

ACCESS AGREEMENT 2012

1. Background and context

Leeds Trinity University College (LTUC) has a successful history and strong track record in the recruitment of students from under-represented groups. The Catholic social mission of the College is played out in our desire to empower individuals, regardless of their background or route into higher education, to achieve their true potential and reach the highest standards possible.

2. Objectives

LTUC recognises the opportunities in the implementation of this agreement in providing a focus for it to further strengthen its record of supporting the widening of access to higher education. The objectives of this agreement build on existing work in key areas and are as follows:

- Develop and sustain appropriate partnerships with schools, colleges, employers, local authorities and other bodies in order to support aspiration raising and access to higher education
- Further extend outreach activities focussing on low socio-economic areas
- Provide enhanced support, particularly for new arrivals, for students from under-represented groups to enhance retention and, ultimately, achievement
- Improve access to clear and direct information assuming no prior knowledge of the HE sector
- Establish mechanisms for robust data collection and analysis to provide evidential base for success in widening participation activities

3. Duration and Scope

3.1 As outlined in the OFFA guidance this agreement covers the academic year 2012/13 only.

3.2 This agreement relates only to setting of fees for full-time undergraduate foundation and honours programmes. As per the guidance it does not at the moment include TDA funded undergraduate and postgraduate ITT programmes.

3.3 Fees for part-time degree courses, postgraduate provision, international (non EU) students and all other courses will be determined by LTUC and approved by the Board of Governors.

3.4 Existing students enrolled on undergraduate honours and PGCE programmes before September 2012 will continue to be subject to arrangements for fees and bursaries as laid out in the previous access agreement first submitted to OFFA in November 2004.

4. Fee levels and additional access expenditure

- 4.1 LTUC intends to charge all full-time undergraduate entrants tuition fees of £8,000 per annum for 2012-13 regardless of their study programme.
- 4.2 It is estimated that 682 new students entering LTUC for 2012/13 will be charged this fee. An estimated 70 foundation degree students will be charged up to £2,500 per annum.
- 4.3 LTUC anticipates applying permitted real term rises on this fee level for 2013-14 onwards.
- 4.4 LTUC intends spending £1,403,000 on additional access and retention measures in 2012 /13. This represents 33.2% of the total additional fee income for 2012/13.

5. Current outreach activity and performance

- 5.1 LTUC has an excellent track record in terms of the extent and success of its widening participation strategy. Notable points include:
- A dedicated Schools and Colleges Liaison Team which is large relative to the size of the institution (4.5 FTE)
 - Extensive reach with schools and colleges in West Yorkshire, with relationships with over 75 institutions, together with a highly-targeted approach to prioritise schools with high ratios of under-represented pupils
 - Proactive engagement with organisations such as AimHigher and WYLLN
 - An intensive and structured school partnership schedule, including formalised progression agreements with over 20 schools and colleges, and more in development
 - A comprehensive programme of pupil talks and workshops on topics such as “why go to university”, “making the most of your personal statement”, “student finance”, and “preparing for your interview”, with over 160 events held every year
 - A structured programme of HE “taster days”, academic focus days, and residential summer schools for up to 120 learners
 - High take-up of offers to attend at careers fairs and parents’ evenings, and advice provision for other school-based advisors
 - Effective use of current students acting as Associates and mentors to under-represented pupils in schools and colleges

- 5.2 The following tables indicates the institution’s current performance against several key statistical indicators:

(a) % of students recruited from state schools

Reporting Year	LTUC Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2009/10	97.0%	95.0%	2.0	96.2%	0.8
2008/09	95.9%	95.1%	0.8	95.7%	0.2
2007/08	97.4%	94.4	3.0	95.4	2.0

Source: HESA Performance Indicators Table 1a

(b) % of students recruited from low socio economic classes

Reporting Year	LTUC Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2009/10	38.0%	36.1%	1.9	37.1%	0.9
2008/09	41.1%	39.6%	1.5	40.6%	0.5
2007/08	36.6%	35.8%	0.8	36.7%	-0.1

Source: HESA Performance Indicators Table 1a

(c) % of students recruited from low participation neighbourhoods

Reporting Year	LTUC Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2009/10	22.7%	12.9%	9.8	18.5%	4.2
2008/09	20.9%	13.3%	7.6	19.0%	1.9
2007/08	18.8%	11.9%	6.9	16.1%	2.7

Source: HESA Performance Indicators Table 1a

d) Non-continuation in higher education after year 1

Reporting Year	LTUC Performance	Benchmark	Variance
2009/10	10.9%	8.9%	-2.0
2008/09	11.4%	9.5%	-1.9
2007/08	10.9%	9.3%	-1.6

Source: HESA Performance Indicators Table 3a (all entrants)
NB 2009/10 data is provisional at time of writing this report

e) Projected Outcomes (Likelihood of an UG student achieving a degree)

Reporting Year	LTUC Performance	Benchmark	Variance
2009/10	77.7%	78.1%	-0.4
2008/09	77.3%	77.7%	-0.4
2007/08	73.7%	75.7%	-2.0

Source: HESA Performance Indicators Table 5
NB 2009/10 data is provisional at time of writing this report

5.3 From these tables, it can be concluded that LTUC's outreach activities are very successful in attracting students from under-represented groups. In terms of retention, however, while LTUC's performance is reasonable, tables d) and e) show consistent under-performance, with the institution never quite achieving its benchmark as set by HEFCE. Therefore further targeted investment will be made in this area as detailed below.

6. Additional access measures

6.1. Outreach activity:

As noted above, LTUC already has an excellent track record in terms of its outreach initiatives, and it intends to build upon its current level of activity even further by undertaking the following initiatives:

- Extend WP outreach to pupils under 14 years, including primary schools

- Initial guidance from OFFA has suggested exploring the opportunities around activities aimed at lower age groups – i.e. longer-term targets. LTUC is well placed to do this as every year it places 560 Primary Education students into schools, and will develop a plan to use this resource, and other students and staff volunteers to raise awareness and aspiration with younger pupils.
- Consolidate school / educational partnerships
 - There is an opportunity to further consolidate LTUC’s current programme of partnership activity within West Yorkshire. There are currently 130 schools / colleges within West Yorkshire (comprising of Primary Schools, 11-16 schools, FE colleges and Academies), of which LTUC has existing relationships with only 75. LTUC will construct a plan to develop relationships with the remaining schools and colleges, prioritising those that meet widening participation criteria¹.
- Review options to support non-traditional learners
 - In order to develop recruitment and support of non-traditional learners, LTUC will review options to develop a facility to meet the needs of these students. This could include a ‘one-stop-shop’ for; Admissions, Information, advice and guidance, Business Liaison and Study Skills. It could also offer greater support for those wishing to commence Level 4 study, but who may be intimidated by traditional methods of matriculation.
- Regional collaboration
 - In collaboration with the other HE providers in West Yorkshire, both HEIs and FECs, LTUC will invest in the Higher Education Access and Progression Partnership (HEAPP), building on the partnership working and shared expertise established through the West Yorkshire Lifelong Learning Network and AimHigher. The HEAPP will target both adult learners and young people. It will continue the development of high level skills in the region by maintaining the West Yorkshire progression agreement framework and providing an effective communication channel between He providers, the Leeds City Region and Leeds Local Enterprise Partnership; and it will define and oversee an appropriately coordinated programme of sub-regional widening participation activity. The HEAPP will be established in 2011-12 and its effectiveness carefully monitored during a two-year development phase.
- Develop “LTUC Credit Scheme”
 - LTUC will develop an activity package for Partner Institutions and individual students, promoting collaboration and social mobility, and

¹ E.g. Domicile address within top 13,000 super-output areas recognised through IMD, high proportion of no family history in HE

enabling Leeds Trinity to identify and monitor widening participation and evaluate schemes. The scheme would enable individuals, who meet defined WP and academic criteria, to register to a scheme which gives access to targeted work shops regarding various aspects of higher education, and residential summer schools. If they go on to apply to LTUC, the admissions process would be appropriately contextualised with “credits” contributing to the required entry qualifications.

6.2. Retention activity:

LTUC already has a number of support mechanisms in place to promote student retention and successful outcomes, which it intends to maintain. Examples include a student support centre offering facilities such as counselling and financial advice, a careers advice service, an employer partnership office, and a robust system of progress tutors.

In terms of non-continuation and outcome measures, however, LTUC continues to slightly under-perform against its benchmarks, and the institution will therefore be placing more emphasis on this area. The institution intends to enhance this activity in the following ways:

- A integrated and seamless total student-lifecycle / IAG approach
 - LTUC recognises that successful retention requires a fully co-ordinated and comprehensive approach, considering the entire student journey from pre-application to graduation. LTUC is actively reviewing software options to allow it to capture relevant data about students who apply and register with the institution (e.g. SEC profile, if a cared-for young person, first generation into HE), and then track their progress throughout their study programme. As a result “at risk” students would be identified early, and a proactive and tailored support plan put in place.
- Specialised academic support for WP students
 - LTUC will actively review its current system of academic support to ensure this fully meets the needs of students from under-represented groups. One aspect of this review will be the duration of the relationship between student and staff member, and the option of extending this beyond the study programme duration, commencing pre-application (e.g. summer school) through to post graduation.
- Peer support
 - Fellow students can provide a very effective support network, and LTUC will review ways in which this can be improved by working and consulting with current students and the Students’ Union. This could include setting up mentoring arrangements, as well as forming interest and concern groups.
- Student representation
 - LTUC recognises the value of students’ input and feedback about all aspects of their experience at the institution. Therefore LTUC will continue to proactively elicit feedback from the student body via mechanisms such as focus groups, polls and forums. It commits to responding to comments and feedback in an action-orientated manner to foster on-going improvements.

- Expectation management
 - It is crucial that students considering HE have a clear idea of what their student experience will be like and the expectations that will be made of them (e.g. the level of academic work required on vocational courses), as failure to do this can lead to disengagement. Therefore LTUC will look to further enhance its communication of what it offers and what will be required of students in all its publicity materials.
- Transition to HE
 - In order to facilitate the transition into HE, LTUC already runs “Intro Week” on an institution-wide basis. Recognising that under-represented students may require an even greater level of support, LTUC will consider ways to offer an enhanced introductory experience such as targeted activities pre-enrolment.
- Programme review and development
 - LTUC recognises that the new funding arrangements may deter some students from applying for traditional three or four year full-time study programmes, especially from under-represented groups. Another potential scenario could see students feeling overwhelmed by accruing debts, and dropping out of their courses as a result. Therefore LTUC commits to a review of its course provision to consider options such as accelerated degrees, flexible courses etc.

7. Financial support for students

- 7.1. Currently LTUC offers means tested bursaries to students enrolled on undergraduate programmes who are in receipt of a Higher Education Maintenance Grant.
- 7.2. There appears to be little evidence, however, that these bursaries are effective at attracting and retaining under-represented students in a targeted way.
- 7.3. Therefore LTUC will review alternative systems of financial support. This will be via the match-funding for students who are awarded a National Scholarship to ensure funds are targeted at those already identified as being most in need of financial support. For students starting in the 2012/13 academic year those in receipt of a National Scholarship award from Leeds Trinity will receive £6000 spread over three years as follows:
- 7.3.1. Year 1 - £3000 tuition fee waiver and £1000 cash
 - 7.3.2. Year 2 - £1000 Leeds Trinity card
 - 7.3.3. Year 3 - £1000 Leeds Trinity card
- 7.4. Criteria for eligibility will be based on household income, are or have been a cared-for person or a carer.
- 7.5. Full details on criteria for eligibility and the process for awarding scholarships are available on the Leeds Trinity website.

8. Targets and milestones

8.1. LTUC intends to make progress against the following milestones and performance indicators:

	Internal measure 2009/10 activity level	HESA PI 2009-10 (Location adjusted benchmark)	Targets 2012-17
Enhanced use of student volunteers in primary schools	n/a	n/a	500 hours contact time per annum by 2017
No. of school / college interventions	169	n/a	280 per annum by 2012/13
No. of WP target institution partnerships	20	n/a	Additional 4 per year
% students from SECs 4, 5, 6, 7.	n/a	37.1%	Continue to outperform by average 0.5% over five years
% of students from state schools	n/a	96.2%	Continue to outperform by average 0.5% over 5 years
% students from low participation neighbourhoods	n/a	18.5%	Continue to outperform by average 2.5% over 5 years
% no longer in HE	n/a	8.9%	Achieve benchmark by 2015
Projected outcomes (likelihood of UG students achieving a degree)	n/a	78.1%	Achieve benchmark by 2015
Employment indicator (inc further study)	n/a	90.6% ²	Continue to outperform benchmark by average 2% over 5 years

² Current HESA performance indicator

9. **Monitoring and evaluation**

- 9.1. Promoting access to under-represented groups is, and will continue to be, an institution-wide responsibility with active engagement from academic and support staff. Specific responsibility for the outreach work, however, sits with the institution's Schools and Colleges Liaison Team which reports to the Director of Marketing.
- 9.2. Formal monitoring of the measures set out in the agreement and progress against targets and milestones will be conducted by the institution's Strategic Management Team and Academic Board (which includes student representation) under the guidance of the Principal. This will include the related monitoring of LTUC's Widening Participation Strategic Assessment.

10. **Provision of info for prospective students**

- 10.1. LTUC appreciates how important it is that prospective students have all the relevant information about the fees an HEI will charge them, and that it is an important part of the consideration and selection process. Therefore LTUC will ensure that information about tuition fees is clearly and prominently communicated on all key interfaces with prospective students in a timely fashion.
- 10.2. Examples of these communication vehicles include the prospectus and other collateral material aimed at prospective students, the web site, Open days, information given at UCAS fairs and other similar public conventions. UCAS will also be supplied with information regarding fees promptly.

Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

Name of institution	Leeds Trinity University College
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Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

Part one: Introduction to your agreement

A. Your current position in relation to access and, where appropriate, retention

Please use this section to set out any specific issues or aims for your access agreement work in respect of ITT that aren't already set out in your existing agreement for 2012-13. This section doesn't have to be long; however, it will help us to understand what your access agreement is setting out to achieve in respect of ITT. You may wish to consider whether there are separate issues for undergraduate and postgraduate ITT.

You may also wish to cross-refer to the issues or aims stated in your main agreement, if appropriate.

The objectives already set within the Access Agreement remain the same with the addition of:

2. Objectives

- Further extend outreach activities focussing specifically on
 - Males progressing to Primary ITT courses
 - BME students progressing to Primary and Secondary ITT courses

Part two: Fee limits, spend on access and financial support for ITT trainees

B. Fees you are proposing to charge for your ITT courses

Your access agreement should set out the tuition fees you intend to charge new entrants to a) undergraduate and b) postgraduate ITT in 2012-13. There is no requirement or expectation that your fee for undergraduate or postgraduate ITT should be the same as for your other courses – this is a matter for you to decide.

Undergraduate ITT	£8000
Postgraduate ITT	£9000

C. Amounts of additional fee income to be spent on access measures

Taking into account any new access agreement investment relating to ITT, as well as your existing agreement, what is your estimated spend on access measures as a proportion of your income over £6,000 per fee?

As a broad guideline, for undergraduate ITT, our starting expectation is the same as that set out in our original guidance on how to produce an access agreement for 2012-13 (see OFFA 2011/01, paragraph 39). For postgraduate ITT, we would expect you to recycle a minimum of around 10 per cent of your fee income over £6,000 on access or retention measures. (Note: we will be taking a holistic view when considering whether your proposed spend is in line with our expectations. In other words, we do not necessarily require you to ring-fence set amounts for undergraduate or postgraduate initial teacher training. You simply need to make sure that the overall levels of spend – including ITT – are in line with our expectations.)

32% for 2012/13

D. Financial support for trainees

In this section you should set out:

- *what you plan to spend on targeted fee waivers, bursaries and in-kind support for a) undergraduate and b) postgraduate trainees in 2012-13*
- *the amounts of support and the eligibility criteria for new entrants.*

You may wish to state whether the financial support for these trainees is the same or differs from your existing agreement.

What Leeds Trinity plan to spend on targeted fee waivers, bursaries and in-kind support in 2012-13 for:

- a) Undergraduate ITT – UG ITT students will be eligible for NSP so a proportion of £93,000 already allocated in the Access Agreement will be spent on UG ITT trainees. It is not possible at this time to split spend between UG non-ITT and ITT.
- b) Postgraduate ITT - £0

Amounts of support and eligibility criteria for new entrants

- a) UG ITT - NSP as already stated in Access Agreement

Part three: outreach and retention

E. Outreach and retention work

If you are proposing to introduce additional outreach or retention work in respect of ITT, over and above the outreach/retention work you have committed to in your existing 2012-13 access agreement, please include details here.

Alternatively, please indicate where your outreach or retention work in respect of ITT is already covered by your main agreement.

For the purposes of an access agreement, outreach work includes any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years.

By retention, we mean the additional (new) retention measures you commit to put in place to improve student retention and success (ensuring that trainees from under-represented groups access the full benefits of higher education).

Additional Outreach Work – in relation to ITT

Leeds Trinity University College has seen positive progress against several key statistical indicators with the areas listed below achieving benchmark and above:

- % of students recruited from state schools
- % of students recruited from low socio economic classes
- % of students recruited from low participation neighbourhoods
- Non continuation in higher education after year 1

This includes UG ITT students where figures show even better performance in comparison to HEFCE courses.

We intend to build on the success of our outreach activities in attracting students from under represented groups to all of our courses. We will extend this further to attract males to UG ITT courses and BME students to UG and PG ITT courses. With the following outreach initiatives:

UG ITT

- Targeted partnership work with schools and colleges to increase males recruited onto UG ITT courses
- Targeted partnership work with schools and colleges to increase BME students onto UG ITT courses
- Enhanced schools liaison package including master classes specifically aimed at the recruitment of males and BME students onto UG ITT courses

PG ITT

- Regional advertising campaigns in BME targeted media to promote Open Evenings.
- Presence at recruitment events such as the Train to Teach' exhibitions.
- Town Centre recruitment events which held in Leeds / Bradford city centre (with high BME ratios) to attract potential MME students.

In our Access Agreement all points listed in 5.1 include students interested in joining ITT courses.

In addition to this Leeds Trinity is:

- Working collaboratively with Leeds Metropolitan University, and Huddersfield University on a former Aimhigher initiative we are funding called Tomorrow's Teachers Today started in 2005 and including year 9 upwards to year 13. This project's focus is to increase under represented groups in ITT and includes males and BME.
- A publication aimed at year 9 that will target males and BME students and can be used on the Tomorrow's Teachers Today event
- A more intensive focus on attainment at GCSE level in all outreach work for year 9, 10 and 11 students
- A focus on early applications for primary ITT specifically in both leaflets and in outreach work
- Working collaboratively with Leeds City College to produce transparent information in print and at designated times through academic and schools and colleges liaison staff for all courses
- The "LTUC Credit Scheme"
This scheme will include our UG ITT courses and will look to make sure that males and BME students are targeted when recruiting for the scheme

The retention activity outlined in the current Access Agreement applies to all ITT students.

Part four: Targets, milestones and monitoring

F. Targets and milestones

You may choose to develop specific additional targets and milestones which assess your performance in ITT over time – particularly if ITT trainees make up a significant proportion of your overall student body.

Alternatively, you may have targets and milestones in your existing 2012-13 access agreement which you now also wish to apply to undergraduate and/or postgraduate ITT trainees.

These targets may be statistical – based on how representative your entrants are and/or your retention performance – and might include annual or interim milestones to help you monitor whether you are making progress.

You may wish to include criteria around the numbers of trainees in receipt of a full or partial maintenance grant, as financial data will need to be collected to determine bursary support and the data will also be accessible through the Student Loans Company for HEBSS subscribers. You may also wish to consider the TDA guidance at Annex C which gives information on specific groups that are underrepresented in the teaching profession.

In this section, please state whether you intend to develop additional targets and milestones, or

the extent to which you intend to use targets and milestones in your existing agreement which you now wish to extend to apply to undergraduate and/or postgraduate ITT trainees. Where you have new or amended milestones and targets, you should set these out in your Excel template (Annex B) at Table 6.

Leeds Trinity intends to use the existing targets and milestones set in table 8.1 and extend these to apply to ITT trainees.

See Annex B for further targets in relation to ITT trainees.

G. Your monitoring arrangements

In your existing 2012-13 access agreement, you set out how you intended to monitor your fulfilment of your agreement. If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

Our original Access Agreement covers this fully and includes ITT courses

Part five: Information to students

H. Provision of information to trainees

As set out in our initial guidance for 2012-13 access agreements (OFFA 2011/01), you must publish clear, accessible and timely information for applicants and trainees on the fees you will charge and any financial support you will offer. This information should make it clear exactly what level of financial support you are offering trainees in each year of their studies. As well as providing clear and up-to-date information through your own information channels (websites, prospectuses etc), you also committed to provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services. We will assume that this commitment extends to GTTR, where appropriate.

If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

Our original Access Agreement covers this fully and includes ITT courses with the addition of GTTR for PG ITT courses.

