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Outcomes

This document presents the outcomes from OFFA's monitoring of access agreements for 2014-15

Outcomes of access agreement monitoring for 2014-15

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Foreword

This monitoring outcomes report sets out the work universities and colleges are doing to widen access, and support students from disadvantaged backgrounds through their studies and as they prepare for employment or postgraduate study. I am pleased to be able to report that universities and colleges continue to make good progress.

This report paints a picture of success of which the sector should be proud. By 2014-15, some of the first students under the new system of fees and student support were entering the final year of their studies. Many had argued that people from disadvantaged backgrounds would be put off by £9,000 fees. It was a reasonable assumption to make; but, for young, full-time undergraduates, we now know it was wrong. OFFA's increased expectation on universities, additional resources to spend under access agreements, and institutions setting more ambitious targets have worked. Our report explains how institutions have invested across the student lifecycle to make a profound, life-changing difference to thousands of lives.

A fresh look at targets

OFFA's approach is evolving. We're more interested in the outcomes and impact of the work institutions are doing, rather than just the inputs, and the commentary in this report reflects our changing approach. In this year's report, we've taken a fresh look at how we report on progress against targets. For the first time, we set out in the Annex to this report the progress each institution is making towards their targets.

This is a new analysis and will – I expect – generate some comment in the sector. It comes with some health warnings. We've always said that it's difficult to compare institutions' performance on fair access. That remains the case. Access agreements – and the targets they contain – vary widely between institutions. These aren't league tables of performance, and shouldn't be interpreted as such. But this report does help shed some light on how institutions have assessed their own performance against targets that they have set themselves.

Greater ambition

This is a retrospective report. Many of the targets we refer to were set in 2011 and – of course – much has moved on in the sector since then. I am pleased we can report that positive progress is being made on 88 per cent of targets. But I'm acutely aware that our ambition for the sector has increased. Good progress needs to be built on. I want all institutions to strive for further, faster change.

That's especially the case for universities with the highest entrance requirements, where the participation gap between the most and least advantaged remains large and wholly unacceptable. I am fortunate to see the commitment on the ground to widening participation on my visits to these universities, but a step-change in progress is needed. Every university and college has a responsibility for fair access and every institution should be committed to making improvements.

Whole lifecycle approach

The report sets out that, in 2014-15, universities and colleges were increasingly operating a whole lifecycle approach to their work. I have long argued that – for access to be truly meaningful – work with students from disadvantaged backgrounds must not grind to a halt on enrolment. Success is not simply getting someone from a disadvantaged background into higher education – it's about making sure students get the most from their studies and beyond. This report shows institutions are making good progress on their work in this area, but there is more to do to ensure that all students can access the tools and networks that will help them get on in life after they've got in to university.

The higher education landscape

Our monitoring report takes a retrospective look at the 2014-15 academic year. But it would be remiss of me not to set the progress that this report sets out against recent developments in higher education. As I write, we await legislation on higher education: the Government has set out its intentions to create a Teaching Excellence Framework and strengthen the role of the Director of Fair Access to Higher Education. My own view is that – if we are to accelerate progress on fair access – we must retain the independent, single focus role of the Director of Fair Access.

But we should be under no illusions. While we should celebrate recent progress we must also recognise that the Prime Minister's fair access goal – to double rates of disadvantaged students between 2009 and 2020 – is a tough one to meet. If current trends continue, the goal will be missed. Accelerating progress is a must, and Ministerial guidance, and my own guidance to institutions, sets out the need for universities and colleges to increase the scale and impact of their access activity.

A tougher, evidence-led approach

The Ministerial guidance I received this year made clear that further, faster progress is needed. As I write, colleagues in OFFA are busy looking at access agreements for 2017-18. I've made clear that I want this year's access agreements to be ambitious and led by the latest evidence. Institutions have stepped up their evaluative work in recent years; a second monitoring report, to be published soon, will give us more understanding of the evidence around fair access. I want them to go further still – digging deeper so that their work reaches people on the margins who might otherwise have been missed by blunt targeting. I will be challenging institutions to increase the scale of their activity – working harder than ever before to ensure that nobody with the talent to benefit from higher education should feel held back by their background.

Professor Les Ebdon CBE
Director of Fair Access to Higher Education

Outcomes of access agreement monitoring for 2014-15

Executive summary

Introduction

1. This report sets out the outcomes from OFFA's monitoring of access agreements for 2014-15.

Key findings

Progress against milestones and targets

2. Institutions have reported strong progress against their targets in their 2014-15 access agreements. Looking at the higher education sector as a whole, positive progress has been made on 88 per cent of the targets universities and colleges set themselves through their access agreements. This included positive progress towards:

- 86 per cent of institutions' high-level outcomes targets relating to an institution's entrants, applicants or student body
- 92 per cent of institutions' targets relating to activities to support access, student success and progression for students from disadvantaged and under-represented groups.

3. Universities and colleges have made positive progress on the great majority of targets related to specific under-represented groups – for example, targets related to disabled students (93 per cent of targets showed positive progress) or ethnicity (91 per cent) – and each category of these targets has seen an improvement against the progress reported in 2013-14.

4. There are still a number of challenges around fair access. For example, institutions with low proportions of students from disadvantaged backgrounds were less likely to meet their high-level outcomes targets than those with high proportions, and still have further to go.

5. The report also highlights that institutions are less likely to make progress on targets relating to part-time and mature students compared to those around young, full-time undergraduates. We will continue to highlight the reduction in part-time and mature student numbers, and have called on institutions to consider what more they can do to attract and support part-time and mature learners through their latest access agreements.

6. Despite the positive progress that is set out in this report, a significant acceleration in progress is now required in order to meet the Prime Minister's goal to double the rates of young, full-time students from disadvantaged backgrounds by 2020, compared to 2009 levels. In response to OFFA guidance published last year, institutions set new, more challenging targets in their 2016-17 access agreements in order to make further, faster progress on access to higher education.

Levels of investment

7. The total investment in widening participation through access agreements in 2014-15, including activity and financial support, was £725 million, up from £628 million in 2013-14. This represents 29.8 per cent of institutions' higher fee income (up from 28.3 per cent in 2013-14).

8. In 2014-15, higher education providers, both with and without access agreements, invested a total of £1.4 billion in widening participation, including through access agreements, the National Scholarship Programme, the Higher Education Funding Council for England's (HEFCE's) student opportunity allocation and other funds. Of this, £842 million (compared to £803 million in 2013-14) was invested in activities (for example, activities to improve access, student success and progression, as opposed to financial support).

Introduction

Content of this report

9. This report provides details of:

- the higher education sector's progress in widening participation (WP), including performance against the targets and milestones that institutions set in their access agreements
- investment in widening participation activity across the three key stages of the student lifecycle: access, student success and progression
- the amount of additional investment in access, student success and progression made under access agreements
- institutions' investment in financial support, including hardship funds
- differences between groups of institutions, for example higher education institutions (HEIs) and further education colleges (FECs) or institutions with high, medium and low proportions of students from under-represented backgrounds.

10. This report is based on institutions' reporting of progress under their access agreements for the 2014-15 academic year. For further details on the data submitted by institutions for this round of monitoring please see Annex B (summary data tables).

11. To minimise administrative burden on institutions, we monitored access agreements jointly alongside HEFCE's monitoring of expenditure under the student opportunity allocation and the National Scholarship Programme (NSP). HEFCE plans to publish a separate report on the monitoring of the student opportunity allocation and NSP later in the year.

Context for this report

The fair access landscape

12. There have been significant and sustained improvements in fair access in the last decade. As a result, greater rates of young people from disadvantaged backgrounds are in higher education than ever before. Widening participation remains a key Government priority. This commitment is demonstrated in the Government's higher education Green Paper, the recent creation of the Social Mobility Advisory Group and the Prime Minister's social mobility goals which are:

- to double the proportion of young people from disadvantaged backgrounds entering higher education by the end of this Parliament, from 2009 levels; and
- to increase the number of students from Black and Minority Ethnic communities studying in higher education by 20 per cent by 2020.

13. Our 2014-15 access agreement guidance, published in January 2013, set out broad expectations around coverage and ambition and called for institutions to:

- increase focus on evidence and evaluation
- adopt a whole student lifecycle approach
- demonstrate a strategic approach
- demonstrate an outcomes-focused approach
- maintain or increase spend on access, student success and progression activity
- increase focus on outreach work, particularly long-term activity
- further strengthen and grow collaborative work
- demonstrate that due regard to the promotion of equality and diversity has been embedded in access agreement activity.

14. Institutions have responded positively to our challenge to be more ambitious, a challenge that has been steadily increasing since the changes to fees and student finance in 2012. The challenge and support which we provide to the sector is reflected in our Strategic Plan for 2015-2020 and our latest access agreement guidance. New Ministerial guidance also calls for an acceleration of progress on fair access.

15. In line with OFFA's increased focus on evaluation and effective practice, we asked institutions in 2014-15 to report in greater detail on their evaluation work and on equality and diversity outcomes across the student lifecycle. This has enabled us to carry out analysis of evaluation methodologies and explore specific aspects of the work that institutions have chosen to evaluate. This will be addressed in a second report: *Access agreement monitoring for 2014-15: institutional evaluation and equality and diversity*. The report will be published shortly.

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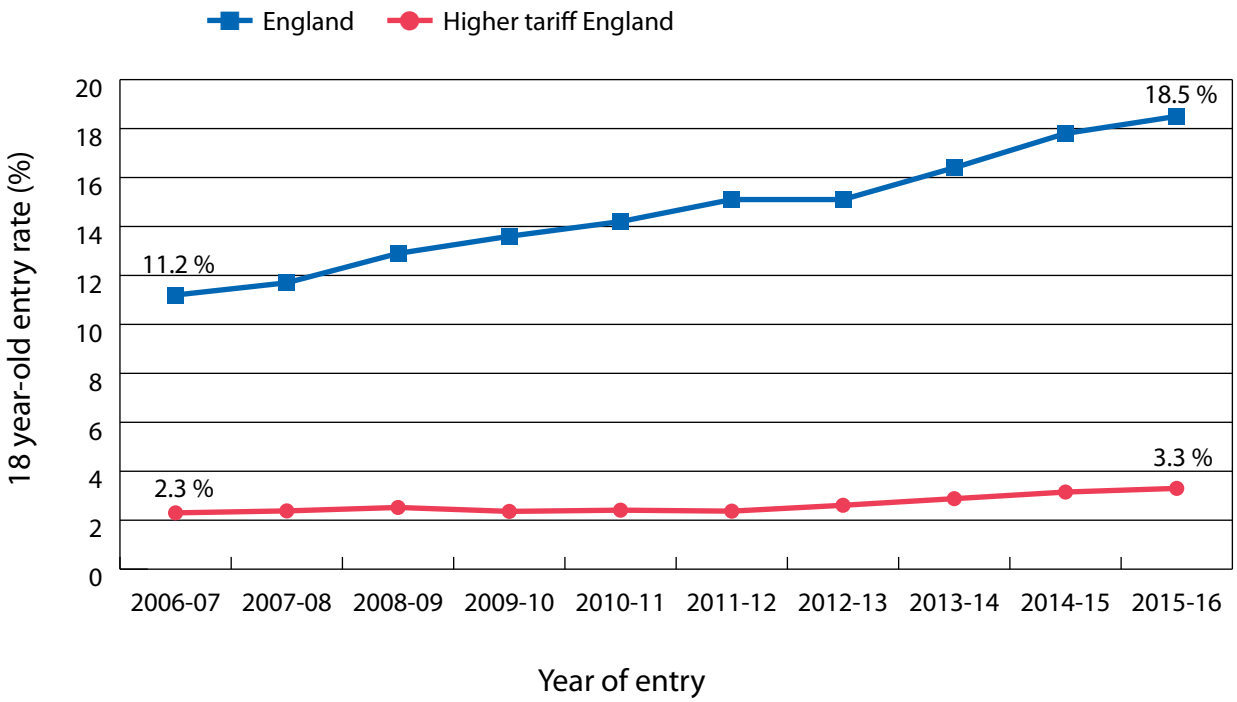
Figure 1 Trends in the 18 year-old entry rate for students in England and those at higher tariff institutions from the most disadvantaged areas (POLAR 3 quintile 1)



Source: UCAS, Undergraduate End of Cycle Report 2015

16. Taken together, these two reports provide insights into the 2014-15 access agreement outputs, supporting the sector in identifying areas which require more attention and providing examples of good practice. We will seek to develop this analysis further in the future.

Overview of progress in the sector

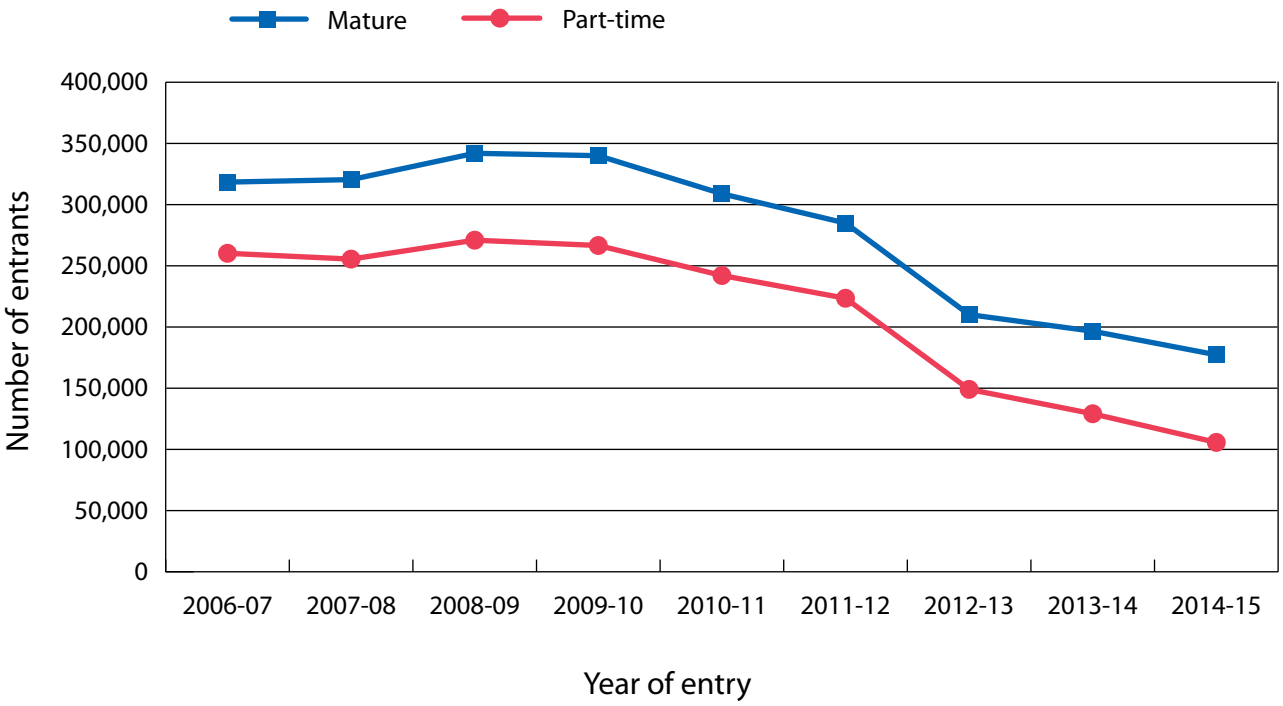
17. The progress seen in increasing access of students from disadvantaged and under-represented backgrounds reflects significant and sustained improvements in recent years. Since 2006-07, UCAS analysis demonstrates there has been a 65 per cent increase in the number of young students (18 year-olds) from the most disadvantaged areas entering higher education (see Figure 1). This has led to the lowest ever difference in entry rates between students in England from the most disadvantaged (those students from POLAR 3 quintile 1 areas) and most advantaged (students from quintile 5 areas) areas. However, in the past year progress has slowed with a 4 per cent increase in entry rates among the most disadvantaged, compared to a 9 per cent increase seen in the previous year.

18. Despite these record levels, an acceleration of progress is needed to meet the Prime Minister's goal to double the proportion of young people from disadvantaged backgrounds entering higher education from 2009 levels by 2020. UCAS has predicted that, based on the current trends, the goal will not be reached until 2027.

19. Our strategic guidance for 2017-18 access agreements sets out how we want the sector to continue to drive its efforts to achieve further, faster progress in increasing access for students from low participation neighbourhoods. In our latest access agreement guidance, we have asked institutions to increase their focus on outcomes, to direct their spend and efforts towards activities and programmes with the greatest impact and target outreach work towards schools and colleges where young people are least likely to enter higher education.

20. UCAS data also highlights a similar trend at England's higher tariff institutions. Entry rates of young students (18 year-olds) from the most disadvantaged areas to higher tariff institutions have continued to increase. However, the rate of increase

Figure 2 Number of UK domiciled mature and part-time entrants in English institutions



Source: Higher Education Statistics Agency: Widening participation performance indicators (Tables T2a and T2b)

has slowed in the past year to a 5 per cent increase, almost half of the increase seen in 2014-15 (9 per cent) (see Figure 1).

21. Despite this progress, only 3.3 per cent of young people from the most disadvantaged areas entered a higher tariff institution in 2015-16, compared to 20.7 per cent of students from the most advantaged areas. This means that the entry rate of young people from the most disadvantaged areas attending a higher tariff institution was 6.3 times less than those in the most advantaged areas.

22. While we recognise the efforts higher tariff institutions are making to widen participation, it is clear that more can and must be done to further accelerate progress. In our latest access agreement guidance, we have asked higher tariff institutions to consider how best to significantly scale up activity, build stronger relationships with schools and colleges, and increase coverage to strive for quicker, sustained change.

23. The recent trend of declining part-time and mature students has continued in 2014-15 with Figure 2 showing a further reduction in the numbers of entrants from these groups.

24. The rate of decrease in 2014-15 has further accelerated with substantial drops in the number of mature and part-time entrants from 2013-14 levels. These reductions are deeply worrying, particularly in light of the fact that there were just over half the number (52 per cent) of mature entrants in 2014-15 compared with 2009-10 levels, and two fifths (40 per cent) of the number of part-time entrants in the same period.

25. We are concerned about the issues this decline raises for inclusion, equality and diversity as part-time learners are more likely to be from a disadvantaged background, are more likely to be women, and to be mature learners – 90 per cent of part-time students are mature. It is critical that the whole sector works to reverse this decline and we have called on institutions to consider what more they can do to attract and support part-time and mature learners in their latest access agreements.

26. Institutions with high, medium and low proportions of students from under-represented backgrounds have reported differences in outcomes and spend across the student lifecycle. We will use these groupings throughout the report to highlight areas where good progress has been made, as well as areas where there is still much to do.

Progress against milestones and targets in 2014-15 access agreements

27. Access agreement targets must be approved by the Director of Fair Access to Higher Education but institutions develop their own access agreement targets. These set out the desired outcomes of their widening participation activities described in the agreements and are tailored to reflect the issues and concerns highlighted by institutions in their access agreements, across the different stages of the student lifecycle. There is, therefore, considerable variety in the nature of the targets which institutions set themselves and targets are unique to an institution's own context.

28. As part of their monitoring returns for 2014-15, institutions submitted a self-assessment on their progress towards each of their milestones and targets, and a commentary on overall progress and the wider context in which the outcomes were achieved. For each target, institutions selected one of five statements that they considered best described the target's performance. These five categories are:

- overall target met/exceeded
- yearly milestone met – on course to meet overall target
- progress made – but less than anticipated
- no progress made against baseline data to date
- long-term trend shows negative performance.

In our commentary in this report, when we refer to 'positive progress' we include targets which have been assessed as being in the first three of these categories.

29. Measuring institutions' progress in widening participation and fair access, particularly individually, is complex because:

- no single measure of progress can reflect all of the factors influencing institutions' performance
- there are some stable indicators against which we can measure performance, such as the widening participation performance indicators produced by the Higher Education Statistics Agency (HESA), but it is important to see these, and the targets universities and colleges have set themselves, in the context of the variable influencing factors
- the range and number of targets and milestones that each university or college sets for itself varies as a result of the variety of different institutions and strategies across the sector, so performance is not directly comparable between institutions
- many factors influence institutions' performance, such as changing demographics, trends within the higher education and school/college systems, the wider social and economic environment, and the particular circumstances and characteristics of individual institutions.

Overall outcomes

30. Overall, institutions made strong progress against the targets and milestones they set themselves in their 2014-15 access agreements. HEIs and FECs reported that they had made positive progress on 88 per cent of all targets, a slight reduction in the figure reported in 2013-14 (90 per cent).

Comparison of progress on high-level outcomes and activity-based targets

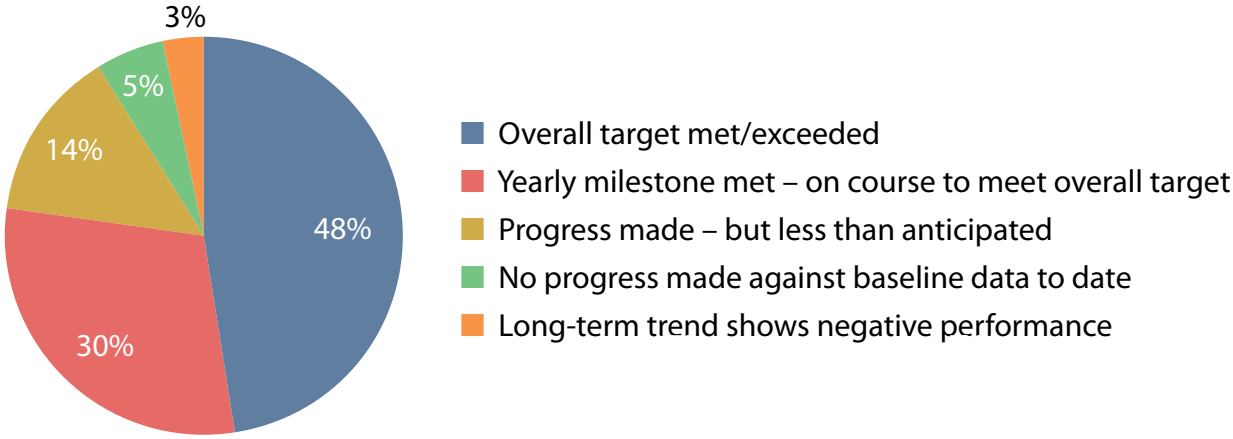
31. In their access agreements, institutions were asked to set a range of targets relating to access, student success and progression; institutions were expected to set stretching targets based on their performance on the different areas of the student lifecycle.

32. These targets included:

- **High-level outcomes targets** relating to an institution's entrants, applicants or student body – for example, statistical data based on HESA, UCAS or similar data that can be used to measure how representative an institution's entrants were and, where appropriate, their student success and progression performance; and
- **Activity-based targets** relating to programmes of work – for example, a target around increasing the number of potential students from low participation neighbourhoods attending a university-run summer school.

Figure 3 Institutions' (HEIs and FECs) assessments of their progress towards their activity-based targets as a percentage of total number of targets

Figure 4 Institutions' (HEIs and FECs) assessments of their progress towards their high-level outcomes targets as a percentage of total number of targets



33. Institutions reported positive progress on 86 per cent of their high-level outcomes targets: 43 per cent had been met or exceeded; 27 per cent were on course to be met and a further 17 per cent had reported positive progress but less than anticipated (Figure 3)[1].

34. Institutions also reported positive progress on 92 per cent of their activity-based targets: 48 per cent had been met or exceeded, 30 per cent were on course to be met and an additional 14 per cent had reported positive progress but less than anticipated progress (Figure 4).

35. There are some differences in the progress made against targets between institutions with high, medium and low proportions of students from under-represented backgrounds. Institutions with high proportions of students from under-represented backgrounds reported that they had made positive progress on 90 per cent of their high-level outcomes targets. Institutions with a low proportion of students from under-represented backgrounds reported positive progress on 84 per cent of targets and those with a medium proportion reported a similar figure of 85 per cent (Figure 5).

36. Conversely, when we collate all activity-based targets institutions with low proportions of students from under-represented groups reported more positive progress (94 per cent) than their counterparts with high and medium proportions (90 per cent and 91 per cent, respectively), although the difference is less pronounced (Figure 6).

[1] Please note that figures do not sum due to rounding.

Figure 5 Institutions' assessments of their progress towards their high-level outcomes targets by proportions of students from under-represented groups

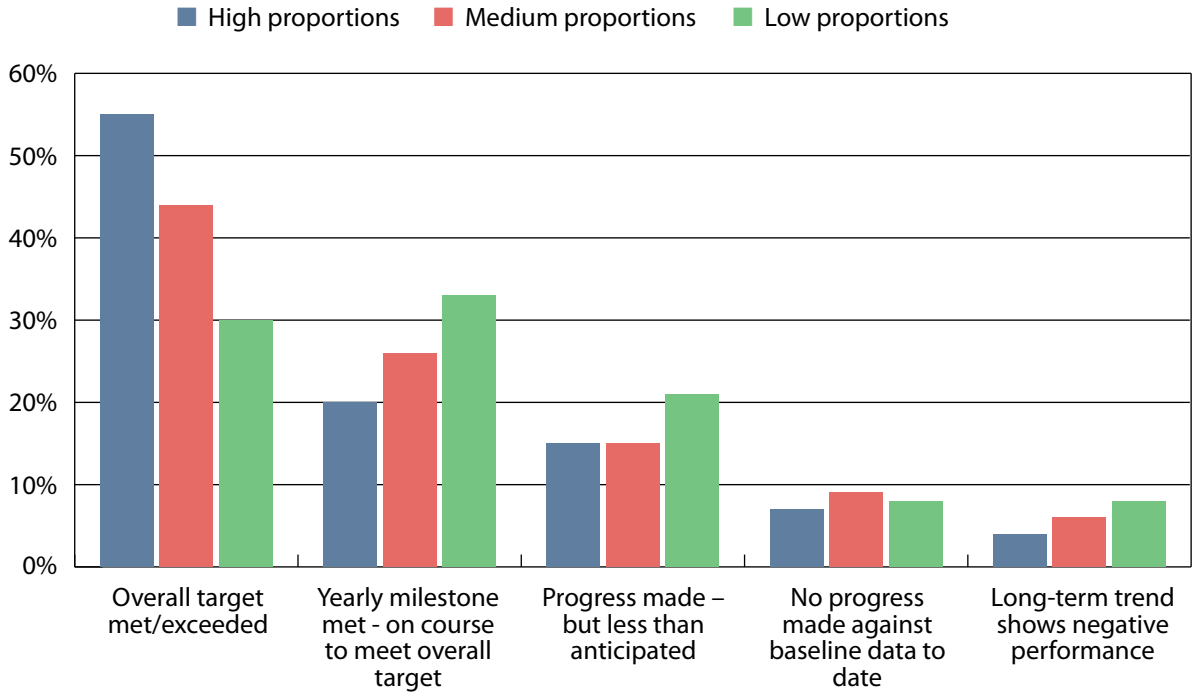
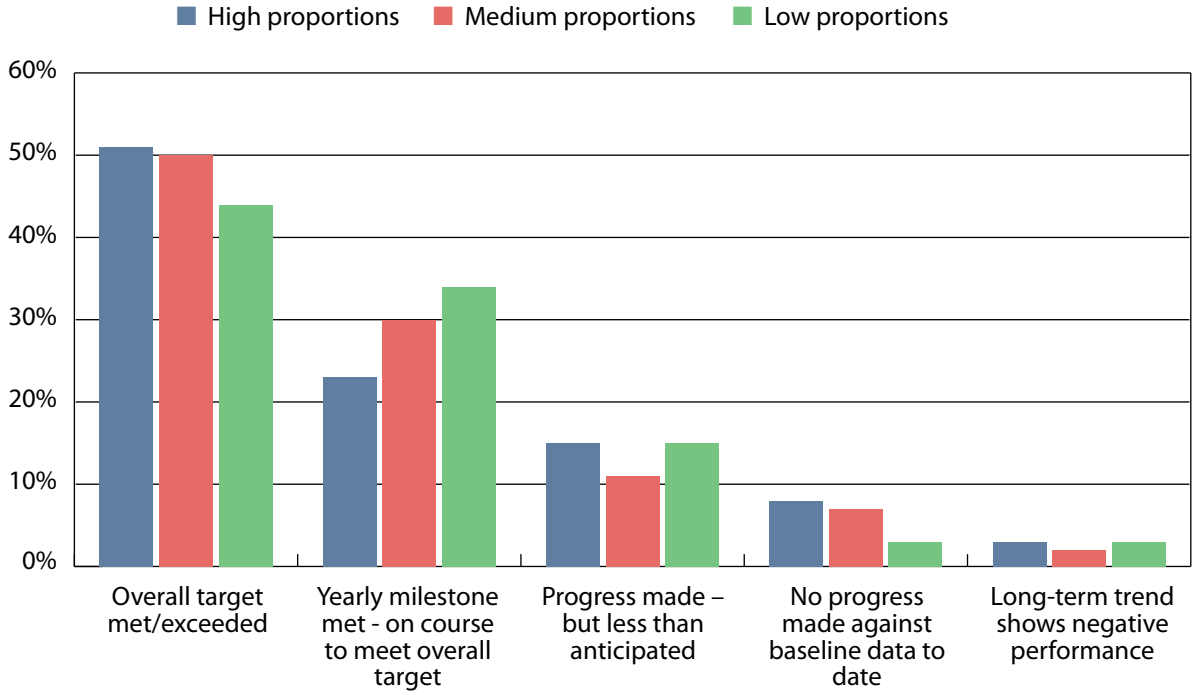


Figure 6 Institutions' assessments of their progress towards their activity-based targets by proportions of students from under-represented groups



37. There is little difference in the positive progress reported against high-level outcomes targets between HEIs and FECs: with 86 per cent of targets from HEIs reporting positive progress compared to 84 per cent of targets from FECs. However, the difference in activity-based targets is more pronounced, with HEIs reporting positive progress against 92 per cent of their targets compared with 87 per cent reported by FECs.

38. We are pleased with the positive progress made against targets. However, in order to meet the Prime Minister's social mobility goals, overall progress needs to accelerate in future years. In response to our guidance, institutions have set new, more challenging targets in their 2016-17 access agreements in order to make further, faster progress on access to higher education.

Key factors that contributed to achieving successful outcomes and affected progress

39. In their monitoring returns, institutions were asked to provide commentary on their targets, explaining the progress that had made and some of the challenges they faced. The detail of the commentary varies significantly between institutions, ranging from short, general observations to detailed and specific analysis. Not all targets were commented upon. The lists that follow are not exhaustive, but provide a flavour of factors that contributed to success as well the challenges institutions tell us they have faced.

40. Institutions have reported that the following factors contributed to successful outcomes:

- **Effective targeting:** targeting activity to specific disadvantaged and under-represented groups and providing support where it is most needed.
- **Effective combination of programmes and a lifecycle approach:** carrying out complementary programmes of work that support students in different aspects of the student experience (i.e. academic, pastoral) and throughout their studies.
- **Effective evaluation:** using the lessons from previous activities and programmes to improve future ones.
- **Whole institution approach:** working with departments across the institution and embedding widening participation in existing programmes of work.
- **Effective collaboration:** institutions working with partners including other HEIs and FECs, networks, schools and colleges.

41. We are pleased that institutions have responded positively to our guidance and have seen successful outcomes. In all their widening participation activity, we have encouraged institutions to understand the challenges faced by different groups of students, to review and develop their reflective practice, to support the whole student lifecycle and to collaborate both within and without their institutions.

42. Institutions also commented on factors they felt provided a challenge to generating successful outcomes – in particular:

- **Data issues:** the applicability of HESA performance indicators to their individual circumstances: small and specialist institutions were particularly affected by their relatively small number of students and the ensuing fluctuations in data.
- **Sector issues:** the 'market conditions' of competition, fee changes, student number controls and the decline in mature and part-time student numbers nationally.
- **Internal institutional and programme issues:** entrance changes, infrastructure issues, staff resource, changes in programmes, external stakeholders and issues with strategy.

43. We are encouraged by the number of instances where institutions provided information on the key factors which affected performance, and also committed to conduct further evaluation and adapt their programmes of work to further progress. Further detail regarding institutions' evaluation of their activity is explored in our report: *Access agreement monitoring for 2014-15: institutional evaluation and equality and diversity* which will be published soon.

Progress on high-level outcomes targets relating to specific under-represented groups

44. As well as looking at overall progress, we have also considered progress against institutions' high-level outcomes targets relating to specific under-

represented groups. These represented 71 per cent of the total number of high-level outcomes targets set[2].

45. Institutions have made positive progress on the great majority of targets related to specific under-represented groups, and each category of targets has seen an improvement against the progress reported in 2013-14. The following positive progress has been reported in 2014-15 (2013-14 figures in brackets) on:

- 85 per cent (76 per cent) of targets relating to access for people from low participation neighbourhoods and 88 per cent (85 per cent) relating to people from lower socio-economic backgrounds
- 88 per cent (85 per cent) of targets on engaging with and increasing access for state schools pupils
- 87 per cent (86 per cent) of targets relating to care leavers
- 93 per cent (87 per cent) of targets relating to disability
- 90 per cent (87 per cent) of targets relating to gender
- 91 per cent (79 per cent) of targets relating to ethnicity
- 75 per cent (69 per cent) of targets relating to mature students.

46. Targets relating to people from low participation neighbourhoods, disability and ethnicity have seen the most marked improvement and are showing excellent progress.

47. While there has been a substantial decline in the number of mature learners in recent years, over two-fifths of institutions continue to set targets for mature students; 75 per cent of these targets showed positive progress.

48. Similarly, although three-fifths of targets relating to part-time students saw positive progress (61 per cent) this was substantially below the achievement level of other targets, and in 2014-15 less than one in eight institutions (12 per cent) had a target in this area. We have called on institutions to consider what more they can do to attract and support part-time and mature learners through their latest access agreements.

49. We are continuing to explore the issues affecting part-time provision and students and will publish a topic briefing later this year to stimulate thinking and discussion about how part-time learners can be supported more effectively.

Progress on high-level outcomes targets by student lifecycle stage

50. Institutions have made good progress on the majority of their high-level outcomes targets relating to access (86 per cent) and student success (82 per cent). As detailed in the 2017-18 strategic guidance, there are currently very few targets relating to progression; unfortunately we are currently unable to provide robust analysis on these targets due to our methodology[3].

51. There is a notable difference in progress against access targets between institutions with high proportions of students from under-represented groups and those with medium and low proportions: 91 per cent of targets from institutions with high proportions were reported as having positive progress, compared to 82 per cent and 84 per cent from those with medium and low proportions, respectively. We welcome the progress against targets made across the sector, but are encouraging even greater ambition, particularly at institutions with further to go in creating a more diverse student body.

Progress on collaborative targets

52. Institutions have responded positively to our guidance to further strengthen and develop their collaborative work, with 61 per cent of institutions including at least one collaborative target. We are pleased with the progress that has been made on

[2] Some targets could not be categorised by specific under-represented groups – for example, those using HESA performance indicator T3a relating to non-continuation of the general student population following the year of entry.

[3] In the 2014-15 academic year, we have employed an updated method in analysing targets by lifecycle stage. Our analysis on access and student success targets relates to solely to the HESA-based targets that institutions have set themselves; therefore they do not incorporate all of the targets set and are only applicable to access and student success targets. Measures are being explored to incorporate the full range of targets in future reports, including those relating to progression.

collaborative targets, with 89 per cent having seen positive progress, compared with the 86 per cent reported in 2013-14.

53. Collaborative high-level outcomes targets generally had positive outcomes, with 91 per cent making positive progress and 46 per cent having already been met. Only 9 per cent of these targets have made no or negative progress against their baselines. However, due to the small numbers of collaborative high-level outcomes targets (56), it is difficult to draw firm conclusions.

54. The significantly higher numbers of collaborative activity-based targets (275) allow for more reliable examination: institutions reported that 88 per cent of these targets saw positive progress in 2014-15.

55. Institutions have also reported positive progress on 86 per cent of their targets which focused on strategic partnerships, such as formal relationships with schools, colleges or employers. Within this total figure, 43 per cent of targets had already been met or exceeded, and a further 29 per cent were on course to be met.

56. We are pleased that institutions are seeing noticeable benefits from their collaborative activity. Through our guidance, we have encouraged institutions to continue to evaluate their collaborative work and to share good practice to further improve progress across the sector.

Progress against targets by institution type

57. Our commentary so far relates to the total number of targets across all institutions. As well as looking at progress in fair access across the sector, we also reviewed each institution's self-assessment of the progress towards their targets at an institutional level.

58. In their 2014-15 access agreements, institutions were required, as a minimum, to set at least one high-level outcomes target based on the make-up of their student body. Beyond this, it was for each institution to decide the number and scope of their targets, and in practice the majority of institutions set many more. Most institutions (128 out of 161) also set activity-based targets; however, it was not compulsory to do so. Each institution had, on average, seven high-level outcomes targets and seven activity-based targets, although this varied considerably between institutions.

Institutional self assessments

We asked institutions to self-assess their performance against each of their targets using the following descriptions:

- 5: Overall target met/exceeded
- 4: Yearly milestones met – on course to reach overall target
- 3: Progress made – but less than anticipated
- 2: No progress made against baseline data to date
- 1: Long-term trend shows negative performance.

59. We have published institutions' self-assessments of their progress in PDF format on our website. This includes an assessment against each target and an overall commentary on progress made during the year. Although these monitoring returns were assessing performance in 2014-15, we encouraged institutions to provide performance data prior to 2014-15 in order to look at trends over time.

60. This year, in order to improve transparency, we have included two new tables in Annex B of this report. Table 5 shows the number of high-level outcomes targets for each institution and the level of progress made against each of these targets. Table 6 provides the equivalent information for activity-based targets.

61. We have also published a Microsoft Excel file of all of the targets institutions reported on in their 2014-15 monitoring returns, in order to aid further analysis. This is available at www.offa.org.uk/publications.

62. One way of understanding the level of improvement institutions have made is by looking at the proportions of milestones and targets where they have made positive progress. This method of reporting is provided below in order to give a general indication of performance against each institution's targets. However, the number, ambition and scope of

targets vary between institutions, and so it is not appropriate to directly compare performance between institutions on the basis of the proportions of targets they have met.

High-level outcomes targets

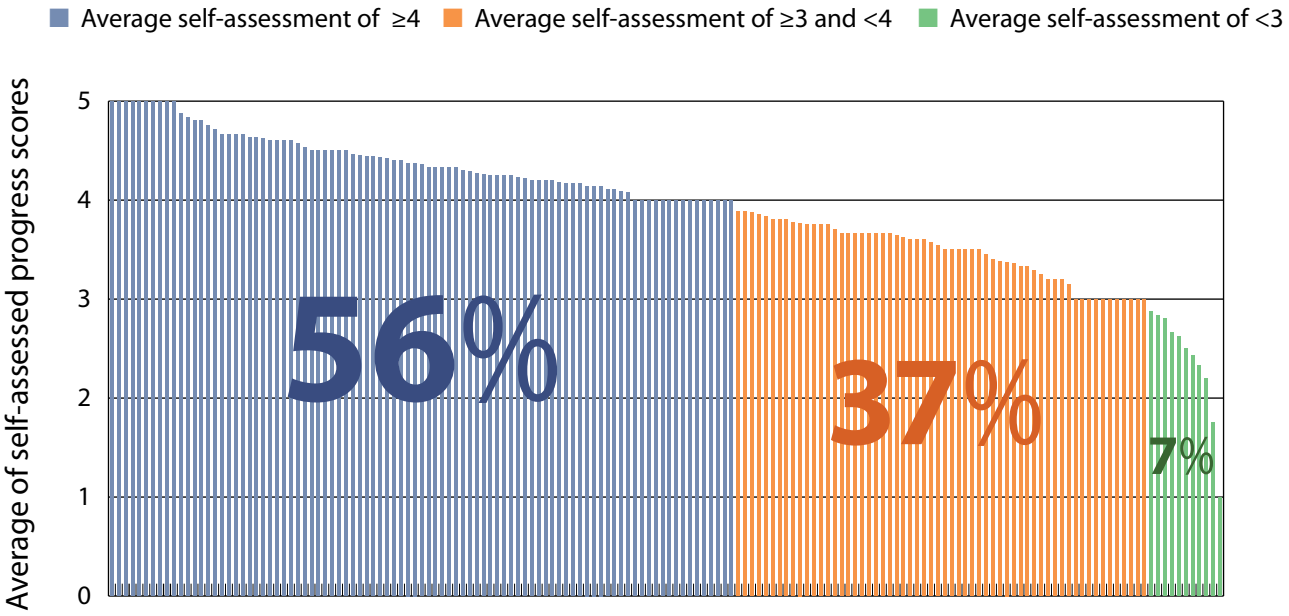
63. When we look at the progress made by individual institutions against their high-level outcomes targets:

- 34 institutions (21 per cent) reported they had exceeded, met, or were on course to meet all of their targets. Ten of these institutions reported they had met or exceeded all of their targets in 2014-15
- a further 98 institutions (61 per cent) reported they had exceeded, met or were on course to meet at least half of their targets
- a further 24 (15 per cent) reported some level of progress against at least half of their targets, although in some cases this progress was less than anticipated
- five institutions reported they had made progress against less than half of their targets.

64. We used the individual target and milestone self-assessments submitted to us by institutions (see text box on page 13) to calculate an average progress score for each institution and these are shown in Figure 7: each line represents an institution. We acknowledge that this analysis does not account for the wide differences between institutions' targets in terms of types, numbers and ambition. However it does give some indication of the spread of performance across the sector and also enables greater transparency around outcomes than we have been able to provide in previous monitoring reports. As shown in Figure 7, 56 per cent of institutions averaged four or higher.

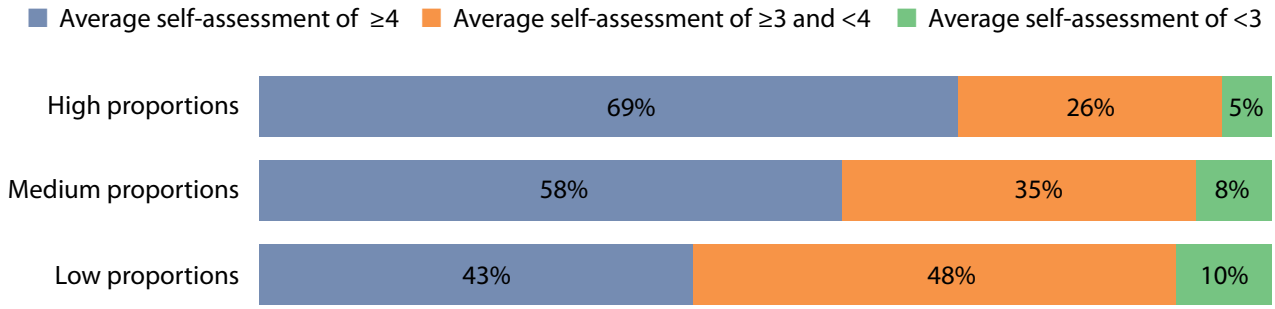
65. The averages we calculated also revealed the differences between HEIs with different proportions of students from under-represented backgrounds (Figure 8); 95 per cent of institutions with a high proportion had an average self-assessment of three or higher in their high-level outcomes targets, compared to 93 per cent for institutions with a medium proportion and to 90 per cent for those with a low proportion. This trend continues, and becomes more marked, when looking at those

Figure 7 High-level outcomes targets and milestones – average of self assessed progress broken down by individual institution (HEIs and FECs)



Notes: for full details of individual institutions' self-assessment see Annex B, Table 5. This is not a league table: targets vary widely between institutions and so cannot be compared.

Figure 8 Average of self-assessments against high-level outcomes targets broken down by proportions of under-represented students (HEIs only)



institutions that had an average self-assessment of four or higher; 43 per cent of institutions with a low proportion of students from disadvantaged backgrounds had an average self-assessment of four or higher, compared with 58 per cent for those with a medium proportion and 69 per cent for those with a high proportion.

66. These clear differences indicate that institutions with high proportions of students from disadvantaged backgrounds records are also making the most significant progress towards their high-level outcomes targets.

Activity-based targets

67. A greater percentage of activity-based targets than high-level outcomes targets achieved positive progress in 2014-15. This is consistent with the positive progress seen at institution-level: 94 per cent of institutions had an average self-assessment of three or higher and 70 per cent had an average self-assessment of four or higher for their activity-based targets.

68. Figure 9 shows the averages of individual institutions' self-assessments against their activity-based targets and milestones, using the same methodology as Figure 7 (see paragraphs 64 and 65):

- 51 institutions (40 per cent) reported they had exceeded, met, or were on course to meet all of their targets. Of these, 26 institutions reported they had met or exceeded all of their targets in 2014-15
- a further 62 institutions (48 per cent) reported they had exceeded, met or were on course to meet at least half of their targets
- a further 11 (9 per cent) reported some level of progress against at least half of their targets, although in some cases this progress was less than anticipated
- four institutions reported they had made progress against less than half of their targets.

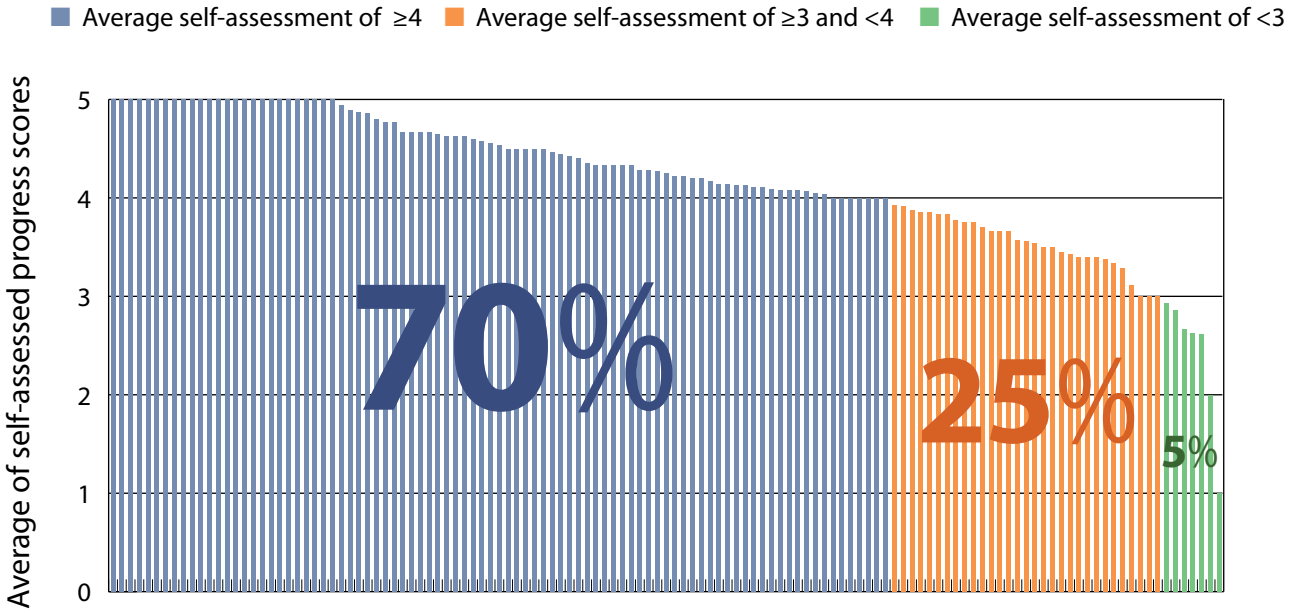
69. Institutions with medium and high proportions of students from disadvantaged backgrounds were more likely to have an average self-assessment of four or above, as shown in Figure 10.

Our conclusion on institutions' progress against targets and milestones

70. Overall, we are satisfied that institutions made progress against the targets they had set themselves in their 2014-15 access agreements. Where institutions have identified they are making insufficient progress in their monitoring return – for example, relating to progress against targets, or quality of evaluation activity – or against their HESA PIs, we have indicated we will expect them to demonstrate in their 2017-18 access agreement that their planned activity and expenditure are focused effectively, and that they are taking the appropriate measures to address any issues.

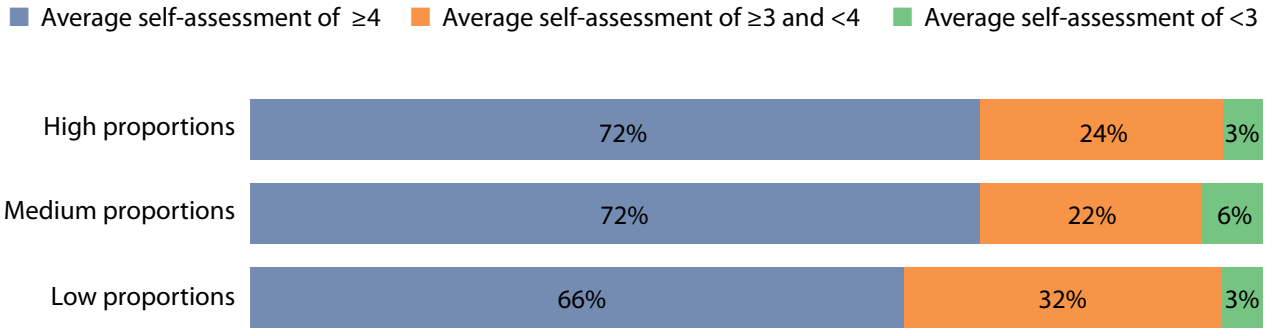
71. Institutions' progress reports will also form an important part of our continuing dialogue with institutions, and the sector, about performance and what works best to widen access and improve and student success in the coming year.

Figure 9 Activity-based targets and milestones – average of self-assessed progress broken down by individual institution (HEIs and FECs)



Notes: for full details of individual institutions' self-assessment see Annex B, Table 6. This is not a league table: targets vary widely between institutions and so cannot be compared.

Figure 10 Average of self-assessments against activity-based targets, broken down by proportions of under-represented students (HEIs only)



Levels of investment

Investment in widening participation through access agreements

Key points and OFFA commentary

Fees and regulation

72. The 2014-15 academic year was the third year under the new system of fees and student support. It was also the third year in which both full-time and part-time fees were regulated, meaning that institutions needed an access agreement to charge above the basic level for both modes of study. Figure 11 shows the fee caps and resulting maximum levels of higher fee income per student.

73. In 2014-15, the higher fee income generated by higher education institutions reached £2.44bn, an increase of £220.0m from 2013-14 levels (Figure 12).

74. In 2014-15 the total investment in widening participation through access agreements, including both activity and financial support, was £725.4 million (up from £628.4 million in 2013-14). This represents 30 per cent of institutions' higher fee income (up from 28 per cent in 2013-14).

National Scholarship Programme

Following the spending review in June 2013, the Government announced that the National Scholarship Programme (NSP) would cease as an undergraduate programme from 2015-16, with funding repurposed to support postgraduate students.

In November 2013 the Government announced a reduction in NSP funding for 2014-15 from £150 million to £50 million. Participating higher education providers charging higher level fees received a Government allocation and were initially required to match fund the government allocation at a ratio of 1:1.

Following the announcement of the reduction in Government funding and in order to provide support for a greater number of students, higher education providers were asked to maintain the total level of matched funding with which they originally planned to support the programme (the 1:1 match of the £150 million allocation rather than a 1:1 match of the revised £50 million).

This resulted in most higher education providers that were charging higher level fees committing more than a 1:1 match of their Government allocation. Institutions charging basic fees were not required to match fund the Government contribution. Additional funding could be allocated by any institution on top of the minimum match.

75. Overall, institutions invested more in widening participation through their access agreements than they originally predicted, investing a total of £725.4 million in 2014-15 compared to the predicted investment of £713.0 million.

Figure 11 Fee caps and maximum higher fee income per student in 2014-15

	Basic fee cap (per year)	Maximum fee cap (per year)	Maximum higher fee income per student (per year)
New system full-time	£6,000	£9,000	£3,000
New system part-time	£4,500	£6,750	£2,250
Old system full-time	£1,380	£3,465	£2,085

Figure 12 Higher fee income generated by universities and colleges above the basic tuition fee

	2011-12	2012-13	2013-14	2014-15
Higher fee income (£bn)	1.89	2.03	2.22	2.44

76. Expenditure through access agreements is predicted to continue to increase in future years; institutions forecast that they will spend £752.3 million in measures to support widening participation by 2019-20. This is shown in Figure 14.

77. In our Strategic Plan for 2015-2020 we have outlined an expectation for institutions to take an increasingly evidence-led approach to improving performance across the whole student lifecycle. Research conducted by OFFA in 2014 into the effects of bursaries on retention rates found no evidence that institutional bursary schemes had an observable effect on the continuation rates of young full-time first degree students. Therefore, we have encouraged institutions to refocus their access agreement spend away from financial support and towards activity, where appropriate.

78. A number of institutions tell us that financial support works for some groups of students in particular situations, and OFFA is currently working with a group of institutions to carry out further research in this area. We continue to encourage institutions to share their research in this area to strengthen the evidence around the impact of institutional financial support.

79. In 2014-15 institutions committed – on average – 68 per cent of their total spend to financial support (including hardship funds), a reduction from 69 per cent in 2013-14 and 74 per cent in 2012-13.

80. The change in balance of spend was limited due to institutions' continued commitments to the NSP. 2014-15 was the last year of the Government's funding for the NSP, and so we expect to see a more significant change in balance of spend in the 2015-16 monitoring returns.

81. Institutions are predicted to continue to refocus their spend towards access, student success and progression activity, as shown in the spend predictions up to and including 2019-20 (Figure 13). By 2019-20, financial support (including hardship funds) is forecast to account for 54 per cent of total access agreement spend, a reduction of 37 per cent from 2012-13 levels.

82. We are pleased that the institutions with low proportions of students from disadvantaged backgrounds are spending higher than the average on access (17 per cent compared to the sector average of 15 per cent), in line with our guidance. However, on average, these institutions are spending more on financial support than institutions with high proportions of students from disadvantaged backgrounds.

83. Figure 15 shows the noticeable differences in distribution of spend between institutions with high, medium and low proportions of students from under-represented groups. Institutions with high proportions of under-represented students commit 39 per cent of their total access agreement spend on access, student success and progression activities and 59 per cent on financial support; there is a similar picture for the institutions with medium proportions. The picture is significantly different for institutions with low proportions of students from under-represented groups. On average, these institutions designate 74 per cent of their total access agreement spend on financial support: 15 percentage points more than those institutions with high proportions of students from under-represented groups.

84. In our latest access agreement guidance, we encourage institutions to invest in activities that have the most impact. We encourage those institutions with low proportions of under-represented students to look to increase the level of activity to make further, faster progress to increase access to students from disadvantaged backgrounds and under-represented groups.

85. Each access agreement is informed by the circumstances of the institution, and the characteristics and needs of the student body. Institutions should assess their own performance of different areas of the student lifecycle to identify areas for improvement and focus spend and activity accordingly. Institutions will therefore commit different proportions of spend across the lifecycle. For example, we expect institutions with low proportions of students from under-represented backgrounds to have an increased focus on access, while institutions with a more representative student body, but relatively high non-continuation rates, are expected to invest more in student success activities.

Figure 13 Distribution of access agreement expenditure from 2012-13 to 2019-20

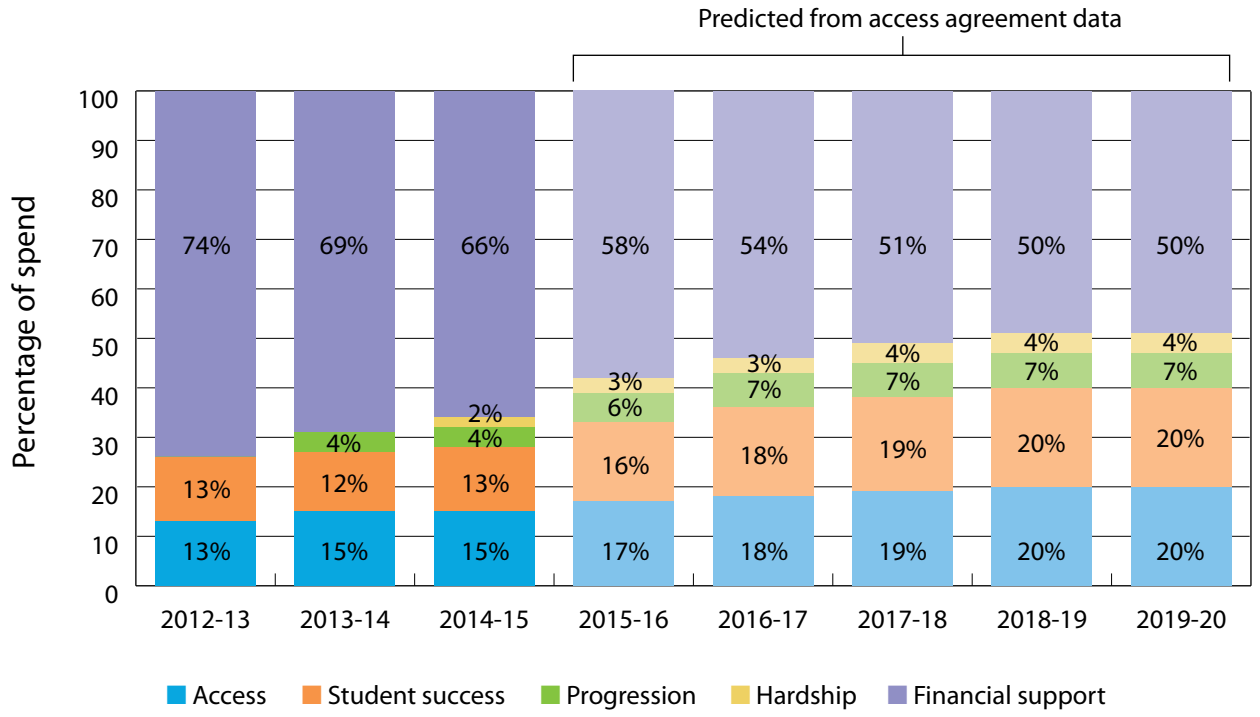
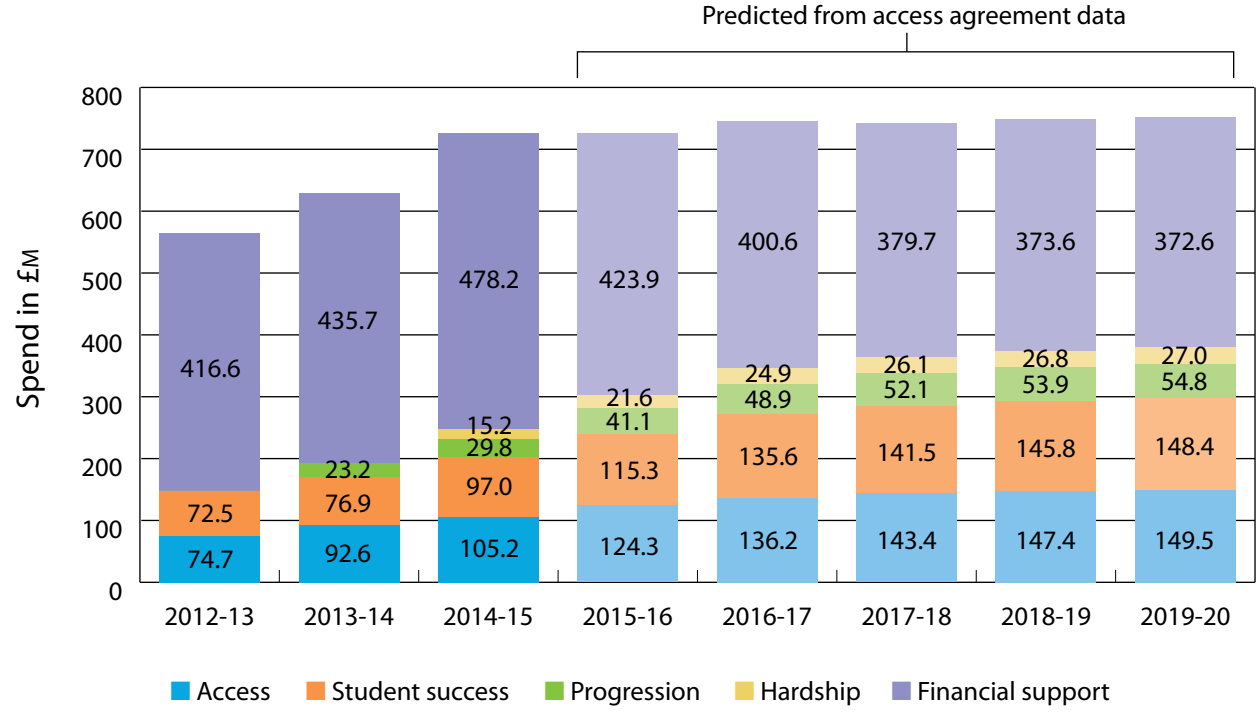


Figure 14 Institutional access agreement expenditure (£m) from 2012-13 to 2019-20



Note: The 2014-15 monitoring process was the first in which we have provided hardship spend as a separate category, this was previously counted under financial support.

Percentages may not add to 100 due to rounding.

Figure 15 Distribution of access agreement expenditure for HEIs in 2014-15 by proportions of students from under-represented groups

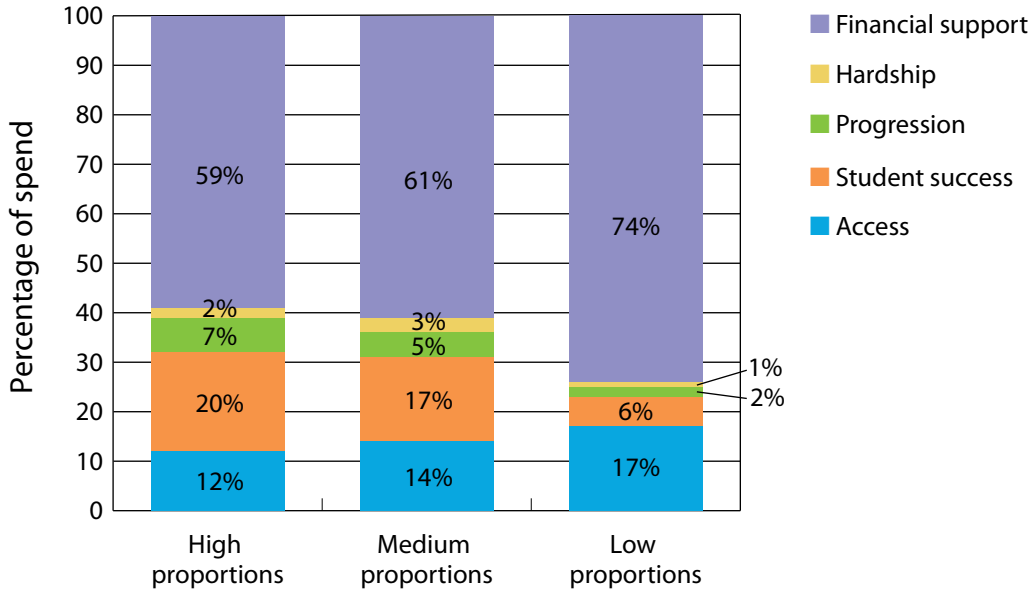


Figure 16 Total expenditure on financial support for lower income students and other under-represented groups (including NSP) through access agreements

Financial support expenditure	2012-13	2013-14	2014-15	2015-16 (predicted)	2016-17 (predicted)
Expenditure (£m)	462.5	532.7	542.6	445.5	425.6

Total expenditure on financial support for students

Key findings

86. Overall, in 2014-15 the total investment in financial support for students from lower income backgrounds and other under-represented groups in access agreement institutions, including the Government's contribution to the National Scholarship Programme (NSP), was £542.6 million. This was an increase of £10.2 million compared to 2013-14.

87. The £542.6 million total comprised:

- £401.5 million on bursaries, scholarships and in-kind support
- £125.9 million on fee waivers
- £15.2 million on hardship.

88. Financial support packages for students are designed by institutions and implemented with a degree of freedom. In 2014-15 the Government specified a minimum level of NSP award of £2,000 (previously £3,000 with a maximum of £1,000 to be given as a cash award). In 2014-15 institutions were free to choose how the NSP contribution was distributed (i.e. by cash bursary, accommodation waiver, fee waiver, etc.). The shift in financial support expenditure with the introduction of this more flexible approach consisted of a 9 per cent increase in bursaries and scholarships and a 23 per cent decrease in fee waivers from the 2013-14 expenditure. This reflects the preference of students as identified in the NUS 'The Pound In Your Pocket' survey where 83 per cent of students indicated that they would prefer financial support to be provided in the form of a cash bursary or via a combination of financial support (e.g. part cash bursary and part fee waiver).

Putting these findings in context

89. There is an overall trend of decreasing financial support between 2013-14 and 2016-17, as shown in Figure 16. In part, this reflects the end of the Government's NSP scheme, as well as institutional refocus of spend towards access, student success and progression activity

90. Expenditure on bursaries and scholarships increased by £31.7 million (9 per cent) from 2013-14 to 2014-15. Institutions cut their expenditure on fee waivers by £36.9 million (23 per cent) from 2013-14 to 2014-15.

Numbers of students receiving institutional financial support through access agreements

91. Around 328,000 students from lower income backgrounds and under-represented groups studying at HEIs and FECs with access agreements received a financial award in 2014-15, down from 358,000 in 2013-14 and 401,500 in 2012-13. This represents 35 per cent of the total 930,000 fee-regulated students reported by HEIs and FECs in 2014-15, up from 34 per cent in 2013-14 and down from 40 per cent in 2012-13.

92. Of these 328,000:

- 266,000 (29 per cent of fee-regulated students) were in receipt of full state support
- 62,000 (7 per cent of fee-regulated students) were in receipt of partial state support or from one of the other under-represented groups covered by our remit.

93. Although there were fewer awards in 2014-15 than in 2013-14, they were of a higher average value. In 2014-15:

- Students in receipt of full state support received financial support of £1,750 on average, compared to an average of £1,638 in 2013-14.
- Those in receipt of partial state support and those from other under-represented groups received financial support of £1,001 on average, compared to an average of £876 in 2013-14.

94. In value terms, 86 per cent of the £542.6 million that institutions spent on financial support in access agreements was received by students in receipt of full state support, down from 88 per cent in 2013-14.

Putting these findings in context

95. The continued reduction in the number of award recipients reflects:

- the continuation of phasing out of mandatory awards for students in receipt of full state support (the 'minimum bursary') which existed under the pre-2012 system of fees and financial support
- many institutions have allocated one-off NSP awards for new entrants, and phased out annual award allocations in light of the cessation of the scheme; we expect to see spend on financial support decrease when the NSP ends in 2015-16.

Overall investment in widening participation activity

96. In 2014-15, the total WP expenditure on activities and hardship for all institutions (with and without an access agreement) was £879.6 million.

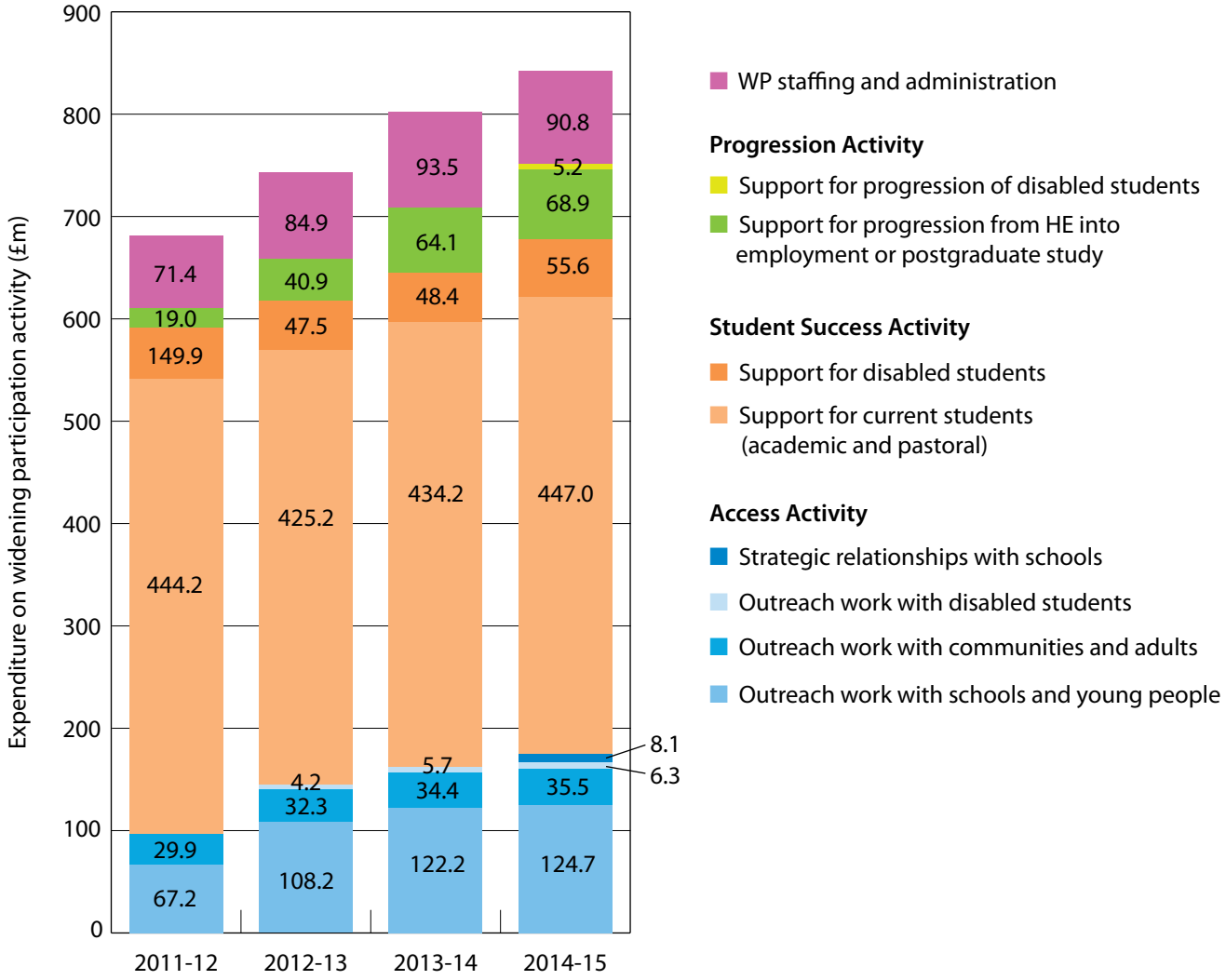
Widening participation activity expenditure

97. Overall in 2014-15 the total investment in widening participation activity (for example, activities to improve access, student success and progression, as opposed to financial support) by all higher education providers (with and without access agreements) was £842.1 million, as shown in Figure 17. This is a substantial increase from £802.6 million in 2013-14 and £743.0 million in 2012-13.

98. This expenditure was funded by a number of sources, including HEFCE's student opportunity allocation (which supported around 39 per cent of the total sector investment in widening participation activity), OFFA-approved access agreements (28 per cent of the total) and other sources such as charitable funds or funds from external organisations (33 per cent of the total).

99. Of the total investment in widening participation activity, the majority was focused on student success activities (60 per cent, £502.6 million), with much smaller proportions invested in access activities (21 per cent, £174.5 million) and progression activities (9 per cent, £74.1 million).

Figure 17 Expenditure on widening participation activity by all institutions (with and without access agreements), 2011-12 to 2014-15



100. Funding committed to student success activity increased in 2014-15. Support for current students increased by £12.8 million, and support for disabled students rose by £7.2 million (13 per cent increase) from the previous year.

101. Investment in outreach work with disabled students remained relatively stable at £6.3 million (compared with £5.7 million for 2013-14). Similarly, outreach work with communities and adults remained consistent at £35.5 million (compared with £34.4 million in the previous year).

102. This year, for the first time, we collected information on expenditure on strategic relationships with schools, which totalled £8.1 million.

103. For the second year, we asked institutions to provide disaggregated information for widening participation staffing and administration by each lifecycle stage; however, we have continued to group these together as 'WP staffing and administration' for consistency in Figure 17. The bulk of this expenditure goes towards supporting outreach/access activities (£45.5 million: 50 per cent of the overall investment), followed by widening participation staffing and administration for student success activities (£31.3 million, 35 per cent of the total), with the remaining 15 per cent on progression activity (£14.0 million).

Widening participation hardship expenditure

104. For the first time in 2014-15 we asked all higher education providers (both with and without an access agreement) to report on their hardship expenditure which they provide to students experiencing financial difficulties. The total investment in hardship was £37.5 million, consisting of £33.7 million towards support for students in financial hardship and £3.8 million towards WP staffing and administration for hardship.

105. As described in the national strategy for access and student success, we want institutions to build on the progress they have already made to take a more strategic, whole lifecycle and whole institution approach. This will help institutions to make further, faster progress towards their own targets, working in ways that are most effective for their particular circumstances while contributing to sector wide improvements.

Annex A: Glossary

Access activity: Any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full- or part-time study.

Access agreement: A document written by an institution as a condition of charging above the basic fee. An access agreement sets out: how the institution intends to protect and promote fair access to higher education for people from lower income backgrounds and other groups that are currently under-represented at the institution; the tuition fees it intends to charge; the milestones and objectives the institution chooses to use to monitor its progress in improving access; and working estimates of the higher fee income it expects to receive and to spend on access measures. Access agreements must be approved and monitored by OFFA.

Basic fee: The maximum level of tuition fee that an institution can charge without needing an access agreement. In 2014-15 this was £6,000 for a full time undergraduate course and £4,500 for part-time courses. 'Specified' courses, including sandwich courses with a year abroad and a year in industry have limits of £1,350 and £1,800 respectively.

Higher fee income: Fee income received by institutions above the basic fee cap.

Institutions: The wide variety of institutions, mostly universities and colleges, that deliver higher education courses and qualifications. For the purposes of our monitoring, we divide them into higher education institutions (HEIs) and further education colleges (FECs).

Minimum bursary: Before 2012-13, English universities and colleges that charged higher tuition fees were required to give a minimum level of bursary to England-domiciled students who were eligible for full state support. Since the 2012-13 academic year there has no longer been a requirement to provide a minimum bursary to new entrants.

National Scholarship Programme (NSP): A financial award scheme which ran in academic years 2012-13 to 2014-15. It was designed to benefit students from disadvantaged backgrounds as they began their studies and was administered by HEFCE on behalf of the Government. In 2014-15, each award was a minimum £2,000 pro rata in the first year of study. The planned Government allocation for the NSP in 2014-15 was £150 million however, in November 2013 the Government announced a reduction in NSP funding for 2014-15 from £150 million to £50 million. Participating higher education providers charging higher level fees received a Government allocation and were initially required to match fund the Government allocation at a ratio of 1:1. Following the announcement of the reduction in Government funding and in order to provide support for a greater number of students, higher education providers were asked to maintain the total level of matched funding with which they originally planned to support the programme (the 1:1 match of the £150 million allocation rather than a 1:1 match of the revised £50 million). This resulted in most higher education providers charging higher level fees committing more than a 1:1 match of their government allocation. Institutions charging basic fees were not required to match fund the government contribution. Additional funding could be allocated by any institution on top of the minimum match.

New system student: Any student who is charged regulated fees for a year of instance under the fees regime introduced in September 2012. In this context, a part-time student is treated as being charged regulated fees under the fees regime introduced in September 2012 if they are eligible to apply for a tuition fee loan under the Education (Student Support) Regulations 2011 (SI 2011 No. 1986), as amended.

Old system students: For the purposes of this monitoring, old system students are those who started their course in September 2006 or later, and before the introduction of the new fee regime from September 2012. In 2014-15, old system students could be charged higher fees of up to £3,465.

POLAR: The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of the young population that participates in higher education. For more information see www.hefce.ac.uk/analysis/yp/POLAR/.

Progression: To ensure that widening participation encompasses the whole student lifecycle, we are interested in understanding how institutions support undergraduate students from disadvantaged backgrounds to progress beyond their course to employment or postgraduate study. Progression activity encompasses a wide variety of measures including (but not limited to) support for internships, help with interview skills and embedding employability into the curriculum.

Student opportunity allocation: Public funding delivered through HEFCE to universities and colleges. In 2014-15, the student opportunity allocation totalled £366 million, comprising elements to recognise the extra costs associated with recruiting and supporting students from disadvantaged backgrounds currently under-represented in higher education (£67 million), widening access and improving provision for disabled students (£15 million), improving the retention of students most at risk of not completing (£275 million) and £9 million for national networks for collaborative outreach.

Student success: Work to retain and support students from disadvantaged backgrounds through their studies and on to successful outcomes in work or further study work, including (but not limited to) induction programmes, study skills support, curriculum development and mentoring of students by people working in the professions.

Under-represented groups: This refers to groups that are currently under-represented in higher education compared to their representation in wider society. For 2014-15 access agreements, this included (but was not limited to):

- people from lower socio-economic groups or from neighbourhoods where higher education participation is low
- people from low income backgrounds (this includes household income up to £50,706 for old system students and £42,620 for new system students – the upper threshold for a partial grant)
- disabled people
- people who have been in care

Further groups have been added to this list since 2014-15 and institutions are now also encouraged to consider the following in their access agreements:

- some ethnic groups or sub-groups, including white males from economically disadvantaged backgrounds
- disabled people
- mature and part-time learners
- care leavers
- carers
- estranged young people and students
- students from gypsy and Traveller communities
- refugees
- students with mental health problems, Specific Learning Difficulties and/or an autism spectrum disorder.

Annex B

Table 1 - Total sector widening participation activity for 2014-15

Data is correct as of March 2016 as reported to OFFA

Table 1a) Access, student success and progression expenditure in 2014-15, by type of spend (£m)		HEIs (£m)	FECs (£m)	All institutions (£m)
Access	1. Outreach work with schools and/or young people	119.0	5.7	124.7
	2. Outreach work with communities/adults	31.6	3.9	35.5
	3. Outreach work with disabled students	5.6	0.7	6.3
	4. Strategic relationships with schools	7.2	0.9	8.1
	5. WP staffing and administration	41.5	4.0	45.5
	Total access expenditure	**204.9**	**15.2**	**220.1**
Student success	1. Support for current students (academic and pastoral)	424.8	22.2	447.0
	2. Support for disabled students	52.4	3.2	55.6
	3. WP staffing and administration	26.1	5.2	31.3
	Total student success expenditure	**503.3**	**30.6**	**533.9**
Progression	1. Support for progression from HE (into employment or postgraduate study)	66.4	2.5	68.9
	2. Support for progression of disabled students	4.6	0.6	5.2
	3. WP staffing and administration	12.6	1.4	14.0
	Total progression expenditure	**83.7**	**4.5**	**88.1**
All activity spend	**Total expenditure**	**791.9**	**50.3**	**842.1**

Table 1b) Hardship expenditure in 2014-15, by type of spend (£m)		HEIs (£m)	FECs (£m)	All institutions (£m)
Hardship	1. Support for students in financial hardship	31.5	2.2	33.7
	2. WP staffing and administration	3.0	0.7	3.8
	Total hardship expenditure	**34.5**	**3.0**	**37.5**

Table 2 - Fee income and expenditure through access agreements in 2014-15

Data is correct as of March 2016 as reported to OFFA

Table 2 shows:
- -the number of institutions with access agreements for 2014-15 entry
- -total fee income above the basic fee for all institutions with an access agreement in 2014-15
- -access agreement expenditure (excluding Government NSP allocation in 2012-13 to 2014-15), by type of spend, and by type of institution
- -access agreement expenditure (excluding Government NSP allocation in 2012-13 to 2014-15) for HEIs, by type of spend, and proportion of under-represented groups as a proportion of fee income above the basic fee (%)
- -financial support (including Government NSP allocation in 2012-13 to 2014-15), by type of spend, institution type, amount (£m), and student numbers.

Please note that in Table 2:
- -expenditure does not include initiatives that were in place before the introduction of variable fees in 2006-07
- -the pre 2012-13 figures include only full-time higher fee income
- -figures only relate to income and expenditure under access agreements
- -financial support expenditure includes expenditure dedicated to hardship
- -student success and progression are new categories that were introduced in 2012-13 (in 2012-13 these two categories were combined)

*We have split HEIs into three groups, by proportion of under-represented students that they recruit. High access equates to a high proportion of students from under-represented groups, whereas low access equates to low proportions.
**Contains students on partial state support or where household income is unknown and institutions cannot make estimates

2a) Number of institutions with access agreements in 2014-15

Table 2a	Number of HEFCE-funded institutions with undergraduate provision	Number charging above the basic fee	% charging above the basic fee
Higher education institutions	124	124	100%
Further education colleges	208	37	18%
All institutions	**332**	**161**	**48%**

2b) Higher fee income (£m)

Table 2b	2011-12	2012-13	2013-14	2014-15
	£m	£m	£m	£m
Higher education institutions	1,852.3	1,994.9	2,195.8	2,413.9
Further education colleges	42.0	31.6	21.6	21.5
All institutions	**1,894.3**	**2,026.4**	**2,217.5**	**2,435.4**

2c) Access agreement expenditure (excluding Government NSP allocation in 2012-13 to 2014-15), by type of spend, and institution type, as a cash amount (£m), and as a proportion of fee income above the basic fee (%)

Table 2c		2011-12		2012-13		2013-14		2014-15	
		£m	%	£m	%	£m	%	£m	%
Financial support (ex. Government NSP)	Higher education institutions (HEIs)	376.7	20.3	406.9	20.3	429.8	19.6	484.4	20.1
	Further education colleges (FECs)	9.8	23.3	9.7	30.5	5.9	27.2	9.1	42.2
	All institutions	**386.5**	**20.4**	**416.6**	**20.5**	**435.7**	**19.6**	**493.4**	**20.3**
Access	Higher education institutions (HEIs)	54.6	2.9	73.5	3.7	91.2	4.2	103.7	4.3
	Further education colleges (FECs)	2.9	7.0	1.2	3.7	1.4	6.5	1.5	6.8
	All institutions	**57.6**	**3.0**	**74.7**	**3.7**	**92.6**	**4.2**	**105.2**	**4.3**
Student success (including progression in 2012-13)	Higher education institutions (HEIs)			70.7	3.5	75.5	3.4	95.2	3.9
	Further education colleges (FECs)			1.8	5.7	1.4	6.6	1.7	8.1
	All institutions			**72.5**	**3.6**	**76.9**	**3.5**	**97.0**	**4.0**
Progression	Higher education institutions (HEIs)					22.6	1.0	29.4	1.2
	Further education colleges (FECs)					0.6	2.8	0.4	2.0
	All institutions					**23.2**	**1.0**	**29.8**	**1.2**
All access agreement spend	Higher education institutions (HEIs)	431.4	23.3	551.1	27.5	619.0	28.2	712.7	29.5
	Further education colleges (FECs)	12.7	30.3	12.7	39.9	9.3	43.1	12.7	59.1
	All institutions	**444.1**	**23.4**	**563.8**	**27.7**	**628.4**	**28.3**	**725.4**	**29.8**

2d) Access agreement expenditure (excluding Government NSP allocation in 2012-13 to 2014-15) for HEIs, by type of spend, institution type, and proportion of under-represented groups, as a proportion of fee income above the basic fee (%)

Table 2d			2011-12	2012-13	2013-14	2014-15
			%	%	%	%
Higher education institutions (HEIs)	Financial support (ex. Gov NSP in 2012-13, 2013-14 & 2014-15)	high access*	19.3	18.5	16.1	16.2
		medium access	19.1	18.8	17.4	16.2
		low access	22.7	23.4	24.1	25.0
	Access	high access	2.8	2.7	3.3	3.4
		medium access	2.7	3.5	3.7	3.7
		low access	3.4	4.7	5.3	5.6
	Student success (includes progression in 2012-13)	high access		4.7	5.0	5.6
		medium access		3.9	4.0	4.5
		low access		2.1	1.6	2.1
	Progression	high access			1.7	1.8
		medium access			0.9	1.2
		low access			0.6	0.8
	All access agreement spend	**high access**	**22.1**	**25.9**	**26.0**	**27.0**
		medium access	**21.8**	**26.2**	**26.1**	**25.6**
		low access	**26.1**	**30.2**	**31.5**	**33.5**

2e) Financial support (including Government NSP allocation), by type of spend, institution type, amount (£m), and student numbers

Table 2e		2014-15					
		Students in receipt of full state support		Students from other under-represented groups**		All students	
		£m	students	£m	students	£m	students
Bursaries & scholarships	Higher education institutions (HEIs)	343.6		50.0		393.6	
	Further education colleges (FECs)	6.5		1.4		7.8	
	All institutions	**350.1**		**51.4**		**401.5**	
Fee waivers	Higher education institutions (HEIs)	113.0		10.3		123.2	
	Further education colleges (FECs)	2.6		0.1		2.7	
	All institutions	**115.5**		**10.4**		**125.9**	
Hardship	Higher education institutions (HEIs)					14.8	
	Further education colleges (FECs)					0.4	
	All institutions					**15.2**	
All financial support (inc. Government NSP)	Higher education institutions (HEIs)	456.6	258,920	60.3	59,888	531.6	318,808
	Further education colleges (FECs)	9.1	7,190	1.5	1,782	11.0	8,972
	All institutions	**465.6**	**266,110**	**61.8**	**61,670**	**542.6**	**327,780**

Table 3 - Fee income and expenditure through access agreements in 2014-15, by institution (HEIs only)

Data is correct as of March 2016 as reported to OFFA

Please note: Open University did not have an access agreement in 2011-12 therefore this data is not present

Institution	Region	Access Agreement expenditure (% higher fee income), by academic year				Higher fee income (£000)	Overall expenditure (£000)	Access (£000)	Student success (£000)	Progression (£000)	Institutional financial support (£000)	Including Government NSP			
												Government NSP expenditure (£000)	Bursaries and scholarships (inc. Gov NSP) (£000)	Fee waivers (inc. Gov NSP) (£000)	Total financial support (inc. Gov NSP) (£000)
		2011-12	2012-13	2013-14	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15
Anglia Ruskin University	ES	26.2	41.7	39.3	**42.7**	22,505.8	9,607.0	985.0	2,062.4	184.5	6,375.1	618.0	1,538.4	5,374.0	6,993.1
Aston University	WM	20.8	24.5	28.4	**30.5**	16,346.8	4,983.5	457.0	281.6	641.1	3,603.7	340.0	2,757.6	1,103.7	3,943.7
University of Bath	SW	16.4	23.7	25.5	**27.5**	22,289.0	6,133.8	1,358.7	810.7	132.9	3,831.6	298.9	2,865.6	1,104.6	4,130.5
Bath Spa University	SW	20.1	18.9	16.1	**18.0**	15,222.7	2,739.6	529.2	403.5	402.0	1,404.9	214.0	1,443.1	58.2	1,618.9
University of Bedfordshire	ES	30.6	37.5	28.8	**29.5**	22,644.7	6,682.9	1,021.7	2,751.4	301.9	2,608.0	426.0	2,721.7	312.3	3,034.0
Birkbeck College	GL	19.2	74.5	49.5	**43.4**	10,201.9	4,425.4	314.5	450.7	110.5	3,549.7	234.0	1,877.7	1,906.0	3,783.7
University of Birmingham	WM	27.8	35.6	32.4	**33.2**	42,630.7	14,164.2	1,929.0	2,197.9	420.4	9,617.0	628.0	8,165.5	2,079.5	10,245.0
Birmingham City University	WM	13.3	14.7	18.3	**12.6**	23,236.2	2,930.3	461.4	1,024.7	306.3	1,138.0	730.0	138.5	1,710.5	1,868.0
University College Birmingham	WM	43.4	30.8	49.4	**31.1**	7,032.9	2,187.0	215.4	340.7	30.3	1,600.7	198.0	50.0	1,729.6	1,798.7
Bishop Grosseteste University	EM	21.7	15.1	14.2	**16.3**	4,243.2	689.6	68.5	0.0	0.0	621.1	92.0	629.5	83.6	713.1
University of Bolton	NW	26.7	32.9	31.8	**24.7**	6,695.2	1,657.0	101.6	498.8	356.3	700.3	274.0	299.1	605.4	974.3
The Arts University Bournemouth	SW	19.3	16.3	14.7	**19.3**	7,034.1	1,358.8	550.0	273.0	90.0	445.8	112.7	423.5	135.0	558.6
Bournemouth University	SW	17.3	42.4	37.3	**39.0**	22,547.9	8,792.4	1,067.8	4,261.5	530.2	2,932.9	472.0	2,992.8	109.5	3,404.9
University of Bradford	YH	25.4	27.0	23.5	**22.1**	16,878.8	3,733.3	495.5	631.7	384.2	2,221.9	318.0	1,399.4	1,140.5	2,539.9
University of Brighton	SE	24.5	22.6	24.3	**32.3**	31,488.4	10,167.3	1,699.9	1,672.9	430.1	6,364.4	532.0	5,450.6	1,204.5	6,896.4
University of Bristol	SW	20.2	26.0	30.7	**32.6**	37,275.4	12,157.2	2,074.9	600.0	0.0	9,482.3	426.0	4,126.8	5,663.8	9,908.3
Brunel University	GL	24.1	21.6	18.9	**17.9**	18,621.8	3,335.1	188.9	42.9	331.8	2,771.4	360.0	1,561.7	1,463.0	3,131.4
Buckinghamshire New University	SE	18.5	16.0	12.4	**22.8**	7,957.3	1,817.9	187.0	1,058.5	67.6	504.9	280.0	528.9	256.0	784.9
University of Cambridge	ES	33.0	31.8	30.3	**30.7**	29,598.9	9,096.0	1,885.3	0.0	0.0	7,210.7	312.0	6,303.0	1,219.7	7,522.7
Canterbury Christ Church University	SE	26.6	25.0	24.1	**24.1**	20,129.5	4,854.9	456.2	479.0	176.8	3,742.8	470.4	3,473.4	584.8	4,213.1
University of Central Lancashire	NW	10.8	16.9	31.6	**26.0**	32,625.5	8,476.9	642.2	2,939.7	829.4	4,065.6	704.0	4,515.0	0.0	4,769.6
University of Chester	NW	16.9	21.8	21.3	**25.0**	19,499.5	4,872.0	827.7	657.6	144.5	3,242.2	350.0	1,862.7	1,714.0	3,592.2
University of Chichester	SE	26.6	45.8	53.6	**72.8**	10,467.9	7,618.8	1,325.4	1,570.5	0.0	4,722.9	420.0	2,173.6	2,928.2	5,142.9
City University, London	GL	16.1	18.9	12.3	**19.1**	14,216.4	2,711.7	740.6	548.2	279.0	1,143.9	250.0	799.3	448.0	1,393.9
Courtauld Institute of Art	GL	39.9	45.1	50.4	**53.4**	457.4	244.1	106.4	10.0	0.0	127.7	6.0	71.2	62.5	133.7
Coventry University	WM	16.7	14.0	20.7	**25.2**	25,505.7	6,435.8	327.0	2,997.6	598.8	2,512.5	811.1	2,030.9	1,292.7	3,323.6
University for the Creative Arts	SE	17.2	34.0	35.4	**32.0**	10,646.7	3,409.9	527.0	938.0	147.0	1,797.9	211.0	1,991.6	0.0	2,008.9
University of Cumbria	NW	25.2	21.3	19.2	**18.3**	11,629.3	2,133.3	470.7	516.6	123.9	1,022.1	184.0	959.4	246.7	1,206.1
The Conservatoire for Dance and Drama	GL	24.1	30.3	34.7	**108.7**	2,676.1	2,909.3	855.7	340.8	40.1	1,672.7	61.5	693.5	130.7	1,734.2
De Montfort University	EM	24.3	23.9	21.2	**17.4**	31,936.0	5,542.3	845.4	922.4	940.1	2,834.4	626.0	2,501.1	483.1	3,460.4
University of Derby	EM	28.9	27.5	24.0	**21.0**	19,090.2	4,018.2	506.7	150.0	149.5	3,212.0	594.0	3,318.6	4.5	3,806.0
University of Durham	NE	20.2	26.4	28.4	**30.5**	29,681.8	9,038.8	2,667.0	283.6	23.0	6,065.2	388.0	6,453.2	0.0	6,453.2
University of East Anglia	ES	29.2	21.4	25.7	**27.2**	20,948.7	5,699.9	1,558.7	105.0	151.1	3,885.1	300.0	3,991.2	193.5	4,185.1
University of East London	GL	26.3	24.9	25.5	**25.8**	27,059.6	6,980.6	528.8	582.0	353.5	5,516.2	520.0	6,036.2	0.0	6,036.2
Edge Hill University	NW	25.7	21.6	19.2	**23.5**	25,637.2	6,015.5	886.9	2,814.9	154.2	2,159.4	442.0	2,601.4	0.0	2,601.4
Institute of Education	GL	18.7	20.5	24.9	**12.4**	3,123.1	388.3	174.7	117.1	0.0	96.5	16.0	80.0	0.0	112.5
University of Essex	ES	22.6	23.6	20.8	**19.1**	21,222.8	4,053.8	536.4	563.5	235.5	2,718.4	407.0	2,890.5	199.0	3,125.4
University of Exeter	SW	17.5	27.0	29.4	**31.2**	37,499.6	11,691.2	1,619.4	1,048.1	546.9	8,476.8	506.0	6,270.3	2,629.3	8,982.8
Falmouth University	SW	23.5	17.1	19.5	**19.8**	10,724.9	2,127.4	638.3	232.5	10.6	1,246.0	184.0	1,430.0	0.0	1,430.0
University of Gloucestershire	SW	24.3	25.7	23.0	**26.4**	12,915.1	3,410.1	450.0	283.0	13.7	2,663.4	262.7	1,603.9	1,152.0	2,926.1
Goldsmiths' College	GL	21.1	30.3	21.7	**22.6**	13,651.8	3,087.3	822.9	835.4	54.0	1,375.1	258.0	1,016.5	501.5	1,633.1
University of Greenwich	GL	13.9	22.9	23.1	**30.8**	28,711.0	8,857.1	1,383.1	907.6	1,214.3	5,352.2	622.0	2,920.2	3,054.0	5,974.2
Guildhall School of Music & Drama	GL	30.6	29.8	28.7	**31.8**	1,421.3	451.4	321.9	24.3	0.0	105.2	30.0	24.2	111.0	135.2
Harper Adams University	WM	19.7	31.6	24.7	**28.3**	4,452.3	1,259.4	393.5	203.4	182.1	480.4	126.0	425.1	181.4	606.4
University of Hertfordshire	ES	22.7	18.9	16.7	**21.6**	26,661.1	5,769.7	1,363.7	1,418.3	272.7	2,715.0	1,024.6	2,713.1	617.1	3,739.6
Heythrop College	GL	53.9	50.5	52.6	**43.5**	784.1	340.7	13.1	68.2	130.4	129.1	28.0	122.8	16.5	157.1
University of Huddersfield	YH	12.2	31.6	39.3	**38.7**	22,416.1	8,666.8	2,000.0	3,312.4	400.0	2,954.4	582.0	351.5	3,108.0	3,536.4
University of Hull	YH	23.0	29.0	24.4	**22.1**	23,661.6	5,229.1	781.8	851.8	52.1	3,543.4	332.0	3,526.1	349.3	3,875.4
Imperial College London	GL	40.7	45.3	44.8	**51.1**	14,813.2	7,573.3	519.0	0.0	0.0	7,054.3	178.0	7,009.4	222.9	7,232.3
Keele University	WM	14.4	20.8	18.5	**22.6**	14,148.9	3,202.3	498.8	463.3	205.0	2,035.3	254.0	2,055.6	156.8	2,289.3
University of Kent	SE	21.9	26.1	34.2	**22.5**	33,497.4	7,529.7	1,206.1	545.8	119.6	5,658.3	566.0	5,844.1	219.5	6,224.3
King's College London	GL	29.4	28.0	29.4	**29.7**	27,955.5	8,313.6	1,094.7	184.9	0.0	7,034.0	378.0	6,863.5	504.0	7,412.0
Kingston University	GL	21.9	22.5	20.7	**24.1**	30,786.0	7,409.0	998.6	1,626.5	243.0	4,540.8	652.0	4,728.0	62.5	5,192.8
Lancaster University	NW	22.6	23.1	23.7	**21.9**	20,220.7	4,418.5	768.5	60.0	148.0	3,442.0	304.0	3,746.0	0.0	3,746.0
University of Leeds	YH	22.9	31.9	35.0	**35.8**	48,799.0	17,463.2	1,730.6	29.0	24.4	15,679.2	670.0	15,361.5	837.8	16,349.2
Leeds College of Art	YH	28.2	29.7	30.0	**30.5**	2,918.8	890.7	136.1	4.8	42.0	707.8	48.0	115.8	551.0	755.8

Leeds Beckett University	YH	15.1	21.7	22.2	**17.3**	43,779.1	7,593.3	1,687.9	2,610.3	746.1	2,548.9	798.0	2,066.6	693.3	3,346.9
Leeds Trinity University	YH	28.2	29.4	29.7	**34.4**	5,730.7	1,970.4	350.0	350.0	50.0	1,220.4	188.3	187.5	1,221.2	1,408.7
University of Leicester	EM	23.1	28.5	27.4	**31.7**	24,508.9	7,759.5	1,669.8	953.2	127.3	5,009.1	386.0	1,550.7	3,472.5	5,395.1
University of Lincoln	EM	14.0	25.6	21.3	**24.6**	22,950.5	5,641.3	277.5	298.0	180.0	4,885.8	424.0	5,116.8	0.0	5,309.8
University of Liverpool	NW	33.1	38.4	36.6	**37.2**	31,052.0	11,539.1	1,056.3	2,550.0	88.4	7,844.3	432.0	7,873.7	249.6	8,276.3
Liverpool Hope University	NW	25.4	20.6	25.3	**24.5**	10,130.2	2,479.7	444.7	787.4	73.0	1,174.7	222.5	1,263.4	0.0	1,397.1
Liverpool John Moores University	NW	25.3	31.4	26.0	**26.7**	40,149.0	10,724.5	892.7	1,452.2	1,395.8	6,983.8	737.1	6,086.5	1,115.0	7,720.9
Liverpool Institute for Performing Arts	NW	22.1	26.2	26.8	**24.9**	1,642.6	408.4	235.6	54.1	21.1	97.6	24.0	40.0	69.5	121.6
University of the Arts London	GL	24.9	25.0	25.0	**24.2**	27,538.7	6,668.1	2,495.0	655.0	30.0	3,488.1	489.0	3,977.1	0.0	3,977.1
University College London	GL	35.2	37.7	36.6	**42.5**	28,588.9	12,153.4	1,801.6	92.9	0.0	10,258.9	432.0	10,690.9	0.0	10,690.9
London School of Economics and Political Science	GL	28.3	42.2	47.7	**57.1**	6,903.8	3,939.3	440.0	200.0	25.0	3,274.3	110.0	3,171.9	169.8	3,384.3
London Metropolitan University	GL	23.6	19.4	22.0	**38.1**	11,564.8	4,410.6	1,390.7	1,774.3	688.5	557.2	570.0	743.2	384.0	1,127.2
London South Bank University	GL	25.8	27.4	25.0	**25.2**	16,952.7	4,271.7	465.0	500.0	0.0	3,306.7	418.0	1,630.0	2,094.7	3,724.7
Loughborough University	EM	20.6	24.1	22.7	**25.3**	27,876.1	7,042.7	943.9	618.2	122.7	5,357.9	434.0	4,509.2	1,200.9	5,791.9
University of Manchester	NW	27.3	30.8	37.4	**40.9**	52,222.4	21,335.5	1,273.1	482.7	319.3	19,260.5	746.0	16,607.4	3,376.5	20,006.5
Manchester Metropolitan University	NW	25.7	36.8	37.9	**31.8**	53,343.4	16,947.0	525.8	1,302.3	34.3	15,084.6	1,204.0	16,235.6	53.0	16,288.6
Middlesex University	GL	8.9	18.1	16.6	**26.0**	27,254.0	7,072.9	548.0	2,249.8	387.7	3,887.4	548.0	3,064.0	1,371.4	4,435.4
University of Newcastle upon Tyne	NE	25.0	25.9	29.6	**32.9**	36,970.6	12,164.6	3,282.6	659.1	566.5	7,656.4	508.0	6,793.1	1,345.5	8,164.4
Newman University	WM	15.3	17.2	14.0	**12.1**	5,619.7	680.2	50.0	371.0	0.0	259.2	84.8	185.0	89.0	344.0
University of Northampton	EM	21.9	29.5	26.7	**32.2**	19,547.5	6,299.0	31.0	203.6	508.0	5,556.3	425.0	5,309.7	671.6	5,981.3
University of Northumbria at Newcastle	NE	27.5	27.8	40.9	**51.0**	39,370.4	20,097.4	1,180.7	569.0	160.5	18,187.2	664.0	15,949.8	2,625.0	18,851.2
Norwich University of the Arts	ES	23.2	27.2	27.4	**28.2**	4,908.8	1,385.1	236.5	207.9	87.0	853.7	78.0	928.9	0.0	931.7
University of Nottingham	EM	25.0	28.0	25.4	**30.5**	50,816.0	15,511.1	2,135.8	462.7	858.5	12,054.1	684.0	12,355.7	315.6	12,738.1
Nottingham Trent University	EM	25.5	28.9	26.7	**25.9**	47,162.9	12,213.5	551.9	1,182.4	554.8	9,924.4	896.0	1,598.0	8,716.5	10,820.4
Open University	OU		41.0	142.7	**68.9**	3,399.2	2,341.3	0.0	7.4	0.0	2,333.9	1,866.0	0.0	4,199.9	4,199.9
School of Oriental and African Studies	GL	21.2	25.1	23.0	**22.9**	5,580.8	1,279.7	241.6	149.7	0.0	888.3	98.0	787.9	194.0	986.3
University of Oxford	SE	41.6	51.0	51.0	**54.4**	27,057.9	14,731.5	4,027.9	383.8	395.4	9,924.4	342.0	6,608.2	3,634.3	10,266.4
Oxford Brookes University	SE	32.5	29.9	27.0	**31.3**	23,592.6	7,389.0	551.0	254.0	202.5	6,381.5	438.0	4,422.0	2,026.0	6,819.5
Plymouth University	SW	20.7	26.5	28.3	**19.5**	38,627.4	7,545.6	915.3	2,648.0	166.4	3,815.9	746.0	4,083.5	0.0	4,561.9
Plymouth College of Art	SW	34.1	40.2	42.6	**28.1**	2,757.8	775.6	133.9	57.4	37.5	546.8	63.0	481.3	123.0	609.8
University of Portsmouth	SE	23.2	32.4	30.6	**26.3**	39,289.6	10,344.4	1,295.4	897.0	160.0	7,992.0	646.0	7,973.5	0.0	8,638.0
Queen Mary, University of London	GL	24.6	26.3	28.5	**29.4**	26,923.9	7,908.8	317.0	1,065.2	0.0	6,526.6	402.0	6,684.6	0.0	6,928.6
Ravensbourne	GL	17.4	23.7	26.6	**27.7**	4,643.7	1,286.1	323.3	34.1	5.0	923.7	141.5	1,029.2	0.0	1,065.2
University of Reading	SE	23.3	26.6	28.2	**26.1**	22,720.3	5,941.1	1,274.1	812.1	105.3	3,749.6	306.0	2,696.5	1,309.1	4,055.6
Roehampton University	GL	15.3	17.9	23.7	**29.3**	14,712.4	4,314.2	1,402.0	1,519.9	206.0	1,186.4	306.0	1,068.4	424.0	1,492.4
Rose Bruford College	GL	25.1	19.5	23.9	**22.8**	1,634.9	372.4	127.2	120.5	45.7	79.1	73.0	114.1	38.0	152.1
Royal Academy of Music	GL	41.9	46.6	50.7	**45.8**	740.6	339.4	99.4	0.0	0.0	240.0	8.0	111.0	137.0	248.0
Royal Agricultural University	SW	23.8	31.3	31.9	**25.6**	2,547.1	652.3	230.3	65.1	12.8	344.0	74.0	104.5	308.0	418.0
Royal Central School of Speech and Drama	GL	31.7	26.2	28.3	**28.1**	1,716.5	483.2	213.4	127.3	28.1	114.4	26.0	136.4	0.0	140.4
Royal College of Music	GL	42.2	50.7	65.0	**63.0**	900.7	567.3	302.0	134.6	42.4	88.3	10.0	55.0	27.0	98.3
Royal Holloway, University of London	SE	26.0	26.2	29.4	**35.2**	15,460.8	5,438.0	766.8	211.4	185.2	4,274.7	246.0	4,295.8	172.3	4,520.7
Royal Northern College of Music	NW	29.9	31.8	38.4	**38.8**	1,431.8	555.3	219.9	37.2	77.8	220.4	16.0	236.4	0.0	236.4
Royal Veterinary College	GL	28.4	29.4	28.1	**30.4**	3,606.3	1,097.0	263.8	144.9	16.5	671.8	79.0	664.3	74.0	750.8
St George's Hospital Medical School	GL	40.4	27.6	28.9	**34.6**	3,891.7	1,346.2	476.2	192.7	34.1	643.1	70.0	662.4	0.0	713.1
University of St Mark and St John	SW	17.2	26.2	24.9	**41.1**	4,629.7	1,904.6	605.0	466.0	288.2	545.4	119.5	287.0	287.9	664.9
St Mary's University College	GL	11.0	21.5	21.9	**22.3**	9,663.2	2,156.1	285.3	652.7	115.7	1,102.4	182.0	62.5	1,165.1	1,284.4
University of Salford	NW	21.9	26.6	23.8	**31.6**	24,173.6	7,640.8	1,160.0	3,158.0	312.0	3,010.8	560.0	2,501.2	1,069.7	3,570.8
University of Sheffield	YH	22.9	28.3	28.1	**27.6**	39,115.8	10,793.3	2,323.1	1,039.6	237.5	7,193.1	530.0	7,405.1	318.0	7,723.1
Sheffield Hallam University	YH	19.6	21.0	15.4	**19.1**	47,881.7	9,125.1	914.0	730.8	741.9	6,738.4	832.0	5,411.9	1,264.5	7,570.4
University of Southampton	SE	20.7	24.0	29.4	**31.5**	34,121.6	10,758.1	1,201.9	447.1	386.7	8,722.3	474.0	7,735.8	1,176.3	9,196.3
Southampton Solent University	SE	21.5	27.6	27.7	**23.0**	21,583.7	4,965.2	784.9	814.1	138.6	3,227.6	476.0	2,168.2	1,303.0	3,703.6
Staffordshire University	WM	26.7	26.9	21.7	**17.3**	16,400.7	2,832.2	620.0	200.0	100.0	1,912.2	654.0	1,235.6	1,330.6	2,566.2
University Campus Suffolk	ES	28.3	30.7	40.3	**38.2**	4,924.8	1,879.9	278.8	363.9	141.3	1,095.9	206.0	868.4	433.5	1,301.9
University of Sunderland	NE	30.2	42.6	49.1	**56.5**	12,055.0	6,809.5	732.6	880.4	587.0	4,609.5	465.3	2,756.6	2,318.2	5,074.8
University of Surrey	SE	28.1	38.7	38.7	**34.7**	16,376.7	5,682.8	388.7	376.5	0.0	4,917.6	246.0	3,588.2	1,556.0	5,163.6
University of Sussex	SE	22.2	26.6	36.4	**36.2**	22,971.0	8,312.0	1,516.9	1,063.7	854.9	4,876.5	330.0	5,027.0	113.0	5,206.5
Teesside University	NE	27.1	27.4	36.9	**36.4**	12,356.5	4,492.4	486.8	458.3	693.0	2,854.4	390.0	103.3	3,141.1	3,244.4
Trinity Laban Conservatoire of Music and Dance	GL	30.1	27.2	24.6	**26.5**	1,868.6	495.5	259.9	0.0	0.0	235.6	22.0	257.6	0.0	257.6
University of Warwick	WM	29.1	31.3	33.9	**35.9**	26,649.7	9,559.0	1,563.3	41.7	4.8	7,949.3	332.0	6,066.8	2,105.0	8,281.3
University of the West of England, Bristol	SW	21.2	24.2	25.3	**22.1**	37,641.2	8,313.6	1,076.4	2,607.5	885.3	3,744.4	642.0	3,396.0	0.0	4,386.4
The University of West London	GL	31.7	28.0	24.1	**24.0**	11,641.9	2,789.6	281.3	735.0	220.0	1,553.3	271.0	780.3	984.0	1,824.3
University of Westminster	GL	20.8	23.7	14.2	**22.4**	29,968.2	6,713.2	1,359.7	944.9	1,047.8	3,360.7	620.0	1,312.7	2,668.0	3,980.7
University of Winchester	SE	17.4	22.9	31.4	**43.6**	12,682.8	5,532.7	237.9	245.6	31.2	5,018.0	260.0	990.4	4,159.1	5,278.0
University of Wolverhampton	WM	22.0	27.3	29.1	**23.9**	27,008.9	6,467.8	1,114.0	596.0	865.0	3,892.8	572.0	3,140.8	847.0	4,464.8
University of Worcester	WM	28.5	30.5	19.0	**38.5**	14,854.2	5,713.7	956.4	1,092.5	100.0	3,564.8	366.0	1,475.5	2,223.1	3,930.8
Writtle College	ES	14.5	47.4	30.4	**32.1**	1,892.4	606.8	175.0	124.8	35.2	271.8	44.4	183.9	131.5	316.2
University of York	YH	20.0	30.9	31.7	**33.5**	26,858.4	9,005.7	1,592.6	621.5	144.6	6,646.9	386.0	5,862.6	942.9	7,032.9
York St John University	YH	27.1	27.5	37.6	**45.9**	11,710.8	5,376.8	350.0	100.0	0.0	4,926.8	214.0	2,995.2	1,975.6	5,140.8
					TOTAL	**2,413,895**	**712,696**	**103,725**	**95,208**	**29,401**	**484,361**	**47,285**	**393,606**	**123,236**	**531,647**

Table 4 - Number of students in receipt of financial support in 2014-15 through access agreements, by institution (HEIs only)

Data is correct as of March 2016 as reported to OFFA

New system students refers to those who started their studies on or after 1st September 2012
Old system students refers to those who started their studies before 1st September 2012

***In receipt of partial state support or from one of the other under-represented groups covered by OFFA's remit

Institution	Region	New system students in academic year 2014-15						Old system students in academic year 2014-15					
		In receipt of full state support		Other OFFA countable incomes/groups***		Total OFFA countable		In receipt of full state support		Other OFFA countable incomes/groups***		Total OFFA countable	
		Number	% of total new system students	Number	% of total new system students	Number	% of total new system students	Number	% of total old system students	Number	% of total old system students	Number	% of total old system students
Anglia Ruskin University	ES	2,605	27.2	533	5.6	3,138	32.8	48	53.3	0	0.0	48	53.3
Aston University	WM	2,756	49.2	843	15.0	3,599	64.2	468	36.4	21	1.6	489	38.1
University of Bath	SW	991	13.3	67	0.9	1,058	14.2	351	16.4	272	12.7	623	29.2
Bath Spa University	SW	2,812	52.6	0	0.0	2,812	52.6	52	40.9	0	0.0	52	40.9
University of Bedfordshire	ES	2,850	35.0	390	4.8	3,240	39.8	32	13.9	25	10.9	57	24.8
Birkbeck College	GL	2,244	42.6	44	0.8	2,288	43.5	41	59.4	1	1.4	42	60.9
University of Birmingham	WM	4,278	31.7	1226	9.1	5,504	40.8	379	27.8	210	15.4	589	43.2
Birmingham City University	WM	678	5.6	10	0.1	688	5.7	290	52.4	23	4.2	313	56.6
University College Birmingham	WM	1,420	48.6	36	1.2	1,456	49.8	80	45.5	4	2.3	84	47.7
Bishop Grosseteste University	EM	639	29.7	52	2.4	691	32.1	9	21.4	1	2.4	10	23.8
University of Bolton	NW	748	17.2	15	0.3	763	17.6	107	32.8	17	5.2	124	38.0
The Arts University Bournemouth	SW	597	23.4	1	0.0	598	23.4	25	28.4	0	0.0	25	28.4
Bournemouth University	SW	1,305	12.9	317	3.1	1,622	16.0	425	27.4	4	0.3	429	27.6
University of Bradford	YH	943	17.5	91	1.7	1,034	19.2	558	53.4	34	3.3	592	56.7
University of Brighton	SE	2,301	22.5	22	0.2	2,323	22.7	467	34.6	67	5.0	534	39.6
University of Bristol	SW	1,942	16.4	5	0.0	1,947	16.5	278	13.3	221	10.6	499	23.8
Brunel University	GL	973	15.4	225	3.6	1,198	18.9	400	38.0	82	7.8	482	45.8
Buckinghamshire New University	SE	435	10.3	0	0.0	435	10.3	67	52.8	27	21.3	94	74.0
University of Cambridge	ES	1,048	11.8	775	8.8	1,823	20.6	218	12.8	221	13.0	439	25.7
Canterbury Christ Church University	SE	3,250	42.4	2237	29.2	5,487	71.6	194	50.8	156	40.8	350	91.6
University of Central Lancashire	NW	4,487	34.7	463	3.6	4,950	38.2	308	24.5	85	6.8	393	31.2
University of Chester	NW	2,401	30.6	238	3.0	2,639	33.7	83	26.9	2	0.6	85	27.5
University of Chichester	SE	1,511	35.8	667	15.8	2,178	51.6	43	34.1	13	10.3	56	44.4
City University, London	GL	497	10.6	0	0.0	497	10.6	190	72.2	0	0.0	190	72.2
Courtauld Institute of Art	GL	32	21.5	13	8.7	45	30.2	5	100.0	0	0.0	5	100.0
Coventry University	WM	1,036	8.2	114	0.9	1,150	9.1	340	30.9	11	1.0	351	31.9
University for the Creative Arts	SE	1,539	38.8	454	11.5	1,993	50.3	54	34.6	0	0.0	54	34.6
University of Cumbria	NW	773	15.9	0	0.0	773	15.9	93	37.2	0	0.0	93	37.2
Conservatoire for Dance and Drama	GL	270	30.6	163	18.5	433	49.0	6	46.2	1	7.7	7	53.8
De Montfort University	EM	3,335	30.1	52	0.5	3,387	30.6	317	56.6	27	4.8	344	61.4
University of Derby	EM	1,918	20.9	52	0.6	1,970	21.4	307	50.2	134	21.9	441	72.2
University of Durham	NE	1,841	18.3	701	7.0	2,542	25.3	205	20.1	0	0.0	205	20.1
University of East Anglia	ES	1,629	22.9	85	1.2	1,714	24.1	254	27.1	147	15.7	401	42.8
University of East London	GL	7,232	86.6	1018	12.2	8,250	98.8	1081	89.7	106	8.8	1187	98.5
Edge Hill University	NW	1,903	19.9	237	2.5	2,140	22.4	54	50.9	2	1.9	56	52.8
Institute of Education	GL	53	3.8	1	0.1	54	3.9	1	50.0	0	0.0	1	50.0
University of Essex	ES	2,414	26.7	1169	12.9	3,583	39.7	167	26.9	68	11.0	235	37.8
University of Exeter	SW	2,676	21.6	1302	10.5	3,978	32.1	212	22.5	37	3.9	249	26.5
Falmouth University	SW	846	24.2	372	10.6	1,218	34.8	47	44.8	15	14.3	62	59.0
University of Gloucestershire	SW	1,453	25.2	466	8.1	1,919	33.3	166	50.2	4	1.2	170	51.4
Goldsmiths' College	GL	972	22.1	53	1.2	1,025	23.3	114	43.0	20	7.5	134	50.6
University of Greenwich	GL	2,985	28.3	661	6.3	3,646	34.6	199	18.4	34	3.1	233	21.6
Guildhall School of Music & Drama	GL	52	12.1	0	0.0	52	12.1	10	14.5	8	11.6	18	26.1
Harper Adams University	WM	291	16.7	29	1.7	320	18.4	22	4.7	25	5.3	47	10.0
University of Hertfordshire	ES	5,092	46.7	0	0.0	5,092	46.7	662	50.2	0	0.0	662	50.2
Heythrop College	GL	90	34.0	43	16.2	133	50.2	6	54.5	1	9.1	7	63.6
University of Huddersfield	YH	1,036	10.9	16	0.2	1,052	11.1	684	48.8	0	0.0	684	48.8
University of Hull	YH	1,227	13.7	111	1.2	1,338	14.9	362	42.5	115	13.5	477	56.1
Imperial College London	GL	745	17.6	422	10.0	1,167	27.6	224	17.5	137	10.7	361	28.2
Keele University	WM	1,219	24.9	9	0.2	1,228	25.1	166	26.0	1	0.2	167	26.2
University of Kent	SE	1,703	14.7	773	6.7	2,476	21.3	454	35.3	159	12.4	613	47.7
King's College London	GL	2,991	35.6	843	10.0	3,834	45.6	285	16.2	115	6.5	400	22.8
Kingston University	GL	3,352	29.8	0	0.0	3,352	29.8	852	59.9	140	9.8	992	69.7

Lancaster University	NW	1,560	23.1	765	11.3	2,325	34.4	106	17.7	33	5.5	139	23.2
University of Leeds	YH	4,005	25.4	1903	12.1	5,908	37.4	659	23.8	228	8.2	887	32.0
Leeds College of Art	YH	389	35.2	0	0.0	389	35.2	5	35.7	0	0.0	5	35.7
Leeds Beckett University	YH	587	3.7	746	4.7	1,333	8.3	453	25.8	4	0.2	457	26.0
Leeds Trinity University	YH	577	21.0	37	1.3	614	22.3	70	38.9	44	24.4	114	63.3
University of Leicester	EM	1,681	22.1	347	4.6	2,028	26.6	198	18.5	78	7.3	276	25.8
University of Lincoln	EM	2,862	37.5	1269	16.6	4,131	54.2	212	64.8	5	1.5	217	66.4
University of Liverpool	NW	3,064	32.2	885	9.3	3,949	41.5	575	33.4	14	0.8	589	34.3
Liverpool Hope University	NW	459	13.5	153	4.5	612	18.0	116	47.5	49	20.1	165	67.6
Liverpool John Moores University	NW	6,104	42.6	190	1.3	6,294	43.9	470	50.2	32	3.4	502	53.6
Liverpool Institute for Performing Arts	NW	75	13.9	1	0.2	76	14.1	3	25.0	3	25.0	6	50.0
University of the Arts London	GL	2,988	32.3	108	1.2	3,096	33.5	137	31.4	15	3.4	152	34.9
University College London	GL	2,101	24.7	825	9.7	2,926	34.4	344	20.8	169	10.2	513	31.0
London School of Economics and Political Science	GL	580	23.5	258	10.5	838	34.0	43	33.9	21	16.5	64	50.4
London Metropolitan University	GL	364	4.3	245	2.9	609	7.3	440	41.7	213	20.2	653	61.8
London South Bank University	GL	1,093	16.4	0	0.0	1,093	16.4	0	0.0	0	0.0	0	0.0
Loughborough University	EM	1,874	20.3	283	3.1	2,157	23.4	369	19.2	168	8.7	537	27.9
University of Manchester	NW	4,657	29.1	2064	12.9	6,721	42.0	654	22.3	0	0.0	654	22.3
Manchester Metropolitan University	NW	7,084	35.0	305	1.5	7,389	36.5	1000	44.4	288	12.8	1288	57.2
Middlesex University	GL	1,874	21.3	5	0.1	1,879	21.4	170	30.0	0	0.0	170	30.0
University of Newcastle upon Tyne	NE	2,572	21.8	850	7.2	3,422	29.0	367	23.3	120	7.6	487	30.9
Newman University	WM	125	6.4	43	2.2	168	8.6	0	0.0	0	0.0	0	0.0
University of Northampton	EM	3,165	45.2	960	13.7	4,125	58.9	12	5.9	126	61.8	138	67.6
University of Northumbria at Newcastle	NE	9,941	69.0	3225	22.4	13,166	91.4	1076	58.0	16	0.9	1092	58.9
Norwich University of the Arts	ES	684	39.8	152	8.8	836	48.7	25	30.5	12	14.6	37	45.1
University of Nottingham	EM	3,498	22.3	1863	11.9	5,361	34.1	557	20.3	368	13.4	925	33.8
Nottingham Trent University	EM	5,642	32.8	192	1.1	5,834	33.9	631	34.8	172	9.5	803	44.3
Open University	OU	2,949	5.1	0	0.0	2,949	5.1	0	0.0	0	0.0	0	0.0
School of Oriental and African Studies	GL	312	17.3	29	1.6	341	18.9	102	41.3	3	1.2	105	42.5
University of Oxford	SE	1,273	14.9	736	8.6	2,009	23.5	228	16.2	170	12.1	398	28.3
Oxford Brookes University	SE	1,738	19.7	136	1.5	1,874	21.2	258	19.2	33	2.5	291	21.7
Plymouth University	SW	1,063	7.2	39	0.3	1,102	7.5	441	23.4	162	8.6	603	32.0
Plymouth College of Art	SW	582	58.6	210	21.1	792	79.8	7	77.8	2	22.2	9	100.0
University of Portsmouth	SE	4,223	31.9	1937	14.6	6,160	46.5	514	69.8	150	20.4	664	90.2
Queen Mary, University of London	GL	3,228	40.0	840	10.4	4,068	50.4	425	28.8	54	3.7	479	32.4
Ravensbourne	GL	781	39.3	0	0.0	781	39.3	32	69.6	0	0.0	32	69.6
University of Reading	SE	1,742	23.3	392	5.2	2,134	28.5	209	31.6	103	15.6	312	47.1
Roehampton University	GL	726	12.6	129	2.2	855	14.8	78	50.0	0	0.0	78	50.0
Rose Bruford College	GL	174	32.3	0	0.0	174	32.3	0	0.0	0	0.0	0	0.0
Royal Academy of Music	GL	35	17.4	13	6.5	48	23.9	9	13.6	2	3.0	11	16.7
Royal Agricultural University	SW	45	5.3	110	13.0	155	18.3	0	0.0	3	27.3	3	27.3
Royal Central School of Speech and Drama	GL	63	11.1	0	0.0	63	11.1	0	0.0	0	0.0	0	0.0
Royal College of Music	GL	19	7.3	0	0.0	19	7.3	10	18.2	6	10.9	16	29.1
Royal Holloway, University of London	SE	1,475	28.3	605	11.6	2,080	39.8	170	36.7	1	0.2	171	36.9
Royal Northern College of Music	NW	104	25.6	60	14.8	164	40.4	22	21.0	16	15.2	38	36.2
Royal Veterinary College	GL	272	29.1	96	10.3	368	39.4	100	21.4	50	10.7	150	32.1
St George's Hospital Medical School	GL	367	28.1	93	7.1	460	35.2	55	22.5	20	8.2	75	30.7
University of St Mark and St John	SW	298	16.4	63	3.5	361	19.9	0	0.0	0	0.0	0	0.0
St Mary's University College	GL	451	11.6	173	4.4	624	16.0	37	45.7	10	12.3	47	58.0
University of Salford	NW	1,184	12.8	337	3.7	1,521	16.5	342	35.1	114	11.7	456	46.8
University of Sheffield	YH	2,820	23.3	1600	13.2	4,420	36.6	376	15.6	138	5.7	514	21.4
Sheffield Hallam University	YH	2,901	17.0	641	3.8	3,542	20.8	632	32.4	317	16.3	949	48.7
University of Southampton	SE	2,497	23.8	929	8.9	3,426	32.7	359	20.3	138	7.8	497	28.1
Southampton Solent University	SE	3,076	35.2	189	2.2	3,265	37.3	207	44.7	11	2.4	218	47.1
Staffordshire University	WM	1,559	15.2	187	1.8	1,746	17.1	263	29.0	54	6.0	317	35.0
University Campus Suffolk	ES	1,094	40.8	128	4.8	1,222	45.6	46	46.9	13	13.3	59	60.2
University of Sunderland	NE	3,657	51.5	1019	14.4	4,676	65.8	243	56.3	47	10.9	290	67.1
University of Surrey	SE	1,445	27.2	117	2.2	1,562	29.4	413	33.7	28	2.3	441	36.0
University of Sussex	SE	1,907	26.0	973	13.3	2,880	39.3	124	17.4	18	2.5	142	19.9
Teesside University	NE	1,484	15.9	106	1.1	1,590	17.0	128	36.9	0	0.0	128	36.9
Trinity Laban Conservatoire of Music and Dance	GL	123	21.9	3	0.5	126	22.5	23	25.8	13	14.6	36	40.4
University of Warwick	WM	1,749	19.2	812	8.9	2,561	28.1	240	23.0	113	10.8	353	33.8
University of the West of England, Bristol	SW	2,213	17.1	0	0.0	2,213	17.1	562	30.1	0	0.0	562	30.1
The University of West London	GL	2,759	56.6	474	9.7	3,233	66.3	0	0.0	0	0.0	0	0.0
University of Westminster	GL	1,994	18.3	958	8.8	2,952	27.1	640	73.9	24	2.8	664	76.7
University of Winchester	SE	1,618	32.4	408	8.2	2,026	40.5	87	29.8	34	11.6	121	41.4
University of Wolverhampton	WM	1,951	16.9	248	2.1	2,199	19.1	314	48.3	45	6.9	359	55.2
University of Worcester	WM	3,658	51.0	1700	23.7	5,358	74.8	106	66.7	49	30.8	155	97.5
Writtle College	ES	104	13.4	112	14.5	216	27.9	0	0.0	0	0.0	0	0.0
University of York	YH	2,660	29.1	455	5.0	3,115	34.1	177	22.5	75	9.6	252	32.1
York St John University	YH	1,393	31.4	754	17.0	2,147	48.5	0	0.0	0	0.0	0	0.0

Table 5 - Institutional self assessment of high-level targets in 2014-15, by institution

Data is correct as of March 2016 as reported to OFFA

Institution	Number of targets	Performance summary				
		Overall target met/ exceeded	**Yearly milestones met - on course to meet overall target**	**Progress made - but less than anticipated**	**No progress made against baseline data to date**	**Long-term trend shows negative performance**
Anglia Ruskin University	8	0	2	3	3	0
Aston University	8	4	3	1	0	0
University of Bath	5	2	0	3	0	0
Bath Spa University	17	0	13	3	0	1
University of Bedfordshire	7	4	0	2	1	0
Birkbeck College	10	3	4	0	3	0
University of Birmingham	7	5	2	0	0	0
Birmingham City University	1	1	0	0	0	0
University College Birmingham	5	3	0	2	0	0
Bishop Grosseteste University	9	9	0	0	0	0
University of Bolton	10	8	0	2	0	0
The Arts University Bournemouth	12	8	1	2	1	0
Bournemouth University	8	1	6	0	0	1
University of Bradford	8	3	1	1	2	1
University of Brighton	9	1	5	2	1	0
University of Bristol	15	7	2	3	0	3
Brunel University	9	1	6	1	0	1
Buckinghamshire New University	2	2	0	0	0	0
University of Cambridge	3	1	2	0	0	0
Canterbury Christ Church University	10	6	1	3	0	0
University of Central Lancashire	4	3	1	0	0	0
University of Chester	15	5	1	2	0	7
University of Chichester	11	7	1	1	1	1
City University, London	6	1	3	1	1	0
Courtauld Institute of Art	5	0	1	3	1	0
Coventry University	8	7	1	0	0	0
University for the Creative Arts	6	6	0	0	0	0
University of Cumbria	16	12	2	2	0	0
Conservatoire for Dance and Drama	5	2	0	2	1	0
De Montfort University	9	9	0	0	0	0
University of Derby	20	15	0	4	1	0
University of Durham	8	0	7	1	0	0
University of East Anglia	10	0	6	2	0	2
University of East London	8	4	0	2	1	1
Edge Hill University	12	8	1	3	0	0
Institute of Education	9	3	0	4	1	1
University of Essex	16	8	5	2	1	0
University of Exeter	9	2	4	3	0	0
Falmouth University	4	0	1	2	1	0
University of Gloucestershire	8	0	6	2	0	0
Goldsmiths' College	6	2	3	0	1	0
University of Greenwich	6	5	1	0	0	0
Guildhall School of Music & Drama	9	5	0	1	3	0
Harper Adams University	8	2	1	1	3	1
University of Hertfordshire	11	10	0	0	0	1
Heythrop College	4	2	0	2	0	0
University of Huddersfield	5	4	1	0	0	0
University of Hull	5	4	1	0	0	0
Imperial College London	6	3	3	0	0	0
Keele University	10	0	6	1	0	3
University of Kent	14	7	7	0	0	0
King's College London	7	3	1	3	0	0
Kingston University	13	8	1	1	3	0
Lancaster University	4	0	1	2	1	0
University of Leeds	5	3	1	1	0	0
Leeds College of Art	4	0	3	0	0	1
Leeds Beckett University	14	4	2	2	4	2
Leeds Trinity University	8	2	3	0	3	0
University of Leicester	12	0	12	0	0	0
University of Lincoln	7	5	0	0	2	0
University of Liverpool	7	3	4	0	0	0
Liverpool Hope University	7	0	6	0	0	1
Liverpool John Moores University	15	12	1	1	0	1
Liverpool Institute for Performing Arts	11	3	0	7	1	0
University of the Arts London	4	1	0	1	0	2
University College London	8	4	2	2	0	0
London School of Economics and Political Science	6	0	1	3	2	0
London Metropolitan University	9	5	1	0	1	2
London South Bank University	8	2	1	1	0	4
Loughborough University	9	5	1	2	1	0
University of Manchester	4	0	4	0	0	0
Manchester Metropolitan University	5	5	0	0	0	0
Middlesex University	15	9	1	5	0	0
University of Newcastle upon Tyne	14	0	6	7	1	0
Newman University	5	2	1	1	1	0
University of Northampton	16	0	13	2	1	0
University of Northumbria at Newcastle	14	5	5	3	1	0

Norwich University of the Arts	14	0	8	5	1	0
University of Nottingham	7	1	6	0	0	0
Nottingham Trent University	14	7	4	2	1	0
Open University	1	1	0	0	0	0
School of Oriental and African Studies	9	2	0	5	0	2
University of Oxford	4	2	0	2	0	0
Oxford Brookes University	28	13	4	2	2	7
Plymouth University	15	7	1	0	4	3
University of Portsmouth	6	5	0	1	0	0
Plymouth College of Art	3	2	1	0	0	0
University of Reading	13	0	10	0	1	2
Queen Mary, University of London	6	5	0	1	0	0
Ravensbourne	8	4	3	1	0	0
University of Salford	11	9	0	2	0	0
Roehampton University	7	5	1	1	0	0
Rose Bruford College	7	0	1	2	3	1
Royal Academy of Music	4	0	0	1	1	2
Royal Agricultural University	6	0	2	1	0	3
Royal Central School of Speech and Drama	5	2	1	0	2	0
Royal College of Music	5	1	4	0	0	0
Royal Holloway, University of London	5	3	2	0	0	0
Royal Northern College of Music	6	1	0	4	0	1
Royal Veterinary College	3	0	2	1	0	0
St George's Hospital Medical School	9	7	1	1	0	0
University of St Mark and St John	6	4	0	1	1	0
St Mary's University College	13	6	4	3	0	0
University of Sheffield	13	5	3	3	1	1
Sheffield Hallam University	7	5	0	0	2	0
University of Southampton	8	6	0	1	0	1
Southampton Solent University	5	4	0	1	0	0
Staffordshire University	19	13	1	2	3	0
University Campus Suffolk	8	4	1	2	1	0
University of Sunderland	11	2	9	0	0	0
University of Surrey	6	2	3	1	0	0
University of Sussex	4	2	0	1	1	0
Teesside University	9	4	2	3	0	0
Trinity Laban Conservatoire of Music and Dance	13	2	5	4	2	0
University of Warwick	5	2	0	3	0	0
University of the West of England, Bristol	8	8	0	0	0	0
The University of West London	8	3	4	1	0	0
University of Westminster	6	4	0	2	0	0
University of Winchester	6	0	1	2	3	0
University of Wolverhampton	13	7	5	1	0	0
University of Worcester	18	10	2	2	2	2
Writtle College	6	2	1	1	2	0
University of York	1	0	1	0	0	0
York St John University	9	6	2	0	1	0
City of Bath College	6	0	5	1	0	0
Bishop Burton College	5	1	1	1	1	1
Blackburn College	6	3	1	0	1	1
Bradford College	6	3	2	1	0	0
City College Brighton and Hove	5	0	3	1	1	0
Cleveland College of Art and Design	3	0	3	0	0	0
Colchester Institute	4	0	1	2	1	0
Cornwall College	4	0	2	2	0	0
Hartpury College	9	0	6	0	0	3
Heart of Worcestershire College	1	0	1	0	0	0
Hereford College of Arts	5	0	4	0	1	0
Hull College	2	1	0	0	1	0
Kingston Maurward College	6	0	4	2	0	0
Leeds City College	6	5	0	0	1	0
Lincoln College	5	0	2	1	2	0
The Manchester College	5	3	2	0	0	0
Moulton College	6	5	0	0	1	0
Myerscough College	3	0	3	0	0	0
NCG	2	1	1	0	0	0
New College Durham	3	3	0	0	0	0
City College Norwich	5	2	0	0	3	0
North East Surrey College of Technology	7	0	4	1	2	0
Northbrook College, Sussex	10	5	2	3	0	0
Plumpton College	9	4	5	0	0	0
Reaseheath College	7	1	5	0	1	0
Ruskin College	4	3	0	1	0	0
Somerset College of Arts and Technology	7	5	0	1	1	0
South Essex College of Further and Higher Education	5	4	0	0	1	0
Sparsholt College Hampshire	10	4	2	4	0	0
Stockport College	5	0	0	2	2	1
Strode College	6	4	0	1	1	0
Sussex Downs College	5	1	1	1	2	0
Swindon College	1	0	0	0	0	1
Truro and Penwith College	4	4	0	0	0	0
Warwickshire College	3	2	0	1	0	0
Weston College	5	3	0	2	0	0
Wiltshire College	4	2	0	2	0	0

Table 6 - Institutional self assessment of activity-based targets in 2014-15, by institution

Data is correct as of March 2016 as reported to OFFA

Activity-based targets are not mandatory, therefore fewer institutions are included in this table.

		Performance summary				
Institution	Number of targets	**Overall target met/ exceeded**	**Yearly milestones met - on course to meet overall target**	**Progress made - but less than anticipated**	**No progress made against baseline data to date**	**Long-term trend shows negative performance**
Anglia Ruskin University	7	5	0	2	0	0
Aston University	9	8	1	0	0	0
University of Bath	28	6	17	5	0	0
Bath Spa University	22	0	17	5	0	0
University of Bedfordshire	3	0	1	2	0	0
Birkbeck College	13	4	7	1	1	0
University of Birmingham	7	5	1	1	0	0
Birmingham City University	3	3	0	0	0	0
University College Birmingham	5	3	0	2	0	0
University of Bolton	1	1	0	0	0	0
The Arts University Bournemouth	13	12	0	0	1	0
Bournemouth University	9	0	6	2	1	0
University of Bradford	1	1	0	0	0	0
University of Brighton	11	5	5	0	1	0
University of Bristol	21	6	2	10	0	3
University of Cambridge	1	1	0	0	0	0
Canterbury Christ Church University	7	2	3	1	1	0
University of Central Lancashire	2	2	0	0	0	0
University of Chester	3	3	0	0	0	0
University of Chichester	9	2	7	0	0	0
City University, London	14	1	8	3	2	0
Courtauld Institute of Art	21	14	4	1	0	2
Coventry University	8	5	3	0	0	0
University for the Creative Arts	7	3	2	0	2	0
University of Cumbria	16	14	2	0	0	0
De Montfort University	8	8	0	0	0	0
University of Derby	8	5	2	1	0	0
University of Durham	6	3	3	0	0	0
University of East Anglia	10	0	7	3	0	0
University of East London	14	2	2	6	1	3
Institute of Education	5	5	0	0	0	0
University of Essex	3	2	0	1	0	0
University of Exeter	3	0	0	2	1	0
Falmouth University	21	4	3	1	7	6
University of Gloucestershire	7	0	3	3	1	0
University of Greenwich	9	4	2	3	0	0
Guildhall School of Music & Drama	4	4	0	0	0	0
Harper Adams University	20	18	0	2	0	0
University of Hertfordshire	13	13	0	0	0	0
Heythrop College	1	0	0	0	1	0
University of Hull	3	3	0	0	0	0
Imperial College London	5	2	3	0	0	0
Keele University	14	8	0	4	1	1
University of Kent	13	2	10	1	0	0
Kingston University	12	5	1	3	3	0
Lancaster University	6	4	0	1	1	0
University of Leeds	21	17	3	1	0	0
Leeds College of Art	6	0	6	0	0	0
Leeds Beckett University	4	4	0	0	0	0
Leeds Trinity University	8	3	1	4	0	0
University of Leicester	6	0	4	2	0	0
University of Liverpool	14	3	9	2	0	0
Liverpool John Moores University	14	10	3	1	0	0
Liverpool Institute for Performing Arts	10	8	0	2	0	0
University College London	9	5	2	1	1	0
London School of Economics and Political Science	2	2	0	0	0	0
Loughborough University	3	0	3	0	0	0
University of Manchester	12	1	9	2	0	0
Manchester Metropolitan University	12	6	6	0	0	0
Middlesex University	11	3	6	2	0	0
University of Newcastle upon Tyne	16	2	8	6	0	0
Newman University	2	2	0	0	0	0
University of Northampton	10	0	7	1	2	0
University of Northumbria at Newcastle	8	6	1	1	0	0
Norwich University of the Arts	3	0	3	0	0	0
University of Nottingham	6	2	1	3	0	0
Nottingham Trent University	13	11	0	1	0	1
University of Oxford	3	2	0	1	0	0
Oxford Brookes University	22	13	3	2	2	2

Plymouth University	3	2	0	1	0	0
University of Portsmouth	18	17	1	0	0	0
Plymouth College of Art	1	1	0	0	0	0
University of Reading	8	2	4	1	0	1
Queen Mary, University of London	8	4	1	3	0	0
Ravensbourne	7	4	2	0	1	0
University of Salford	1	0	0	1	0	0
Roehampton University	9	5	3	1	0	0
Rose Bruford College	5	2	0	1	2	0
Royal Academy of Music	5	5	0	0	0	0
Royal Agricultural University	7	1	3	2	0	1
Royal Central School of Speech and Drama	12	8	4	0	0	0
Royal College of Music	5	3	0	0	0	2
Royal Holloway, University of London	10	4	4	2	0	0
Royal Veterinary College	4	2	2	0	0	0
St George's Hospital Medical School	13	5	2	2	3	1
University of St Mark and St John	21	13	2	5	1	0
St Mary's University College	4	4	0	0	0	0
University of Sheffield	25	9	16	0	0	0
Sheffield Hallam University	9	7	1	1	0	0
University of Southampton	8	3	3	2	0	0
Southampton Solent University	13	6	7	0	0	0
Staffordshire University	17	7	0	0	8	2
University Campus Suffolk	9	6	0	1	2	0
University of Sunderland	9	7	0	2	0	0
University of Surrey	6	4	2	0	0	0
University of Sussex	8	5	3	0	0	0
Trinity Laban Conservatoire of Music and Dance	4	2	1	1	0	0
University of the West of England, Bristol	4	0	4	0	0	0
The University of West London	5	5	0	0	0	0
University of Westminster	1	0	0	1	0	0
University of Winchester	17	6	11	0	0	0
University of Worcester	14	5	2	3	3	1
Writtle College	1	1	0	0	0	0
University of York	6	0	5	1	0	0
York St John University	6	4	1	0	1	0
City of Bath College	3	3	0	0	0	0
Bishop Burton College	7	4	1	1	1	0
Blackburn College	3	2	1	0	0	0
Colchester Institute	5	0	2	2	0	1
Cornwall College	7	2	4	1	0	0
Hartpury College	5	0	3	1	1	0
Heart of Worcestershire College	2	2	0	0	0	0
Hereford College of Arts	2	1	1	0	0	0
Lincoln College	3	0	2	1	0	0
The Manchester College	1	0	1	0	0	0
Myerscough College	5	0	5	0	0	0
NCG	3	3	0	0	0	0
Northbrook College, Sussex	12	6	1	5	0	0
Plumpton College	1	1	0	0	0	0
Reaseheath College	1	0	0	0	0	1
Ruskin College	7	6	1	0	0	0
Somerset College of Arts and Technology	9	5	0	1	0	3
South Essex College of Further and Higher Education	1	1	0	0	0	0
Sparsholt College Hampshire	3	0	3	0	0	0
Stockport College	8	0	3	1	2	2
Sussex Downs College	7	0	2	3	1	1
Warwickshire College	1	1	0	0	0	0
Weston College	3	3	0	0	0	0

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