

January 2009/01

Core funding/operations
Request for information

Assessments should be submitted by
Tuesday 30 June 2009

This document requests higher education institutions and further education colleges directly funded by HEFCE to submit widening participation strategic assessments. It outlines the reporting framework and provides guidance that sets out the expectations of HEFCE and the Office for Fair Access.

Request for widening participation strategic assessments

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Request for widening participation strategic assessments

To	Heads of HEFCE-funded higher education institutions Heads of HEFCE-funded further education colleges
Of interest to those responsible for	Senior management, Widening participation, Learning, teaching and the student experience, Admissions, Finance, Access agreements
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Executive summary

Purpose

1. This document requests higher education institutions (HEIs), and those further education colleges directly funded by HEFCE, to submit widening participation strategic assessments. It outlines the framework for a flexible form of reporting that recognises the diversity of the higher education sector and provides guidance that sets out the expectations of HEFCE and the Office for Fair Access (OFFA).

Key points

2. In May 2008, the Secretary of State for Innovation, Universities and Skills asked HEFCE and OFFA for advice on how we could bring together institutions' widening participation and fair access policies into a single document and how this might be supported within our existing powers.
3. We submitted our advice to the Secretary of State in September 2008 after consulting with sector colleagues.
4. The submission of a widening participation strategic assessment will be made a condition of the continued receipt of the HEFCE widening participation allocation.
5. Each strategic assessment should be structured so that the first section provides an overarching statement that: identifies the

place of widening participation in the institution's forward planning; sets out the overall aims and objectives; includes a high-level statement on admissions; and explains how the institution intends to measure success.

6. The second section of the strategic assessment should set out: the full range of the institution's widening participation activity at an appropriately aggregated level; the detailed targets and milestones; and the level of resource committed to widening participation including, but not limited to, the HEFCE widening participation allocation and the spending on outreach and bursaries covered by the access agreement.

7. Institutions should append to the assessment their access agreement and published admission policy, or details of how these can be accessed. Institutions should also append or provide clear links to all other strategic documents that they believe address their commitment to widening participation.

8. Institutions will report progress against the targets and milestones they have set. In order to bring reporting against the strategic assessments into HEFCE's 'single conversation' with HEIs, institutions will monitor progress in December each year. This will build on the existing reporting to OFFA which will also be moved to December of each year.

Action required

9. Institutions will need to submit their first widening participation strategic assessment by **Tuesday 30 June 2009**. An interim progress report would be submitted in December 2009 with annual reports submitted in December of each year thereafter.

10. To support institutions in the preparation of their widening participation strategic assessments, two conferences will be held in March 2009. The first will be in central London on 18 March 2009 and the second will be in Leeds on 25 March 2009. Invitations to these events will be sent to heads of institutions early in 2009.

Introduction

11. In May 2008, the Secretary of State for Innovation, Universities and Skills wrote to HEFCE and the Office for Fair Access (OFFA) to ask our advice on how we could bring together higher education institutions' (HEIs') widening participation (WP) and fair access policies, including transparent admissions systems, into a single document and how this might be supported within HEFCE's and OFFA's existing powers and responsibilities. In June 2008, the National Audit Office report into widening participation¹ reported that 'too little is known about the widening participation activities and expenditure of institutions' and supported the development of strategic WP documents for each institution. The National Council for Educational Excellence also supports the development of WP strategies in its recommendations².

12. We submitted our advice to the Secretary of State in September 2008 after consulting with sector colleagues. We are now requesting HEIs and directly funded further education colleges to submit WP strategic assessments. This document outlines the framework for a flexible form of reporting that recognises the diversity of the higher education (HE) sector and provides guidance that sets out the expectations of HEFCE and OFFA.

13. The submission of a WP strategic assessment will be made a condition for the continued receipt of the HEFCE WP allocation.

14. An important driver behind our request for an assessment of institutional commitment to WP is the evidence it will provide of how WP has become an integral part of the policies, processes and cultures in many institutions. Previous evidence, such as that presented in HEFCE's review of WP³ and the

Universities UK report 'From the margins to the mainstream'⁴, has shown that substantial progress has already been made in the sector to embed WP in institutional practice. The additional evidence that we will gather from the process outlined below will enable us to illustrate robustly how the commitment to WP is manifest within institutions and how this contributes to the development of diversity in student bodies.

15. In order to give institutions sufficient time to present their strategic assessments to their governing bodies we expect the first strategic assessment to be submitted by **Tuesday 30 June 2009**. An interim progress report would be submitted in December 2009 with annual reports (see paragraphs 32-33) submitted in December each year thereafter to form part of the 'single conversation'⁵.

Framework for the widening participation strategic assessment

16. The development of our approach has been guided by the following rationale and principles:

- a. That the strategic assessments are viewed as developmental and enable a sensible dialogue between institutions, HEFCE and OFFA, resulting in continuous improvement and measurable progress against milestones and targets.
- b. That the WP strategic assessment and annexes provide an opportunity for institutions to demonstrate and take credit for all that they are doing in respect of WP and to overcome some of the information gaps and misconceptions that result from only reporting on expenditure from additional income in access agreement monitoring reports.

¹ 'Widening participation in higher education' (NAO, June 2008), available at www.nao.org.uk under publications/Value For Money (VFM) Reports.

² For more details see www.dcsf.gov.uk/ncee

³ 'Widening participation: a review: Report to the Minister of State for Higher Education and Lifelong Learning by the Higher Education Funding Council for England' (HEFCE, 2006), available at www.hefce.ac.uk under Widening participation/Research and evaluation.

⁴ 'From the margins to the mainstream: embedding widening participation in higher education' (Universities UK, December 2005), available at www.universitiesuk.ac.uk under Publications/Bookshop.

⁵ The 'single conversation' concentrates the accountability process between HEFCE and HEIs as far as possible into an exchange of documents and dialogue in December each year.

- c. That the measures delivered through the access agreements and the broader, overall WP work that institutions deliver are fully joined up.
- d. That admissions criteria, policies and procedures remain an important aspect of academic freedom and, as such, are the responsibility of each individual institution. At the same time, admissions have a role to play in WP, and transparency and standards are important for public confidence. We would expect institutions to publish their admissions policies and illustrate whether and how they contribute to their WP strategies. The strategic assessment should indicate where further details about admissions can be found in publications and/or on the institution's web-site.
- e. That in introducing WP strategic assessments we will seek to minimise any bureaucratic burden and will not ask for information or monitoring that an institution could not be expected to require for its own management purposes.
- f. That HEFCE and OFFA will work closely together on the basis of information from the strategic assessments and annexes, but will continue to operate within their existing powers. Therefore, the access agreement will remain a separate document which will be an annex to the WP strategic assessment.

The structure of the strategic assessment

Section 1: widening participation strategy

17. In the first section of the assessment institutions should provide an overarching statement that, in summary form:

- a. Identifies the place of WP in the institution's mission and forward planning and summarises the organisational and managerial responsibilities for WP across the institution.
- b. Sets out the institution's overall WP aims and objectives with a strategic assessment of what the institution aims to achieve over the next three years.
- c. Includes a high-level statement on admissions policy showing how the institution will ensure

transparency, consistency and fairness through its own internal procedures.

- d. Explains how the institution intends to measure success. A key consideration will be the type of evidence that an institution will present to demonstrate that it has met or is meeting its aims and objectives and delivering the desired outcomes.

18. This first section of the assessment can be relatively brief. However, we would expect it to cross-reference other institutional strategies, policies and statements that would be appended to provide greater depth and breadth of information.

Section 2: widening participation policy and practice

19. The second section of the assessment should:

- a. Set out the full range of the institution's WP activity at an appropriately aggregated level. This might include an overview of the institution's approach to targeting, the nature of the institution's links with schools and colleges and so on. We will not prescribe the format against which institutions should report such activity – the decision on what activity to include will be made by individual institutions. This part of the framework will provide the opportunity for the institution to bring together all that it is doing and communicate both the range and the scale of activity being undertaken, referring as appropriate to the appendices.
- b. Set out the more detailed targets and milestones that the institution has defined for itself for the three years ahead.
- c. Make some assessment of progress since the last strategic assessment was submitted; in the first strategic assessment, institutions should provide a summary of existing commitments in the academic year 2008-09 to provide a baseline against which to report in the future.
- d. Set out the level of resource committed to WP including, but not limited to, the HEFCE WP allocation and spending on outreach and bursaries covered by the access agreement. We recognise the inherent difficulties for institutions

in identifying the WP element in institution-wide activity such as marketing or school and college liaison. Such activities are undertaken for a variety of purposes, and WP might be only one of these. However, internal resource allocation processes should make it possible to identify the resource that the institution has specifically identified for WP. For example, the assessment could detail the additional investment that has been made in marketing and other institution-wide services alongside the amounts invested in outreach and other new services designed and introduced to encourage wider access and support student success.

20. The first strategic assessment should set out the ways in which the institution will assess its own progress towards the milestones and targets that it has set. Progress should then be monitored each year. The renewal of the strategic assessment at the end of the three-year period should be preceded by a more substantial analysis by the institution of the success of its strategy.

Equality and diversity

21. As a public body, HEFCE has published a Single Equality Scheme⁶. The scheme is intended for use in all aspects of HEFCE's work including as guidance for the HE sector to make equality and fair treatment, irrespective of race, gender, disability, sexual orientation, age, religion or belief, an underpinning theme in the development, delivery and refinement of its services.

22. Three pieces of legislation which contain positive duties are central to our Equality Scheme. These are:

- the Race Relations (Amendment) Act 2000
- the Disability Discrimination Act 2005
- the Equality Act 2006.

23. These laws impose positive duties on all public bodies to eliminate discrimination and to promote race, disability and gender equality in everything that they do.

24. In developing WP strategic assessments, institutions will need to have due regard to the positive duties contained in the statutory legislation concerning race, disability and gender and the discrimination legislation referring to sexual orientation, religion or belief and age.

Additional documentation

25. Institutions should append to the assessment their access agreement and published admissions policy, or details of how these can be accessed (web links, for example). In addition, institutions should also append, or provide clear links to, all other strategic documents that they believe address their commitment to WP. Such documents could include:

- the corporate plan or strategy
- the learning and teaching strategy
- equality schemes/single equality scheme
- any other policy statements/strategies, for example relating to inclusion and diversity, which are considered relevant to the commitment of the institution to WP.

26. The strategic assessment should clearly cross-reference to the relevant parts of each appended document.

27. We expect the assessment to include consideration of where there might be gaps within the institution's current documentation in terms of the management and delivery of its WP aims, and to state how the institution intends to address such gaps.

HEFCE-OFFA responsibilities

28. It is the responsibility of institutions to ensure that the strategic assessments submitted are, in their entirety, sufficiently comprehensive in their coverage. HEFCE and OFFA will need to be confident that the ways in which institutions intend to measure and evidence their progress in meeting their stated aims and objectives are robust and that the aims and objectives themselves are appropriately challenging but achievable. This will inevitably involve an element of judgement on our part and it is this

⁶ Details of the scheme can be found at www.hefce.ac.uk under Leadership, governance & management/Equality and diversity.

process that will lead to further discussion between institutions, HEFCE and OFFA where appropriate.

29. Should there be a case in which HEFCE and OFFA are concerned about the level of the commitment to WP evidenced within the institution's strategic assessment, then discussions would centre on potential plans for improvements.

Sanctions

30. As stated in the original guidance to institutions from OFFA on producing access agreements, sanctions will only be used where OFFA considers that there has been a serious and wilful breach of the access agreement. Please refer to Annex D of 'Producing Access Agreements: OFFA guidance to institutions' (OFFA 2004/01)⁷.

31. In addition, as stated in paragraph 13, the submission of a WP strategic assessment and an annual report on progress will be a condition of the continued receipt of the HEFCE WP allocation. Therefore, should an institution fail to submit a strategic assessment in June 2009, its WP funding allocation for 2009-10 will be suspended until the strategic assessment is submitted.

Annual reporting

32. Institutions will report progress against the milestones and targets they themselves have set as outlined above. Annex A offers guidance to institutions on the production of the WP strategic assessment and includes our expectations in terms of targets, milestones and evidence of success.

33. In order to bring the reporting against the strategic assessment into HEFCE's 'single conversation' with HEIs, institutions will monitor progress in December each year. This will build on the existing reporting to OFFA which will also be moved to December. The monitoring will need to take account of entrants in the new academic year, and if necessary the strategy can be refreshed, through the annual reporting process, in the light of

significant change. A provisional template is provided at Annex B setting out the format and information we expect we will require (this is illustrative and may change as we develop the process).

Timetable

34. Institutions are required to submit their WP strategic assessments by **Tuesday 30 June 2009**. The first assessment should assess the institution's current position and its planned achievements for the period 2008-09 to 2011-12.

35. HEFCE and OFFA will review the strategic assessments during July and August 2009 and will enter into discussions with institutions from September 2009.

36. The first interim progress report against the strategic assessments will be made to HEFCE and OFFA in December 2009 along with the third access agreement monitoring report to OFFA.

WP strategic assessments conference

37. To support institutions in the development of their WP strategic assessment, two conferences will be held in March 2009. The first will be in central London on 18 March 2009 and the second will be in Leeds on 25 March 2009. The conferences will provide an opportunity for institutional managers to explore further with HEFCE and OFFA the rationale for and expectations of the WP strategic assessments. They will also provide opportunities for institutions to discuss with each other the different approaches being taken to the development of the documents.

38. Invitations to the conferences will be sent to heads of institutions early in 2009. A maximum of two representatives from each institution will be able to attend the events.

⁷ 'Producing Access Agreements: OFFA guidance to institutions' is available at www.offa.org.uk under About OFFA/Publications.

Annex A

Guidance on the development of widening participation strategic assessments

1. The following guidance sets out the expectations of HEFCE and OFFA in the development of institutional widening participation (WP) strategic assessments.

2. The WP strategic assessment and annexes provide an opportunity for institutions to demonstrate and take credit for all that they are doing in respect of WP.

3. Key themes that we expect the strategic assessments to cover are:

- the relationship of WP to the mission and management of the institution
- WP activity and commitments
- investment in WP
- targets and milestones
- evidence of success
- admissions
- fair access.

Section 1: widening participation strategy

Mission, management and culture

4. Institutions should set out their commitment to WP and show how it relates to the mission and management of the institution. The strategic assessment should provide a clear and reliable picture for stakeholders of the extent, depth and quality of the commitment to WP and its place within the structures, management processes and culture of the institution.

5. Institutions might want to give consideration here to: where WP sits within the corporate strategy; its influence or consideration within learning, teaching and assessment developments; internal reporting mechanisms and committee structures that cover WP; senior management engagement/responsibility for WP; developments in inclusive learning environments; student support services; and so on.

Strategic objectives

6. Institutions will set out the detail of their commitments to WP in section 2. Here in section 1, they should make an overall assessment of their current progress in WP in the context of their own mission and market position. For some institutions, provision aimed at mature and part-time students, often as part of an initiative to engage more closely with employers, will be an important element in widening opportunity for participation. For other institutions there will be more of an emphasis on outreach to attract young full-time students to traditional undergraduate programmes. For all institutions we will expect links with WP target schools and colleges to form part of the commitment. But we understand that those links could take different forms in urban and rural areas and, for some institutions, will reflect formal links with academies and trusts as well as with other schools. In the light of this, institutions should identify their overall strategic objectives for the coming three years.

Fair access

7. WP includes a commitment to fair access. Fair access in this sense is taken to mean that appropriately qualified students are able to access any institution and are confident to do so regardless of their background and social status.

8. When addressing issues of fair access, institutions should have due regard to their performance as measured by the Higher Education Statistics Agency (HESA) performance indicators. If an institution is below benchmark in relation to fair access, we would expect the strategic assessment to identify what strategies are in place, or under development, to understand better and ultimately improve performance. This would include the setting of appropriate targets and milestones against which progress could be measured.

Admissions

9. As part of a strategic assessment of WP and fair access, admissions should be carefully contextualised as part of a larger process of institutional openness and outreach. Although admissions remain an important aspect of institutional autonomy and academic freedom, institutions should provide a high-level statement focusing on the principles of the institution's admissions policy, providing assurance of consistency, professionalism and fairness. Furthermore, as institutions develop their admissions policies (informed and guided by the work of the Supporting Professionalism in Admissions Programme and the Quality Assurance Agency for Higher Education Code of Practice), we would expect them to be published and to be appended to the WP strategic assessment. Where policies are in development, institutions should inform us of the expected time of completion and publication.

Section 2: widening participation policy and practice

Widening participation commitments

10. As noted in paragraph 2 of this annex, one purpose of the strategic assessment is 'to provide an opportunity for institutions to demonstrate and take credit for all that they are doing in respect of WP and to overcome some of the information gaps'. Institutions should use the assessment to outline their key WP activity and commitments and describe how these are targeted and sustained. This would include:

- outreach activity
- engagement with partnerships (for example Aimhigher, Lifelong Learning Network)
- monitoring entrants' success and support arrangements (including employability).

11. We do not wish to prescribe the way in which institutions should report on this activity. We want to allow institutions the flexibility to provide a summary account of the scale and nature of the commitments to WP that are characteristic of that institution and reflect its strengths. So, for example, this might include:

- links with schools, colleges and communities; compact arrangements; school/college and institutional partnerships

- outreach through campus visits, mentoring schemes, summer schools and other support for learners in schools and colleges
- outreach or other WP activity delivered as part of collaborative work, for example through Aimhigher (we are interested here in the type and scale of the institutional contribution to such partnerships, rather than a breakdown of the activities the partnership delivers)
- monitoring of student success and targeted support for entrants from under-represented groups
- provision of wider learning opportunities for mature and part-time students (perhaps through employer engagement and more flexible modes of delivery)
- mechanisms to monitor the appropriateness of the curriculum and learning environment for a diverse student body and methods for enhancement.

12. Because we are not prescriptive, institutions will need to exercise judgement in providing appropriate information. There are two main points to consider:

- a. This section of the assessment is the opportunity to communicate the scale, nature, depth and continuity of the commitment to WP: what the institution is doing, how it is being done and the volume of activity the institution is engaged in.
- b. However, this is a summary. Information should be aggregated at an appropriate level and presented briefly. We do not wish institutions to report in fine detail; that would be burdensome for them and for us.

13. Description and detail of the nature of interventions and engagement should be avoided; categories of activity that institutions record should be grounded in some measure of quantity. For example, it is unnecessary to describe in detail the work done with schools but it would be helpful to know the number of schools where there are links and the type of links established, for example compacts, shared governance (as part of an academy or trust, say), mentoring programmes, the provision of advice and

guidance. We are interested in the volume of activity by the categories you have identified.

14. Details of additional fee income, bursary and scholarship programmes and additional outreach are set out in the access agreement which will be appended to the strategic assessment. However, institutions should reference, where appropriate, their access agreement commitments in the strategic assessment to demonstrate the strategic integration of all WP commitments. Over time, as access agreements are revised, institutions may wish to transfer any descriptions of additional outreach activity in their access agreement into the broad description of activity in the strategic assessment, leaving only the amount of additional income committed to additional outreach activity in the access agreement itself. Similarly, where institutions have included contextual information in their access agreement that is now covered in their strategic assessment (for example, regarding their WP position and their efforts in this respect) this could now be cut from the access agreement.

15. The strategic assessment is primarily forward-looking. The first assessment in June 2009 should set out, on the basis of a summary of existing commitments, what is planned for the coming three years. The annual report and subsequent three-year assessments provide an opportunity to comment on the extent to which planned outputs have been achieved.

Targets and milestones

16. We expect institutions to set their own targets and milestones, which should include references to those already approved and contained within access agreements where these are relevant to the strategic assessment. We also expect that, in making their strategic assessment and in setting targets and milestones, institutions will take account of the HESA performance indicators (PIs) as well as other data available to the institution.

17. Targets and milestones should be expressed as outcomes, in other words what the institution expects to achieve as a result of the WP work undertaken. The targets that institutions set need to be realistic and reflect the characteristics and position of the institution. However, they should

also offer challenge and, in cases where institutions are below their PI benchmarks, signify how the institution plans to improve its performance against these measures.

18. Institutions should make use of their own management data in order to better understand patterns associated with applications, offers and acceptances. In some cases WP gaps may result from low rates of applications from under-represented groups; in other cases the problem might lie in the difficulties of translating offers into firm acceptances. In doing so, institutions should seek to demonstrate their understanding of the nature of the gaps in participation and the potential actions that could be undertaken to address them. Management data will also help institutions track and monitor the progression and success of the students they recruit. It should enable the institution to identify any differences in the patterns of attainment for different student groups and, if differences are found, lead the institution to review its provision and support to such students.

Evaluation: evidence of success

19. Institutions are expected to evaluate commitments and should identify the measures that they will use to assess the success of their WP activities. Targets and milestones will include data relating to the numbers and characteristics of entrants to the institution but targets should not be confined to such measures.

20. We understand and appreciate that the recruitment of students from under-represented groups into specific institutions will not be the only measure of success. WP interventions are often aimed at younger learners who will enter higher education (HE) much later, and may choose to enrol at any institution. Therefore, institutions are encouraged to identify measures of success that flow from their links with schools, colleges or employers and that relate to raising attainment and supporting successful transitions at every stage. This includes the effectiveness of activities to improve progression into HE for learners (both young and mature) with vocational or other non-traditional qualifications.

21. The success of the institution's activity could be evidenced by school and college partners in their

own reports, for example school and college improvement plans, and in school and college data on achievement and progression at age 11, 14 and 16 as well as age 18/19. Qualitative evidence for outcomes such as increased confidence and higher aspirations is also valuable where this can be rigorously evidenced. Where institutions report qualitative evidence this should be done in summary form as outcomes, for example the result of surveys, focus groups or interviews, and not as description illustrated with direct statements from learners, parents or teachers.

22. When monitoring the success of their students, institutions should look to establish whether all types of student are benefiting from a student experience that enables them to succeed. So, for example, institutions should monitor the experience and success of disabled students, students leaving care, entrants from lower socio-economic groups and from low-participation neighbourhoods, part-time students, mature students. The strategic assessment need not detail support provided but should identify issues related to the success of entrants from under-represented groups and establish the extent to which they are as successful as their peers⁸.

Investment in widening participation

23. As is currently the case, institutions' additional fee income, and investment in bursary and scholarship programmes and additional outreach, will continue to be set out in the access agreement, which will be attached as an annex to the strategic assessment.

24. In addition to this information, the strategic assessment should also identify the extent of their annual investment in WP from all sources including the HEFCE WP allocation, the institution's own resource, additional fee income, and so on. As we

have stated, we understand and appreciate the difficulty of disaggregating expenditure on services that have WP as only one of their purposes. However, institutions should be able to identify resource that has been specifically allocated through their internal management processes for WP purposes. This might include additional resource allocated to marketing and schools/colleges liaison, for example, as well as resource specifically devoted to outreach. There is no template for providing this information but institutions should refer to Annex B and give consideration to how we will ask you to report on investment in annual reports.

Further education colleges

25. We do not wish to place a burden on colleges offering only very small-scale HE provision. We therefore only expect colleges with directly funded HE with more than 100 full-time equivalent directly funded HE students to submit a strategic assessment. The scale of HE provision should be reflected in the detail provided but should include:

- a. The college's commitment to WP. This might include the profile of students and courses offered and a broad indication of WP policy and measures.
- b. The institution's overall aims for WP to HE; what it hopes to achieve in the next three years and how this will be measured.
- c. A list of activities designed to widen participation in HE. This might focus on supporting internal progression, progression to partner HEIs, links with employers or additional support for HE students to support retention.
- d. The levels of resource committed to WP to HE, including the HEFCE WP allocation.

⁸ Under-represented groups were defined in the HEFCE guidance on targeting for the Aimhigher programme (HEFCE 2007/12) as: disabled students; those who had been in care; and those from lower socio-economic groups and low-participation neighbourhoods. In the light of the Department for Innovation, Universities and Skills and Higher Education Academy report on ethnic minorities and degree attainment, institutions should monitor the success of ethnic minority students as part of their duty to promote equality. The success of mature and part-time students may also provide a measure of the effectiveness of wider higher education opportunities and HEIs may wish to consider monitoring the higher education attainment of these groups, too.

26. All further education colleges that charge variable fees for their HE provision are already required to produce access agreements and will continue to be expected to report against their targets and milestones. The WP strategic assessment will allow colleges, as it will HEIs, to expand on these agreements and provide a more comprehensive account of their commitment to, and success in, WP.

Further advice and guidance

27. If institutions have any queries regarding the WP strategic assessments and the guidance offered above, they should contact either HEFCE or OFFA using the contact details at the front of this circular.

28. Institutions are also able to seek advice and guidance from HEFCE's WP co-ordination team, Action on Access. Contact John Storan or Rhiannon Evans, Co-Directors (tel 01695 650870, e-mail strategicassessment@actiononaccess.org).

Widening participation activity: volume measure

Institutions should set out the volume of activity that was delivered. Information should be aggregated at an appropriate level. Institutions should not provide descriptions of interventions or processes.

Activity	Number/reach of activities
e.g. Summer schools (it is not necessary to break this down into different types)	No. of summer schools – total no. of attendees
e.g. Mentoring	No. of mentors/ambassadors and no. of learners mentored

Progress against outcome-based targets and associated milestones

Institutions are asked to report here on the statistical and outcome-based element of their targets/milestones and to provide a commentary on progress below. Institutions should indicate whether the target/milestone relates to the access agreement, strategic assessment or is shared.

Target (milestone)	Access agreement only – yes/no	WP strategic assessment only yes/no	Shared – yes/no	Actual position (please specify: milestone met; milestone delayed; milestone not met)	Evidence/commentary for stated position

Comment on performance against targets/milestones and evidence of the effectiveness of the WP activities outlined in the strategic assessment

Separate reports can be provided if necessary.

Financial data for access agreement monitoring

Additional fee income	2008-09 (£)

Expenditure on bursaries and scholarships	2008-09 (£)
For students with household incomes up to £25,000	
For students with household incomes between £25,000 and £39,305 (monitoring threshold to be confirmed)	
For students with household incomes between £39,305 and £49,305 (monitoring threshold to be confirmed)	
For students from other under-represented groups where no income detail is known	
Non-OFFA-countable support, for students where no income detail is known and no WP categorisation is applicable (optional)	
Please show your calculations for estimated expenditure figures	

Expenditure on additional outreach (OFFA-countable)	2008-09 (£)

Reallocation of bursary funds from 2007-08

Amount (£)	Progress

Reallocation of bursary funds from 2008-09

Amount (£)	Description of what the underspend was/will be spent on

Number of bursary holders



Household income	Number of students in receipt of a bursary/scholarship	As a proportion of the total number of students	Estimated bursary take up rate (for non-HEBSS institutions)
Up to £25,000			
Between £25,000 and £39,305 (monitoring threshold to be confirmed)			
Between £39,305 and £49,305 (monitoring threshold to be confirmed)			
Other under-represented groups where no income detail is known			
Other: non-OFFA-countable support, for students where no income detail is known and no WP categorisation is applicable (optional)			

Changes to the strategic assessment

Institutions should detail any changes to their strategic assessment in light of the annual reporting or any change in institutional or external circumstances and provide an explanation of why such changes have been made.

List of abbreviations

HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HESA	Higher Education Statistics Agency
OFFA	Office for Fair Access
PI	Performance indicator
TESS	Teaching Enhancement and Student Success
WP	Widening participation



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