative Development and Engagement throughout the academic year are summarised in the flow chart provided in Appendix 2. It is suggested that the main body with which consultation would take place in relation to the

Access Agreement would be the University Level Student Forum. This body meets twice a year with reporting links to the College's overall Student Representative Committee, the Senior Leadership Team and Governors, allowing any related concerns or issues to be raised and responded to at the highest level.

Appendix 1

Supporting your School Activities for Years 12-13

An introduction to university level education at Exeter

College - assemblies/group presentations
Aim: To provide groups of students with information, advice and guidance about university level options at Exeter College and the different types of university level qualifications available.
This introductory talk is designed to give an overview of the courses offered by Exeter College in conjunction with our partner universities.
Topics will include:

- Different types of qualifications and progression opportunities
- UCAS/applying
- Finance/accommodation/support
- Benefits of university level courses in a further education environment

Session time: 20 mins - 1 hour
Availability: Throughout the year

Advice and guidance for students and parents
Aim: To provide advice and guidance on the university level courses we offer at Exeter College, the transition process and support available at the college.
We are available to attend events to support your school throughout the year, such as parents' evenings and careers events.
Session time: 1 - 4 hours. This can be adapted to suit your needs.

Individual advice and guidance for your students
Aim: To provide individual support for students considering their options for university level study.
Our university level adviser is qualified to provide advice and guidance to your students who are interested in attending university level courses at Exeter College, or those who need to explore their options in university level study. We can offer pre-booked one to one appointments in your school or informal drop in sessions, allowing students to speak to our adviser on an unscheduled basis.
Session time: 15 mins - 1 hour. This can be adapted to suit your needs.
Availability: Throughout the year

Preparation for university activities
Aim: To help students understand how to prepare for their university application and interview.
These sessions can be adapted for different year groups.

- UCAS applications
- Personal statement writing support
- Student finance support

Session time: 20 mins - 3 hours
Availability: Throughout the year

Introduction to university level education
Aim: To inform school staff of the university level study pathways and opportunities available at Exeter College.
This session is designed to help your teaching/support staff gain a better understanding of the university level study opportunities available to your students. This will help them to provide accurate and up to date advice and guidance to students.
Topics will include:

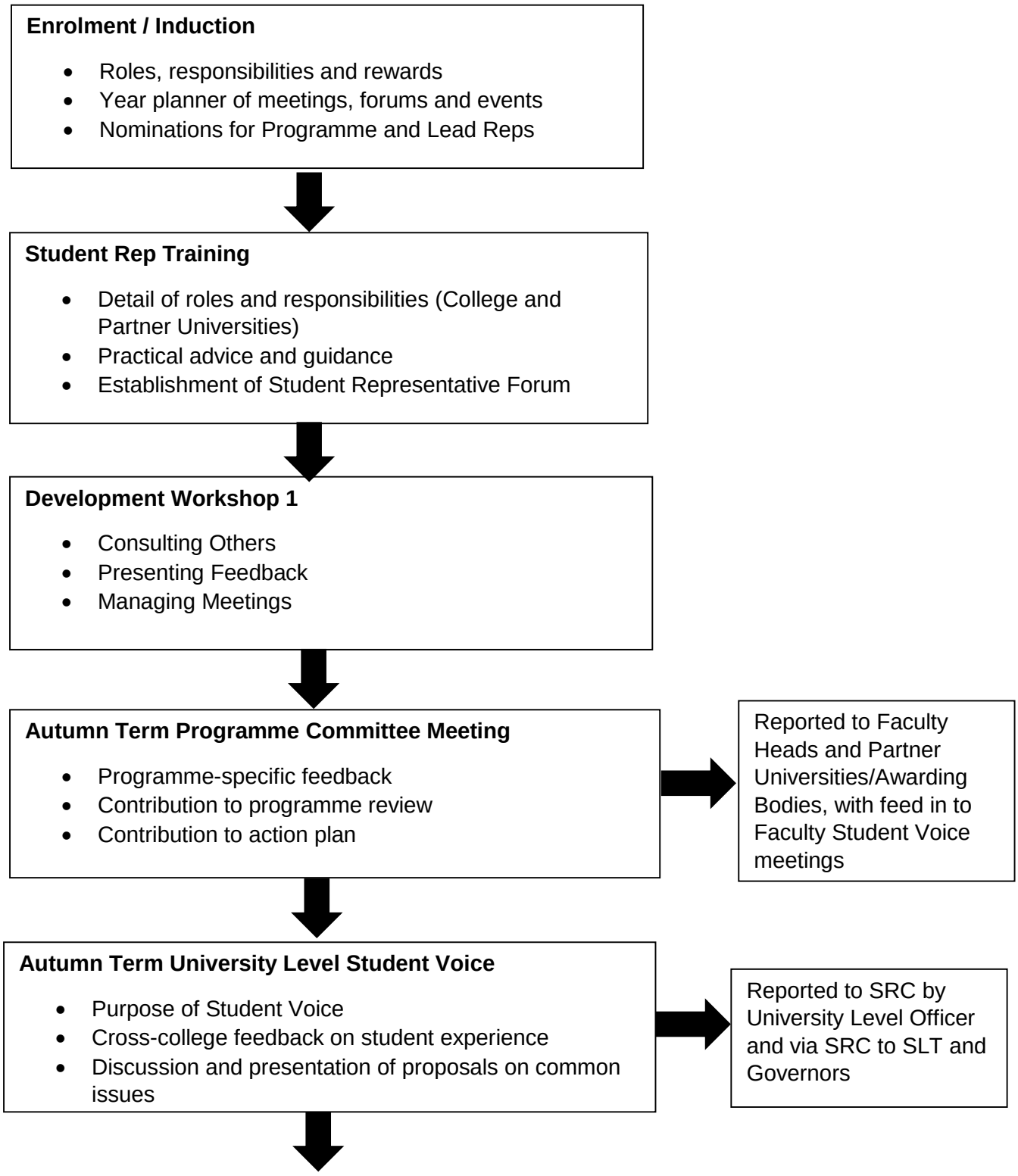
- Different types of qualifications and progression opportunities
- UCAS

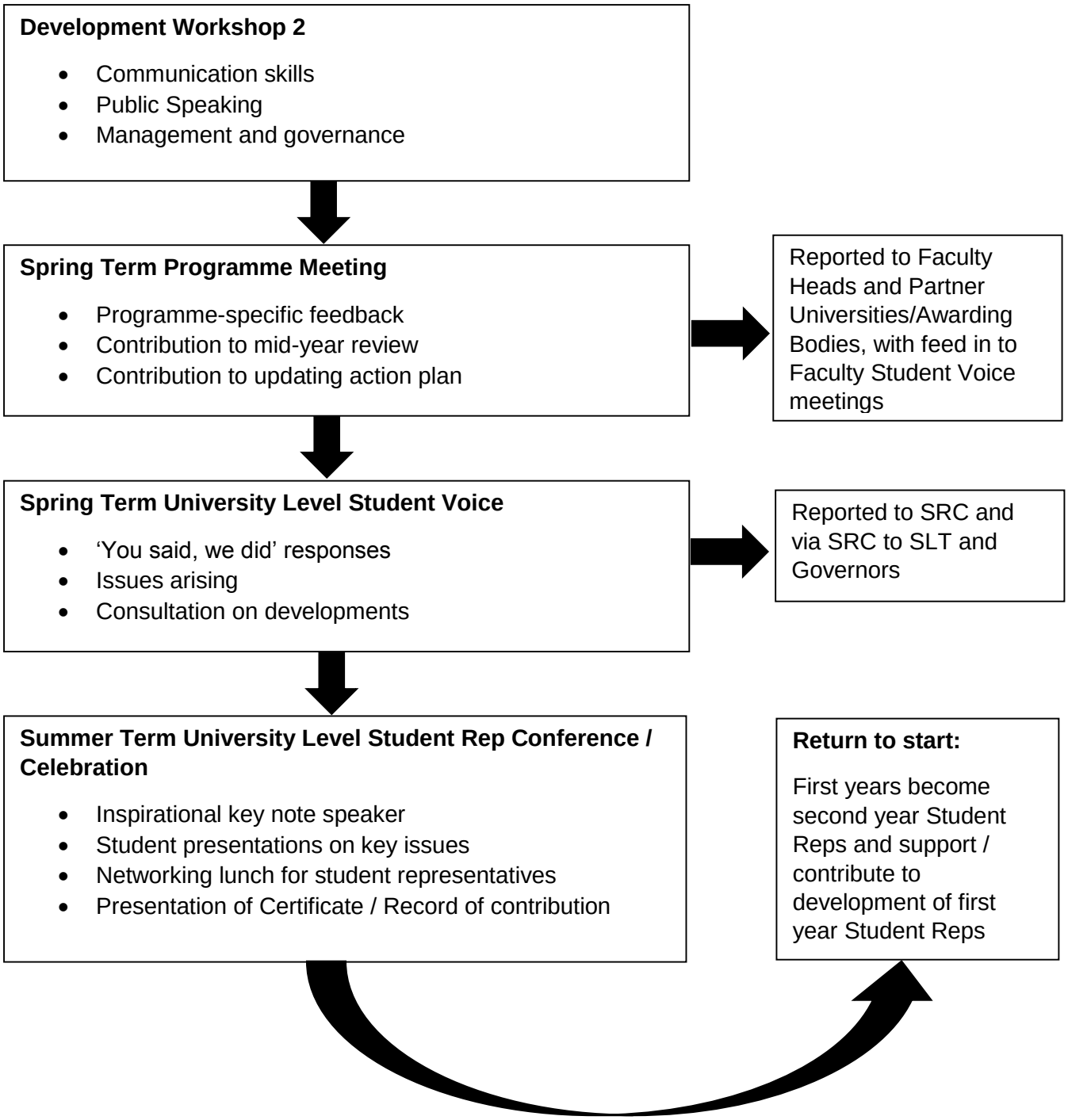
- Finance/accommodation/support
- Benefits of university level courses in a further education environment

Session time: 1 hour. This can be adapted to suit your needs.
Availability: Throughout the year

Appendix 2

Student Representative Development and Engagement Flow Chart




Development Workshop 2
Communication skills
Public Speaking
Management and governance
Spring Term Programme Meeting
Programme-specific feedback
Contribution to mid-year review
Contribution to updating action plan
Reported to Faculty Heads and Partner Universities/Awarding Bodies, with feed in to Faculty Student Voice meetings
Spring Term University Level Student Voice
'You said, we did' responses
Issues arising
Consultation on developments
Reported to SRC and via SRC to SLT and Governors
Summer Term University Level Student Rep Conference / Celebration
Inspirational key note speaker
Student presentations on key issues
Networking lunch for student representatives
Presentation of Certificate / Record of contribution
Return to start:
First years become second year Student Reps and support / contribute to development of first year Student Reps

Appendix 3

Targets and Milestones

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body												
Reference number	Stage of the lifecycle (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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	Other statistic - Gender (please give details in the next column)	To increase proportion of female learners accessing HE particularly in STEM and related disciplines	No	2015-16	39%	N/A	42%	45%	47%	50%	
T16a_02	Access	HESA T2a - (Mature, full-time, all undergraduate entrants)	To increase the porportion of students over 24 years of age accessing HE for	No	2015-16	27%	N/A	29%	31%	33%	35%	
T16a_03	Access	HESA T1b - State School (Young, full-time, undergraduate entrants)	To increase the number of school leavers accessing HE to enhance their career and social mobility (Increase is as a percentage of the numerical baseline	No	2015-16	401	N/A	5%	9%	13%	16%	
T16a_04	Access	Other statistic - Ethnicity (please give details in the next column)	To increase the proportion of students from ethnic minorities accessing the opportunities provided by HE	No	2015-16	5%	N/A	7%	8%	9%	10%	
T16a_05	Access	Other statistic - Disabled (please give details in the next column)	To increase proportion of students with additional needs accessing HE	No	2015-16	12%	N/A	14%	16%	18%	20%	
T16a_06	Student success	HESA T3d - No longer in HE after 1 year (All, full-time, other undergraduate entrants)	To increase the percentage of students retained and progressing between	No	2015-16	95%	N/A	95%	96%	97%	98%	
T16a_07	Student success	Other statistic - Completion/Non continuation (please give details in the next column)	To increase the percentage of students successfully completing their programme of study	No	2015-16	88%	N/A	90%	92%	94%	95%	
T16a_08	Progression	Other statistic - Progression to employment or further study (please give details in the next column)	To increase the proportion of students progressing on to Level 6 or above, internally or externally (baseline data to be collated at end of 2016-17-estimated	No	Other (please give details in	N/A	N/A	25%	30%	35%	40%	
T16a_09	Progression	Other statistic - Progression to employment or further study (please give details in the next column)	To increase the proportion of students, who chose not to study further, gaining graduate level employment or self-employment (baseline data to be collated at end of 2016-17-estimate provided)	No	Other (please give details in Descriptio	N/A	N/A	40%	45%	50%	55%	

Table 7b - Other milestones and targets.												
Reference Number	Select stage of the lifecycle	Please select target type from the 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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (other - please give details in the next column)	Visits to feeder sixth forms and delivery of university level 'Supporting your School' activities	No	2015-16	11	N/A	15	20	25	30	Please refer to Appendix 1 of Exeter College's Access Agreement for details of activities.