

Access, Student success and Progression measures

Introduction

In the Access Plan for 2019 – 2020, the Royal Veterinary College (RVC) sets out its commitment to Widening Participation in the context of its role as a high tariff HEI and as a conduit to a highly regarded profession overseen by national and international professional bodies. The assessment, strategies, activities and targets presented in this Plan should be viewed within the institutional context of a small, specialist institution with an international reputation.

At the time of writing, April 2018, the Royal Veterinary College remains ranked as the third best veterinary school in the world. It is also the most accredited veterinary school in the world and sets the highest academic and professional standards commensurate with such a position. These high standards, established in the institution's Strategic Plan, are reflected in the quality of both staff and students in every academic programme.

The RVC, therefore, is one of the high tariff institutions which OfS expects to further commit to widening access, targeting priority groups, and thereby achieving successful outcomes. Similarly, the RVC believes that it has a pivotal role to play in the forward march of social mobility within its profession and related employment, while maintaining the standards set by professional and scientific bodies. Having set very challenging benchmarks, milestones and targets in terms of state school enrolments and enrolments of other target groups, as outlined in the annual Resource Plan, we continue to provide a full programme of widening participation activity and are taking the opportunity to develop new initiatives which are described below in the relevant sections.

Widening Participation is embedded within RVC. It is neither an adjunct nor is it marginalised in terms of strategic planning. In past Access Agreements we have successively committed to the priorities laid down previously by OFFA and the Government as the majority of these have been similar to our own institutional targets and context. Thus, partnerships with schools, evaluation, collaboration and more effective, adjustable expenditure, retention, success and progress were, and are, as important for this small specialist institution as for any other HEI. All this, however, has to be balanced by a comparatively smaller financial and personnel resource, increasing financial challenges and the demands of a clinical timetable. Unlike other veterinary schools, RVC is free-standing and has no multi-faculty support on which to call. Nevertheless, we shall aim to address the priorities as laid down in the 2019/20 guidance in the institutional context of the College, its resources, and its infrastructure. And in addition, as an integral part of the University of London we shall continue to collaborate with other HEIs both within and beyond the capital to achieve our goals and targets. Further detail on this can be found below in the relevant section.

Any assessment of current performance must be within the institutional and structural context of the RVC and take in to account the highly specialised nature of its major subject area. This is not said as a caveat but as a context for a small, specialist institution which, as already noted, is ranked third in the world in its major subject area.

Assessment of Current Performance

The Royal Veterinary College's Access and Participation plan is based on analysis of the data available nationally and through liaising with internal departments.

Through looking at the key groups: a) those living in areas of low higher education participation, household income, or socioeconomic status; b) students of particular ethnicities; c) mature students; d) students with a disability and e) care leavers we have informed our strategic approach in 2019/20.

The main patterns in the data will be shown with reference to each of the three student life cycle stages 1) Access, 2) Success and 3) Progression.

1. Access

a) those living in areas of low higher education participation, household income, or socioeconomic status

We analysed information about school type, SEC, Low Participation Neighbourhoods and parental education and from the past 4 years to describe the trend.

Our percentage of **state school entrants** has increased over the past four years by 4.16 %, as shown below. Our Veterinary Nursing courses have the highest percentages of **state school students**, followed by Veterinary Medicine courses, finally Biological and Biomedical sciences (2017/18). Whilst our Veterinary Nursing Courses (94%), and our Veterinary Gateway course (97.15%) currently exceed our challenging target of 88%(Table 8a, T16a_01), we will continue to focus on widening participation for Bioveterinary sciences and BVetMed students to meet the target. This also relates to our Target T16a_06, attainment raising for state school pupils, and also T16a_07, working with teachers regarding state school entrants.

	State School%	Independent School%	Not Known %	Course 2017/18	State school	Independent school	Not known
2017/8	80.43%	14.20%	5.38%	Veterinary Nursing	94.32%	1.14%	4.55%
2016/7	78.58%	14.71%	6.71%	Undergraduate Veterinary			
2015/6	76.64%	15.68%	7.68%	Medicine, including Gateway	82.19%	14.09%	3.72%
2014/5	76.27%	15.73%	8.01%	Biological and Biomedical Sciences	73.61%	21.41%	4.99%

Category/ course	2017/18	2017/16	2015/16	2014/15	Trend
BVetMed	18.34%	16.54%	15.02%	15.03%	3.31%
Undergraduate Medicine	24.76%	22.61%	21.16%	21.72%	3.03%
Accelerated BVetMed	22.46%	23.36%	21.17%	20.00%	2.46%
BSc Biological Sciences	16.67%	13.73%	9.09%	14.29%	2.38%
Biological and Biomedical Sciences	20.23%	19.94%	20.44%	17.96%	2.27%
All FT	24.56%	22.95%	22.71%	22.84%	1.72%
Total students	26.52%	24.23%	24.14%	24.87%	1.64%
BSc Bioveterinary Sciences	21.34%	21.88%	20.25%	20.00%	1.34%
All PT	89.58%	74.36%	72.73%	90.48%	-0.89%
BSc Veterinary Nursing	31.82%	30.49%	33.33%	32.94%	-1.12%
Veterinary Gateway	42.68%	40.63%	40.83%	43.87%	-1.18%
FdSc Veterinary Nursing	31.00%	30.68%	40.00%	41.79%	-10.79%

In order to assess our performance for target T16a_02, Access regarding socioeconomic background, we have analysed our % of current students from **SEC group 4-7**. In contrast to the Polar 4 data below, our BVetMed course has the greatest increase in students from SEC 4-7, 3.31% increase to 18.34% since 2014. However overall for our Full time courses, Veterinary Gateway has the largest percentage of SEC 4-7, with 42.68%, and both BSc and Foundation Veterinary Nursing have 31%. BSc Biological sciences and BVetMed respectively have the lowest % of SEC 4-7 students, therefore this triangulates

the interpretation above; that BSc and BVetMed are important courses to focus on for Widening Participation access activity.

Through analysing the **intersection of SEC 4-7 and Mature student** data, it is clear that we have on average 10.93% more mature students from SEC 4-7 than young students, per year, from 2014-15 to 2017-18. It is also important to note that the % of Mature students whose SEC is unknown is higher for mature students.

Year	Young % SEC 4-7	Young % SEC Not known	Mature % SEC 4-7	Mature % SEC Not known	% difference between Mature low SEC and Young low SEC
2017/8	23.94%	8.11%	35.59%	33.05%	11.66%
2016/7	22.11%	7.91%	32.31%	36.31%	10.19%
2015/6	22.16%	7.85%	31.85%	38.54%	9.69%
2014/5	22.46%	11.76%	34.66%	32.85%	12.20%

The data show that the proportion of students from **Low Participation Neighbourhoods, Polar 4** quintiles 1 and 2 (lowest participation in HE statistically) is increasing, with 22.83% of our students from those postcodes in 2017/18, compared to 19.73 in 2014/15. NB We are using Polar 4 instead of Polar 3 as it is the most recent analysis. Further investigation of the data by course, and arranged in descending order by trend, shows that our BSc Veterinary Nursing course has had the largest increase in Quintile 1 and 2 students (12.75 increase, from 16.67% in 2014/15 to 29.41% in 2017/18). This is closely followed by our Foundation Veterinary Nursing Course, making an increase of 9.64%, from 28.36% to 38.00% from Quintiles 1 and 2. Our Veterinary Gateway course only increased by 7.84%, however remains the highest % of students from Quintiles 1 and 2 in 2017/18, with 42.28%.

Polar 4	Q1		Q2		Total 1 & 2
	Count	% of all students	Count	% of all students	
2017/8	122	7.63%	243	15.20%	22.83%
2016/7	121	7.74%	230	14.71%	22.45%
2015/6	111	7.22%	225	14.64%	21.86%
2014/5	89	6.36%	187	13.37%	19.73%

Category/Course	2017/18% Q1 and 2	2017/16% Q1 and 2	2016/15% Q1 and 2	2014/15% Q1 and 2	Polar 4 Q1 and 2 Trend
BSc Veterinary Nursing	29.41%	27.03%	27.91%	16.67%	12.75%
FdSc Veterinary Nursing	38.00%	30.68%	32.00%	28.36%	9.64%
Veterinary Gateway	42.28%	38.84%	36.24%	34.43%	7.84%
Accelerated BVetMed	21.01%	21.17%	17.52%	14.78%	6.23%
All PT	20.83%	28.21%	27.27%	16.67%	4.17%
Total students	22.83%	22.44%	21.86%	19.73%	3.10%
Undergraduate Medicine	22.80%	22.70%	21.35%	19.72%	3.08%
All FT	22.89%	22.30%	21.70%	19.82%	3.07%
BSc Biological Sciences	15.00%	13.73%	18.18%	14.29%	0.71%
Biological and Biomedical Sciences	16.72%	17.68%	19.71%	16.02%	0.70%
BVetMed	15.67%	17.72%	17.45%	15.92%	-0.25%
BSc Bioveterinary Sciences	12.80%	16.88%	20.25%	13.61%	-0.81%

Our BSc Bioveterinary Sciences has seen a drop of 0.81%, and our BVetMed course 0.25%. Whilst our total number of students has 3.10% more students from Polar 4 quintiles 1 and 2, we nonetheless will aim to increase our BVetMed and Bioveterinary sciences students from these backgrounds. The courses and categories listed in the left hand column refer to courses where the data refer to more than 3 students, and those which have been in existence for the duration of the four year period 2014-18.

This relates to our target T16a_03, Access from Low Participation Neighbourhoods.

Our applicant pool for 2018/19 includes 26.19% prospective students from Polar3 quintiles 1 and 2 (NB Polar 3 not 4), with Foundation Veterinary Nursing the highest figure of 45.79% and Veterinary Gateway 44.04%. The MSci courses in Biological Sciences and Applied Biological Research were the lowest, with zero Q1/2 applicants.

Similarly, we compared our **young students' Parental Higher Education** percentage with **Mature students**, finding that the values were similar across age groups.

	Young			Mature		
	Yes	No	Not Known	Yes	No	Not Known
Parental HE?	%	%	%	%	%	%
2017/8	51.41%	42.81%	5.78%	51.13%	41.24%	7.63%
2016/7	51.82%	40.92%	7.26%	51.69%	41.85%	6.46%
2015/6	51.02%	39.66%	9.32%	47.13%	41.08%	11.78%
2014/5	48.48%	37.61%	13.90%	46.57%	39.71%	13.72%

Our parental education percentage is higher than average, and this matches our experience that we have observed a specific sector of widening participation student who is keen to apply; students whose family have little family HE experience, however do not have low socioeconomic factors and have access to animals such as horses.

b) Students of particular ethnicities

	BAME %
2017/8	10.63%
2016/7	9.97%
2015/6	9.11%
2014/5	7.72%

We have analysed our student ethnicity percentages, and our student records office is working on analysing this in finer detail. This relates to our Target T16a_04.

Please also see more detailed information about student ethnicities in our Student Success and Progression sections. Our courses have small increases in the percentages of BAME students, apart from Biological and Biomedical sciences.

Category/ Course (more than 3 students)	% change BAME students 2014-2018
Accelerated BVetMed	4.06%
Veterinary Gateway	3.90%
Undergraduate Medicine	3.10%
All students	2.91%
BVetMed	2.49%
Veterinary Nursing	0.94%
BSc Veterinary Nursing	0.94%
Biological and Biomedical Sciences	-0.55%

We have analysed the intersection of BAME and Polar 4 data, for example for BVetMed and our Gateway course. This shows that our Gateway course is effective in encouraging BAME students from low participation backgrounds, in comparison to the BVetMed course, however the data confirm the need to continue to focus on BAME students from lower participation backgrounds.

Course/ Polar 4 data	Count	Count	Count	Count	Count
	Q1	Q2	Q3	Q4	Q5
All BVetMed students	24	60	95	112	261
BVetMed BAME students	1	5	6	5	24
All Veterinary Gateway	34	62	45	54	37
GW BAME students	4	4	6	9	3

Our applicant pool for the year 2018/19 included students from the following groups: Arab, White, White and Asian, White/Black African, White/Black Caribbean, Other Mixed, Other, Asian – Bangladeshi, Asian – Chinese, Asian – Indian, Asian – Other, Asian – Pakistani, Black – African, Black – Caribbean, Black – Other, and our Admissions department are working on detailed statistics.

c) Mature students

We have seen an overall increase of 2.34% in mature students since 2014, with our Biological and Biomedical sciences and Veterinary Nursing courses those which require focus to widen access to mature students.

	Young Count	Young %	Mature Count	Mature %	Category/ Course	Mature %
2017/8	1245	77.86%	354	22.14%	Undergraduate Medicine	5.57%
2016/7	1239	79.22%	325	20.78%	BVetMed	5.44%
2015/6	1223	79.57%	314	20.43%	Overall	2.34%
2014/5	1122	80.20%	277	19.80%	Veterinary Gateway	1.92%
					BSc Biological Sciences	0.71%
					Accelerated BVetMed	0.00%
					All PT	0.00%
					Grad dip Veterinary Nursing	0.00%
					BSc Veterinary Nursing	-1.58%
					Fdn Veterinary Nursing	-3.91%
					Biological and Biomedical Sciences	-4.09%

These data are supplemented by the intersectional data showing mature students and SEC 4-7 data; and mature students and parental education experience, in section a) above.

Our applicant pool for 2018/19 included 19.38% mature students overall, with the highest figure of 25.11% for our BVetMed course, and the lowest of 8.70% for BSc Biological sciences. These data relate to Target T16b_05; we wish to increase the number of Mature students applying via Access to Science courses.

d) Students with a disability

	Trend- % change between 2014- 2018
MSci Bioveterinary Sciences	32.00%
BSc Biological Sciences (ABWE)	28.00%
MSci Wild Animal Biology	24.24%
MSci Biological Sciences	14.29%
All PT	3.57%
BSc Veterinary Nursing	3.09%
BVetMed	-3.42%
Accelerated BVetMed	-4.35%
Undergraduate Medicine	-5.77%
All students	-6.19%
All FT	-6.50%
Biological and Biomedical Sciences	-7.64%
Veterinary Gateway	-15.51%
BSc Biological Sciences	-22.86%
BSc Biological Sciences (Sandwich)	-23.13%
Foundation Veterinary nursing	-23.81%
BSc Bioveterinary Sciences	-45.37%

Since 2014 there have been changes in the percentages of students who have declared a disability. Our MSci courses have seen the largest increases, and our BSc courses in Biological and Bioveterinary sciences the greatest decrease.

Overall, our figure has decreased by 6.19%. We are working with the Wellbeing Department to further analyse the reasons underlying these changes. It is important to note that Veterinary Medicine, Veterinary Gateway and Veterinary Nursing courses involve a 'Fitness to Practice' assessment, which states the abilities required in order to safely have a veterinary career.

In addition, we have analysed the intersection of mature students and disability, and identified that, on average, 7.72% more of our mature students declared a disability since 2014.

Analysing our DSA allowance shows that the % of students receiving this has reduced from 20.01 to 11.94 %, and we anticipate this will continue to decline according to current policy on DSA. When analysed together with mature student data, we found that mature students were more likely to be in receipt of DSA.

	Young % disability	Mature % disability	Difference
2017/8	16.95%	25.42%	8.48%
2016/7	18.89%	28.31%	9.42%
2015/6	20.93%	28.66%	7.73%
2014/5	23.98%	29.24%	5.27%

DSA	In receipt	Not In receipt	Not Known
2017/8	11.94%	5.88%	82.18%
2016/7	14.58%	6.91%	78.52%
2015/6	17.05%	6.64%	76.32%
2014/5	20.01%	7.29%	72.69%

12.13% of our applicants for 2018/19 have a disability.

The highest percentage is for the MSci in Applied Bioveterinary Research (30.25%), and the lowest for MSci in Biological Sciences (0%).

e) Care leavers

Our overall percentage of care leavers has declined, however in our access activities such as the Sutton Trust summer school, we have seen the number of care leavers increase to 4% on our most recent Sutton Trust residential summer school. Our Veterinary Gateway course attracted the highest number of Care Leavers for 2018/19 and we continue to work on our strategy for Care leavers as outlined below.

	Care leaver %	Not a care leaver %	Not Known %
2017/8	0.19%	54.91%	44.90%
2016/7	0.38%	37.60%	62.02%
2015/6	0.33%	24.46%	75.21%
2014/5	0.43%	22.16%	77.41%

Course applicants 2018/19	% Care leavers
Biosciences	0.53%
Vet Med	0.60%
Veterinary Gateway	1.82%
Vet Nursing	0.20%
Grand Total	0.49%

Additional factor: Gender

	% female	% male
2017/8	79.74%	20.26%
2016/7	79.60%	20.40%
2015/6	77.94%	22.06%
2014/5	76.91%	23.09%

The data below informs our target T16a_05, focussing on males from Polar 1 and 2 quintiles.

We are concerned by the declining trend in the overall % of male students, however when examining this using the intersectional factors of Polar4 data and gender, the percentage of males compared to females is as high as 27.27% for our Veterinary Gateway Course, for the Polar 2 quintile. We will continue to address this target as outlined further in the Ambition and Strategy section.

2. Success

Row Labels	Successful		Withdrawn		Internal Transfer		Continuing		Total Count	Total %
	Count	%	Count	%	Count	%	Count	%		
2012/3	257	71.99%	27	7.56%	9	2.52%	64	17.93%	357	100.00%
2011/2	275	80.65%	41	12.02%	10	2.93%	15	4.40%	341	100.00%
2010/1	248	83.22%	39	13.09%	6	2.01%	5	1.68%	298	100.00%
2009/0	308	84.85%	43	11.85%	9	2.48%	3	0.83%	363	100.00%
2008/9	276	81.18%	59	17.35%	3	0.88%	2	0.59%	340	100.00%
2007/8	239	86.59%	34	12.32%	3	1.09%		0.00%	276	100.00%
Grand Total	1603	81.16%	243	12.30%	40	2.03%	89	4.51%	1975	100.00%

Our student success data is presented according to year of entry.

The percentage of students who have withdrawn from the course has dropped, as options for internal transfer or continuing the course have increased. The student success figure for 2012/13 will continue to increase as students who entered that year include those on an intercalated year, making the course 6 years long, therefore success data is not yet available.

a) those living in areas of low higher education participation, household income, or socioeconomic status

Withdrawn	Polar 3	Young		Mature	
		Count	%	Count	%
2012/13	Cohort	17	6.32%	1	1.67%
	Q1	0	0.00%		0.00%
	Q2	2	5.41%		
2011/12	Cohort	31	12.97%	1	1.67%
	Q1	5	27.78%		0.00%
	Q2	5	16.13%		0.00%
2010/11	Cohort	23	10.22%	3	7.50%
	Q1	1	5.88%		0.00%
	Q2	5	20.00%	1	100.00%

Using Polar 3 data, it is clear that in 2010/11 Q2 students withdrew more than average for the cohort.

In 2011/12 these figures were higher, with both Q1 and Q2 above average withdrawal for the cohort.

However, interventions put in place by the Wellbeing department have contributed to the fact that for 2012/13 the figures for Q1 and 2 students withdrawing from the course was lower than average.

a) Students of particular ethnicities

Withdrawn	Ethnicity	Young		Mature	
		Count	%	Count	%
2012/13	Cohort	17	6.32%	1	1.67%
	Asian - Chinese		0.00%		0.00%
	Asian - Indian	1	25.00%		0.00%
	Asian - Other	1	33.33%		0.00%
	Black - African		0.00%	1	1.79%
	Black - Caribbean		0.00%		
	Other		0.00%		
	Other Mixed		0.00%		
	White and Asian		0.00%		
	White/Black African		0.00%		
	White/Black Caribbn		0.00%		
	White	14	5.74%		
	Cohort	31	12.97%	1	1.67%
	Asian - Chinese	1	33.33%		0.00%
Asian - Indian		0.00%		0.00%	
Asian - Other		0.00%		0.00%	
Black - African		0.00%	1	1.82%	
Black - Caribbean	1	50.00%			
Other		0.00%			
Other Mixed		0.00%			
White and Asian		0.00%			
White/Black Car	1	50.00%			
White	26	12.15%			
2011/12	Young	23	10.22%	3	7.50%
	Asian - Chinese	1	50.00%		0.00%
	Asian - Indian		0.00%		0.00%
	Asian - Other		0.00%		0.00%
	Other	1	100.00%		
2010/11	Other Mixed		0.00%		
	White and Asian		0.00%		
	White	20	9.57%		
	White	20	9.57%		

When looking at course withdrawals by ethnicity, we have highlighted where the withdrawal percentage is above average for the cohort. As with all RVC data, it is important to note the small counts.

This provides information for our Wellbeing Department to take into account when continuing to develop interventions to support students in successful completion.

We have analysed the intersection between mature students and students of different ethnicities. For mature students no BAME students withdrew from the course.

We will be focussing on identifying risk factors for unsuccessful students using this data for future student success activities.

c) Mature students

As described, our mature student withdrawal rate was 1.67% for the past two cohorts we have data for, which has fallen from 7.50%.

d) Disability

Overall, the percentage of young students with a disability withdrawing from the course has declined from 11.54% in 2010/11 to 7.81%. However, in 2011/12 there was a peak of 22%, after which additional measures were put in place by our Wellbeing Department. The fact that students with a Disability, Impairment, Health condition or Learning difference have a higher than cohort average statistic of withdrawing from the course is still an issue to address for the RVC.

Withdrawn	Disability	Young		Mature	
		Count	%	Count	%
2012/13	Cohort	17	6.32%	1	1.67%
	D, I, HC, LD	5	7.81%	1	5.00%
	NKD	12	5.85%		0.00%
2011/12	Cohort	31	12.97%	1	1.67%
	D, I, HC, LD	11	22.00%		0.00%
	NKD	20	10.58%	1	2.56%
2010/11	Cohort	23	10.22%	3	7.50%
	D, I, HC, LD	6	11.54%		0.00%
	NKD	17	9.83%	3	11.11%

For Mature students, those withdrawing in 2010/11 and 2011/12 did not have a Disability, Impairment, Health condition or Learning difference, however 1 student in 2012/13 did. The work of the Wellbeing Department is ongoing to identify reasons underlying withdrawing from the course, and effective methods of support, however we are encouraged by the relatively low percentages of withdrawing from the course for Mature students (1.67 in 2011/12 and 2012/13).

e) Care Leavers

We are working on collating data for care leavers regarding student success.

3. Progression

a) Those living in areas of low higher education participation, household income, or socioeconomic status

We are working on correlating our DLHE data with other sources in order to identify patterns with regard to disadvantaged socioeconomic background and progression to employment. This involves Widening Participation, our Careers advisory service, and student records office.

b) Students of particular ethnicities

Young, First degree	2015/16		2014/15		2013/14	
% employed/study/other	Count	%	Count	%	Count	%
Asian - Chinese	3	100.00%	3	100.00%	2	100.00%
Asian - Indian	5	83.33%	2	100.00%	0	0.00%
Asian - Pakistani	1	100.00%	4	100.00%	2	100.00%
Black - Caribbean	1	50.00%	1	100.00%	1	100.00%
Other	1	100.00%	1	100.00%	1	100.00%
White and Asian	5	100.00%	0	0.00%	1	100.00%
White/Black African	2	100.00%	2	100.00%	3	100.00%
White/Black Caribbn	1	100.00%	1	100.00%	3	100.00%
White	177	96.67%	164	96.41%	161	94.55%

The table shows data for Young, First degree students. We have highlighted the areas where progression to employment, work/study or other is less than 100% as foci, and the RVC careers service is continuing to support students into employment. Further research is needed to identify common factors in those students who become

unemployed, however our new Work experience programme (Target 16b_09) is intended to link students with prospective employers at the most effective points in the student lifecycle.

100% of our mature students who are not from a white background are employed (FT/PT), working/studying, studying or Other. No students from these groups reported unemployment and none refused to reply.

c) mature students

Row Labels	FT Work		PT Work		Work+Study		Study		Other		Unemployed		Explicit Refusal		Total Count	Total %
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
2015/6	193	74.81%	10	3.88%	4	1.55%	33	12.79%	11	4.26%	7	2.71%		0.00%	258	100.00%
Young	155	73.11%	9	4.25%	4	1.89%	31	14.62%	8	3.77%	5	2.36%		0.00%	212	100.00%
Mature	38	82.61%	1	2.17%		0.00%	2	4.35%	3	6.52%	2	4.35%		0.00%	46	100.00%
2014/5	187	74.50%	12	4.78%	7	2.79%	34	13.55%	6	2.39%	5	1.99%		0.00%	251	100.00%
Young	141	71.94%	9	4.59%	5	2.55%	33	16.84%	3	1.53%	5	2.55%		0.00%	196	100.00%
Mature	46	83.64%	3	5.45%	2	3.64%	1	1.82%	3	5.45%		0.00%		0.00%	55	100.00%
2013/4	197	79.76%	6	2.43%	8	3.24%	19	7.69%	9	3.64%	7	2.83%	1	0.40%	247	100.00%
Young	150	76.92%	5	2.56%	8	4.10%	18	9.23%	8	4.10%	5	2.56%	1	0.51%	195	100.00%
Mature	47	90.38%	1	1.92%		0.00%	1	1.92%	1	1.92%	2	3.85%		0.00%	52	100.00%
Grand Total	577	76.32%	28	3.70%	19	2.51%	86	11.38%	26	3.44%	19	2.51%	1	0.13%	756	100.00%

For young students, the percentage who were unemployed fell from 2.56% to 2.36%, from the cohort graduating in 2013/14 to those graduating in 2015/16.

For mature students, in 2013/14 3.85% were unemployed. This fell to zero unemployment in 2014/15, however rose to 4.35% in 2015/16 (however represented the same number of students, 2, as 2013/14).

d) students with a disability

Young, first degree		Unemployed		Mature, first degree		Unemployed	
		Count	%			Count	%
2015/16	D,I,HC,LD	1	2.00%	2015/16	D,I,HC,LD	0	0.00%
	NKD	4	2.63%		NKD	2	7.14%
2014/15	D,I,HC,LD	1	2.04%	2014/15	D,I,HC,LD	0	0.00%
	NKD	3	2.27%		NKD	0	0.00%
2014/13	D,I,HC,LD	1	2.04%	2014/13	D,I,HC,LD	0	0.00%
	NKD	4	3.08%		NKD	2	8.33%

Looking at the intersection of young and mature student data and those with a Disability, Impairment, Health condition or Learning difference, it is clear that mature students with a disability have zero unemployment reported. This compares favourably with students with no known disability. Young students have higher unemployment, with one student unemployed in the Disability, Impairment, Health

condition or Learning difference category, constant per year from 2013/14 to 2015/16. Increasing student numbers means the percentage is now at its lowest of 2%. Again, this compares favourably with students who have no known disability.

e) care leavers

We do not currently have employment figures for care leavers however we are endeavouring to source this information.

Applications to the veterinary medicine (BVetMed) degree programme remain high for what is a relatively small actual intake. RVC offers approximately 170 undergraduate BVetMed places each year supplemented by a further fifty places on the Gateway Programme, completion of which leads to entry to Year 1 of BVetMed.

Further references will be made to the **Gateway Programme** within our Access Plan as this provides the largest cohort of WP students within the BVetMed degree pathway. Thus, we can be confident that through this pioneering Programme that we have provided a pathway to qualification in Veterinary Medicine to a cohort that includes:

- young people from lower socio-economic groups (43% SEC 4-7)
- residents within LPNs (44% Polar 1-2)
- attendees at state-schools and possibly low-performing state schools or FECs (97% state school- other 3% not independent school)
- students with non-A Level entry qualifications and other particular socio-economic characteristics (87% no parental higher education qualification)
- BAME students (12%)

This profile would not be the same for all of the applicants seeking direct entry to the BVetMed degree programme even though the majority of them would be state school students. To further elaborate on this, comparable figures to those above, for the BVetMed programme are 18% SEC 4-7; 15% Polar 1-2; 27% no parental HE, 73% state school, 7% BAME students.

In order to maintain the integrity of the Gateway Programme we continue to monitor and evaluate specific Gateway target groups. So while RVC is extremely proud of what it has achieved in Widening Participation and the reputation it has garnered over many years, it is conscious of the need to evolve and adapt its practices over its small but varied degree and diploma offer. It considers its intake of 84% - 88% state school students over the period 2012-2018 to be gratifying and while it will do everything possible to achieve any increase in this metric, it questions whether this is likely given the specialist and narrow base within which it operates.

Our Undergraduate Veterinary Medicine course has 82% state school students, and our Undergraduate Veterinary Nursing 94%. Our UG Biological sciences course is 74%, however when looking at PT this figure is 100% for Biological sciences.

We use HESA statistics to usefully compare our state school figures to other Universities that offer Veterinary Medicine; for example University of Cambridge-63%; Bristol- 64.5% Edinburgh- 66%; Nottingham- 80%, Glasgow- 85%, Liverpool 88.4% and Surrey- 91% (2016-17 data: source <https://www.hesa.ac.uk/news/01-02-2018/widening-participation-tables>)

We continue to strive to improve our overall percentage of enrolled students who have a state school background, however recognise that we are offering courses with considerable overheads for students. For example, the veterinary medicine course involves more rural travel and specialist equipment than other medical degrees; however London is widely perceived to be the most expensive city to live in the UK.

Despite this, we have increased from 19% in 2014/15 to 23% Polar 1-2 (POLAR3 data), over all courses. Anecdotally we had observed that many veterinary medicine students have parents with no higher education qualifications, however are not economically disadvantaged; they may come from a rural farming or equine background. The data support this observation; we have increased from 38% in 2014/15 no parental HE to 42%, across all courses.

All medical degrees have exacting entry requirements at academic level. Applicants are also required to demonstrate articulation, confidence and have gained relevant work experience. The veterinary medical degree is of a similar nature although gaining a place is more competitive owing to their being only eight veterinary Schools in the UK and only the RVC is a free-standing institution. The RVC also has the largest intake of first year undergraduate students. As applicants for Veterinary Medicine apply to a maximum of four Schools through UCAS, the total pool of national, domestic applicants is relatively small. Therefore, unlike their peers who seek degrees in other areas, veterinary applicants

are very much a minority cohort and the number of applicants from the various priority categories targeted in our access work will also be relatively small.

The undergraduate portfolio at RVC consists of Veterinary Medicine (BVetMed), Veterinary Nursing (BSc & FdSc), Bio-Veterinary Science (BSc), Biological Sciences (BSc), Gateway.

The Veterinary Nursing BSc and Foundation Degree (RVN) is populated by the largest number of WP students within the college, and although the tariff entry requirement for this programme is relatively low, the competition for places is high and exacting. Our RVC cohort currently comprises 32% SEC 4-7, 35% Polar 1-2, 94% state school, 46% no parental higher education qualification.

Therefore, with Gateway and Veterinary Nursing combined the overall numbers of WP undergraduate students is healthy but the issue is that across all of the undergraduate programmes there is a dearth of priority representation. Consequently, the priority groups highlighted in the guidance on access and participation plans are similar to those sought by RVC.

Having set challenging baselines in 2013/2014, when we had a high percentage of state secondary school students our numbers in this category have shown a small decline even though this decline has been halted and we believe we can achieve our long-term targets. In terms of other HESA benchmarks it will be evidenced from our most recent monitoring returns, our appended Resource Plan and the published HESA data that we are gradually showing improvement and increase in terms of LPN, social class (though no longer reported on) and BAME.

White males from disadvantaged backgrounds and applicants from BAME families, and people who have been or are in care are particularly under-represented in our undergraduate cohort, as they may be in other high tariff institutions. Hence, much of our WP activity is targeted at inner city schools and colleges with significant BAME and LPN cohorts. We continue to participate in projects aimed at preparing BAME students to succeed and to this end we seek to emulate best practice from both domestic and international initiatives. We increasingly target schools which have proportions of males from disadvantaged backgrounds, and will be seeking to devise programmes which will contribute to their improved attainment and ultimate progression.

During the Sutton Trust Summer School, the RVC Widening Participation team will be filming young people participating in various activities in addition to filming Student Ambassadors talking about their experiences both as former participants on the programme and now as RVC students. The filming will be brought together to produce a video which will emphasise that Veterinary Medicine, Biological Sciences and Veterinary Nursing are subjects which men choose to study and are not subjects only pursued by women.

Male role models will be placed at the centre of the video in response to the HEPI "Boys to Men" study which stated "we recommend that male role models are involved in all activities aimed at widening participation in higher education". Moreover, the video is in response to the Higher Education Academy evaluation of outreach projects aimed at men which recommended that male role models should be involved 'in all widening participation activities.' The video will feature men who met the widening participation criteria in order to access the Summer School just a few years ago. In doing this, the video will feature male students who grew up in areas where HE participation was low. <http://www.hepi.ac.uk/wp-content/uploads/2016/05/Boys-to-Men.pdf>

As most of our WP activity takes place in partnership with London schools and colleges, the majority of school students participating in our activities from inner London boroughs are BAME and / or white working class so we have a sufficient critical mass with which to work.

Our role is then two-fold. First, to present activities which will contribute to the subject specific requirement of the visiting schools. Second to spark interest based on good guidance in the individual pupils who might not have even dreamt of studying veterinary medicine or science. We are conscious of the fact that this is painstaking and long-term but through our activities and measures described in other sections of this Plan we believe that we shall continue to attain gradual increases in all cohorts in future years. This is why we place much emphasis on primary school work and why we are developing a range of extra-curricular activities for which young people can sign up over and above their school activity.

To re-iterate, we are conscious of the desirability of attracting more BAME students and males from disadvantaged backgrounds (and males in general) to all our programmes, and have consistently worked towards this through a range of activities and interventions and shall continue to do so. However,

any percentage increase may be at an individual level. Diversity within the veterinary profession is an issue that all veterinary course providers are aware of- for example see https://www.vetfutures.org.uk/wp-content/uploads/2015/04/VF_IG_APR15-2.jpg.

In terms of working with young people from care or with carers we have committed as part of our earlier association with the Buttle Foundation as was, that we would provide 365 support/accommodation and bursary support for any student from a care background and develop further support through our Directorate of Learning and Wellbeing. Again, the narrow nature of our subject offer militates against significant take up and the number of undergraduates from care at RVC remains at single figures (three in 2017/18). Despite this, we accept that nationally this is a priority area and we willingly continue to collaborate with initiatives that have carers to the forefront; for example Aim Higher London South's Look to the Future Programme.

Students with learning disabilities form an increasing cohort within RVC, those with physical disabilities less so. The strenuous and physical nature of the training for veterinary medicine places restrictions on what may or may not be possible for some groups of potential students, and the current system of professional accreditation makes few allowances in this respect; see <https://www.rcvs.org.uk/news-and-views/publications/fitness-to-practise-a-guide-for-uk-veterinary-schools-and/>

Nevertheless, this has not prevented students with, for example, hearing problems, from completing the course with much success. Similarly, substantial support from the Directorate of Learning and Wellbeing and the Examinations Office ensures that both in teaching and assessment students with learning difficulties have positive experiences, and are able to progress and succeed.

Mature Students / Part-time students naturally form a minority cohort in RVC and most of them are in receipt of prior qualifications. We are pleased to report that our number of mature students increased from 17% in 2014/15 to 22% in 2017/18, and we will endeavour to use our popular public programmes 'Night at the Vet College' as a conduit to bring potential mature students into the RVC's Camden campus. These events have an audience secondary school age and over (with 800 tickets booked per event) and typically comprise 50% new visitors to the RVC, with a range of backgrounds.

Some of our existing mature students are working veterinary nurses undertaking the PG Diploma in Vet Nursing and have no previous qualifications. The College's Mature Student Society has been formed recently and has over 150 members and while many are international students we see this as an indication of a future pathway for development. Although we provide a small programme of public education we do not expect to receive many direct applications from adults with no previous degree qualifications, though we would welcome them and our recognition of the Birkbeck University Diploma in Life Sciences and of other Access to Science programmes is an indicator of this.

Because of the small number of degree pathways we offer, and added to the fact that the largest degree cohort, the BVetMed is not graded other than at First Class Honours level, we can only look at degree outcomes in VN and BScs. While we should and can monitor this, because of the relatively low numbers in our priority groups we are conscious of the need to develop a process which does not compromise the privacy of individuals. Because of our small overall status we do not find the differences in degree outcome to be significant but we do carefully monitor the progress of non-A Level students compared to more traditional cohorts. The RVC was awarded TEF Gold in the first such assessment and we see this as a major step forward in supporting and developing the successes of our students as a whole.

In terms of outcomes and future employment or further study, 97% of BVetMed graduates from RVC are employed within six months of graduation. The BSc and VN courses have in excess of 90% employment subsequent to graduation.

While we are cognisant of our low numbers in terms of priority groups and the static nature of our state school enrolment, we believe that from the perspective of a small specialist institution we are performing to a standard and will continue to improve. There is a wider need for the veterinary profession and its accrediting bodies to promote the profession within schools and colleges and this should not be the duty solely of small university departments with scant resources. We can increase state school enrolment and may focus on this. BAME and numbers from other priority groups may rise in tandem but the resource for this exercise may not be commensurate with the required outcome.

Ambition and strategy

The RVC believes that it has a pivotal role to play in the forward march of social mobility within its profession and related employment, while maintaining the standards set by professional and scientific bodies. Having set very challenging benchmarks, milestones and targets in terms of state school enrolments and enrolments of other target groups, as outlined in the appended Resource Plan, we continue to provide a full programme of widening participation activity and are taking the opportunity to develop new initiatives which are described below in other sections of this plan.

As we continue to acknowledge, our priority groups in terms of widening participation are state school students and, under that overarching cohort BAME, white males from disadvantaged backgrounds), mature students and in care students. We make reasonable adjustments to support all students with physical and non-physical disabilities.

Our aim and long-term ambition is to increase the percentage of students from these cohorts by 25% over a five year period. This may seem a low target, but set in the context of specialist subjects with relatively narrow career pathways and high entry qualifications we see this as realistic and manageable and would prefer to deliver and succeed rather than disappoint. To this end we shall focus widening participation activity across strategic themes; Collaboration, Attainment, Progression, Success, Evaluation. Within these grand strands we shall develop a range of activities and support measures which will involve staff and students from across the institution and which will not necessarily be confined to academic/academic-related practitioners. One of the strengths of a small institution is the ability to bring a range of members together in a collegiate manner to support an institutional programme. For example, a work experience programme might involve not just subject-related content but also provide generic "soft skills" that could be provided by non-academic departments. Other specific measures are referred to in the next section.

Contextual Data / Entry

State school/FEC entry is the bedrock of the RVC and we aim to achieve a percentage > 88% within a five year period.

We have diversified our entry requirements over several years and see this as important not just for our applicants but also for the College as a teaching institution. Having achieved TEF Gold we would want to demonstrate our ability to teach / train an intake which is not solely A Level or IB based. We therefore set store on increasing the numbers of successful applicants with Diploma/BTEC qualifications. In assessing eligible students for our Gateway Programme we scrutinise school performance and make allowances for candidates who fulfil non-academic criteria from an evolving list. Both in care applicants and those with disabilities are categorised in this. Over the period in question and beyond we shall be seeking to establish progression agreements with institutions which will allow suitable candidates to receive interview offers.

Collaborations

The Royal Veterinary College, like all other HEIs, has been engaged in collaboration for decades. In terms of collaboration in widening participation we were the lead body in the project to introduce medical and health subjects to working class children in London over several years. This early work whetted our appetite for further such activity. We see it as important for several obvious reasons:

Such work has enabled us to reach areas and schools that are geographically beyond our own physical capacity or resource, participate in multidisciplinary projects both at a subject and a pedagogical level and to adapt good practice from partner organisations. We are able to reach our priority groups on a larger scale than would otherwise be the case and demonstrate the relevance of our subject offer to a wider or interdisciplinary project thereby sparking interest of the participants. Collaborative activity brings the RVC to the attention of teachers and students who would otherwise not consider or be aware of our institution.

To ensure that Collaboration is firmly based within our Widening Participation strategy we shall continue to work with regional and national networks as well as with individual HEIs and other third sector organisations and of course schools. These include:

- AccessHE;
- Aim Higher London South;
- NCOP regions in London and Hertfordshire;

- NEON;
- The Sutton Trust.
- Welwyn Hatfield Council
- Islington and Camden Council via the Knowledge Quarter

Work with these networks includes

- BAME projects;
- carers projects;
- disability and mature student forums
- summer schools
- attainment raising homework clubs

Attainment

It is all very well developing a process and policy for contextual data but there is no substitute for educational attainment at any level. Over the coming years we shall continue to co-operate with a group of schools and devise projects that will contribute to the raising of those schools' attainment at GCSE, A Level or BTEC and this will figure significantly in our tracking and monitoring and evaluation processes. These schools will be both local and national and we shall build upon work already carried out in the course of 2017-2018. Our target schools will continue to be state schools and will involve both outreach and inward activity.

We shall also continue work with primary school pupils. Our work in this area has been based on the primary science curriculum; however our BAME student ambassadors are devising a new primary programme to highlight diverse role models. In recent years our primary work has accounted for approximately 40% of our WP activity. Even though there is evidence to show that the majority of veterinary student candidates nationally are what might be termed "early engagers", the need to ensure that we meet our challenging state school entry targets has meant that we have reduced the primary work to concentrate more on Secondary pupils, but still over 2,000 pupils have benefitted from this work 2015/17. We shall endeavour to maintain a similar number up to and including 2019 - 2020. We started our Junior and Teen vet clubs as a way to allow individuals to visit our Camden campus in half term, and as a means to engage pupils at whichever age they become interested in careers. We send free PDF newsletters with stories from our students and news about relevant free science activities.

As first and foremost an institution for learning, education and professional training, RVC regards all its widening participation activity as contributing to the educational achievement of the school students concerned. We respect and admire the continual work of primary and secondary teachers whose work it is to educate and inspire young people on a daily basis and do not regard our interventions to be in any way a substitute for good teaching. We aim to support their work through programmes such as our Bengali Workers Association homework club in Camden.

We do consider that subject specific expertise may, if carefully judged, enable individual students and possibly small cohorts of students to improve performance. To this end, RVC will build on existing partnerships and establish closer working relationships with a cluster of schools/FECs. From a purely logistical point of view, we see such a cluster consisting of three London region schools; two regional schools and one or possibly two schools from other regions. By prioritising the needs of the cohorts and developing and refining our work with them we would seek to contribute to an increase in cohort attainment at each school recognising that we would be one of a number of contributors in such success. Contingent on this relationship would be a commitment from the schools to provide RVC with performance data and tracking / destination data of the relevant participants as well as overall institutional attainment data in terms of GCSE, A Level or other qualification.

Progression and Success

The RVC sets great store by the support it provides students during their study at both academic and pastoral level. Retention on all courses is good. Support and feedback for students who do need to either re-sit examinations or take a year out of study is readily provided. A tutorial system and detailed supervision of projects and practical work enables students to build up an important academic relationship with staff

As the larger part of the RVC's undergraduate offer is vocationally oriented, applicants who become students are eager to succeed. Consequently, retention rates are good in most areas of study though there are variables. Gateway retention over recent years is 85%-93%, an excellent outcome for a WP

cohort course. Veterinary Nursing, which also includes a significant number of WP students does not perform as well though this may be due to significant placement demands and this is something that we shall be monitoring further. A number of VN students are offered employment during the course of their placements and this too can affect retention. We will concentrate our existing funding, apart from bursary support, on learning support and career guidance.

In previous Access Agreements we have pointed to the need to support students who have not followed a traditional A Level route, and who may not have experience of examinations, may lack a corpus of learning skills. We aim to ensure that our high quality teaching is transmitted in an inclusive manner while ensuring that standards undiluted. Conversely, many of our students rely on electronic media and find modes of traditional learning and revision unsatisfactory. The RVC's Learning and Wellbeing Directorate and the academic teams are very aware of this issue and through 1-2-1 support, tuition and availability of e-learning modes seek to address it. More than 10% of RVC students have a form of learning difference which may affect their performance, success and employability and the Directorate, which is a relatively new structure is designed to address these challenges which may grow as the institution further diversifies. The College is fully aware of these issues and seeks to obviate them with both pastoral and academic support. We work with former BTEC students on examination technique and support all students in developing research skills and statistical skills. We support students fully in developing their IT requirements and provide 365 access to lectures and 24 hour access to a study environment in which students can work securely and independently. The small size of our institution allows us to identify individual problems within a reasonable time period. The Student Development Committee, chaired by the Associate Dean for Student Experience uses a project based approach to create a partnership between students and staff to develop strategy to enhance learning for all. The SDC is a strategic committee which reports directly to the RVC Academic Board

As we have pointed out, success in the Veterinary Medicine degree (BVetMed) is classified only at the levels of First and Pass with the majority of students gaining Pass. Biological Sciences and Bio-Veterinary Science degrees are graded like other standard BSc degrees, as are the Veterinary Nursing degrees. The overall level of failure rate is low when re-sit candidates have been excluded. So low are the domestic minority groups within RVC that the variation in success rates amongst different socio-economic and ethnic cohorts is negligible. Accordingly we believe that the thrust of our learning and teaching support activities is correct and although we continue to monitor the situation regularly, do not intend to increase expenditure in this area at this time.

Most of the veterinary cohort and a substantial part of the Biological Sciences cohort obtain employment within six months of graduation. However, given the uncertainties of the post-Brexit economic climate, we recognise we must increase our efforts to ensure that all our students have as much support and advice as possible as they progress from RVC to the world of work. In co-operation with our careers advisors (who are franchised through UoL) we shall develop a structured programme of STEM IAG which will offer a series of career options for our various cohorts. Working with our Development Office we shall take steps towards creating an alumni network whose members can offer advice, mentoring and avenues of investigation. We shall also cover postgraduate careers in this initiative. We shall consult with the various professional bodies on this issue and seek collaboration with them to enhance IAG on employment prospects and opportunities. We shall target support for transition into HE for those on non-A Level entry as a means to both improve retention and enhance progress

Evaluation

Whilst evaluation has a separate heading in this document, our evaluation is fully embedded in our programming and is not a separate entity.

Our evaluation can be considered from a number of viewpoints, however we consider that the importance of participatory programming for young people cannot be underestimated, therefore we conduct evaluation at three stages:

1. Front end evaluation

Prior to developing new programmes, we consult with stakeholders about the relevance and importance of the content given goals of student access, success and progression. For example, undertaking focus groups with Year 10 pupils and science teachers prior to developing 'Dawndinos' biosciences outreach sessions.

2. Formative evaluation

We regularly undertake formative evaluation to shape our programmes, such as our summer schools and schools programmes, as well as our public science events. The most important part of this feedback

is acting on it, and we discuss the results of asking pupils and teachers with our student ambassadors, to define effective and innovative directions for our programmes. For example, we now include student ambassador-led research activities and science content as part of our summer schools, based on positive feedback from our Sutton Trust students. As outlined below in the section 'Success and Progression' we are formalising this by having a regular Sutton alumni student voice panel, who will shape the direction of our access, success and progression activities.

3. Summative evaluation

From a summative perspective, we consider programme impact in terms of 5 learning domains for students: Skills, Place, Emotion, Attitudes and Knowledge.

This **SPEAK** framework was developed by RVC's Outreach Manager after conducting PhD research at RVC in 2012. This allows RVC to understand what students gain from activities and interventions in terms of these categories, and to link this with their WP status characteristics. However more recently we have begun to work in depth in terms of assessing this development longitudinally, since we are seeing students who have participated in our Y10 -12 Easter/Summer schools over three years. In our non-residential and residential summer schools, we spend considerable time 'journey planning' with students; identifying their individual next steps and progression from their baseline entry points to the RVC. We are looking forward to our WP project officer taking this work forward and visiting students for post-summer schools interviews, so that we can identify how best to design our programmes for maximum benefit to pupils.

Our attainment programmes, such as our Homework Club with the Bengali workers association, allow the opportunity for close attainment monitoring in partnership with both parents, community support workers and teachers. This weekly programme is being evaluated in a number of ways which we will use to produce a Vet homework club pack, containing literacy, numeracy and science activities which have successfully raised attainment. We are currently trialling a range of approaches for 30 students aged 7-18 who live in the Camden area.

We have appointed a new role of Widening Participation Project Officer, who is focussing on long term evaluation and monitoring of our programmes, particularly with relevance to understanding effective ways to raise attainment, and evaluate across all stages of the student lifecycle.

Bursary evaluation

Our approach to bursary evaluation has been developed alongside another small specialist institution, St George's. In 2016 we carried out focus groups, together with the Finance Support Team. In 2017 we progressed and conducted a large scale evaluation using a survey protocol adapted from St George's methodology to the RVC Veterinary context. Our most recent evaluation can be found here: [RVC Bursary evaluation Dec 2017](#), including our key findings that RVC vet and vet nurse students require significant additional support compared to other students owing to the compulsory costs associated with successfully completing veterinary placements in rural locations, requiring remote transport, accommodation, and specialist equipment.

Based on our most recent survey and focus group, we have identified estranged students as a group to focus on. RVC Access are working together with the advice centre on researching the challenges faced by this group, and how best to support them financially. This is alongside continuing to develop our widespread bursary evaluation in consultation with similar small specialist institutions regarding effective and valid methods.

Monitoring and the delivery of the plan

RVC Access and Widening Participation work is undertaken by staff within the RVC Access Department who report regularly to the Director of the department who is a senior manager and a member of the College Executive Committee. In turn, the Unit is within the Professional Services Department headed by the College's Chief Operating Officer and Access/WP activity is also reported here. The College's Academic Board receives a report on Access and Widening Participation as part of its annual cycle of reporting responsibilities.

A Monitoring Group has been established to be chaired by the Vice-Principal for Student Experience and includes student, academic and support staff representation. From September 2018 this group will also receive data updates on retention and success. Meeting on a monthly basis, this group will report in the first instance to the Student Development Committee which in turn reports directly to the Academic

Board and to the Learning and Teaching Committee which reviews student progress and educational development.

Equality and Diversity

The Equality and Diversity Committee at RVC has until 2018 been concerned largely with issues relating to staff. It is a full College committee with representation from all departments, postgraduate and postdoctoral students and the Students Union. It has recently completed major projects on gender pay differentials, promotions and was instrumental in the RVC's success in obtaining the Athena Swan Bronze Award. As well as developing the College's E+D Strategy the committee also oversees any issues relating to both staff and student equality and diversity. It is naturally concerned with specific issues such as, provision for people with both mental and physical disabilities in terms of access and learning support.

In developing this plan, the RVC has complied with general duties under the Public Sector Equality Duty. We have and shall continue to have due regard to the elimination of unlawful discrimination, harassment and victimisation and other prohibited conduct. We shall continue to advance equality of opportunity amongst all groups and foster good relations between all groups. This is enshrined within the College and is to the forefront of the work overseen by the Equality and Diversity Committee and undertaken by RVC Access.

From the start of the 2018-2019 academic year the Access Plan will become a standing item on the E+D agenda. Members will receive a report on activities and related issues. They will interrogate Access work and offer advice and guidance on issues. All future draft Access Plans will be subject to E+D review and impact assessment by members of that committee.

The majority of RVC Access work takes place within the London region though the activities are designed to be undertaken anywhere in the UK. The diversity of London's school population has to be taken in to account especially when presenting activities relating to veterinary medicine or health subjects in general. Various faiths or cultures may have issues regarding particular animals for example. We ensure that no young person is in anyway prevented from participating in events or feels disadvantaged by the nature or content of an event whether it is a single activity or part of a multi-faceted programme such as a summer school. With regard the latter activity in selecting applicants we prioritise young people from BAME groups and white males from disadvantaged backgrounds.

Access, student success and progression measures

The activities and engagements which we describe below focus on the medical and scientific nature of our specialist subject areas. By doing this we would hope to see an increase in male and BAME students.

The activities are intended to maintain and indeed increase our secondary state school enrolments, but we shall continue to offer a suite of activities aimed at primary school pupils. These activities and measures are the tactics which will help us attain the stretching targets we have set ourselves and which are laid out in the Resource Plan. We continue to point out that these are challenging for any high tariff institution but particularly for a small specialist college whose main offer may only appeal to a minority of secondary school pupils. Those to whom our degree programmes do appeal will be tracked and supported through a longitudinal series of activities and through monitoring. We emphasise throughout this Plan that all the activity within the RVC's Widening Participation Programme is geared to encouraging and supporting school and college students in medical and scientific subject areas. The educational focus that we provide should encourage students to aspire; it should enable them to achieve in terms of value added; it should result in them attaining in their overall goals. The activities listed below are presented in some detail to illustrate the range and breadth of work undertaken by RVC. We accept that there is more to be done to reach our goals and targets but we believe that the range of work presented supports a long-term path to veterinary and scientific study and contributes to the interests of prospective students and the needs of schools in supporting and improving attainment.

The activities and measures described are geared wholly towards primary and secondary state schools with an implicit emphasis on the priority groups consistently referred to in this document.

Primary School Activity

Outward Visit to Primary Schools-Years 3-5: Student Ambassadors visit primary schools in the London and SE region to present a "Day in the Life of a Pet" assemblies, and Outreach workshops from Year 3 upwards "A Day in the Life of a Vet". These workshops are curriculum linked and have been developed

in partnership with teachers; children take part in 5 interactive activities. We shall continue developing the Junior Vet Club which began in 2018 and is referred to in Table 8b of the Resource Plan. This club runs in half terms and holidays and allows young people and their families aged 7-11 to visit the RVC for fun engaging activities designed to make young people and families from all backgrounds feel at home at our university campus. Younger siblings are also welcomed and we provide activities for the Early Years at these events. We are presenting this case study at NEON in June 2018. As with our secondary school measures, our primary pupil work is all linked to learning in the evaluation domains of developing Skills, understanding Place (university), experiencing positive emotions when taking part in university outreach, shaping attitudes through making introductions, and veterinary science knowledge; with the goal of leading to better attainment.

Secondary School / FEC Activity - Collaborative arrangements

With AccessHE RVC is able to contribute to widening participation work with over forty schools. Of great importance here is the activity we can undertake with BAME focus groups, building on our work with the BAME 'Prepare to Succeed' programme. This was co-developed with our BAME students, and has been led by different students throughout the past three years. We have risen from 7.23 to 10.63% BAME students during this period. We shall build on this in 2019-20. It was through AccessHE that RVC became involved in work with the London Region NCOP. Although this is not eligible for funding through Access Plans it exemplifies the pro-active WP strategy of RVC, it should be noted that RVC has begun to play an active role in the local NCOP working with schools and colleges in the London Boroughs of Barking and Havering.

Aim Higher London South (AHLS)

RVC is an active member of AHLS whose purpose is also to encourage school students from non-traditional backgrounds to aspire to and gain higher education. Its work is centred in south London but it also operates on a regional basis in the south east, for example with schools in Sussex and beyond. It is a partnership of 10 HEIs and 22 schools. RVC hosts activities in relation to medical and health subjects for Years 10; provides IAG for Year 12 students; participates in a multi-HEI project for young people in care and offers general WP activity to member schools. Through the NCOP work co-ordinated by AHLS we are working with schools in Croydon and Hounslow. As with the NCOP work with AccessHE this activity is not eligible to be included in the Access Agreement, it does, however, demonstrate the level of WP work undertaken by RVC over and above its OFFA commitments. We shall be building on the NCOP work with our own RVC initiatives in London South during 2019-2020. Through the facilitation of the network we intend to begin attainment work with the FEC consortium in the southern area.

Other collaborations include:

1. Brunel University

The RVC contributes to Brunel University WP work through masterclasses for Year 12 and aspirational and IAG activity for Year 10 students.

2. Hartpury College

Working with the FE section of Hartpury College, Glos, we support students on the College's BTEC programme with admissions advice and IAG.

3. University of London Widening Participation Group

4. Welwyn Hatfield Council Youth Team

5. Islington and Camden Council Youth Team

6. Causeway education Teacher CPD

RVC is also an active member of the UoL Group of twelve institutions which meets to share good practice, data and ideas as part of a team approach to WP.

We support and contribute in practical terms to the widening participation and community work of numerous academic and learned bodies. These include: Camden Council, City and Islington College, Girton College, Cambridge, Hertfordshire University, St. Andrews University, Francis Crick Institute, Royal Agricultural University Royal Albert Hall, Royal Society of Biology, Royal Institution, Society of Physiological Society, Society of Reproduction and Fertility, and the BBSRC.

Over and above the aforementioned, and as highlighted in our Resource Plan, our own programme of WP activities includes:

- A full Student Ambassador Programme ranging formal education in schools (primary and secondary) and informal education at after school activities, and community festivals and events
- Weekly Afternoon Anatomy Programme
- Year 12 Masterclasses in Science
- Homework Clubs for BAME and White Working Class e.g. Bengali Workers Association
- Easter School (non-residential) Y10
- Summer school (non-residential) Y11
- Sutton Trust Summer School Year 12
- Junior Vet Club for individuals in half term Y3-6
- Teen Vet Club Y7 -12
- Partner School Attainment Raising in London, the Midlands and Cornwall
- Teacher Panel IAG
- Basic Science for Adult Learners
- A Level Science Practicals (PAGs)
- Student shadowing
- Twice yearly events 'Night at the Vet College'
- Regularly attendance at community festivals and science festivals
- Career fair attendance
- Assemblies
- Work experience/career programme

We receive over 2000 requests for work experience annually, and part of our strategy involves developing our work experience programme, not only for potential students but for existing WP students. A student led initiative 'Café Biologique', which links our Biosciences students with biological sciences graduates in a range of fields, has formalised links between our London Biosciences Innovation Centre and RVC students. This has allowed career opportunities to develop for our WP students, and an ex-Sutton Trust student is heading up Café Biologique (2018-19) with a view to developing progression and employment for WP students within the course. Our work in 2019-20 will look at evaluating and auditing exiting work experience within RVC, focussing on what makes placements successful. This guidance will be used to inform a wider range of work experience placements being offered throughout the student lifecycle in future, with the joint goals of a) positive impact for WP student careers and b) slowly changing the organisational ethos towards recognising the wide benefits to offering many work experience placements.

In addition to these specific programmes there are the daily interactions with schools and FE colleges locally, regionally and nationally which are pivotal to establishing and embedding significant and deeper partnerships over the period of this Plan and beyond.

Financial Support for Students 2019 – 2020

The RVC offers a generous bursary and financial support package. Bursary evaluation (described above) showed that, for our students on every course, bursary provision was important. Accordingly we shall be maintaining our level of support at the levels previously recorded in the Access Agreement for 2018-2019.

The bursary support from the RVC is listed below

Household Income-First Year	Award
Below £35,000	£1,000
Household Income -2 nd and subsequent years	Award in 2 nd and subsequent years
Below £35,000	£1,000

This will be reassessed each year dependent on annual household income.

A sum of £5,000 has been allocated to provide an initial £1,000 bursary for up to five students from a Care background.

All students will be eligible to apply for hardship funds which are assessed on an individual and case by case basis. No students should be deterred from study at RVC on purely financial reasons.

In the appended Resource Plan we have tabulated our financial commitments for the Year 2019 – 2020.

Student Engagement and Consultation

Officers of the RVC Students Union, including the then President and VP for Welfare are consulted on the preparation and content of the Plan. We also looked at ways in which the Plan might be publicised and disseminated. At that stage we also considered means whereby the student body as a whole can be consulted in future. A proportion of SU elected officers are from a WP context and it is particularly noteworthy that the VP for Welfare is a former Gateway student and won the national award for the promotion of inclusion and diversity at the 2018 National Diversity Awards.

The Plan will form a standing item at each meeting of the Student Development Committee which is the main fora at which specific student issues are discussed. At each meeting members will have an opportunity to monitor, discuss and evaluate the Plan's activities, implementation and targets and issues. This will feed in to the formal monitoring and review process. On a focus group basis we shall survey our cohort of ambassadors to assess and comment on specific events in the short term and strategies in the long term.

The Access Plan will also be monitored by a specific WP Action Plan Group /Committee on which there will be active student representation.

When appointing or selecting ambassadors we ensure that a range of backgrounds are represented. Through our interview and selection process and we advertise the scheme across the whole college and range of years and subjects. Further details and examples on general student engagement are added below.

The Students Union at RVC has become increasingly pro-active in recent years. The Student Ambassador Programme at the College has a major role to play in all our access work and it is no exaggeration to say that without the enthusiasm, knowledge and commitment of our undergraduate ambassadors we would have difficulty maintaining our daily widening participation work. It is also pleasing to note that many of our WP students choose to become ambassadors and indeed Senior SU Officers. We shall be discussing our future strategies and activities with the SU officers and fully acting on their advice and suggestions, particularly in relation to BAME approaches. We wish to see to demonstrate that widening participation is a positive factor for both the institution, its staff and its student body and that RVC needs to and wants to reflect society as a whole.

A new programme we have incorporated is the Sutton Trust student voice panel, arising out of the Sutton Trust alumni network launched in Spring/Summer 2018. We are regularly gathering our Sutton Trust alumni students (over 50 are currently at RVC in a variety of year groups and courses) to consult on our Access, Progression and Success activities.

The RVC has student course representatives, who represent student viewpoints on the course and are responsible for feeding back to staff to make sure the course meets expectations and that issues are addressed.

Investment

	2018/2019		2019/2020	
	£	% of HFI	£	% of HFI
Access expenditure	£407,500	8.7%	£425,000	9.3%
Student success expenditure	£215,000	4.5%	£194,500	4.2%
Progression expenditure	£15,000	0.3%	£15,000	0.3%
Financial support	£656,161	13.8%	£617,049	13.5%
Total Expenditure	£1,293,661	27.2%	£1,251,549	27.3%

We have detailed in the Resource Plan and described in the text of the Access and Participation Plan the elements and amounts of our financial support for students and our proposed expenditure in terms of Access delivery and development. This is a significant outlay for a small institution trying to keep pace with increasing external requirements, national costs, research and clinical investment and ambitious development plans. All of which are to the benefit of prospective students.

Nevertheless, we have increased our staffing in Access and Widening Participation to support our attainment and evaluation work; provided further funding for activities, particularly in the Student Ambassador Programme; maintained our bursary provision. Over and above this, academic, technical, academic-related and support staff contribute time within their contractual obligations to participate in, and further develop educational and support activities for prospective students.

The level and extent of our financial investment in Access, therefore, matches our physical size and approaches our educational ambitions. In order to maintain a "high tariff" institution with a significant culture of civic responsibility. We look upon our access expenditure as complementing all our strategic developments. We are an inner city HEI with a commitment to young people in London *and* a rurally located institution engaged in world class research and clinical treatment. Our reputation goes before us but we want that reputation to reach all walks of society. So, our investment in Access goes hand in hand with the expenditure and investment at all other levels as this enables us to maintain fee income and support our institution in providing world class education and training to students with talent from all parts of society.

Provision of information to students

The approved Access Plan and all future Plans will be published prominently on main pages of the RVC website and clearly signposted to allow easy access. It will also be accessible from the College's intranet to enhance accessibility for current students and staff. Information on fees and financial support is included in the Plan and will also be signposted on the RVC website and intranet.

As part of a wider dissemination we shall circulate the Plan to the professional bodies in the UK that accredit the RVC including the RCVS, the Royal Biological Society.

The RVC is committed to providing prospective students, parents, guardians and teachers with clear, accessible and timely information on the fees that we charge and any financial support that we offer. The RVC Access staff offer a variety of presentations which can be tailor made to suit any group of students or individuals, all our information whether via standard presentation, social media such as Facebook, Twitter, YouTube, Instagram etc. contains reliable and accurate detail in an accessible form. Many Open Days, Offer Days and Taster Days are held throughout the year and are supported by Access, Academic and Advice staff who can provide comprehensive advice on all aspects of academic and student support. Prospective students are also encouraged to make individual enquiries or to visit the College for a one-to-one discussion. In addition, as part of our Outreach events we visit festivals and community events in areas with priority groups, such as Camden Mela, Caledonian Road festival, and national low participation neighbourhoods. In recent years we have concentrated more in local areas, responding to the increased number of WP potential commuter students.

Under CMA regulations RVC is obliged to make public its undergraduate programmes and their content in terms of modules and options; workload and timetable demands; teaching responsibilities and staff; costs over and above set fees. All of this information is provided to each student and also appears on the RVC website.

The fee for each of the RVC's full-time undergraduate degree courses at the time of writing is £9,250. Subject to meeting the institutional eligibility criteria specified in the Teaching Excellence Framework (TEF) and any other requirements, we intend to increase fees in line with inflation. All students will be informed in advance if such an increase is to be implemented.

Bursaries linked to household income levels are available for students who meet the eligibility criteria. There is no separate application process for this bursary as Student Finance England assess eligibility when students apply for UK government funding. A designated bursary is available to students in care and there is separate application process for this bursary. Detailed financial support information can be found on the College's website and by contacting staff within the College's academic registry.

Continuing students will receive the financial support for which they are eligible throughout their programme of study.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The College intends to apply annual inflationary increases to subsequent year's fees for 2019-20 entrants. Increases will not exceed the Retail Price Index (RPI).

Full-time course type:	Additional information:	Course fee:
First degree	All courses except FDSc Vet Nursing and Gateway programme	£9,250
Foundation degree	Foundation degree Vet Nursing	£9,250
Foundation year / Year 0	Gateway programme	£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree	Kings College London 10003645	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	- Graduate Diploma in Veterinary Nursing	£4,500
Other	- Graduate Diploma in Equine Locomotor Research	£3,720

Table 8a - 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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	We aim to increase our state school student percentage, focusing on RVC Contextual schools https://www.rvc.ac.uk/study/undergraduate/veterinary-gateway/contextual-schools as our targets for a range of long term activities to increase attainment and engage teachers and parents in pupil progress.	No	2017-18	80.43%	81%	81.5%	82%	82.5%	83%	We have revisited our targets in the light of our state school data as shown on page 2 of our Access and Participation Plan. We feel these are realistic and we will continue to focus our effort on ensuring the trajectory from 2014/15 (76.25%) to 2017/18 continues.
T16a_02	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	We aim to increase our NS-SEC 4-7 cohort. Within this cohort we will focus on males from a range of under-represented and disadvantaged backgrounds, as stated in our Gateway programme eligibility criteria https://www.rvc.ac.uk/study/undergraduate/veterinary-gateway/#tab-entry-requirements .	No	2017-18	26.52%	27%	27.5%	28%	28.5%	29%	We have revisited our targets in the light of our SEC data as shown on page 2 of our Access and Participation Plan. We are working to overcome challenges to students from low SEC backgrounds, posed by the intersection of perceptions of a long Veterinary Medicine course combined with the costs of living close to central London. This is in addition to significant extra costs identified by our bursary evaluation (specifically veterinary equipment and travel/accommodation for compulsory rural placements).
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Using the published data we shall specifically target schools and FECs serving LPNs.	No	2017-18	22.83%	23%	23.5%	24%	24.5%	25%	We have revisited our targets and increased them as we exceeded our prior targets by over 10%, and we wish to set challenging and ambitious targets. It should be noted that we have increased the number of actual applicants from these quintiles as a result of our outreach work.
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	We aim to increase the numbers of students applying from a range of under-represented ethnicities.	No	2017-18	10.63%	11.5%	12.5%	13.5%	14.5%	15.5%	We have revisited our targets and increased them as we exceeded our prior targets, and we wish to set challenging and ambitious targets. This has been achieved through our work with students from a range of under-represented ethnicities taking lead roles in outreach work planning, delivery and evaluation.
T16a_05	Access	Gender	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	We aim to increase the visibility of our male role models at a range of student lifecycle stages in order to encourage parity. Our goal is to have more than 5% males from Quintiles 1 and 2 apply to our courses.	No	2014-15	<5%	5%	5.5%	6%	6.5%	7%	We have refined this target to specifically focus on males from Polar 1 and 2 quintiles.
T16a_06	Access	Attainment raising	Other statistic - State School (please give details in the next column)	Working with designated groups of pupils at partner institutions we shall contribute to the raising of GCSE and A Level performance for groups of students whose attainment performance is borderline on meeting RVC entry criteria	No	Other (please give details in Description column)	None	10	15	20	25	30	In lieu of school sponsorship, the RVC will work with a group of schools across the UK as part of a priority cohort with designated activities. Prototype activities with one school start in July 2017. We are aiming to add one school with approx 5 eligible pupils per year, for long term support.
T16a_07	Access	State school	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	We aim to work with Teachers from RVC contextual schools, to join our Teacher Panel. Through being part of our consultation network we will be informed about their attainment priorities to shape our curriculum offer, and they will be more aware of our long term opportunities for their students for academic and social mobility.	Yes	2014-15	26	40	40	45	45	50	The Sutton Trust no longer fund Teacher CPD, such as we hosted in 2014/15, therefore we are establishing our own Teacher panel.
T16a_08	Success	Socio-economic	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Develop learning support and methods of learning to improve retention rates in VN/FD First Year	No	2014-15	61%	80%	82%	83%	83%	84%	The 1st year VN cohort includes a high percentage of W/P students, and this will be a valuable case study of working with the Wellbeing Department to promote student success.

Table 8b - 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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	State school	Outreach / WP activity (summer schools)	Year 10-12 students recruited nationally for annual easter Y10 non residential school, Y11 summer non-residential school, and Y12 Sutton Trust summer residential school	No	2010	48	50	55	60	65	70	Our Summer School is now part of the Sutton Trust Programme and we are able to target much more specifically. We are developing the pre/post Summer school support available based on evaluation. We also now offer a Year 10 Easter school (non-residential, 20 students) and Year 11 Summer school (non-residential, 35 students) to provide support over 3 years.
T16b_02	Access	State school	Outreach / WP activity (other - please give details in the next column)	We aim to continue to run a menu of activities including: Afternoon Anatomy; HE Experience Days; Student Shadowing; Science Clubs; Careers events	No	2010	50 schools	54	60	64	68	72	The operational targets vary from activity to activity. Some events have large numbers and require only IAG, others are targeted curriculum interventions and are linked to progression through School Years. We have developed Junior and Teen Vet Club programmes for individual WP students within schools to apply to, and are using this to work with students from age 7-18 (innovative case study being presented at NEON conference, June 2018). We are now linking our activities in a progression framework to support pupils long term.
T16b_03	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	The RVC will work in collaboration with a range of HEI partners in London particularly concentrating on Science and Medicine and IAG	Yes	2014-15	300	500	525	550	575	600	The Collaborations will be developed over time in areas such as STEM work, LAC projects and IAG. We are working with AimHigher London South, and Access HE's NCOP project. We are developing our outreach work with the University of Herts to open up opportunities for WP students near our Hawkshead Campus.
T16b_04	Access	Ethnicity	Mission targets	We will aim to work long term with increasing numbers of prospective students from a variety of under-represented ethnicities, through our Teen Vet Club, Junior Vet Club, Y 10 Easter school, Y11 Summer school and Y12 Sutton Trust summer school.	No	2015-16	12	35	35	38	40	45	We have been working as part of a project with AccessHE to improve our information o specific BAME IAG needs and shall apply this to our targeted work. This 'Prepare to Succeed' project is now in it's third year. It has been lead by different BAME students each year, who have shaped its development. Our current student leader is focussing on developing our Primary school offer with BAME role models, in partnership with local schools. We are also addressing this through working closely with teachers at Teacher panel events.
T16b_05	Multiple	Mature	Mission targets	We aim to increase the number of Mature Students at each stage of the student lifecycle who have followed Access to Science routes into Higher Education, through working with our Mature student association and creating a Career Explorers network for mature first degree prospective students	No	2015-16	5	10	15	18	20	22	Although this is not a formal collaborative target we hope to work with other HEIs in this area. In 2019-20 we are focussing on how to appeal to potential WP mature students through our popular Science public events 'Night at the Vet College'
T16b_06	Access	Other (please give details in Description column)	Mission targets	We aim to increase our long term outreach work beginning with primary school students and leading through the Key Stages.	No	2014-15	15 schools	20 schools	21 schools	22 schools	23 schools	24 schools	We work with approximately 60 primary students a month by developing a close relationship with the schools and with the parents we shall seek to engage members of this cohort through the Key Stages and ultimately through to final secondary level. Our Junior Vet Club newsletter and half term events for 7-11 year olds, started in 2017, provide free fun progression opportunities for WP students and their parents, as a follow up to school outreach visits and Afternoon anatomy (meeting live animals on campus for 10-11 year olds). We are also addressing this through working closely with teachers at Teacher panel events.

T16b_07	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	We aim to offer local Homework clubs for WP pupils, close to our campuses	Yes	2017-18	11	13	15	18	20	22	In January 2018 we started a Literacy/Numeracy/Science homework club with the Bengali worker's Association community group, close to the RVC Camden Campus. Approx 20 pupils attend every week, with ages from 6 to 18. Primary and secondary attainment raising activities are supported by our staff and student ambassadors, and activity choice is linked to parental requests. In future we have identified a number of locations close to our Hawkshead campus to develop this work.
T16b_08	Success	Multiple	Student support services	We are establishing a Sutton Trust student voice panel	No	2018-19	18	18	20	25	30	35	In 2019-20 we are building on preliminary work by formalising our Sutton Trust student voice panel. This advisory group of students who have previously attended the Sutton Trust arose out of a Sutton Trust alumni networking opportunity, and meets as a focus group to input on areas such as student financial support, wellbeing and future outreach activities (in collaboration with support staff).
T16b_09	Multiple	Multiple	Student support services	We are launching a new Work experience project	No	2018-19	3	3	5	10	15	20	We are working with the careers service to develop our offer for work experience for WP students at all stages of the student lifecycle.