

## University of Leeds

## Revised Access Agreement

2007/8 – 2011/12

**Introduction**

The University of Leeds is committed to widening participation and our vision is to have a University in which:

- We encourage a diverse and inclusive environment which is based solely on academic potential
- There is equality of access and admission
- Every student has the appropriate guidance and support to reach the highest levels of achievement.

The University of Leeds is proud to be a multi-cultural institution and we value greatly our diversity. We recognise that we still have work to do in order to secure a truly inclusive community and this Access Agreement is one plank in attaining our goals.

The University is one of the most popular Universities in the country attracting over 50,000 applications for approximately 6,400 undergraduate places. We have a student population of around 31,000 making the university one of the largest in the country. We offer one of the widest ranges of course in England with over 700 undergraduate degree programmes and 7,150 degree modules. Of these courses, over 80% of subject reviews have been rated 'excellent' in the last four years. Our graduates are highly valued and we are one of the top ten institutions in the UK for graduate employment. We value the diversity of our provision and have more full-time undergraduates studying languages and physical sciences than any other UK university. Whilst we have a world class vision we believe in and are committed to widening participation, particularly, in terms of making the University accessible to individuals from under-privileged and low socio-economic backgrounds.

Since 1998/99, the University has made progress in increasing the numbers of students from low socio-economic backgrounds whilst maintaining (and even improving) our retention rates. When we initiated our Widening Participation Strategy in October 2001 we had 16% of students from socio-economic groups 4-7, in 2009/10 this figure stands at 20.8%<sup>1</sup>. This achievement is set against increasing A level entry requirements.

Whilst we recognise that there is still a way to go, the University is proud of its record of achievement to date. We have one of the most comprehensive outreach programmes in the UK with all Faculties engaged in raising aspirations and attainment of young people. In 2009/10 we worked with over 40,000 young people and 1,200 adults.

In terms of our key performance indicators, we will continue to focus our efforts towards encouraging those individuals from low socio-economic groups to consider university and the University of Leeds specifically. We will ensure that our outreach work continues to target those individuals identified in the guidance provided by HEFCE<sup>2</sup> in May 2007 i.e. those aged 13-19, first generation students to higher education and their parents where appropriate.

We see our work with full-time and part-time mature students from non traditional backgrounds as an important plank in the University's aims to widen access. In 2005, the University established its Lifelong Learning Centre (LLC). The LLC provides programmes and specialist services relevant to part-time and mature students, especially those from under-represented and disadvantaged groups. In 2009/10 over 1000 part-time adults registered for accredited or non-accredited provision through the LLC; 50% of students on accredited programmes were adults from low participation neighbourhoods. In addition, the LLC provided

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<sup>1</sup> Internal management data

<sup>2</sup> higher education outreach: targeting disadvantaged learners

over 12000 support episodes to students and the public through its enquiries, outreach activity, IAG and bespoke services.

As part of its work, the LLC provides pathways into Higher Education that give students a 'taste' of university and develop their confidence in their ability. For example, through one of its Open Studies programmes, it gives intensive support and teaching that enables people from the local community to achieve credit at level 1, proving to themselves that they could succeed at the University if they wished to apply for a degree. Of 56 participants on that programme in 2009-10, 43 (77%) have already progressed to a wide range of programmes either at the University of Leeds or another HEI.

The LLC runs two Foundation Degrees with related certificates and 'top-up' degrees that provide excellent opportunities for local people from under-represented and disadvantaged groups to gain a University of Leeds qualification, either progressing from the Foundation Degree (FD) to higher levels of study or, in Family Support, to exit early with a relevant professional qualification of 60 credits. It also runs a part-time degree in Business Management with recruitment aimed at those on lower incomes: 70% of 2010-11 entrants have applied for financial support. In 2009-10, 259 students studied on a FD, top-up degree, or on the part-time Business Management degree.

Since 2007/8 we have formed part of the West Yorkshire Lifelong Learning Network, the aim of which is "To strengthen the performance of West Yorkshire businesses and the wider regional economy through improved vocational and work-based progression of young people and adults into higher education". To date we have developed 13 Progression Agreements with local education institutions targeting vocation learners. Each Progression Agreement is tailored to support the needs of the learner.

The additional fee income underpinning our outreach work has supported and extended our outreach programme. We have a substantial programme of outreach work across West Yorkshire and extend this activity wider where there is a necessity. We wish to ensure that our outreach activity has depth and meets the needs and requirements of schools and colleges as we seek to establish quality long term sustainable activities that over a period of time make a real difference to the lives of individuals, rather than a series of ad-hoc one-off interventions. We will look to build sustainable collaborative relationships with schools in particular areas that typically have low progression rates to higher education.

The University attracts one of the highest numbers of applicants who are disabled, dyslexic or have a long-term medical condition. We are consistently above the national average for the proportion of disabled students studying at the University (approximately 6%). The national average stands at 4.5%. We are nationally recognised for the work we do and liaise closely with national policy makers and providers on best practice. We strive to improve access, facilities, support services and modified practices to remove barriers and enable disabled students to integrate into mainstream University life. Our Disability Services, housed within the Equality Unit, provides information, guidance and support to disabled people who work and study at the University and to those who aspire to do so. The service works with University departments and external partners in order to ensure that the specific requirements of disabled people are incorporated in all practices and procedures. Our provision includes drop-in advice and guidance sessions, user-led assessments and a 24-hour personal assistant scheme, providing assistance with daily living and academic activities such as reading and note-taking from a bank of trained support staff. All this is housed within a dedicated Equality Unit which brings together the University's Equality and Diversity team, Disability Services Unit and the Regional Academic Transcription Centre at the heart of the University campus. Whilst the disability work in the University is managed separately from widening participation through the Equality and Diversity Unit, we coordinate activity and collaborate through informal and formal mechanisms. The Head of the Equality Unit is a member of the Widening Participation Standing Group and both areas are overseen by the Pro-Vice-Chancellor for Learning and Teaching.

The University reviewed its Corporate Strategy in 2008/9 and Widening Participation and local engagement continue to be priorities for the future.

Our Widening Participation Strategy was reviewed as part of HEFCE's call for a Widening Participation Strategic Assessment and can be found at <http://www.leeds.ac.uk/ace/access/widening.htm>.

Our general approach is to:

- Invest in a programme of bursaries and scholarships to enable and encourage those from a disadvantaged background to study at the University of Leeds.
- Develop, expand and enhance our central programme of targeted outreach activity through Access and Community Engagement
- Continue to embed widening participation activity into the work of the University across all Faculties and academic Schools.
- Invest in key flagship initiatives to target hard to reach underrepresented groups.

### Level of Fees

For 200/7 – 2011/12, the University of Leeds will charge variable tuition fees. These figures are annual fees and are have been subject to annual inflationary rises in line with the Government regulations. Tuition fees for 2011/12 are:

Full-time undergraduate fees	£3,375 for all courses
Part-time undergraduate fees (80 cr)	£2,250 for all courses
PGCE student fees	£3,375 for all courses
Part-time Foundation degree fees	£970 (for 80 credits)
Foundation Year fees	£1345 for all courses
Work placement fees	£900 for all courses for year of placement
Year abroad	£900 for all courses for year abroad

Students completing a Foundation year or a Foundation Degree who then wish to progress to an honours course, will be expected to pay the full-time undergraduate fee.

Part time students are defined as those students who are studying at an intensity of at least 50% full-time equivalent, that is those who will complete their studies in no more than twice the length of time it would take to complete an equivalent full-time course. A full-time course is equivalent to 360 credits.

As part of its commitment to widening participation and to social and educational inclusion, the University provides a range of concessionary fees for students on low incomes studying for selected certificate and short courses aimed at supporting progression into higher education.

### Bursary and Scholarship Support to Students on full state support

From the start of this Access Agreement, in 2006/7, the University has generated approximately £1.2M of external donor sponsorship to support undergraduate scholarships. In addition to this, we spend c£7.5M<sup>3</sup> per year on bursaries and scholarships in steady state.

The University will provide more than the minimum commitment of £300 per year to those on full state support.<sup>4 5</sup> All support to full and part-time students will be in cash terms.

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<sup>3</sup> Once in steady state from 2010-11

<sup>4</sup> With the exception of full-time PGCE students and students following full-time undergraduate Social Work programmes. Both PGCE students and students of Social Work will receive the minimum bursary level if receiving full state support. A more detailed list of the exceptions to eligibility for the Leeds Bursary is available at [www.leeds.ac.uk/students/fees/bursaries\\_exceptions.htm](http://www.leeds.ac.uk/students/fees/bursaries_exceptions.htm)

<sup>5</sup> Income levels are reviewed annually.

We will, and have, reviewed our financial provision annually to ensure it remains effective and supports students.

### Leeds Bursary 2008/9 – 2011/12

As a response to Leeds Bursary under-spend in 2006/7 and in 2007/8, bursary support (award and eligibility) was increased from 2008/9<sup>6</sup> onwards. The aim of this is to maximise the funding available to support the least well-off students and support a broader spectrum of students within an increased eligibility threshold. The outcomes were:

- Over one in four students (c27%) paying the full tuition fee will receive a Bursary (Approximately 50% of students receiving a Leeds Bursary receive the full award).
- All students with a residual household income of £25,600 or less will receive the full Leeds Bursary
- The maximum Leeds Bursary is enhanced to £1540
- Students with a residual household income of up to £36,600 will receive some support through the Leeds Bursary
- We will eliminate future short-falls in expected bursary expenditure in this area from 2008/9 onwards. Shortfalls in bursary expenditure which occurred in 2006/7 and 2007/8 have been and are being reinvested in widening participation over the period of this Access Agreement.

The Leeds Bursary is available for full-time UK Undergraduate students charged £3,375 tuition fee<sup>7</sup> with a family income of £36,600 or less (excluding BA Social Work students, students who are in receipt of the Leeds scholarship, Robert Ogden Scholarship or Leeds Sports and students who already hold a degree).

### Leeds Bursary for 2011-12

Residual Household Income	Leeds Bursary
0-£25,600	£ 1,540
£25,601 to £26,600	£ 1,335
£26,601 to £27,600	£ 1,130
£27,601 to £28,600	£ 925
£28,601 to £29,600	£ 770
£29,601 to £30,600	£ 665
£30,601 to £31,600	£ 565
£31,601 to £32,600	£ 515
£32,601 - £33,600	£ 460
£33,601 to £34,600	£ 410
£34,601 to £35,600	£ 360
£35,601 to £36,600	£ 335

#### 1) Part-Time Student Bursaries Scheme

For part-time students we offer bursaries to all self-financing (not sponsored) undergraduate students who have underlying eligibility for the part-time statutory support, regardless of their income. In 2008/9, they will all receive £770<sup>8</sup> – the difference between statutory means-tested fee support and the fee charged. Due to the changing national and local picture regarding support for part-time students we will keep this bursary provision under annual review.

<sup>6</sup> Thresholds and bursary payments may be uplifted annually in line with the Government's inflationary increase.

<sup>7</sup> 2011-12

<sup>8</sup> Reviewed annually

2) Targeted Scholarship Schemes

These will consist of two types of scheme. The schemes are:

**Leeds Scholarship**

This scholarship was established to support particular under-represented groups. The target groups are: young people leaving public authority care; students who are first generation to higher education and who come from low socio-economic groups and those who are attending schools and colleges which do not have a strong tradition of students progressing to higher education. All students need to achieve the University's entry offer. We aim to ensure that those we work with through our outreach programme access and are prioritised for the Scholarship. The Leeds Scholarship complements and focuses on our special consideration and admissions schemes such as Access to Leeds and Reach for Excellence. Both the Access to Leeds Scheme and the Leeds Scholarship identify students leaving local authority care as a priority group.

Due to the success of and demand for the Scholarship, we increased the number awarded from the original 19 to 40 funded through tuition fee income. This resulted in £110k expenditure in 2006/7<sup>9</sup>. This increase in Leeds Scholarships available annually will result in circa £2.2M of tuition fee income being directed to the support of new students from disadvantaged backgrounds over a period of 6 years up to 2011/12.

	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12
<b>Additional Investment</b>	114,000	123,00	120,000	120,000	120,000	120,000
<b>Number of scholarships</b>	38	40	40	40	40	40

**Robert Ogden Scholarship**

In the light of the Robert Ogden Scholarship's success in supporting the most vulnerable students from South Yorkshire (under the auspices of Sir Robert Ogden), the University took the decision to continue the Scholarship through tuition fee income. New Robert Ogden Scholars will receive an enhanced £3,000 per year in line with our existing portfolio of UK undergraduate Scholarships. All existing Robert Ogden Scholars studying at this University (but recruited under the old scheme funded by Sir Robert) are also guaranteed £3,000 per year. Fourteen new Robert Ogden Scholars were recruited for 2006/7 supported by £42k of tuition fee income. A further five new Robert Ogden Scholarships will be recruited annually 2007/8 – 2011/12, equating to an additional £351k tuition fee expenditure by 2011/12.

	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12
<b>Additional Investment</b>	42,000	15,000	15,000	15,000	15,000	15,000
<b>Number of scholarships</b>	164	5	5	5	5	5

External Donor Scholarships

in 2007/8, our external donor programme consisted of four schemes detailed below. From 2007/8 to 2011/12, we will work to develop the range of financial support available to our students and secure £200k annually from external partners from 2007/8 to 2011/12.

*Skipton Building Society Scholarship*

<sup>9</sup> C£200k in 7/8, £300k in 8/9, £330k in 9/10

Funded by the Skipton Building Society, this Scholarship aims to support disadvantaged students from rural North Yorkshire. Approximately 10 scholars, studying at University are supported annually at a sum of £2,000 pa.

#### *Myrtle Boultonwood Scholarship*

Up to nine scholarships are to be made available annually from 2008/9. Applicants must intend to study in selected Schools of the University of Leeds. They should evidence a maximum family income equal to or lower than the amount set by the Government to receive full state support. Scholars receive £1,700k per annum for the duration of their study.

#### *GE Foundation Scholarship*

From 2006/7 to 2008/9 up to 15 scholarships are available nationally to students at 6 universities. Applicants must be studying their first year of an economics, technology, engineering or management related degree and must be receiving the full Maintenance Grant. Scholars receive £3k per annum for the remaining two years of their degree course. Scholars must also take part in community based voluntary work during their studies. This scholarship is discontinued.

#### *Alumni Scholarships*

25 Scholarships of £1,000 will be available annually for students either predicted or already attained 3 grade As at A Level or the equivalent UCAS points and who have an income of £40,000 or below.

We have an agreement with Bradford University that we will support students who progress from the Foundation course or Year 1 of the BSc Clinical Sciences programme at the University of Bradford on to the Medicine programme at the University of Leeds through the Bradford-Leeds Partnership at the same level (or better) across the two institutions. This is reviewed annually.

A Scholar Support Network has been created to help promote scholar retention at the University. There are several strands to the Network:

- **Staff support**

There are 3 members of staff who are responsible for the promotion, recruitment and administration of scholarships and scholars at the University. In 2009/10 there were twelve scholarships and awards and around 100 students are awarded a scholarship each year. This team also provides support and guidance to the scholars in small groups and individually when required (this was essential during the 2009/10 Student Finance England delays). The team work closely with:

- the scholars to continually improve the support service provided
- the Alumni Office and external donors to establish new scholarships
- academic schools to monitor academic progress of the scholars.

- **Pre-registration Orientation Day**

The Pre-registration Orientation Day is held in the September prior to the registration of first year students. New scholars and Access to Leeds students are invited to attend the day and participate in workshops designed to help prepare them for life as an undergraduate.

- **Scholar Peer Information Network**

All of our newly recruited scholars are eligible to participate in the Scholar Peer Information Network (SPIN). This is a scheme based on the principles of 'peer mentoring'. Existing scholars are trained to act as advisers to new scholars and deliver small group information sessions relating to subjects such as housing, City and University amenities, etc. The sessions are intended to help ease the transition of new scholars from FE study to HE as well as providing the scholars who act as 'mentors' with valuable volunteering experience to record on their CVs.

### Outreach activities

The University's outreach work is part of our broader Widening Participation Strategy which encompasses the student lifecycle: raising aspiration and achievement; application and admission; on-course student support; and development of employment and career pathways. As a University we ensure that our outreach work not only informs the other areas of the student lifecycle but also complements other activity. For example, our current student body is very active in local schools and colleges (either as part of their course or as volunteers) developing the students' sense of belonging and contributing towards their employability. Academic staff who deliver activities to raise achievement in schools will have a greater understanding of school curriculum which can inform degree content.

Table 2 within the 'Milestones and Objectives' section provides baseline/actual data and target objectives for our outreach activity aligned with our Widening Participation Strategic Assessment in 2009/10.

#### Aspiration Raising

To develop and embed our outreach programme, we have targeted resources more directly and effectively at those schools/colleges and individuals who have been identified as most in need of and most likely to benefit from additional support recommended in HEFCE's Good Practice Guidance for Targeting Disadvantaged Learners.<sup>10</sup>

From 2009/10, our outreach programme across West Yorkshire was targeted through a model which bands schools on the basis of the percentage of low SEG students (determined by Index of Multiple Deprivation data). From this, a variety of outreach approaches have been employed according to the types of school within each band, ranging from generic schools liaison for state schools with low numbers of disadvantaged students, to extensive and sustained individual support in schools with high proportions of students from low socio-economic groups (Annex E and F). High quality, academic-led, subject-specific activity provided by Faculties continues to be the core element within this broad framework. Within this, the University-wide *Changing Futures Partnership* has been established<sup>11</sup> with schools across West Yorkshire with the aim of providing a sustained annual programme of intervention from year 7 onwards. It is anticipated that this partnership will impact positively upon students' aspirations and achievement levels.

Adult outreach, undertaken predominantly through the Lifelong Learning Centre (LLC) targets individuals from communities under-represented in higher education. The key indicators we are using to ensure that our outreach activity is benefiting adults from lower SEGs are: i) post-code analysis; ii) highest formal qualification. Outreach activity is undertaken in partnership with other providers and organisations who work with disadvantaged communities. We provide, on campus and in the community, a combination of curriculum-based activity, information, advice and guidance, and work delivered in partnership with Faculties. Adults progress onto either the LLC's bespoke programmes for part-time students, such as *Preparation for Higher Education*, Foundation Degrees with top-up degrees and Certificates

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<sup>10</sup> Higher Education Outreach: Targeting Disadvantaged Learners, HEFCE May 2007/12.

<sup>11</sup> The schools are identified by a mix of criteria including levels of deprivation, percentage achieving 5 A\*-Cs at GCSE (including English and Maths) and a willingness to engage in partnership.

of Higher Education, or to full-time undergraduate degrees based in the Faculties. Outreach to adults in the workplace is addressed under Section 2.

### Provision of financial support information

The University in partnership with our Student Union provides comprehensive financial information to potential and current students.

#### Prospective Students

Our prospective students receive financial information from a variety of sources, for example, Central Student Administration, Recruitment and Marketing, Access and Community Engagement and the Student Union.

For prospective students we will:

1. *Maintain and develop our external web-pages for standard 18 year old students.* These web-pages aim to provide an estimation (based upon an indication of family income) of the support that might be expected from the Government and the University. Students whose personal circumstances are such they might be entitled to further assistance (for example, students with disabilities, students with dependents and those mature students aged over 21 years old) are directed to appropriate specialist web-pages (such as those provided by the DIUS) and advised to contact the Student Advice Centre located in the Students' Union where they can make an appointment and receive personal advice and guidance on financial assistance available.
2. *Inclusion in the 'The Leeds Guide'.* The Leeds Guide will continue to include details on fee levels, bursaries, scholarships, the cost of living in Leeds and other forms of financial support, for example the Access to Learning Fund.
3. *Continue to ensure relevant information is contained within the Prospectus* We will continue to provide information to prospective students on fee levels, bursaries, targeted scholarships (for example, the Leeds Scholarship, external donor scholarships and alumni scholarships), the cost of living in Leeds and other forms of financial support (for example, the Access to Learning Fund) within the Prospectus.
4. *Maintain and develop the Money Guide* A summary of all financial assistance available which is a useful tool for all schools and colleges outreach activity as well as activity specifically directed at parents and carers.
5. *Provide a response email to all prospective students* who enquire about full-time and part-time UK undergraduate programmes. This email will flag our bursary support and the portfolio of scholarships available, directing students to the appropriate WebPages and staff contacts.

#### Existing Students

Existing students currently receive financial information at various points during Freshers' Week and at key points throughout the academic year.

For existing students we provide the following information:

1. Budgeting and money management advice online. This was in response to research findings which demonstrated that students' preferred method of communication was via the internet and concerns that new students were overloaded with information.
2. *Access to Learning Fund*

We will actively advertise the Access to Learning Fund targeting those priority groups



of students who are most likely to require and receive assistance from the fund.

### 3. *Accommodation and Housing*

We are aware that accommodation forms a substantial part of a student's expenditure. We have a student accommodation guarantee for all first year students. This means as students decide to move into the private sector for their second year we have a captive group which we can inform and support as they make their future accommodation choices. We produce two guides before Christmas (one of which is through our partner student housing organisation, UNIPOL) which advise students on accommodation, housing and range of costs.

### 4. *Campaigns*

The Students' Union will run a series of 'money' campaigns targeted at students but in particular those studying in their first year.

### 5. *Identify students who do not permit 'consent to share' to the Student Loans Company.* We will annually identify students who meet the Leeds Bursary criteria (e.g. fulltime, undergraduate, eligible programme of study and so forth) but who have not indicated that their residual household income information can be shared with institutions. Students identified will be contacted in writing in the spring term with a reminder in the summer term explaining that if they received a maintenance grant which is indicative of a low family income, they should contact the SLC to give the necessary consent and would then be paid the Leeds Bursary.

### 6. Ensure that up to date messages are provided on the Student Portal to remind students to reapply to the Student Loans Company for their funding.

We have adopted an evidence-based approach to our financial support and biennially monitor the impact of the Bursary and UK undergraduate scholarships on both the recruitment and the retention of scholars and the overall student experience. The investigation has a dual focus:

- *Impact on Recruitment:*  
Using questionnaires, existing student surveys and individual interviews we will determine the impact our financial aid provision had on influencing existing scholars and bursary holders to take up their place at the University of Leeds
- *Impact on Retention:*  
Using existing retention data and individual interviews, we will compare retention statistics of those receiving a bursary or scholarship with the existing student body who are not in receipt of financial aid. Specifically we will look in detail at the support the Scholar Peer-Information Network provides students to determine the effect of this one-to-one support mechanism on scholars' retention statistics and their overall student experience.

## Milestones and Objectives

The University monitors performance against a range of measures. Our overall objectives are to:

- Increase the number of full-time undergraduates from low socio-economic groups (4-7)
- Maintain our position against the benchmark in terms of retention rates

Tables 1 and 2 details our milestones and performance indicators.

We have used some key performance indicators provided by the HEFCE. There are limitations with this data as they are published over a year after the activity and are dependent on national student population changes. However, this is the best planning information we currently have available.

We have set ourselves a target of 24% of full-time first degree entrants from socio-economic groups 4-7 by 2011/12.

We are proud of our comprehensive outreach programme and we seek to consolidate the programme whilst focussing on particular target groups. Within the overall objectives we will continue to focus our activity on hard to reach groups and in particular:

- Grow our outreach work in areas of West Yorkshire that show low levels of progression to higher education (such as Wakefield)
- Seek to support student achievement in schools and colleges
- Target individuals from low socio-economic groups with the potential to succeed at higher education (e.g. through Reach for Excellence, Pathways to Law).

We wish to maintain our good record in retention and we recognise that as we work to widen participation, students will need more support at University. Therefore we feel it is an ambitious target to maintain our current retention rate at the 2003/4 HESA benchmark of 6.0%.

The University of Leeds is successful at retaining students through to conclusion of their chosen programme of study, with the University-wide attrition rate currently at 6.5% (December 09) however, this rate varies across disciplines. An initial investigation of attrition rates and socio-economic classification data at the University and Faculty level for 2004/5 and 2005/6 suggested that students from low socio-economic backgrounds (groups 4-7) were around 2.5 times more likely to leave the University than students from the higher socio-economic groups (1-3); but that attrition rates are also affected by other factors such as entry method, with a higher attrition rate for students entering through Clearing than for the Home/EU full-time undergraduate intake as a whole. The attrition rate of students from low SEG 4-7 will continue to be monitored throughout the period of this Access Agreement.

We have reviewed our admissions practices to ensure they are fair and responsive to applicants' academic potential. This will build on our current best practice adopted through Access to Leeds. In 2009/10 we investigated how best to use contextual information in order to ensure all applicants are considered fairly and equitably. In 2010/11, we expanded our successful Access to Leeds scheme to ensure the contextual information relating to an applicants' disadvantage and academic potential was considered. In total, 1787 students were considered for entry through Access to Leeds with 200 students registering for 2010/11.

**Table 1**  
**Institutional Widening Participation Performance Indicators**

<b>Performance Indicator</b>	<b>Benchmark</b>	<b>Baseline 2003/4<sup>12</sup></b>	<b>2004/5 actual</b>	<b>2005/6 actual</b>	<b>2006/7 actual</b>	<b>2007/8 actual</b>	<b>2008/9 Target</b>	<b>2009/10 target</b>	<b>2010/11 target</b>	<b>2011/12 target</b>
% FT first degree young entrants from socio-economic groups 4-7	24	19.6	20.2	19.4	20.6	20.0	22.5	23.0	23.5	24.0
% of individuals taking part in outreach activities who see that university study is a realistic option for them	n/a	N/A	N/A	N/A	N/A	N/A	N/A	60%	65%	70%
% FT first degree all entrants not in HE in year following entry	6.0 <sup>13</sup>	6.6 <sup>14</sup>	5.4	5.1	4.4	3.9	6.0	6.0	6.0	6.0

<sup>12</sup> 'Actuals' are Internal University of Leeds management data

<sup>13</sup> HESA benchmark for 2003/4

<sup>14</sup> 2003-4 – 2008-09 HESA published data for non continuation following year of entry of full time undergraduates

**Annex A**

<b>Activity</b>	<b>2006/7 Actual</b>	<b>2008/9 actual</b>	<b>2009/10 Target/Aim</b>	<b>2010/11 Target/Aim</b>	<b>2011/12 Target/Aim</b>
<b>Outreach Activity</b> We will work with over 100 schools and colleges across the region	250 (84 in Leeds)	176	100	100	100
We recruit and train 400 students to engage with local schools	562	534 reaching 24,190 beneficiaries	400	400	400
<b>For Years 7-11</b> we provide HE Awareness and subject specific aspiration raising activities	Not counted	130 activities reaching 5,000 beneficiaries	100	100	100
<b>For Post-16</b> we provide application and financial support sessions and subject specific activities to raise aspirations and achievement		120 activities reaching 3,289 beneficiaries	100	100	100
<b>For Adults</b> we provide HE awareness and aspiration raising events on campus and in community settings		18 events reaching 697 beneficiaries	15 events	15 events	15 events
<b>For Parents</b> we provide sessions to demystify higher education	67 parents	17 activities reaching 625 parents	500 parents	500 parents	500 parents

<b>For Teachers and careers advisors</b> we enhance professional development and share information	7 events	9 activities reaching 416 teachers/advisors	16 events	16 events	16 events
We provide impartial pre-entry guidance for individuals of all ages	410	410	450	475	500
<b>Application and Admission</b> We maintain 100% of academic school engagement in the Access to Leeds Scheme	85%	100%	100%	100%	100%
We achieve 300 direct applications to the Scheme	279	358	350	1000	1000
We achieve 80 registered students through the scheme	66	98	150	250	300
We recruit 80 new scholars to targeted home/EU scholarship schemes	52	185	80	80	80
<b>Student Support</b> We provide dedicated support for our scholars through their University career	57	200	200	200	200



## Monitoring compliance with the agreement

The University monitors progress against targets and objectives through the Admissions and Widening Participation Committee, Vice Chancellor's Executive Group and other formal structures where appropriate.

The University will seek advice on its progression towards milestones and development of its strategy through the Learning and Teaching Committee and the Pro-Deans for Learning and Teaching.

The engagement of Faculties is crucial to ensuring the University as a whole meets its aims and objectives and therefore assisting Faculties to develop a widening participation agenda has been a key area of work. In 2004/5 the planning of widening participation activity across the University moved from academic School to the Faculty level. Faculty level widening participation plans were requested and Faculty level allocations distributed on approval of these plans. We will continue to monitor the progress of the widening participation agenda and the progression by Faculties towards targets through the nine annual Faculty Plans.

Our formally constituted committees will be supplemented by networks of interested partners and meetings of dedicated staff to share information and disseminate good practice. The Widening Participation Co-ordination Group convenes on a monthly basis to share ideas, provide project updates and discuss developments with external partners, for example the Specialist Schools Trust. The Widening Participation Forum, an internal information sharing session, convened twice a year until 2009/10 and once in 2010/11. Sessions have included presentations such as: Supporting Students in Psychology; Language Support in Schools for Refugee Children; How Attitudes to Debt and Social Class Differences are Likely to Affect the Government's Widening Participation Agenda; Why Some Bright Young People Don't Apply to University; Widening Participation and Employability; Widening Participation in the School of Modern Languages: the Royds School Project. Why work in Partnership?

The Widening Participation Newsletter (2006-7 to 2008-9) was replaced by the Changing Futures annual report in 2009/10 and is circulated to staff across the institution. The Annual Report highlights good practice and communicates policy to a broad range of stakeholders.

Annually, we provide information to OFFA and HEFCE through the formal reporting requirements and from 2009/10 the joint monitoring report to both bodies will be provided.

## How access measures will complement existing activity

Within this document we have detailed how our outreach activity complements existing activity. We clearly see our outreach work as just one part (albeit a very important part) of our widening participation strategy which encompasses the whole student lifecycle.

With our existing widening participation funding we will continue to ensure that students receive support while on course through to graduation and, ultimately, employment.

We feel very strongly that students who come to the University of Leeds have the resources and advice available to them to ensure that they make the right choice and remain at the University becoming part of our community. Our pre-entry guidance work detailed in the Outreach section is a critical element in ensuring that individuals make the right choices prior to entry. As we offer independent and transparent advice it means that we can advise them on the options available to them across the City, regionally and nationally.

We are working hard to progress our attrition rates towards our target of 6%. From 2007/8 we had a dedicated Retention Standing Group which has been established under the auspices of the Learning and Teaching Board. The Retention Group worked on issues such as appropriate data analysis, and student support and referral. Faculties and academic Schools, however, will remain in the vanguard of supporting students. They lead initiatives which are focussed on students from a widening participation background including helpdesk facilities, buddying schemes, two day pre-application support programmes, booster classes and techniques workshops.

We are very proud of our central student support services, all of whom have embraced the particular needs of the widening participation cohort within their provision. Our support services range from the Chaplaincy and Student Medical Practice through to the Student Counselling Centre. The University's work in student support is further enhanced by the work of Leeds University Student Union which offers advice and representation to its student members along with services such as the Student Advice Centre, JobLink (a part-time job placement service) and Nightline (24 hour advice line).

We have also worked hard to ensure that students on (and prior to) graduation are employable. Our Careers Service has a comprehensive support programme for all students. In 2010 we monitored the graduate employment rates of our graduates from low socio-economic groups (based in 2008/9 data). These data will inform annual Faculty planning meetings held in February.

We will continue to be involved in partnership and collaboration with others across the City, region and nationally. More detailed narrative of our partnerships and their contribution to our work can be found in our Widening Participation Strategic Assessment 2009/10 – 2011/12.



## Financial Information

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Estimated additional fee income (£)</b>	19.9M	29.3M	34.4M	36.9M	38.1M
<b>Estimated spend on financial support to students with household incomes up to £39,305 (£)</b>	4.0M <sup>15</sup>	5.9M	6.9M	7.4M	7.7M
<b>Estimated spend on financial support to students with household income levels between £39,306 and £49,305 (£)</b>	0	0	0	0	0
<b>Estimated amount of additional income to be spent on outreach (£)</b>	0.2M	£0.3M	0.3M	0.4M	0.4M
<b>Exceptional costs associated with the access agreement (e.g. administration costs) (£)</b>	0.1M	0.1M	0.1M	0.1M	0.1M

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<sup>15</sup> includes expenditure on scholarships supported by external donors of approximately £200k annually 2007/8 – 2011/12

