



SOAS
University of London
— 100 Years —

SOAS

Access Agreement

2018/19

Headlines:

- SOAS University of London is the leading institution for the study of Asia, Africa and the Near and Middle East. The vision for the next 100 years will continue to be underpinned by internationalism, justice, diversity and equality
- It evidences its continuous commitment to widening participation and fair access through its core values, and embeds this commitment through several high level institutional strategies
- SOAS has improved its performance against a number of benchmarks in access and participation. However further work is needed in the area of student progression and success. Its strategic approach in this access agreement therefore encourages engagement and success at every stage of the student journey
- We will commit 29.7% of our higher fee income to measures that improve access, progression and success for students from the most disadvantaged backgrounds
- SOAS outreach also supports participants to progress to selective HEIs, with an annual average of 35% of our outreach attendees who apply to SOAS but don't come here ending up placed at a Russell Group institution
- Every student with a household income of less than £25,000 will receive financial support over the course of their undergraduate degree programme
- The SOAS Students' Union has been fully engaged in developing the approach outlined in this access agreement

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1. Introduction

SOAS University of London is the leading institution for the study of Asia, Africa and the Near and Middle East. SOAS uniquely combines language scholarship, disciplinary expertise and regional focus. It has the largest concentration in Europe of academic staff concerned with Africa, Asia and the Middle East.

As SOAS commemorates its centenary with the opening of Senate House North Block, it continues to solidify its importance in the UK and abroad in understanding the world, and excelling in teaching, learning and research. The vision for the next 100 years will continue to be underpinned by internationalism, justice, diversity and equality.

It is within this framework that SOAS evidences its continuous commitment to widening participation and fair access. Our focus is that all SOAS students leave with the ability to challenge and interpret the world, connect communities and culture, and change and impact the world. This is even more so the case for students from backgrounds underrepresented in Higher Education (HE).

This access agreement is informed by and aligns closely with other institutional strategies such as the developing SOAS strategy which aims to produce high quality graduates who can understand and engage with the world, and develop well rounded individuals who can make a difference. Further to this the new SOAS Teaching, Learning and Student Experience Strategy will focus on delivering inclusivity at every stage of the student journey and ensuring equal outcomes for all students. The focus on success and outcomes is further embedded within the Equality and Diversity Strategy which highlights the attainment gap for students with protected characteristics as a key area of work. This close integration with high level strategic documents and their performance indicators ensure a whole institutional approach which embeds wider participation and access at every level of the institution.

SOAS' approach for 2018/19 has been refined to take into account our ambitions for the next 5 years, and evidence gathered from evaluation on our approach to access and participation. Further to this we are responding to key developments within the HE sector including supporting school attainment and tackling differential degree outcomes for students from black and ethnic minority groups.

The strategic approach taken has resulted in an improvement in our access and student success performance against targets. We remain committed to our revised and refined targets and milestones which will ensure we continue to make progress for some of the hardest to reach groups. SOAS will continue to target our outreach, student support/retention activities and financial support at the most underrepresented students, and improve our evaluation and monitoring strategy to ensure we are best able to measure impact and deliver outcomes.

2. Fees, student numbers and fee income

SOAS proposes to charge a single undergraduate tuition fee of £9,250 for all degree programmes for new home/EU entrants in 2018/19. There is no justification for differential fees between programmes. Fees for students on year abroad programmes will be no higher than £1,385.

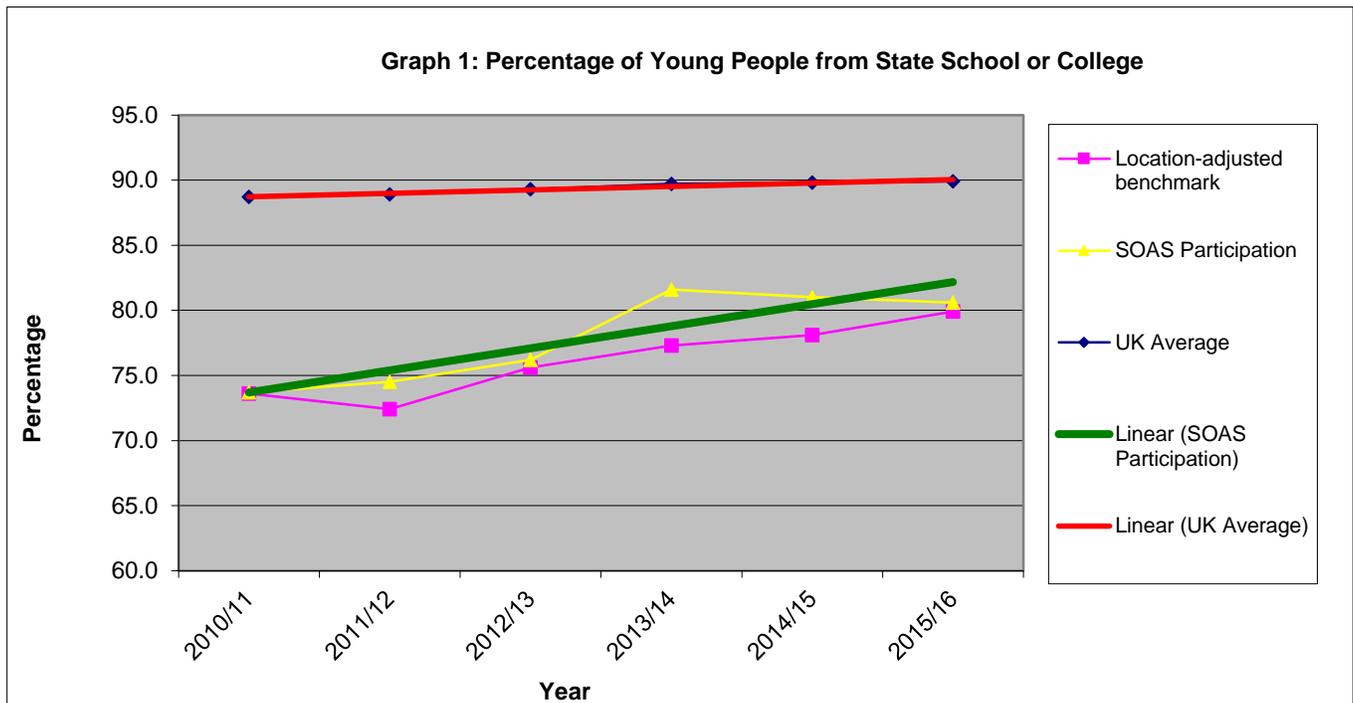
The fee will increase with the Government's permitted rise each year in line with the regulations.

3. Assessment of performance

3.1 Assessment of performance using HESA benchmarks

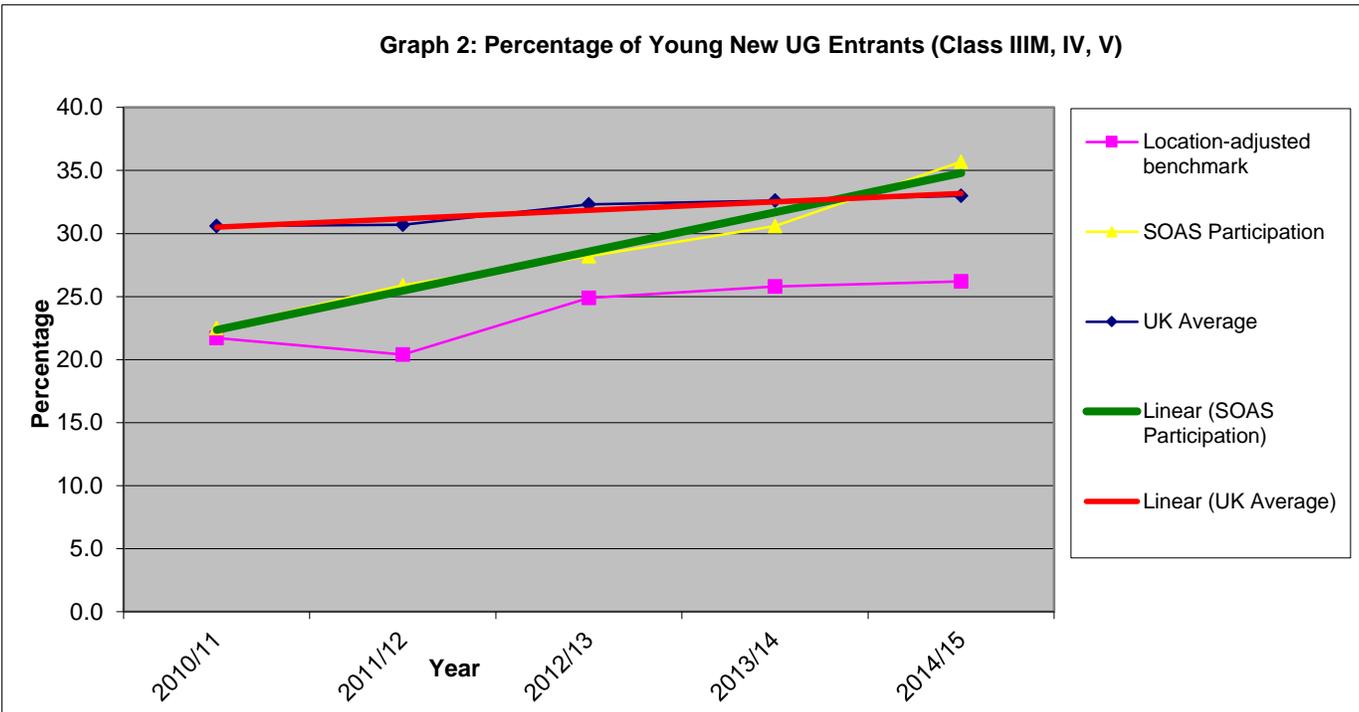
SOAS is committed to increasing the participation of students from a variety of backgrounds. We recognise our contribution to the improved participation rates of the most disadvantaged students across the sector during the past 5 years, and continue to assess our performance against HESA widening participation of underrepresented groups to provide a robust measure using external, sector wide indicators. These measure the proportion of students from state schools, lower socio-economic groups, lower participation neighbourhoods and those in receipt of DSA. We also measure our performance in retention using the non-continuation benchmark.

The graphs below shows the HESA performance indicators for widening participation and non-continuation for over a 5 year period:



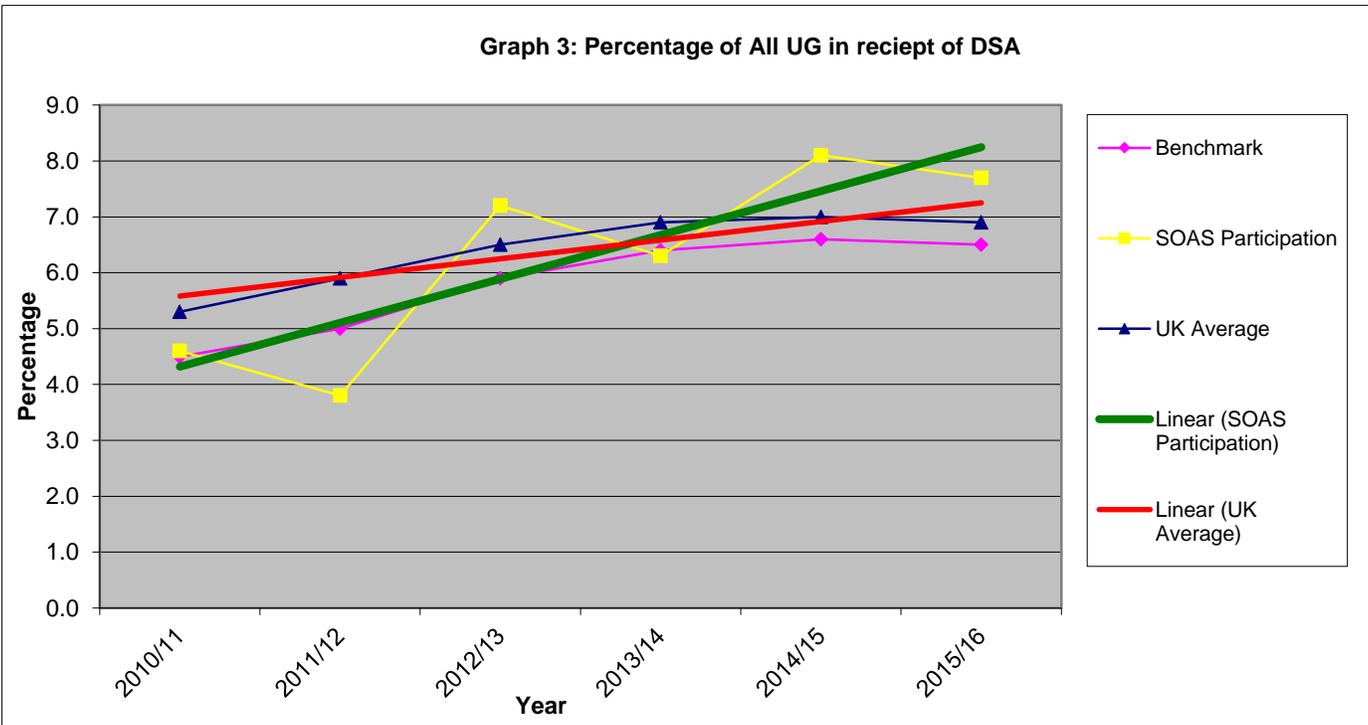
Since 2011/12, we have steadily increased the proportion of students from state schools above the benchmark, and at a faster rate than the UK average. The overall trend is upwards. We will maintain our efforts in recruiting young students from state schools.

Graph 2: Percentage of Young New UG Entrants (Class I, II, III, IV, V)



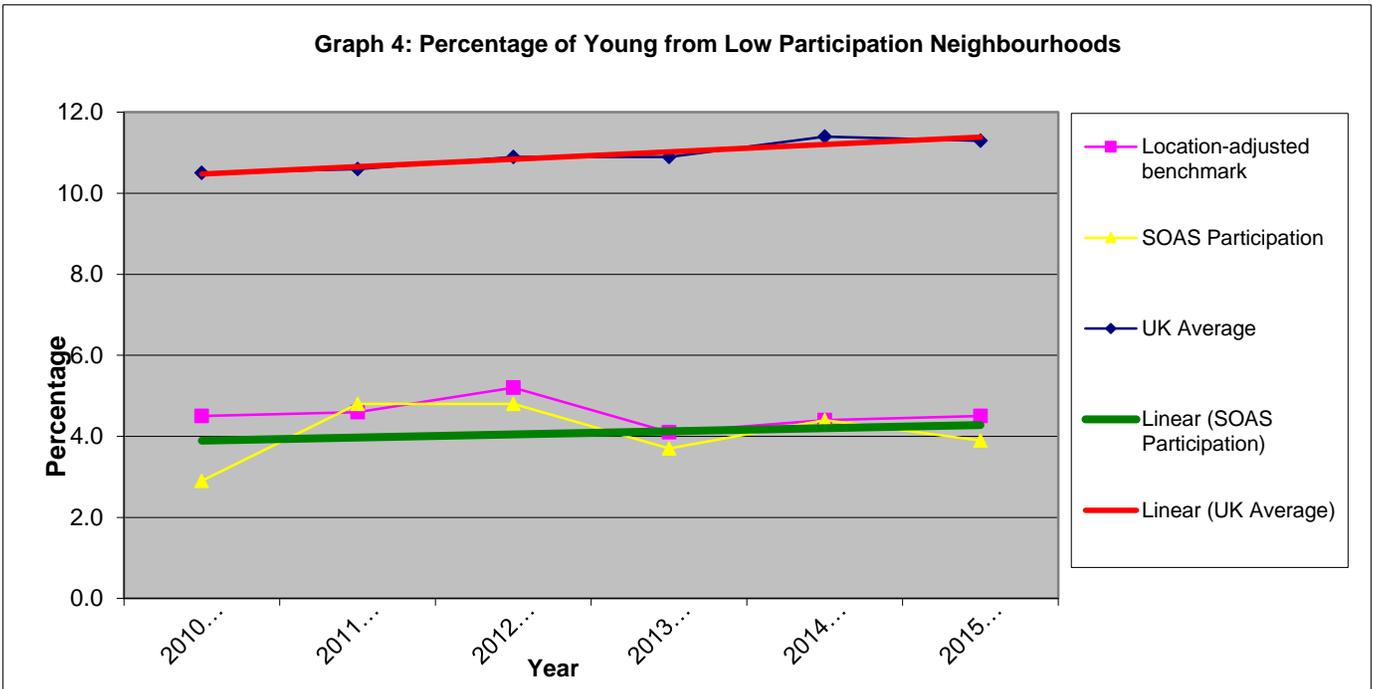
We continue to increase the proportion of young students from lower socio-economic groups, and have remained significantly above our benchmark since 2011/12. This performance indicator will be removed going forward as HESA will no longer publish this information. During 2018/19 we will develop a robust measure for indicating socio-economic background in line with the sector. Further information on this can be found in section 6.

Graph 3: Percentage of All UG in receipt of DSA



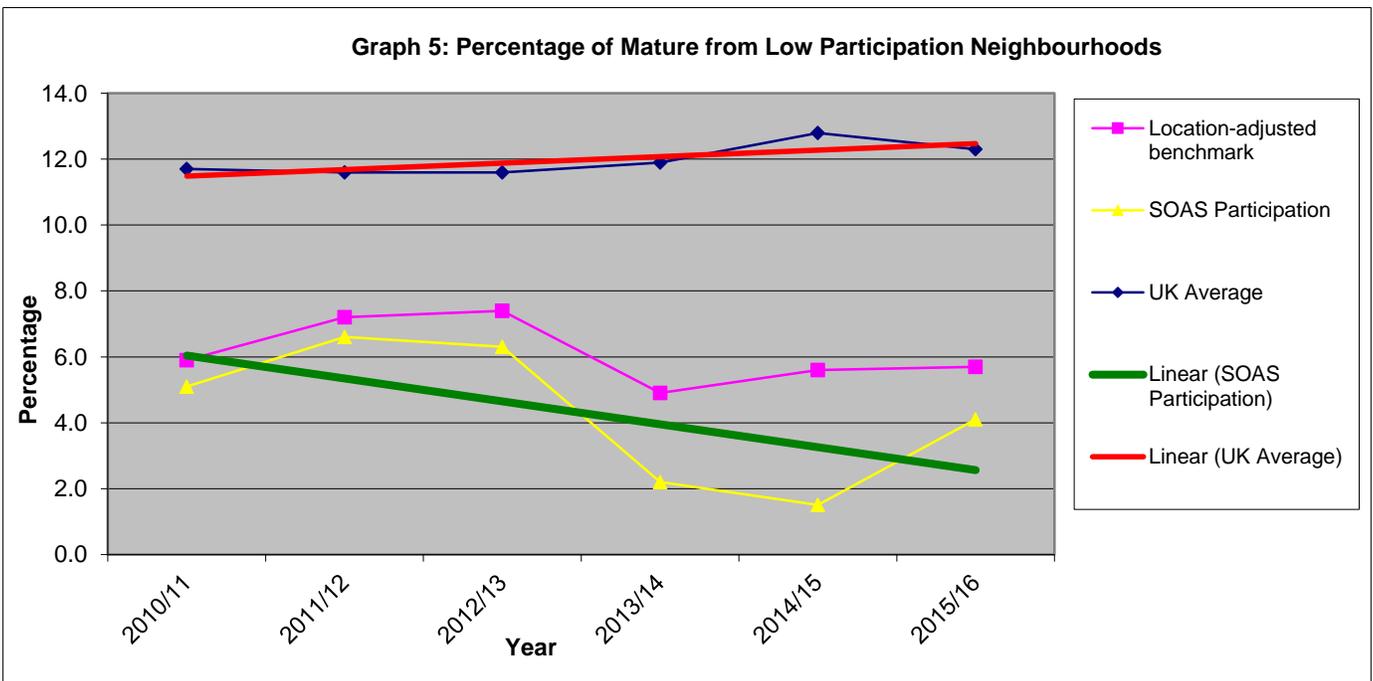
We have increased our proportion of students in receipt of DSA above the benchmark since 2012/13. The overall trend has been upwards. We will maintain our efforts in this area of work.

Graph 4: Percentage of Young from Low Participation Neighbourhoods



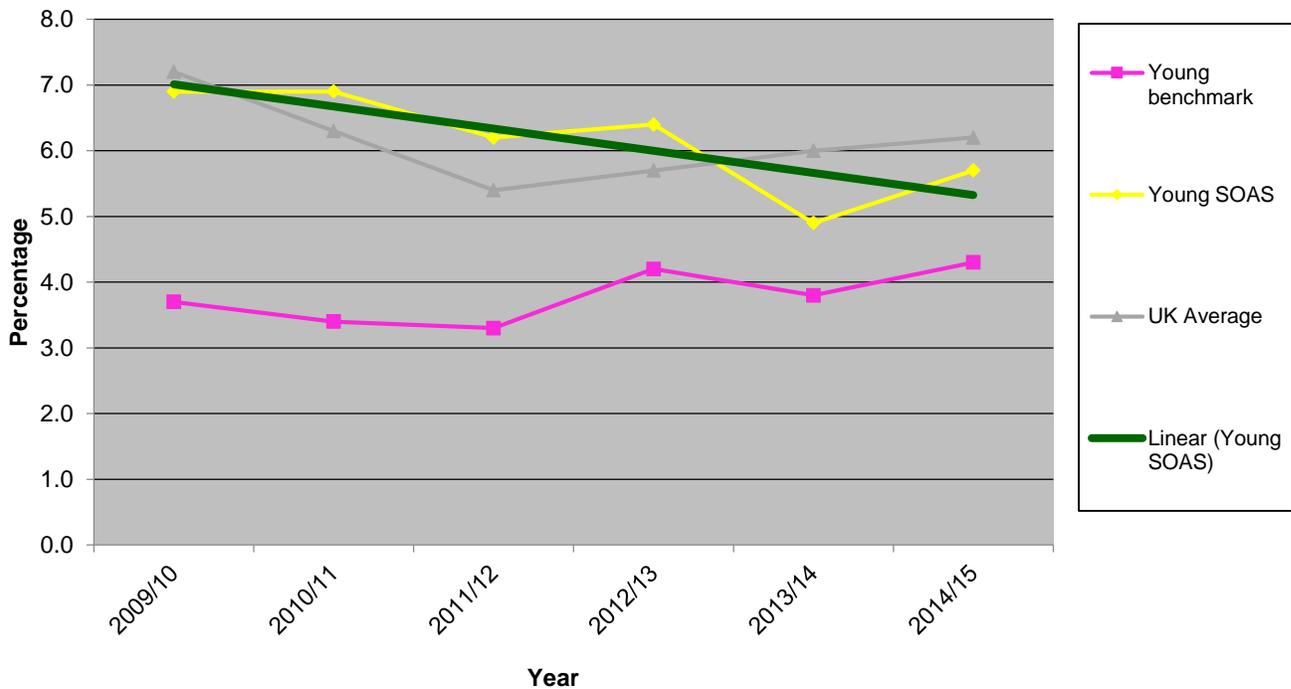
In 2012/13-2013/14, there had been a trend for underperformance in meeting this benchmark, however in 2014/15 we met the benchmark for proportion of young students from low participation neighbourhoods (LPN). For 2015/16 we have not met this benchmark by 0.5%. We will continue to increase our efforts to make significant improvements in young LPN representation.

Graph 5: Percentage of Mature from Low Participation Neighbourhoods



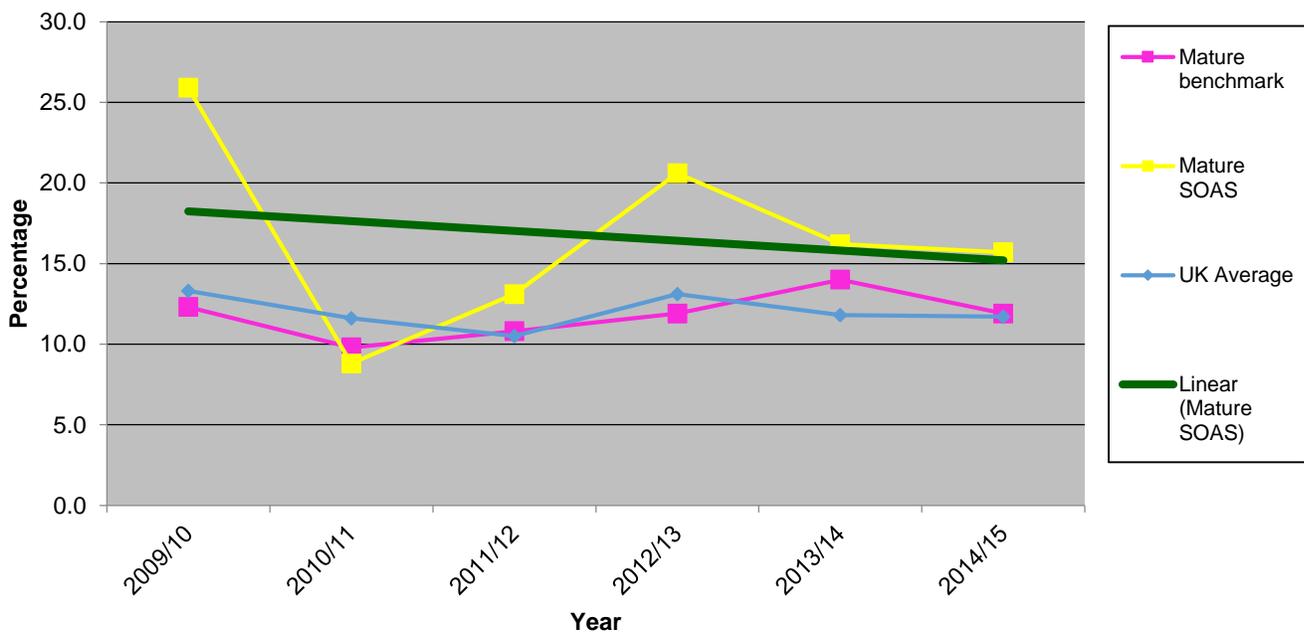
Whilst the UK average of students from this group has slightly fallen from 2014/15, we have significantly increased the proportion of mature students from low participation neighbourhoods. However we have failed to meet our benchmark. There is concern about the impact of the fall in mature students in the sector. We will increase our efforts as part of our commitment to make significant improvements in mature student LPN representation.

Graph 6: Non-continuation: Young entrants (%)

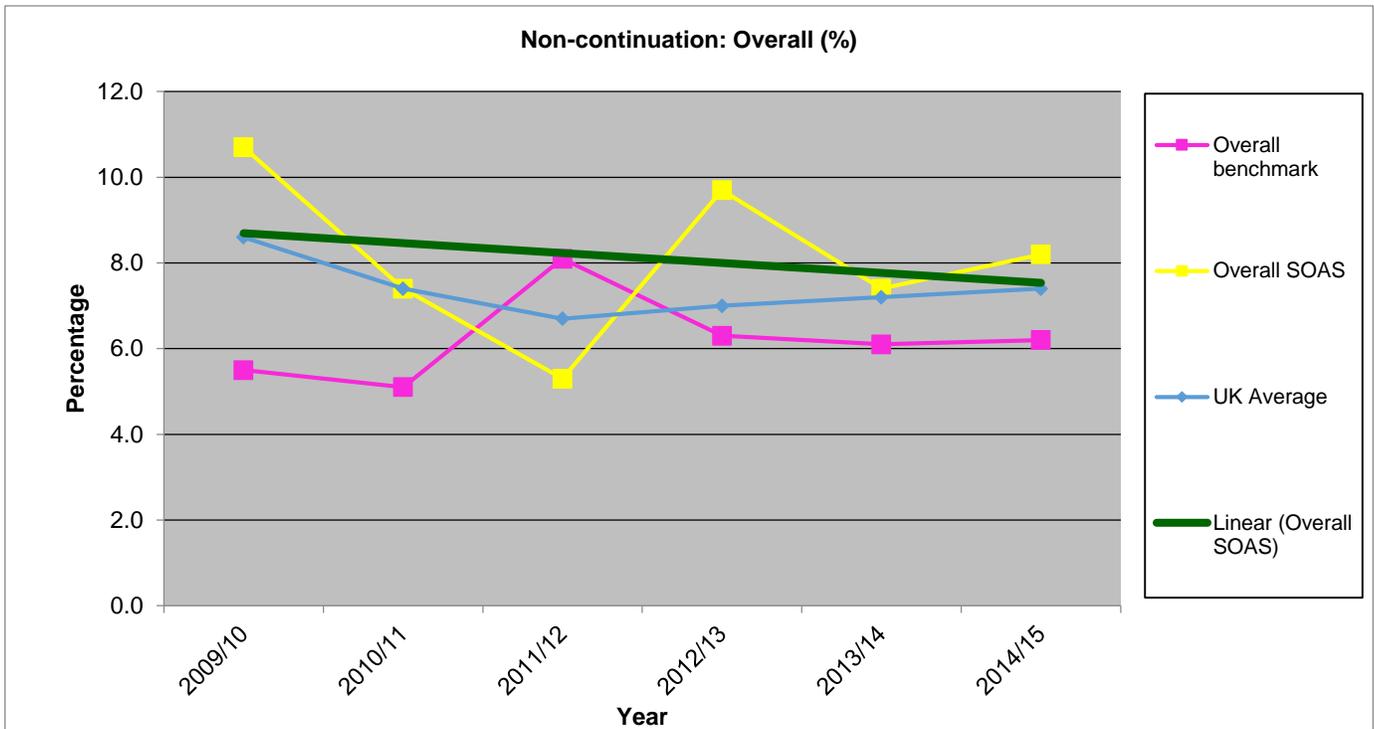


The non-continuation rate for young students has been falling since 2009/10, and therefore have an overall downward trend. However we have not met our benchmark for 2014/15 and will invest in improving retention of younger students.

Graph 7: Non-continuation: Mature entrants (%)



Our non-continuation percentage for mature learners is above the UK average and above the HESA benchmark. We have identified this as an area for concern and will continue to invest in support for mature students.



Our overall non-continuation rate requires improvement. We are above the benchmark and above the UK average. Although there is a slight downward trend, we need to continue to invest in support measures that improve the success rate of all students.

3.2 Summary of HESA performance and focuses for 2018/19

The analysis of our performance against HESA benchmarks provides a robust measure of success in access and student success at SOAS. The picture is mixed with areas which show a good level of progress towards meeting the benchmarks provided by HESA, and areas which require significant improvement in order to meet the benchmarks and UK averages outlined. The assessment of the graphs above identifies two areas of focus for access and student success work:

- Increased efforts needed to exceed the benchmark for young and mature students from low participation neighbourhoods
- Significantly increased efforts to reduce the non-continuation rate of all students, in particular mature students

Further to this there is a need to establish a measure for the analysis of students by socio-economic groups. We are currently looking into a range of measures including the use of household income, IMD or ACORN data.

4. Strategic approach

SOAS is a world-renowned specialist institution focusing on Asia, Africa and the Middle East. As such we have academics and students with a passion and expertise in some of the most interesting and exciting regions in the world. Our work in widening access draws upon this passion, niche and specialism to create engaging, innovative and academically rigorous outreach and student success programmes. Our aim is to work with students to become global citizens who can understand and engage with the world.

The strategic approach taken is embedded within the developing SOAS Strategy which has two key aims focused on students. Firstly, to produce high quality graduates who can understand and engage with the world. This means providing students with an international experience or exposure and helping students gain a global perspective – both of which are fundamental to our widening access approach which has cultural knowledge and exchange as a key feature. Secondly, to develop well rounded individuals who can make a difference so students leave SOAS with a sense of purpose and responsibility, and with a thirst for life-long learning. These are core considerations in our approach where fulfilling academic and personal potential, and providing equality of opportunity in career and further study prospects are crucial for students from backgrounds underrepresented in higher education.

This will be further embedded as the new Teaching, Learning and Student Experience strategy is developed where we seek to encourage engagement and success along every element of the student journey. Further to this the new academic restructure which will be implemented in 2018/19 will deliver embedded discipline focused student support at a School level, and ensure widening access and student success is fully embedded in the governance, structure and strategies across every School at SOAS.

Therefore our access activities focus on:

1. Inspiring and encouraging students from the most underrepresented groups to engage with and interpret the world around them
2. Providing support and guidance in assisting students at all educational levels to achieve their academic and personal potential
3. Delivering a cohesive and seamless student experience

Further to this, we are concerned about the progression and success of our students where we aim to:

1. Ensure we fairly and transparently assess the academic potential of students regardless of their background
2. Increase the proportions of students from underrepresented groups progressing from year one to two of their undergraduate programme
3. Improve the degree outcomes and careers destinations of students from widening participation backgrounds.

These focuses are further reflected in section 5 which outlines our evidence based approach to expenditure, and section 6 on how we target specific groups.

SOAS will increase investment in long term outreach and student success activities by redirecting funding from financial support. The coordinated and focussed approach to access, student success and financial support is described in section 3.4.

4.1 Attainment raising in schools and colleges

SOAS works extensively with schools and colleges across London, and is increasing its profile of widening access work into other parts of England. We currently engage with over 100 schools, and work most closely with those that are in the top 30% of most disadvantaged schools using our school priority formula. Two thirds of the schools we work with are 'repeat engagers' working with us at least twice a year. This forms the basis of close collaborative working at both school and pupil level to increase attainment.

Working with schools to support educational attainment is the key focus in our widening access activities where collaboratively supporting teaching and learning outcomes across sectors ensures a joined up approach to student transition. Below are some examples of cohorts and programmes which focus on raising attainment where there is significant disadvantage and underrepresentation:

- SOAS funded Team Up to recruit and train SOAS students to deliver 12 tuition sessions to small groups of Year 10 pupils typically on the C grade borderline in either Maths or English. Participants in the programme raised their attainment in evaluative baseline assessments by 20%.
- SOAS Scholars: Thinking Globally! is a two-year project designed to raise pupils' attainment in the sixth form by increasing participants' breadth and depth of knowledge, self-awareness and confidence, and by developing study skills and time management techniques

- SOAS is a partner university of the Brilliant Club, collaborating to deliver the launch and graduation trips which are a core feature of the programme, and providing SOAS PhD students to deliver tutorials to groups of high-performing pupils from disadvantaged backgrounds in Key Stages 2, 3, 4 and 5. Over two-thirds of those tutored by SOAS researchers went on to produce work of a standard associated with the next Key Stage up in development.
- Tailored study support for History A-level students at Morpeth School consisting of a masterclass, study skills support and assisted use of SOAS library resources, with all participants meeting or exceeding their overall target grade in the relevant module.
- The Languages Challenge targets students in Years 8, 9 and 10 and provides opportunities to use and develop their oral and written language skills, build vocabulary and improve memory. These skills are strengthened through collaborative tasks where students also develop their team work, communication, planning and monitoring skills.
- The Step On programme, aimed at supporting Year 12 students to make successful transitions to A-level study, includes a programme of study skills development sessions alongside an ab-initio language course. Participants are encouraged to identify short and long term learning goals; complete a reflective learning diary; evaluate and review how best to manage their time; complete a skills audit and reflect on what mindset they have adopted, often unconsciously.

The main aims of these programmes are to raise attainment and support transition by supporting pupils to develop their metacognitive skills, increase their subject knowledge and study skills, boost their confidence and resilience, and their ability to reflect upon and develop their own progress.

SOAS has established models of school partnership which are based on subject level support to raise attainment with target schools. Our experience shows that schools are increasingly engaged and interested in the type of partnership arrangement that is embedded in the curriculum. This work will be scaled up to increase the number of subject-level school agreements. The model outlined above of collaboration for the delivery of a module within the A-level History course at Morpeth School forms the basis of a template we will put in place with several schools in a variety of subjects in order to similarly help raise attainment for disadvantaged pupils. In addition, we have drawn up plans to enter into broader partnerships with schools to enfold our one-off activity with younger students into a broader framework alongside extended programmes to increase attainment and progression. Crucially, the benefits of such engaged partnerships can be noted by the increased retention rates of students who study at SOAS having been supported in school or college.

An increasing number of HEIs have responded to the Government's expectation of increased engagement in attainment raising in schools by establishing new schools or sponsoring academies. These have a range of motivations including improving the social capital of a local area, addressing institutional underperformance and meeting local employer needs. The majority of HEIs who have set up new schools or sponsored academies are large-sized and have a broader disciplinary base which provide the necessary resource and management to this significant area of work. Consideration should be given to develop a flexible and institution-specific approach which takes into account the size, shape and discipline of the HEI.

Our established programme of work in raising attainment shows that small group, high intensity programmes have the most significant impact on student outcomes, and that these activities targeted at the most disadvantaged target schools, increase underrepresentation at SOAS. As a small institution, delivering these types of programmes through the mechanism of academy sponsorship requires careful consideration due to the impact of shifting resources from our widening access work. Although we have no current plans to sponsor an academy, during 2018/19 we will undertake a scoping exercise to investigate the possibility of co-sponsorship. This will include sharing practise with other similar-sized or discipline focused institutions. In addition we will increase investment in access to resource an expanded number of school partnerships, and to deepen our existing school partnerships. This will provide a stronger evidence based for developing plans in our 2019/20 access agreement.

4.2 Student lifecycle

SOAS is committed to supporting the success of all its students and helping them realise their aspirations. Our degree programmes are unique and diverse in their content and regional focus. It is therefore crucial to provide support at all points in the student life cycle – from pre-entry to after graduation, particularly to those from underrepresented groups. The assessment of our access and student success performance indicates that SOAS need to put in place further measures to improve the retention rate of the overall student population.

In order to better understand the progression of our students, SOAS commissioned Continuum: the centre for widening participation policy studies based at the University of East London to undertake an analysis of our student data covering three years in the first instance so we can better understand the undergraduate student experience, with particular reference to progression, retention and achievement. The research project takes into account what can broadly be described as “widening participation characteristics” including (but not limited to) ethnicity, social class, disability, previous academic achievement and the different learner progression routes into the institution. The findings of this report will inform the development of a university-wide retention and success action plan which will be developed in consultation with academic colleagues, professional services and the Student’s Union. This will have an impact on the allocation of resources to support projects and activities in 2018/19.

To supplement this research SOAS are working with the Students’ Union who have undertaken a qualitative analysis to understand the causes of, and possible steps to address, attainment gaps. The report which specifically focuses on the experience of black students, has 34 recommendations for every level of the institution. This important piece adds depth to the UEL-commissioned quantitative analysis and builds common cause between the SOAS Students’ Union and key individuals, teams, committees and working groups within the School with the power to influence, decide or take action to address attainment gaps. The aim is to build an inclusive environment for all students.

All activity funded through our OFFA access agreement impacts positively on student success and progression. SOAS will continue to deliver a programme of access activities with the aim of raising aspirations, increasing attainment, improving progression to HE and enabling student success. The tables below provide examples of activities which form part of our student lifecycle approach.

Raising aspirations

Activity	Features	Key outcomes
Discovering University	<ul style="list-style-type: none"> Provides younger students with an introduction to university Involves talks by undergraduate students 	<ul style="list-style-type: none"> Understanding of link between university and career benefits Experience of university campus Awareness of variety of subjects available in higher education
Ambassador-led taster days (and in conjunction with the SOAS Student Union)	<ul style="list-style-type: none"> Provide a positive and engaging HE experience Provide IAG on HE through an interesting learner-led experience Provide tasters through subject-specific workshops 	<ul style="list-style-type: none"> Increased knowledge of university study and options available Increased understanding of progression routes to university Increased confidence in own ability to progress to university

Increasing attainment

Activity	Features	Key outcomes
SOAS Scholars: Thinking Globally!	<ul style="list-style-type: none"> • Long-term sustained outreach project for Year 12s from disadvantaged backgrounds with the potential to achieve high grades at Level 3 study • Develops participants' critical thinking skills to fulfil their academic potential in their current studies • Explores different subject areas in order to find the right degree choice • Involves working with current undergraduate students on a number of higher education and career related activities to build knowledge and skills 	<ul style="list-style-type: none"> • Increased confidence and resilience • Improvement in key study skills and time management • Strong rates of progression to high-tariff institutions
Immersion Weeks (Turkish & Urdu)	<ul style="list-style-type: none"> • Provide a positive and engaging HE experience • Provide GCSE support for Turkish and Urdu speakers • Improve community language skills and increased confidence • Provide greater exploration of HE for hard to reach group 	<ul style="list-style-type: none"> • 84% Participants gain greater awareness of what university studies would be like and 81% learn more about how to progress to university • Participants develop critical thinking skills, presentation skills and essay writing skills. Although learners find the writing exercise difficult, they believe that it will support them to succeed at school.
Step On Programme	<ul style="list-style-type: none"> • Long-term programme providing young people with no family history of higher education with the opportunity to learn a new language • Develops the study skills require to succeed at KS5 Develops metacognitive skills such as planning, goal setting, reflective learning and monitoring • Provides an opportunity to experience what it is like to study languages at university • Aims to improve retention in language studies from AS to A-level and to university 	<ul style="list-style-type: none"> • 80% more excited about the subjects they can study at university • 80% said they gained skills and knowledge to help them fulfil their academic potential. • Participants gain greater self-awareness of how to learn • Support students make better decisions about university studies • Provides opportunities to learn about different cultures through research and presentation skills

Progressing to HE

Activity	Outcomes/features	Key outcomes
Summer schools	<ul style="list-style-type: none"> • Provide a sustained and intense HE intervention • Provide students interested in particular topics with a broader understanding of the discipline and degree options 	<ul style="list-style-type: none"> • Extensive understanding of the higher education experience

	<ul style="list-style-type: none"> • Provide sustained, meaningful contact with current HE students, as well as forum for gaining study skills and specific subject knowledge • Includes sessions on careers and employability 	<ul style="list-style-type: none"> • Increased understanding of how to progress to university • Learners are exposed to a variety of languages, cultures and subjects
Masterclasses	<ul style="list-style-type: none"> • Provide a snapshot of university-style learning and teaching • Provide meaningful contact with current HE students; who very directly provide role models of people who have come from similar backgrounds • Increase the understanding of the HE experience to younger students • Provide support to students who may be struggling with the concept of HE 	<ul style="list-style-type: none"> • Increased subject knowledge • Increased understanding of progression to university

Enabling student success

Activity	Outcomes/features	Key outcomes
Bridging Courses for Mature and First Generation Students	<ul style="list-style-type: none"> • Transition support for students • Study skills including academic writing • Early awareness and access to support services • First year support • Programme is also delivered online for target students 	<ul style="list-style-type: none"> • Sense of belonging • Improved study skills • Greater resilience • Improved non-continuation and progression rates
First Term E-Mentoring	<ul style="list-style-type: none"> • E-mentoring throughout first term using Brightside platform • General pastoral and transition support, as well as specific academic support 	<ul style="list-style-type: none"> • Increased knowledge of institution-specific knowledge to support transition • Improved non-continuation and progression rates
Peer Assisted learning programmes	<ul style="list-style-type: none"> • Targets traditionally difficult academic subjects • Peer leaders encourage peer support during sessions and students identifying own solutions to common problems • Focus on the topics students find difficult • Sessions reflect on topics covered on recent lessons 	<ul style="list-style-type: none"> • 4 Peer leaders trained in reflective listening, facilitation and report writing in order to support fellow students • Preliminary findings are that the programme has a positive impact on learners' confidence in problem-solving, self-management, and in networking skills

5. Evidence informed expenditure in widening participation and access

Section 4 above provides a range of activities across the student lifecycle which are funded through our access agreement. The tables evidence key outcomes for each activity and ensure we maintain an evidence based and outcome driven approach. The activities funded have the greatest impact in achieving our goals in widening access and improving student success, and we continue to inform the development of these activities through the use of a robust evaluation strategy which is outlined in section 5.3 below.

Further evidence and analysis will continue to be conducted to support an increased focus on student outcomes across the student lifecycle, taking into consideration the national challenges surrounding the attainment gap for BME student and increasing the proportions of BME and white working class boys into Higher Education. These are outlined further in section 6.

Significant outcomes informing practise and developments

SOAS measures the successful impact of our activities by asking learners to self-report on their own attitudinal change on anonymous post-activity evaluation forms. The table below shows the measures used for general taster days and language taster days which are targeted at students at key stage 4 and below. Our activities consistently demonstrate impact in at least one of the three key attitudes measures below:

	% Agreeing they have learnt more about what university study would be like	% Agreeing they have gained study skills to help fulfil their academic potential	% Agreeing that they now believe more strongly that they will go to university
<i>Taster days [n=883]</i>	84.2%	55.3%	71.1%
<i>Languages outreach programme [n=367]</i>	60.7%	49.5%	67.0%

We also measure the successful impact of the activities for students at key stage 5, by asking learners to self-report on their own attitudinal change on anonymous post-activity evaluation forms. The table below demonstrates, consistent significant impact in at least one of the three key attitudinal measures:

	% Agreeing they have learnt more about what university study would be like	% Agreeing they have gained study skills to help fulfil their academic potential	% Agreeing that they now believe more strongly that they will go to university
<i>Taster days [n=294]</i>	82.6%	48.7%	65.5%
<i>Masterclasses [n=424]</i>	78.3%	62.4%	71.0%
<i>Summer schools [n=110]</i>	99.1%	96.4%	90.9%
<i>Sustained long-term projects [n=22]</i>	95.4%	90.9%	90.9%
<i>Access conferences [n=46]</i>	90.9%	73.4%	88.9%

To further measure impact, structures are in place for tracking the progression to higher education outcomes of learners who engage in our long-term and summer school programmes. In addition, our aim to increase the number and scope of our school partnerships should provide us with the opportunity to evaluate the impact of programmes in terms of the impact of the above attitudinal change on participants’ learning outcomes.

SOAS perform well within the context of our current evaluation procedure, and are reaping the rewards of having refined our evaluation forms, reduced the range of attitudinal questions asked and focusing on key indicators which can be used to evidence top-line impact more clearly. Having gathered significant data on these measures, we continue to invest in the outreach activities outlined above.

Outline of expenditure in access, student success and financial support

Based on the assessment of our performance outlined in section 3.1, SOAS will commit 29.8% of its higher fee income on access, progression and success measures. The table below shows the split between financial support, outreach and retention expenditure between 2017-18 and 2021-22.

	Year 1 2017/18 £ Forecast	Year 2 2018/19 £ Forecast	Year 3 2019/20 £ Forecast	Year 4 2020/21 £ Forecast	Year 5 2021/22 £ Forecast
Financial support	1,137,927	1,184,968	1,194,102	1,158,508	1,158,508
Access	490,228	515,908	548,344	571,718	564,718
Student success	493,818	546,908	561,930	591,075	591,075
Progression	25,000	31,000	37,000	43,000	50,000
Total expenditure	2,146,973	2,278,784	2,341,376	2,364,301	2,364,301

The table below demonstrates, in % of higher fee income terms, the shift in balance of expenditure away from financial support and towards access, student success and progression:

	Year 1 2017/18 Forecast	Year 2 2018/19 Forecast	Year 3 2019/20 Forecast	Year 4 2020/21 Forecast	Year 5 2021/22 Forecast
Financial support	15.8%	15.6%	15.4%	14.9%	14%
Access	6.8%	6.8%	7.1%	7.3%	7.3%
Student success	6.8%	7.2%	7.3%	7.6%	7.6%
Progression	0.3%	0.4%	0.5%	0.6%	0.6%
Total expenditure	29.8%	29.9%	30.2%	30.4%	30.4%

5.1 Evidence based approach to targeting

In order to ensure that we target our activities to learners who would benefit the most, we have developed a school formula which ascribes numerical values to state schools according to various criteria. The more disadvantaged and low-performing the school is, the higher the score it receives, and the higher priority it is to work with. The formula takes into account the following data-sets, although we are currently evaluating how best to change the formula to reflect the school- and national-level data now published by the Department of Education:

- POLAR3: this data is used to indicate the likeliness of a pupil body which is expected to contain pupils from Low Participation Neighbourhoods (maximum of 10 points in the formula)
- Percentage of pupils eligible for Free School Meals (FSM): this data is used as a measure of the socio-economic deprivation of the pupil body (maximum of 50 points in the formula)

- Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and Maths GCSEs: this data is used as a measure of the schools' performance in comparison to the national average (maximum of 35 points in the formula)
- Index of multiple deprivation: this data is used as a measure of deprivation in the immediate locality of the school (maximum of 5 points in the formula)

The 10% highest scoring schools form the Priority 1 group, then the next highest scoring 20% are Priority 2, then the next highest scoring 30% are Priority 3, with the remaining 40% being non-priority. As a result of our school level targeting procedures in the past 12 months we have directly engaged with 13 priority 1 schools, 14 priority 2 schools and 5 priority 3 schools.

In addition students are asked to disclose socio-economic information on anonymous post-activity evaluation forms in order to ensure activities are targeting the most appropriate students. These are analysed on an event-by-event and annual basis.

Of over 4000 participant evaluation forms collected in 2015/16, just under half reported no parental background of higher education, and two-fifths reported that they had been in receipt of Free School Meals. These figures reflect increasingly robust targeting procedures, and continue to improve year on year. The table below provides targeting data for the key activities:

Type of activity	% Attendees eligible for Free School Meals			% Attendees with no parental experience of HE			% Attendees disclosing that they have been in care		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Taster days	39.7%	46.3%	40.7%	45.5%	43%	45.2%	5%	5%	4.2%
Masterclasses	40.5%	60.5%	47.2%	67.6%	71.5%	72.7%	1.2%	1.3%	1.2%
Summer schools	42.7%	54.7%	61.8%	77.3%	70.7%	73.6%	1.5%	0%	0%
Sustained long-term projects	77.4%	83.3%	68.2%	77.4%	77.8%	86.4%	0%	0%	4.6%
Languages outreach programme	32.1%	23.8%	29.4%	61.2%	25.8%	31.3%	8%	3.7%	3.5%
Access conferences	n/a	53.1%	32.6%	n/a	54%	54.4%	n/a	14.6%	2.2%

5.2 Contributions to the national landscape in social mobility

Collaboration is a key requirement in meeting need and delivering activities concerning widening participation and access to schools, colleges and the local community. SOAS deliver a wide range of activities to support students into Higher Education by collaborating with partners in working with underrepresented groups. By doing so it makes significant contributions to the national landscape in social mobility.

Opportunity Areas

There are significant areas of challenge across the country with regards to social mobility. The £60m funding from the Government to support the challenges faced is a welcome and needed resource to support schools, colleges, universities, business and local authorities to ensure all children have the opportunity to reach their full potential.

Currently London is not one of the opportunity areas so we are unable to engage with the local challenges faced by our young people in the city using this funding. However SOAS engage with some of the other regions identified by delivering programmes which help raise aspirations and attainment for young people in schools. An example of this is the Language Challenges project which we have been running for 3 years. The Languages Challenge is a collaborative experiential project developed by SOAS and completed at schools. In 2016-17, 36 schools registered over 1000 learners on the programme, of which 11 schools and 276 students are from out-of-London schools. In addition SOAS is able to utilise its networks with other partners who are in Opportunity Areas. For example HEIs who formed part of the HEFCE Routes into Languages programme will provide a crucial link into areas where SOAS can support ongoing developments to improve social mobility in the region.

HEFCE National Networks for Collaborative Outreach

SOAS have been engaged with a number of the regional collaborations as part of its engagement with the HEFCE NCOP programme.

As part of our membership of Linking London we will be supporting their NCOP work with colleges in target wards. We will be providing student ambassadors for the collaborative work at the colleges as well as providing input in to project discussions. For our work with Aimhigher London South, SOAS will be supporting a range of activity. The most recent is the Look to the Future programme which will run for two years. It targets Looked After Children to give them a chance to experience different university environments and gain a better understanding of what university has to offer. Several local authorities provided 14 participants that met the Look to the Future criteria. SOAS is committed to developing more projects that focus on engaging young people from backgrounds in care. We will be providing student ambassadors for the collaborative work at the various college events to buddy up with one of the young people

This important area of contribution to the national landscape complements the work being delivered through our access agreement by focusing on young people who are most underrepresented. These groups are hard to reach by SOAS, and the collaborations provide a systematic and measureable environment in which to engage in making a difference in these areas.

Applicants who go to other HEIs

We have gathered evidence to show how SOAS is contributing to improving access across the sector. The table below displays information about the institutions which those SOAS applicants who attended our outreach did not gain a place at SOAS (by choice or otherwise) ended up at, with previous years’ data for comparison:

Applicants Who Went Elsewhere	2013 Entry [n=66]	2014 Entry [n=80]	2015 Entry [n=97]	2016 Entry [n=90]
To another London HEI	68%	48%	65%	67%
To an HEI in the South East (including London)	70%	65%	69%	77%
To a Russell Group HEI	30%	35%	48%	28%
To a Post-1992 HEI	18%	33%	6%	21%
Not placed	14%	8%	8%	10%

The table below displays the same data for 2016 entry students, this time split between those who attended one-off outreach activities, and those who took part in long-term projects

Applicants Who Went Elsewhere	One-off [n=29]	Long-term [n=61]
To another London HEI	66%	72%
To an HEI in the South East (including London)	72%	79%
To a Russell Group HEI	17%	31%
To a Post-1992 HEI	34%	15%
Not placed	14%	8%

It is worth noting that SOAS outreach supports participants to progress to selective HEIs, with an annual average of 35% of our outreach attendees who apply to SOAS but don't come here ending up placed at a Russell Group institution. The impact of long-term projects is particularly pronounced here, and we hope to see the impact grow with increase in our long-term work through school partnerships.

Work with primary schools

The WP team collaborates with the education charity IntoUniversity to host events for the young people that they work with. The charity offers a programme that supports young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration. The charity has education centres across London which organise homework clubs, mentoring and educational visits. We will continue to host university visits for the charity such as IU Lambeth and IU East Ham. We will also continue to host primary groups from the charity as part of their Primary FOCUS programme.

An activity entitled 'Discovering University' has been successfully piloted with feeder schools of our priority secondary schools. We will continue to roll out this activity in 2018/19.

SOAS also works with Mosaic, founded by HRH The Prince of Wales in 2007, in order to offer experiences of a university campus, and insights into higher education for primary school children and their parents. The visits consist of the materials used for 'Discovering University' (particularly focussed on the career benefits associated with going to university), and taster sessions led by current students of different subjects on offer at university.

Other key Pre-16 partnerships: Team Up; The Access Project; the University of Brighton; ReachOut UK

Collaborations with other HEIs

Capital L, Routes into Languages

Capital L is a London consortium of 5 HEIs who collaborate with schools, colleges and a range of other stakeholders to increase and widen participation in language studies in schools, colleges and universities. Capital L staff sit in the WP team within the Academic Services Directorate. The consortium is jointly directed by the Head of Widening Participation at SOAS and the Professor of French at the University of Westminster.

Linking London

Linking London is a unique partnership of 40 partners made up of universities, colleges, sixth form colleges, schools, awarding bodies, jisc Regional Support Centre, the London Councils Young People's Education and Skills team and unionlearn. The long-established network has been in existence since 2006, as is also part of the HEFCE NCOP. The core aims of the partnership are to support recruitment, retention and progression into and through higher education, in all its variety, including full and part time, higher apprenticeships and work

based learning and employment. Through Linking London membership partners work both collaboratively, and individually, to maximise their contribution to targeted student engagement and achievement, social mobility and in pursuit of improvements in social justice through education.

Aimhigher London South

AHLS works to ensure fair access to higher education for young people from non-traditional backgrounds. This is achieved by linking schools, colleges, universities and education providers together to work effectively. AHLS works in partnership with 11 universities, 28 schools and 3 further education colleges across London and the South East. The network is committed to collaboration and works together to; provide impartial information, advice and guidance to learners from year 8 – year 13, share good practice at a local and regional level in order to determine what works well and that activities are effective, develop and apply evaluation and monitoring methods to illustrate long term impact, improve the involvement of current students.

University of London Outreach, Access and Success Group

A network established in April 2014 where a number of University of London institutions have come together to collaborate on four strategic themes including; white working class boys, key stage 3 and 4 outreach, evaluation and research and student success and progression.

5.3 Monitoring and evaluation

Monitoring and evaluating impact is core to our access agreement. This is conducted at an institutional and activity level which assists in refining approaches and processes across the student lifecycle. It includes commissioning external research such as the commissioned report on Student Characteristics, and gathering data which is used to continuously improve the outcomes of our activities.

Activity level

SOAS systematically and routinely gathers data from learners, and other stakeholders on the impact of its activities. Reports are produced against a number of variables which allows the monitoring of outcomes and attitudinal changes amongst different groups as described in section 5.1. These include measuring:

- Increased awareness of HE study and student life
- How to progress to HE
- Costs and support available
- Impact on current study
- Changes in attitude towards HE

The table below demonstrates our activities consistently impact learners in at least one of the three key attitudes measures:

Type of activity	% Agreeing they have learnt more about what university study would be like			% Agreeing they have gained study skills to help with their current studies			% Agreeing that they now believe more strongly that they will go to university		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Taster days	88.2%	86.8%	83.8%	63.4%	56.2%	53.6%	n/a	71.1%	70.1%
Masterclasses	88.3%	84.7%	78.3%	55.9%	67.4%	62.4%	n/a	75.4%	71%
Summer schools	98.6%	100%	99.1%	93.5%	100%	96.4%	n/a	96%	90.9%
Sustained long-term projects	84.4%	100%	95.4%	87.9%	83.3%	90.9%	n/a	100%	90.9%

Access conferences	89.2%	92%	90.9%	64.7%	76%	73.4%	n/a	84.3%	88.9%
Languages outreach programme	66%	47.2%	61%	53.6%	44.9%	55.4%	n/a	56.1%	70.2%

School level

The central Widening Participation team work closely with colleagues in the Planning department to understand the access, progression and success of students from underrepresented backgrounds. This includes analysis of the make-up of the current student body by protected characteristics, but also departmental-level analyses which enable us to better understand the progression, success and withdrawal rates of students from widening participation backgrounds at a more granular level, and which reflect the interest of academic staff in issues to do with widening participation at the departmental level. The WP and Planning teams are working closely together in order to identify and develop further areas where data is sufficiently robust to provide the evidence for developing and delivering additional interventions.

The Widening Participation team works closely with the Admissions team, particularly to develop our approach to contextual admissions. All home applicants to undergraduate programmes are considered eligible for reduced offers dependent on a range of socio-economic and educational criteria identified by the WP team, and those applicants who receive reduced offers are tracked once at SOAS in order to build our institutional evidence base for further refinement. The WP and Admissions team are currently working together in order to better publicise this approach, and to demystify any aspects of the application and admissions process for SOAS applicants from disadvantaged backgrounds.

Through these methods of targeting, analysis and evaluation, SOAS ensure that progress is made to improve access, student success and progression.

5.4 Financial support

SOAS will spend £1,184,968 on financial support for students in 2018/19. Institutional evidence from the evaluation of our financial support packages indicates that outreach has the biggest impact on a students' decision to apply to university but that financial support has a significant impact on the retention rate. This has informed our decision to offer financial support over the duration of programmes for students from the most disadvantaged groups.

Excellence Bursary

The Excellence Bursary provides £750 per academic year to every undergraduate student with a household income under £25,000. This bursary provides guaranteed financial support to students with a low household income.

Enhanced Excellence Award

The SOAS Enhanced Excellence Bursary provides an additional £750 per academic year. The recipients of this bursary will receive the Excellence Bursary plus the Enhanced Excellence Bursary totalling £1,500 per academic year. The bursary will have a total value of £4,500. It is targeted at care-leavers, students from low participation neighbourhoods, first generation HE entrants and students with refugee status. Students must also have a household income below £25,000. This award provides support to the most underrepresented groups and helps towards improving student success by supporting students over the course of their degree.

Study Support Funds

SOAS Study Support funds provide one-off financial support to students who experience unanticipated financial hardship. The fund is targeted at students from underrepresented groups, and those who have low household income. The support is provided on a means-tested basis with a maximum value of £1,000.

The table below shows the financial support available and reflects our priorities in recruiting and retaining the best students from disadvantaged groups.

Award	No. available	First year		Second year		Third year		Total
		Cash bursary	Fee waiver	Cash bursary	Fee waiver	Cash bursary	Fee waiver	
SOAS Excellence Bursary	318	£750	-	£750	-	£750	-	£2,250
SOAS Enhanced Excellence Bursary	165	£750	-	£750	-	£750	-	£2,250
SOAS Study Support Funds	98	Max. £1,000	n/a	n/a	n/a	n/a	n/a	Max. £1,000

In 2018/19 SOAS will guarantee 318 new students financial support over the course of their programme.

Evaluation financial support using OFFA toolkit

Initial steps have been taken to gather the data required to evaluate our financial support using the OFFA toolkit, though we understand that HESA and OFFA are working together to simplify this process further for institutions. Once this is complete we will proceed with the evaluation, as well as putting in place new data collection processes (or simplifying existing processes) if necessary to ensure that the analysis can be repeated on an annual basis for subsequent cohorts.

Impact of financial support on attainment

In the meantime however, we have over the past few years been tracking the progression rates of recipients of financial support in comparison to other applicants who – broadly – share the same WP background characteristics. The table below displays the difference, in percentage points, for first-year outcomes for bursary recipients, compared to the average of all WP background students. Although no control for prior attainment is made, the data demonstrates higher rates of progression for those who receive financial support:

First Year Outcome	2012 entry [n=90]	2013 entry [n=87]	2014 entry [n=86]	2015 entry [n=92]
Progressing to Year 2	-4	+2	+8	+8
Restarting Year 1	+5	+3	0	0
Withdrawn	0	-6	-6	-2
Unknown	-1	+3	-2	-7

6. Targeting specific groups

SOAS are concerned about both national and institutional evidence that point to ingrained disadvantage for particular groups of students. The key starting point for our response to ongoing work in this area is a better understanding of the journey for students across differing characteristics. This begins with our access work through to employment or further study, and understanding how multiple dimensions of disadvantage may affect the student experience. The commissioned research will provide statistical data for tracking this, with the Student Union's report on the experience of black students providing the student voice. The resultant action plans will seek to address the findings of the research. It is expected that a more targeted programme across the student lifecycle will be developed with pilots delivered in 2018/19.

6.1 White males from disadvantaged socio-economic groups

We are aware that changes need to be made in order for us to engage a greater number of white males from disadvantaged socio-economic groups in our outreach offer. For example, in 2015/16 only 2.1% of participants were white males in receipt of Free School Meals. That is why in 2016/17 we prioritised any applicants from this group when allocating places for our post-16 activities such as summer schools. In addition, we will take into account the findings of the “The underrepresentation of white working class boys in higher education” report recently published by King’s College London and LKMco when formulating new outreach activity.

This work will be further developed by specifically identifying a selection of schools using our targeting formula to increase work with this group. This will be monitored using our evaluation system to ensure we are increasing our engagement with white boys from lower socio-economic groups.

Further to this we are working with Planning and Registry to develop a mechanism to identify and track students from this group through their undergraduate experience. We currently use household income to determine ‘class’ status which is the most robust measure currently available for tracking.

6.2 Students from black and ethnic minority backgrounds

Existing institutional research shows a significant attainment gap at degree classification level between black home students and their white counterparts. The recommendations from the SOAS’ Students’ Union report, ‘Degrees of Racism’ identify 39 recommendations around 7 themes:

1. Establish leadership and strategy around eliminating the attainment gap
2. Acknowledge and address institutional racism
3. Address BME underrepresentation within the staff and student body
4. Create and repair systems that support a system of accountability
5. Create an inclusive learning and teaching environment
6. Clarify and communicate existing support available
7. Dismantle barriers to accessing support

An action plan is being devised from these recommendations to ensure that at the highest level SOAS address the disparities in the experience of students from BME backgrounds. For example a KPI had been developed which will report to Academic Board to monitor SOAS progress in this area. This important area of work links with the School’s Equality Diversity Inclusion Action Plan which already seeks to address by taking actions to applying for external benchmarking such as the Race Equality Charter, extending Unconscious Bias training for decision making staff and identifying student retention and attainment gaps.

During 2018/19 the School will continue to develop this area of work at the highest level through the Attainment Gaps Working Group and by implementing a range of support activities for the target students including a mentoring scheme. In addition the findings of the commissioned student characteristics analysis will provide a module level data against ethnicity in order to better identify where changes in curriculum, or additional student support may be required to address disparities.

6.3 Disabled students

Effective and tailored support is required to ensure students with disabilities have success progression through their undergraduate experience. Currently we exceed our HESA benchmark for the proportion of students in receipt of DSA so have a significant number of students disclosing a disability. However we are also aware of the increasing numbers of students that require support who may not be in receipt of DSA. This has led to increased investment in staffing for mental health and wellbeing in the Student Advice and Wellbeing team.

During 2018/19 will we develop a target to monitor the impact of this additional support, and ensure we are providing sufficient information, advice and guidance to the student body on where to access the support available.

6.4 Mature students

We are aware of the steep decline in the numbers of mature learners entering higher education. SOAS have established programmes targeting students on the Access to HE diploma through our progression agreements

with local FE colleges, and deliver a variety of support programmes aimed at improving student success for the group.

To encourage further engagement with mature learners we will be providing a year long programme of support for students completing the new African Studies Access to Higher Education Diploma at Kensington and Chelsea College. The students will have access to mentoring from current SOAS students, who have progressed to university from Access programmes, throughout their studies. This will provide the students help with developing their study skills and improving the quality of their diploma work, advice on making a successful transition to university and guidance on completing Personal Statements. As part of the programme as well we will be providing a couple of guest lectures at the college, complementing what the students are learning and exposing them to university style teaching.

Further to this SOAS will develop a programme of outreach activities specifically targeted at adults. A summer school is planned for July/August 2017. It will take place in the evenings and lead to a Family Day. Current mature students have helped develop the programme by identifying what study skills sessions to include on the summer school. We are working with SOAS Mature Students reps to consult mature students on initiatives aimed at supporting retention and success as well as outreach. This includes a proposal to set up a peer-assisted project for this particular cohort. We have also been approached by Aimhigher London South to develop activities aimed at parents with no previous experience of higher education.

7. Targets and milestones

SOAS have committed to a range of ongoing targets over a 5-year period, and these were most recently updated in 2016/17. The targets are ambitious and have been formulated across the student lifecycle, and institutional data has been used to develop a refined set of targets and milestones that ensure SOAS works with the most disadvantaged students. During 2018/19 we will develop an additional set of target based on the guidance outlined in this access agreement which focus on white males from disadvantaged backgrounds, students from black and ethnic minority groups, students with disabilities and mature students. A target to appropriately measure the impact of our work on raising attainment will also be developed.

The targets below reflect the need to maintain and improve the scope of our access and student success activities to ensure that all students are able to access, progress and succeed at SOAS. Targets have been formulated based on our assessment of our current performance, sector wide benchmarks and institutional evidence. These targets are stretching and represent our increased investment in access, progression and student success, and the outcomes we wish to achieve.

Access targets

Measure	Baseline (2013/14 intake)	Target aim	Milestone at 2016/17	Milestone at 2017/18	Milestone at 2018/19	Milestone at 2019/20
Young first degree entrants from LPN (POLAR3) (relating to graph 4 in section 3.1)	3.7%	To increase the proportion of students from this group to 5.4% by 2019/20	4%	4.5%	4.9%	5.4%

Mature first degree entrants from LPN (POLAR3) (relating to graph 5 in section 3.1)	2.2%	To increase the proportion of students from this group to 4% by 2019/20	2.5%	3%	3.5%	4%
First degree students in receipt of DSA (relating to graph 3 in section 3.1)	6.3%	To increase the proportion of this group to 7% by 2019/20	6.5%	6.7%	6.9%	7%
Young first degree entrants from NS-SEC 4-7¹ (relating to graph 2 in section 3.1)	30.6%	To maintain the proportion of students from this group by 2019/20	31%	31%	31%	31%
State school first degree entrants (relating to graph 1 in section 3.1)	81.6%	To maintain the proportion of students from this group by 2019/20	82%	82%	82%	82%

Measure	Baseline (2012/13 data)	Target aim	Milestone at 2016/17	Milestone at 2017/18	Milestone at 2018/19	Milestone at 2019/20
Number of school and FE college students attending extended programmes	60 students	To increase the number of school and FE college students engaged in extended programmes to 100 by 2019/20	60 students	75 students	90 students	100 students

¹ The target relating to this performance indicator will be removed as HESA will no longer publish this information. A new target will be formulated based on further research.

Number of students attending summer schools	160 students	To increase the number of students attending subject-based summer schools	160 students	170 students	180 students	200 students
Number of students engaged in raising attainment	60	To increase the number of students engaged in activities that raise attainment	n/a	n/a	60 students	90 students
Number of students progressing to HE from POLAR3 Quintile 1	40	To see 40 learners from POLAR3 Quintile 1 progress to HE by working with 12 NCOP schools	n/a	n/a	n/a	40

Progression targets

Conversion of year 12 & 13 outreach attendees to SOAS applications	25%	To increase the proportion of outreach attendees who apply to SOAS to 35% by 2019/20	25%	28%	33%	35%
Conversion of year 12 & 13 outreach attendees who apply and gain a place at SOAS	25%	To increase the conversion rate of outreach attendees who gain a place at SOAS to 35% by 2019/20	25%	28%	32%	35%
Number of students attending Bridging Course for Mature students	44 students	To increase the number of mature students attending the Bridging Course to 75 by 2019/20	44 students	55 students	65 students	75 students
Number of students attending Bridging Course for First	34 students	To increase the number of first generation students attending the Bridging	34 students	45 students	55 students	60 students

Generation students		Course to 60 by 2019/20				
Percentage of Mature Bridging Course attendees progressing to year 2	72.7%	To increase the progression rate of mature Bridging Course attendees into year two to 80% by 2019/20	72.7%	74%	77%	80%
Percentage of First Generations Bridging Course attendees progressing to year 2	79.4%	To increase the progression rate of first generation Bridging Course attendees into year two to 85% by 2019/20	79.4%	82%	84%	85%

Measure	Baseline (2013/14 intake)	Target aim	Milestone at 2016/17	Milestone at 2017/18	Milestone at 2018/19	Milestone at 2019/20
Non-continuation of young students (relating to graph 6 in section 3.1)	6.4%	To reduce the non-continuation rate of young students to 5% by 2019/20	6.4%	6%	5.5%	5%
Non-continuation of mature students (relating to graph 7 in section 3.1)	20.6%	To reduce the non-continuation rate of mature students to 15% by 2019/20	20.6%	18%	16%	15%
Non-continuation overall	9.7%	To reduce the non-continuation rate of the overall population to 7% by 2019/20	9.7%	9%	8%	7%

(relating to graph 8 in section 3.1)						
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Student success targets

During 2018/19 SOAS will develop in an increased understanding of student progression and outcomes. It will be based on analysis of national data sources such as DELHE, data gathered by the SOAS Careers Office and the commissioned research project. This will enable SOAS to create a set of targets related to student success and outcomes for students from disadvantaged groups.

We will monitor on an in-year basis the progress towards our milestone using sector-wide and institutional proxy data to ensure we make progress over a 5-year period. Targets may be reviewed, if necessary, based on institutional data and UCAS data collected during the application cycle.

8. Consulting with students

The SOAS Students’ Union has worked in tandem with the School in drafting the access agreement for 2018/19. It is reflected in the continued emphasis of cash bursaries as a form of financial support for all students, and success initiatives for underrepresented groups. In addition the focus on mental health is aligned with the Union’s priority for increased resource for mental health support for the student body which SOAS have responded to by providing additional staff in the Student Advice and Wellbeing team. This is a continuation of collaboration in developing access agreements for the past 5 years.

The School’s Widening Participation Team meet with the Union to discuss issues around access and success and align with the Students’ Union educational priorities. It includes delivering joint WP outreach activities such as Students’ Union-led outreach programme, the “SOAS Saturday Club” and “Student HUB.

Strategically the Students’ Union has a key role in several areas of SOAS relating to student experience. This includes membership the Student Outcomes and Academic Experience Working Group chaired by the Director, where students who are from underrepresented groups contribute. The Co-President also sits on the OFFA Steering Group as a formal member.

Consultation with the Students’ Union and student body has resulted in the following:

- Increased expenditure on long-term outreach programmes and further collaboration in building a ‘SOAS community’ for access
- Further emphasising the importance of retention and success in the agreement, and SU assistance in devising programmes in response to concerns about outcomes for students from underrepresented groups
- Reviewing financial support arrangements to ensure they are attractive and suitable for students’ needs
- Improved support for student with mental health difficulties

9. Information to students

SOAS provides clear, accessible and timely information to applicants and potential students on our undergraduate fees and financial support.

Information on fees and financial support is provided through on our institutional website and the UCAS website. We will continue to publish our financial support on these websites.

For 2018/19 we will continue to produce a leaflet on our financial support which is distributed to schools and colleges across the country. This will be distributed from October 2017. The leaflet will be created in conjunction with current SOAS students who are from under-represented groups to ensure the information is clear and easy to understand by potential students. We have created student finance presentations with our student ambassadors that are delivered to students from year 11 onwards in all our access-related activities. We update this presentation with support from our students.

In addition SOAS will be providing financial information to younger students through the delivery of broader IAG and information to parents and teachers.

Table 7 - Targets and milestones

Institution name: The School of Oriental and African Studies

Institution UKPRN: 10007780

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To increase the proportion of young LPN students from this group to 5.4% by 2019/20	No	2013-14	4%	4.5%	4.9%	5.4%			
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T2a - (Mature, full-time, first degree entrants)	To increase the proportion of mature LPN students from this group to 4% by 2019/20	No	2013-14	2.2%	3%	3.5%	4%			
T16a_03	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	To increase the proportion of this group to 7% by 2019/20	No	2013-14	6.3%	6.7%	6.9%	7%			
T16a_04	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	To maintain the proportion of students from this group by 2019/20	No	2013-14	31%	31%	31%	31%			
T16a_05	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	To maintain the proportion of students from this group by 2019/20	No	2013-14	82%	82%	82%	82%			
T16a_06	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	To reduce the non-continuation rate of young students to 5% by 2019/20	No	2012-13	6.4%	6%	5.5%	5%			
T16a_07	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	To reduce the non-continuation rate of mature students to 15% by 2019/20	No	2012-13	20.6%	18%	16%	15%			
T16a_08	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	To reduce the non-continuation rate of the overall population to 7% by 2019/20	No	2012-13	9.7%	9%	8%	7%			

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	State school	Outreach / WP activity (other - please give details in the next column)	To increase the number of school and FE college students engaged in extended programmes to 100 by 2019/20	No	2012-13	60 students	75 students	90 students	100 students			
T16b_02	Access	State school	Outreach / WP activity (summer schools)	To increase the number of students attending subject-based summer schools	No	2012-13	160 students	170 students	180 students	200 students			
T16b_03	Access	State school	Outreach / WP activity (other - please give details in the next column)	To increase the proportion of outreach attendees who apply to SOAS to 35% by 2019/20	No	2012-13	25%	28%	33%	35%			
T16b_04	Access	State school	Contextual data	To increase the conversion rate of outreach attendees who gain a place at SOAS to 35% by 2019/20	No	2012-13	25%	28%	32%	35%			
T16b_05	Progression	Mature	Outreach / WP activity (other - please give details in the next column)	To increase the number of mature students attending the Bridging Course to 75 by 2019/20	No	2012-13	44 students	55 students	65 students	75 students			
T16b_06	Progression	State school	Outreach / WP activity (other - please give details in the next column)	To increase the number of first generation students attending the Bridging Course to 60 by 2019/20	No	2012-13	34 students	45 students	55 students	60 students			

T16b_07	Progression	Mature	Outreach / WP activity (other - please give details in the next column)	To increase the progression rate of mature Bridging Course attendees into year two to 80% by 2019/20	No	2012-13	72.7%	74%	77%	80%			
T16b_08	Progression	State school	Outreach / WP activity (other - please give details in the next column)	To increase the progression rate of first generation Bridging Course attendees into year two to 85% by 2019/20	No	2012-13	79.4%	82%	84%	85%			
T16b_09	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To increase the number of students engaged in activities that raise attainment	Yes	2018-19	0	0	60 students	75 students	90 students	100 students	
T16b_10	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	To see 40 learners from POLAR3 Quintile 1 progress to HE	Yes	2018-19	0	n/a	30	40	40	40	

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