MIDDLESEX UNIVERSITY

OFFA ACCESS AGREEMENT 2012-13

Fee limits and fee income above £6000

Table 1 provides detailed information on the fees and predicted student numbers for full-time undergraduate courses. It is our intention to charge £9000 for all courses and to increase fees each year up to the Government permitted increase. We are doing this because we are committed to the development of a highly skilled workforce, and the proven value of an investment in higher education. Charging a fee of this level will enable us to continue to invest in the student experience to maximise participation and achievement. Our planned fee waivers will reduce the average fee to £8,600.

Expenditure on additional access and retention measures

Assessment of our access record

Middlesex University performs well against the majority of the accepted participation measures (i.e. sitting above HESA benchmarks) and will seek to ensure it maintains this position. We believe that the changes to the fee regime might discourage participation although actual fee levels will not and that it would be ambitious to set increased participation targets.

It is our assessment based on the broader categories of under-representation that we have a very high proportion of such students (see details provided in the targets). This would indicate, from OFFA guidance, that we should be spending around 15% of the fee above £6000 which coincides with our commitment to sustained investment in these areas.

Our retention measures have been improving year on year but fell below HESA benchmarks in 2009/10. It is our assessment that our spend should, therefore, be adjusted to be a little above this 15% mark reducing as and when these retention measures move back to benchmarks.

Overview of expenditure plans

All of the expenditure listed in the tables is countable under the definitions within the guidance and is either already being expended or is expenditure on new measures.

The majority of our expenditure on the national scholarship programme will be directed at fee waivers but we will use financial scholarship and bursaries to reward students from under represented groups for progress and for continuing their studies. We will use the University's match funding to double the number of students in receipt of the national scholarship programme, providing cash awards of up to £1,000 and a fee waiver for the balance of the £3,000 scholarship. We already have over 1,400 new entry students per year in receipt of full state support and will therefore establish a points system to assess students against further criteria for receipt of the scholarships to focus on groups in the greatest need.

These criteria have not yet been finalised but will be based on a cumulative points based system, allowing us to ensure those with the greatest need or combination of needs directly benefit. The profile and number of students that apply for our National Scholarship Programme for 2012 will effectively determine the cut-off point at which we have used up our full allocation. The following draft points system is provided as guidance as to how the system will operate:

Care leaver 5 points

Evidence of being in receipt of support for a disability 4 points
From a school participating in our Education Liaison and Outreach access programme
(Greater London catchment area aimed at students from lower socio-economic backgrounds)
3 points
From a school with a QCA points average per A level student below our agreed benchmark
2 points
In receipt of full state support (family income less than £25,000) 1 point

Note: An individual must be in receipt of full state support, can accumulate points in more than one category and will need to have met our standard offer requirements

In addition to this, we have allocated funds for 2012/13 to provide further support for students from the above categories who fall outside of the constraints of our NSP allocation. These students will receive fee waivers for their first year of study. Again, we will use this points based approach to determine the cut-off point for this allocation. We feel this approach will ensure that the majority of students receiving full state support will receive some kind of fee waiver from us.

We have provided details in the increased amounts available for subsequent years (i.e. 13/14 onwards). We will use this to reward all NSP recipients with further fee waivers for years 2 and 3 of student who progress each year with full credit.

Final details of the assessment criteria will be published on our website by the end of July.

As the bursaries for old system students phase out we do not intend to replace them as it has been our experience that our investment would be better directed at outreach and retention measures benefitting a wider group of students. We will, however, fund fee waivers for all students with full state support and for a restricted subset of other OFFA countable groups.

The following paragraphs describe how the spend set out for retention and outreach measures will be invested.

Retention, progression and achievement

87% of all UK/EU students recruited in 2009/10 fell into at least 1 of the 5 widening participation categories. However, the University is not complacent about this position and strives to ensure students remain at the University (retention), show progression on their chosen programme of study and achieve (i.e. exit the University with an award).

We carefully monitor and evaluate retention, progression and achievement at institutional level and have procedures in place to identify students at risk.

Progression and achievement of all students has improved steadily over the last 5 years. Currently 71% of students who commenced their programme in 2009/10 progress with full credit to year 2. Students who do not progress on full credit are offered alternatives to meet their personal circumstances. This has been successful in reducing attrition to 5.4%. Achievement (measured in terms of those students being awarded a first or upper second class degree) has also improved steadily. In 2009/10 55% of students gained a degree award at this level.

Our recognition of the need for sustained efforts is reflected in our strategy for aiding student retention and enhancing student progression and achievement 2010-2014. We have identified key performance indicators against which we can measure progress and have targeted specific areas for enhancement in order to build on our success to date through continuing to:

• Focus on enhancement of student achievement and progression
• Recognise, share and use practices that have had a positive impact on student progression and achievement

- Focus on programme and module performance through setting of differential benchmark targets
- Adhere to a clear timeline and process for the receipt of data, identification of actions to be taken and reporting back.

New expenditure on retention progression and achievement activities

Development initiatives based on evidence of best practice (developed locally and adapted from evidence provided by from Action on Access, the Higher Education Academy and other sources) which have been shown to have a positive impact on student retention, progression and achievement will be rolled out and sustained including:

- Academic profiling of all students attending Middlesex for the first time, enabling us to target resources for literacy and numeracy development at those who need it most
- Rolling out programme progress reviews to all years of undergraduate programmes
- Increasing the number of student learning assistants (a support system we have put in place to offer all students peer support from those who have first hand experiences of the challenges of university life)
- Increasing the number of academic assistants. We are currently piloting the use of academic assistants to increase the support to students outside of scheduled classes and tutorials.
- Developing additional e-resources and increasing e-assessment to enable students to receive timely and meaningful feedback, enabling them to target areas for personal improvement.

We are constantly exploring further ways to make a positive impact and already have plans to pilot the following activities during 2011/12 with a view to adoption in 2012/13:

- Enhancement of the use of volunteering, placements, work experience and internships across the undergraduate programme to increase employability opportunities for students
- Development of a student charter in partnership with the student union
- Further developing our ability to identify students at risk at as early a stage as possible
- Assisting students on professional (vocational) programmes to find appropriate part time employment to enhance their skills
- Increasing the amount of structured support for final year student dissertations
- Increasing opportunities for more flexible learning for all students, but particularly for part-time students, through further increasing online learning opportunities to enable students to study at a distance
- Setting local, differential, aspirational yet realistic targets for progression at programme level – this will require additional resource for monitoring and evaluation.

Additional access measures

Middlesex University already delivers a well targeted and active outreach programme, partly funded and sustained over recent years by Aim Higher and other local authority sources. We were recently awarded Aim Higher funds to support digital innovation and subject taster activities, particularly in STEM areas, as well as leading the sector in our work with those with disabilities and from a care-leaver background. We also act as a regional host for many local authority organised events, increasingly picking up the cost of promoting and running these events.

We plan to continue and build upon this activity for 2012/13 and beyond as the University is committed to unlocking the potential of all those who can and should have the chance to enter and succeed at University. In the transitional year before 2012 this will mean continued investment in outreach despite the loss of AimHigher funding. Our planned approach is outlined below.

HE familiarisation activities

Sector wide research proves that exposure to a university environment and academic and support staff can bring the potential opportunity to life for children whose families may not have been to university or considered it for their children and this work begins from Year 5. . With support from Aim Higher funds we have started to develop a range of online and classroom based resources to bring higher education to life and plan to continue to further develop these tools to reach a greater number of potential entrants. Examples include:

- Skills for Success – in-school project designed to support the development of transferable skills. Focus on various skills required in to succeed in HE: debating, presentation, time management, listening and understanding, academic writing, etc. Project primarily aimed at Y12 students.
- Career Paths digital information tool – on-line platform developed on the basis of a successful Careers Circus Project that allows pupils to explore various educational pathways (from Y8-9), degree options and careers.
- Summer University – projects aimed at Y6 and Y7 pupils from local primary and secondary schools aimed at introducing them to the HE environment. Primarily targeted at schools in areas of high social deprivation.

Developing the skills and employability of our students

Wherever possible we work with current students to deliver outreach activities. Acting as our ambassadors they connect most effectively with this age group and the activities that they undertake improve their employability skills. Outreach is a critical part of the student learning experience and we ensure robust training and support is given to our students to succeed in this context. Students are taken through different levels of training and are remunerated accordingly. We also plan to run an awards scheme and certification scheme for these students so they can take this valuable experience and use it to boost their employability after graduation.

Education Liaison and Target schools

We already prioritise approximately 100 target schools, postcodes and London Boroughs in both our recruitment and outreach activity. Prior to 2012/13 this work has focused on those schools whose pupils fit the Middlesex profile in terms of UCAS tariff entry requirements. We will continue with this work for 2012 but will add an additional strand of work focussing more heavily on a set of target schools with poor progression rates onto higher education and/or in areas of deprivation in our Greater London catchment (source: current Polar 2 methodology).

HE subject taster activities

The delivery of workshops, talks and interactive sessions for pupils and networking and development opportunities for teachers are central to our strategy. We are particularly focused on activities that enable young people to see potential career pathways beyond HE. Events provide a taster of university level subjects not studied previously at school, as well as talks from professionals in related careers. We will also place increased emphasis on arts based subjects and their vocational pathways as we are concerned that widening access in these areas will be challenging in the new fees and funding regime.

Plans for 2012 will include:

- Digital Futures and Future Ventures - STEM and business subject specific events for state school and college students, particularly targeting first in family degree students and those living in areas of high social deprivation. This will introduce them to courses and careers in business, digital, IT and engineering. Futures Days also include sessions focused around transferable and study skills required to succeed in HE.

- Nursing Challenge – enable pupils interested in nursing to gain an understanding of university courses, requirements and career pathways. These events will primarily target Y12 students from colleges and sixth forms with a high proportion of pupils from areas of high social deprivation, but will also focus on a separate strand of activity for mature learners.
- ACE Days– projects aimed at Y10 learners from state schools with a high proportion of pupils from areas of high social deprivation. These projects aim to introduce pupils to HE and university environment in a fun and engaging way.
- PACE days – this project is aimed at Y9 learners from local schools interested in a particular subject area. PACE Days are subject specific and consist of a series of short workshops that give pupils insight into various professions, but also demonstrate progression routes leading to these careers. It's an aspiration raising project that also gives pupils invaluable insight into different careers
- Creative Industries workshops – focus on study and career pathways and entrepreneurial skills required to succeed in Art, Design and Media

Mature learners

We will allocate more time and financial resource to providing information, advice and guidance for mature learners, with more visible placement of information with key local employers, more focus on access to education pathways and hard to reach community groups. Working in partnership with key local employers in areas of social deprivation we will develop mass participation events at locations such as local supermarkets but also focus on particularly hard to reach ethnic groups.

Disabled students and care leavers

We plan to continue delivery and development of the MIDAS programme (Middlesex Inclusion Development Ambassador Scheme) formerly supported partially by Aim Higher funds. Targeting prospective students will be achieved through close liaison with the Leaving Care and Special Educational Needs teams of relevant Local Authorities based on the following targeting criteria for learners who are looking to apply to Middlesex:

- Learners requiring attainment support - particularly for Level 2 attainment (GCSE 5 A-C's)
- Learners requiring additional IAG, focusing on:
    o Middlesex (usually very little awareness, reason for application as local HEI)
    o DSA process
    o Financial support entitlement for care leavers from local authority

MIDAS Ambassadors, who share similar disability/care-leaver background, will be available for students to engage with during induction week. They will continue to deliver sessions alongside other university learning support staff as and when needed.

The range of support MIDAS Ambassadors offer is varied, all focused on the continued retention and progression of targeted disabled Middlesex students and care leavers. Work started in previous years will continue in 2012/13 in the following areas:

- Meeting targeted students at the library to work with them as 'study buddies'
- Meeting socially isolated students for a coffee after lectures
- Visiting local disability charities with students asking an ambassador to accompany them
- Explaining the support available to care leavers from the Local Authority
- Providing campus tours to care leavers on Middlesex foundation degrees based at local colleges.

Collaboration

Partnerships

The University will continue to develop access and outreach work through collaboration with a number of partners, seeking to offer complimentary activities and guidance in areas of subject excellence and/or where with have particular experience with target groups such as disabled students and care-leavers.

Linking London

Middlesex has been a partner in the Linking London Lifelong Learning Partnership since its formation, and will maintain its involvement on a subscription basis. This partnership will continue to work with its University and College members to enhance and widen the opportunities for students, particularly those with vocational qualifications, to engage in Higher Education.

London Higher: Strengthening Access at the pan-London level through the collaboration of London HEIs

Middlesex has been an active participant in the AimHigher programme since its inception, coordinating the North London Partnership and then the North and Central London Partnerships, and now a very active partner in WECAN, the partnership for West, North and Central London. We will maintain the excellent practice developed in its AimHigher work by adding a new collaborative pan-London dimension to our own access and outreach plans, very much in the spirit of the letter from Sir Alan Langlands to Vice Chancellors dated March 11th.

Through our established regional membership association London Higher, we are in discussion with the developers of AccessHE. This is a new social enterprise formed by and for London's HE sector. It will seek to take forward some selected aspects of the collaborative and targeted programmes of the current Aimhigher Partnerships in London, following a lead by WECAN (the Partnership in West, Central and North London), whilst at the same time and in a cost effective, co-ordinated way exploring possible new ways of reaching out to schools across the capital and including especially young people under-represented in HE.

This new pan-London collaborative approach will help support and inform our own Access Agreement by, for example, the acquisition, analysis and reporting of data, such as contextual data, school and college profiles, patterns of access by different groups across London and deprivation profiles. Taken together, these are important aids to targeting, and to delivery at the local level. Monitoring, evaluation and also co-ordination on the pan-London basis will help us to place our own efforts into the necessary broader context of widening participation and help to show if recent valuable momentum is being maintained.

Through our joint efforts, we are expecting to confirm the constitution, budget and work programme of this new collaborative group during the first half of the 2011-12 academic year. On behalf of the participating group of London HE institutions, London Higher will liaise closely with OFFA to explain how its activities address directly the requirements of OFFA's March 2011 guidance, and the spirit of the letter of Sir Alan Langlands to heads of institutions dated 11 March 2011. We envisage that once established the group will report annually to all participating HEIs to show what benefits the collaboration has brought, and how it has helped individual HEIs to engage more effectively with identified schools and colleges for outreach purposes.

MUHFEC and Associate Colleges

The University will continue to work with its partners in the Middlesex University Higher and Further Education Consortium, and with its Associate Colleges, to extend our outreach work to the widest possible student group in the region. Not only will we work collaboratively to maintain and build on our existing progression links and IAG work with the colleges, but through an integrated approach to Access, Outreach and on-course support for HE students on all of the University's provision, in-

house and with partners, we will work collaboratively to enhance opportunity and success for all target groups of students as indicated in our stated objectives

Monitoring and evaluation arrangements

Middlesex University has a long standing and successful commitment to widening access which we do not see as a separate activity but as being at the heart of every thing we do. As such our activities set out in this access agreement come within many different areas of responsibility but our Deputy Vice-chancellor (Academic) has overall responsibility for delivering this agreement.

Monitoring and evaluation of the strategies used to sustain our performance in this is the responsibility of the Academic Board through its committee structure.

- Strategies to support and maintain access are developed and considered through Marketing and Recruitment Committees. These include monitoring the success of Outreach and activities replacing Aim Higher.
- Marketing and Recruitment Committees will review both qualitative and quantitative insight into the success of activities. In addition to robust tracking and reporting, a series of focus groups and/or surveys will be undertaken which target prospective and current students to ascertain effectiveness of outreach activities
- Recruitment Operations Group monitors the WP profile of annual intake and amends entry criteria and outreach activities accordingly for each recruitment cycle. Analysis is done at London Borough and postcode level to identify districts and schools that need greater focus.
- Progression and achievement of all students in the University is monitored and evaluated through the Progression and Achievement Group and the Teaching and Learning Committee of Academic Board. Data on performance of different cohorts, including performance of those students from WP categories, are analysed and compared to national and comparative benchmarks. Where issues or needs are identified, action is taken to provide specific support. The impact of this work has enabled support to be targeted at specific groups. The evaluation undertaken over the past 2 years has led to a number of innovations, including introducing the Learner Development Unit. This provides a focus for providing student support and developing academic skills following diagnosis of academic and special educational needs (including dyslexia).

Each of these groups has always had representation from the student body through the student union. The student union appointed a new representation and democracy administrator who has run training for course representatives to foster their development in contributing to these and other school and course meetings.

We have developed a new set of targets as outlined in tables 5a & b which we feel will give us a range of measures both at the overall level commonly adopted across the sector (e.g. participation of young first time first degree entrants) and measures much more specific to the particular areas of improvement that we wish to focus particular efforts on (e.g. achievement of good honours amongst ethnic minority students). We will further develop these measures for 2012 and beyond to ensure we can identify more targeted groups within broader WP categories. This will involve some development of our current IT systems and we will be incurring costs accordingly.

In addition to the monitoring of targets at the above committees we will also present a full report to the Board of Governors once the full set of statistics is available each year setting out the strengths and weaknesses of the access strategies which will lead us to re-develop new measures and targets and a revised access agreement if necessary.

We do, however, want to highlight at this stage that these measures and targets will need to extend beyond individual institutions to be really meaningful as our work in raising aspirations should extend beyond a single university.

Provision of information to prospective students and their influencers

Middlesex provides information, advice and guidance to prospective students through a wide variety of integrated marketing channels. Our website (http://www.mdx.ac.uk/) will provide the primary source of information on financial support available to Middlesex Undergraduate students as well as the aggregate cost of tuition fees. Tuition fees will be published at individual programme level and the current section on 'fees and funding' will be updated with our National Scholarship programme offer as well as how our contribution will be allocated.

We will provide transparent and timely information on when and how to apply for our scholarship programme and communicate this information proactively to all applicants. We have a Customer Relationship Management system in place that will support us in communicating with all enquirers and applicants in a timely and targeted way. In addition, we have in place a Scholarships Officer who administers current scholarship allocations - this role will continue for new scholarships to be awarded from 2012 and will provide a focal point for support and advice, assisted by the University's central enquiries team. We will also be requiring datasets from UCAS that will enable us to target the scholarship programme as and when criteria are finalised.

We run a series of events throughout the recruitment cycle on and off campus - ranging from hosting region wide recruitment events for a number of universities to our own parents evening, school and college careers advisers conferences, open days and applicant events. All of these events will be utilised to ensure we communicate the tuition fee and financial support package to those who are interested in coming to Middlesex. Highlights for 12/13 will include:

- 2 parents HE information evenings for London Boroughs of Barnet, Enfield, Waltham Forest and Haringey
- Local Schools Careers Advisers conference – latest changes in HE
- North London HE Fair – host for schools, colleges, universities and employers form all around the UK

We also believe it is critical that accurate and supportive information, advice and guidance is distributed to the key influencers of prospective students - most notably parents and teachers and careers advisers. We have a regular e-newsletter that goes out to influencers in local schools and colleges and they will be communicated with regularly with updates in tuition fee costs and scholarship offer as info is finalised via this channel. We also have a parents' area on our website and a number of parents have already registered to receive e-mail updates regarding the 2012 fees and funding position. We will be communicating with these parents over the coming months to give them the most up-to-date information.

In addition to all of the above we will produce a Fees and Funding printed booklet for 2012 enquirers and applicants that will outline or Fees and Scholarship offer. This will be mailed to all those requesting a 2012 prospectus and distributed at relevant recruitment events as outlined above.

Conclusion

Middlesex University has a long standing commitment to widening access and this Access Agreement demonstrates that we will continue that commitment by investing in new and innovative approaches to recruiting and then developing students to unlock their full potential.

Melvyn Keen
Deputy Vice-chancellor
June 2010

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (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)
				2012-13	2013-14	2014-15	2015-16	2016-17	
State School (HESA Table T1a)	Maintain participation of UK young first-time first degree students from state school or colleges above the HESA benchmark, currently 95.3%	2009/10	98.20%	98.20%	98.20%	98.20%	98.20%	98.20%	
LPN (location adjusted) (HESA Table T1a)	Maintain participation of UK young first-time first degree students from state school or colleges (as adjusted by POLAR2) at current levels	2009/10	7.30%	7.30%	7.30%	7.30%	7.30%	7.30%	
NS-SEC (HESA Table T1a)	Maintain participation of UK young first-time degree students from age-adjusted NS-SEC classes 4 to 7 above the HESA benchmark, currently 38.4%	2009/10	44.40%	44.40%	44.50%	44.50%	44.60%	44.60%	
Disabled	Improve participation of UK first degree students in receipt of disabled Students Allowance to 6% over 5 years	2009/10	3.60%	4.50%	5.00%	5.50%	6%	6%	
Ethnicity	Maintain proportion of UK first degree students new entrants from ethnic minorities	2009/10	59.10%	50%	50%	50%	50%	50%	
Low-income backgrounds	Maintain proportion of UK TF UG students from low income	2009/10	37.40%	35%	35%	35%	35%	35%	

	households							
Non continuation: Young (HESA Table T3a)	Improve non-continuation following year of entry of UK FT young first degree students	2009/10	12.90%	11%	10%	9%	8%	8%
Non continuation: Mature (HESA Table T3a)	Improve non-continuation following year of entry of UK FT mature fist degree students	2009/10	19.70%	17%	15%	13%	11%	11%
Non continuation: LPN (HESA Table T3b)	Improve non-continuation following year of entry of UK FT young first degree students from low participation neighbourhoods	2009/10	11.70%	10.40%	9.60%	8.80%	8%	8%
Disabled	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students with a disability	2009/10	56.70%	57%	58%	58%	59%	59%
Ethnicity	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students from an ethnic minority	2009/10	48.10%	50%	51%	51%	51.50%	52.00%
Low-income backgrounds	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students from low income households	2009/10	59%	60%	60%	60%	60%	60%

Table 5b - Other milestones and targets

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary
				2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	
Outreach / WP activity (other - please give details in the next column)	Numbers of attendees at taster events, workshops, IAG sessions and HE fairs from target groups Years 11/12	2010/11	3500	5000	5500	5500	5500	5500	
Management targets	Feedback on the propensity of targetted groups to attend events	2011/12	n/a						Will be measured through surveys for all attendees at all events
Operational targets	Participation in HE by targeted schools								Not currently measured but will be designed to ensure progress in HE participation in schools targetted as showing low rates currently
Management targets	Awareness & understanding of NSP scheme	2012/13	2012/13						Ensure awareness, application process and eligbility criteria is clear enough to ensure those we are eligible apply for and are awarded scholarships.
Outreach / WP activity (summer schools)	Number of participants from target groups	2010/11	400	500	500	500	500	500	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of schools/colleges agreeing to formal strategic partnership to support access to HE	2012/13	n/a	20	25	25	25	25	Numbers of schools indicated

Management targets	Feedback on value of information and support provided to students prior to and during their studies	2012/13	n/a	25%	35%	35%	35%	35%	% of students completing survey indicated
Outreach / WP activity (other - please give details in the next column)	Number of prospective mature learners participating in events	2012/13	n/a	500	750	1000	1000	1000	
Outreach / WP activity (other - please give details in the next column)	Number of Year 10 pupils attending ACE and PACE days	2011/12	1100	1300	1400	1400	1400	1400	

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

Name of institution	Middlesex University

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 main agreement previously submitted, includes all ITT students, both undergraduate and PGCE, as allowed for in the guidance issued. Therefore there are no additions in this return in respect of student numbers, calculations on fee income, and general issues of access or retention. However, there are three specific additional targets pertaining to ITT students that the university would now wish to add.

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.

Fees we propose to charge for undergraduate and post graduate ITT students are included in the main agreement under "undergraduate new/old system students". The University intends to charge £9,000 on both undergraduate and postgraduate ITT courses.

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.)

Amounts of additional fee income to be spent on access measures for undergraduate and post graduate ITT students are included in the main agreement.

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.

The arrangements are the same as stated in the main 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).

The arrangements are the same as stated in the main agreement.

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.

Three new additional targets and milestones are included for ITT trainees. These relate to:
- Maintaining the BME proportion across all UG and PG programmes amongst new entrants;
- Increasing the proportion of male primary trainees amongst new entrants;

- Increasing the proportion of new entrants coming from non-traditional entry routes, including Access to Primary/ HE routes.

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.

The arrangements are the same as stated in the main agreement.

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.

The arrangements are the same as stated in the main agreement.

Initial teacher training fees and financial support template 2012-13 - mainstream ITT providers

Institution name: Middlesex University
Institution code: 10004351

Table 6 - Targets and milestones

Table 6a - Statistical milestones and targets relating to your ITT applicants, entrants or student body (e.g. HESA, GTTR or internal targets)

Course type	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
					2012-13	2013-14	2014-15	2015-16	2016-17	
Both	Black and minority ethnic groups	Maintain proportion of UK BA and PGCE students (new entrants) from black and ethnic minorities above 20%	2010/11	28%	20%+	20%+	20%+	20%+	20%+	
Undergraduate	Gender (e.g. male primary teachers)	Increase proportion of male UK BA Primary students (new entrants) from 7% to 15% in 5 years	2010/11	7%	9%	11%	13%	14%	15%	
Undergraduate	Applications	Increase proportion of UK BA Primary students (new entrants) coming from non-standard entry routes, including Access routes, from 15% to 20% ijn 5 years	2010/11	15%	16%	17%	18%	19%	20%	

Table 6b - Other milestones and targets relating to ITT students

Alongside applicant and entrant targets, you may wish to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Course Type	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
					2012-13	2013-14	2014-15	2015-16	2016-17	