

# UNIVERSITY OF BEDFORDSHIRE

## Access Agreement

(Applies to new entrants commencing September 2012 for the academic year to August 2013)

(One page executive summary to be prepared and inserted once approval achieved)

### 1 Introduction

In their letter to the Director of the Office for Fair Access, the Secretary of State for Business, Innovation and Skills and the Minister for Universities and Science set out three key objectives for policy on access to higher education, in the context of the Government's plans for University funding and student financial support. These are to:

- "increase social mobility by enabling more people from disadvantaged backgrounds to enter higher education, and subsequently gain employment in the professions and other rewarding, well paid occupations;"
- "make greater progress in extending fair access for applicants..."; and to
- continue to make progress in widening participation to higher education at large, attracting a high proportion of students from under-represented groups".

### 2 The institutional strategic context for the development of the Access Agreement

- 2.1 The University of Bedfordshire's Strategic Plan 2012-17 is presently under development and is expected to be structured around six core strategic areas: Learning Experience, Student Experience, Global Engagement, Regional Engagement, Research and Enterprise.
- 2.2 The Strategic Plan further identifies four strategic themes; delivering stakeholder benefit; innovating for impact; improving our systems and processes; and supporting long-term sustainability.
- 2.3 The University of Bedfordshire is fundamentally committed by its mission and values to providing access to higher education for learners from backgrounds that are under-represented in higher education and these objectives are manifest in its various strategies.
- 2.4 We are an opportunity university and we seek to promote access for learners from the local area, from the lower socio-economic groups, from neighbourhoods with low rates of participation in higher education, from black and minority ethnic groups that are similarly under-represented, from vulnerable groups such as young people leaving care and from learners with disabilities.
- 2.5 In our view it is of the utmost importance that we meet the needs of learners and of the national economy, to provide all of our students, irrespective of their starting point, with a first rate educational experience, which will give them the best chance of achieving the success they seek and helping them make the best possible contribution to the wider economy. This is what we mean when we say that the University of Bedfordshire's primary purpose is to transform the lives of its students for the better.
- 2.6 This Access Agreement is therefore a significant lever to fulfil our commitments to access and retention which includes recognition of the need to:
- 2.6.1 guide and support each of our potential students in developing a confident understanding of their potential and their prospects;
  - 2.6.2 achieve the effective development of our systems to enhance access to opportunity;
  - 2.6.3 work with networks and communities to expand access to higher education;
  - 2.6.4 shape our provision around high-impact interaction with staff expertise and support;
  - 2.6.5 ensure the development of an effective and attractive learning community across all of our campuses and all learning platforms (including online);

- 2.6.6 ensure the delivery of graduate outcomes with the potential to transform the futures of our graduates;
- 2.6.7 and make our provision as flexible as possible to enhance access.

### **3 Fee limits and income above £6,000**

- 3.1 To ensure the best possible experience and outcomes for our students, we propose to charge the maximum fee permitted for our Honours Degree courses and to make the maximum investment possible in their learning, while keeping the University accessible, so we can secure the success of our students and provide them with an excellent student experience. To ensure alternative routes are also available, we propose to charge at the lower levels of permitted fee for sub degree programmes and accordingly to put in place suitable support structures for students.
- 3.2 We therefore propose to charge £9,000 per annum for Honours Degree courses undertaken full-time.
- 3.3 This fee will also apply to First Degrees undertaken with any of the University's partner colleges, for example the British School of Osteopathy.
- 3.4 In the case of sandwich courses, we propose to charge £4,500 for the sandwich year.
- 3.5 We therefore propose to charge £6,000 per annum for Foundation Degrees undertaken full-time.
- 3.6 This fee will also apply to Foundation Degrees undertaken with any of the University's partner colleges.
- 3.7 We propose to charge the same fee pro rata for Honours Degrees undertaken part-time.
- 3.8 We propose to charge the same fee pro rata for Foundation Degrees undertaken part-time.
- 3.9 We will respond positively to proposals planned for the Department for Business, Innovation and Skills HE White Paper that part-time students will have access to fee loans. On the basis of the information currently available, we will put in place fee waivers, subject to University sustainability, to ensure that the proposed pro rata fee levels for part-time students do not deter those from our target groups from taking up opportunities to study with us and with our partners.
- 3.10 In order to promote sandwich year opportunities for those in the target groups, we will provide for a fee waiver of £2000 for up to 200 people in that year of study.
- 3.11 These fee limits noted above are to be increased annually in line with the permitted rises to be set by the Government each year.
- 3.12 Fees for courses in initial teacher education, nursing and midwifery, funded respectively through the Department for Education and the Department for Health are not included in this proposal. With these exceptions, the statements in 3.5 to 3.11 above apply to all students on undergraduate level courses who are eligible for financial support from the Government in the form of tuition fee loans and maintenance loans and who may also be eligible for maintenance grants and participation in the National Scholarship Programme.
- 3.13 At least 30% of the additional funding secured for the University through its proposed fees will be spent on student support (including financial support), access and outreach (including work in partnership with Further Education Colleges, schools and local authorities), and retention (including student attainment).
- 3.14 This is by no means the total expenditure the University devotes to its widening participation strategy, given its mission and its success in recruitment – as also shown in the monitoring returns to HEFCE. However, this relies upon the targeted allocations for widening participation and retention and the Access to Learning Fund. Were these to be reduced the University would need to reconsider the priorities for student support and funded initiatives set out in this document and adjust its spending accordingly.

## **4 Support for students**

- 4.1 We are committed to transforming the lives of our students. We will help those in the greatest financial difficulty to make a good start to their higher education experience. Using a judgment based on a points based system (Annex A) to identify those within the University's target groups most in need, we will provide scholarships of £3,000 for students with a family income of less than £25,000, with help from the National Scholarship Programme (NSP) and as matched by the University. They will receive a start up scholarship package of £3,000. Students will receive £2,000 as payment towards their accommodation costs, or towards cost of travel (e.g. a rail season ticket) or for a range of other support in kind. A further £1,000 will be paid as a bursary on 31<sup>st</sup> January of the first year of study. We will add a further £400,000 per annum to create an Access Support Fund, which will provide students with a family income of less than £25,000 who have not qualified for NSP support, with a start up package of up to £1,000 distributed on the same principles as the NSP package, of which £500 will be paid as a bursary on 31<sup>st</sup> January of the first year of study. These start-up packages are provided during the first period of study and will allow students to tailor support to their particular circumstances from a menu of options.
- 4.2 We will create a fund at an initial level of up to £300,000 per annum to provide emergency help for students encountering unexpected financial hardship, where retention may be at risk.
- 4.3 All students leaving public care will be eligible for the NSP and will also receive a bursary of £1,000 in the second and third years of their course in addition to the support they will receive under the NSP. This builds on our work with the Buttle UK Trust.
- 4.4 The University also offers a range of scholarships in addition to those we understand to be countable under this Access Agreement. These include scholarships for academic achievement that are available to students entering with high UCAS tariff points and sports scholarships for students who are at international or county standard. It is our intention to use contextual data with respect to our target groups as defined within this Access Agreement, when allocating these scholarships.

### **4.5 *British School of Osteopathy***

- 4.5.1 There is a separate British School of Osteopathy (BSO) Scheme of scholarships for full-time students on the Master of Osteopathy (MOst) course, comprising places on the National Scholarship Programme with associated matched funding provided through the School of at least £3,000 per student in line with the University's arrangements.
- 4.5.2 To support further the BSO's commitment to widening participation for entrants from the target groups, and specifically to broaden access for students from low-income households in its local vicinity, an additional non-repayable bursary of £500 will be paid to:
- a) any student who progresses to the full-time MOst degree programme from a relevant QAA recognised Access course completed within the past four years and is in one or more of the target groups
  - b) any full-time home student who is in one or more of the target groups and is resident in one of the following London Boroughs:
    - o Southwark
    - o Lambeth
    - o Lewisham
    - o City
    - o Tower Hamlets
- 4.5.3 To encourage retention, these bursaries will be paid directly to the student upon successful completion of their first term of the academic year, conditional upon their continuing to meet the criteria.

### **4.6 *Students in partner Further Education Colleges***

For students in our partner FE colleges (see paragraph 6 below) we will contribute £100,000 per annum to a Progression Fund to support a bursary for students progressing from our Foundation Degrees or from preparatory programmes to our Honours Degrees.

## **5 Access and outreach**

- 5.1 It is a matter of the highest strategic importance to the University that we maintain and improve upon our strong track record for widening access. We calculate that 68% of our full-time undergraduate student population currently falls into one or more of the target groups described in paragraph 5.2 below.
- 5.2 Our target groups for wider access are learners from the local area, from the lower socio-economic groups, from neighbourhoods with low rates of participation in higher education, from black and minority ethnic groups that are similarly under-represented and from vulnerable groups such as young people leaving care. We seek to widen access to higher education for learners with disabilities and recognise this as a key feature of our widening participation strategy.
- 5.3 We plan to maintain a broad age range within the student population and we wish therefore to recruit a significant proportion of our students from amongst mature students.
- 5.4 We also want to continue to ensure that pupils from state schools, including those schools facing significant challenges are able to progress to higher education.
- 5.5 The University plans actively to build on its achievement as the lead HEI for Aimhigher. We have:
- 5.5.1 The largest percentage growth in young participation in HE among the 20% most deprived learners in the country at large, except for London.
  - 5.5.2 The largest percentage of UCAS applicants drawn from the most deprived Super Output Areas, an effect attributed both to local demography and to the presence of a local, access-oriented HEI.
  - 5.5.3 An excellent access record in absolute terms, such that:
    - a. 98.9% of our full-time undergraduate students are from state schools.
    - b. 47.5% of our full-time undergraduate students are from NS-SEC 4-7.
    - c. 43% of our full-time undergraduate students are mature students.
    - d. 35% of our full-time undergraduate student population are from black and minority ethnic groups which are under-represented in higher education.
    - e. 12.2% of our young full-time undergraduate students are from low participation neighbourhoods as defined by POLAR2.
    - f. 8.2% of our students have a declared disability.
    - g. We currently have 44 declared care leavers within the full time undergraduate student population. We anticipate that care leavers will fall within our criteria for the National Scholarship Programme. Each care leaver will also receive a bursary of £1,000 in the second and third years of their course.
- 5.6 We have a very good access record assessed against our benchmarks on lower socio-economic groups, and we have been particularly successful in taking in those from NS-SEC 4-7 who then take up professional and graduate careers moving to NS-SEC 1-3 undertaking demonstrable social mobility. We consider we can improve our performance in our access record for disabled students.
- 5.7 We consider the promotion of higher education opportunities to be part of our responsibility as a University. We recognise that our efforts to widen participation will also have an impact on the aspirations and attainment of young people and their progression to higher education more generally.

- 5.8 We are the only University in Bedfordshire recruiting significant numbers of undergraduate students and the only higher education option in many local towns. Our contribution to widening participation is therefore of critical importance and we will work with schools, colleges, local authorities, careers services and others to promote the benefits of participation in higher education.
- 5.9 We work successfully with other providers of higher education, especially those in our locality and region, to develop a coherent approach to widening participation practice, to ensure that what we do has the maximum impact. By so doing, we seek to increase opportunity, build cultural capital, raise skills and enhance employability.

#### **5.10 Access Partnership Programme**

- 5.10.1 We will work together to sustain those aspects of the Aimhigher project that we consider to have proved their efficacy in raising aspirations, attainment and progression by creating a new Access Partnership Programme.
- 5.10.2 We are convinced that this is necessary in view of the considerable challenge faced by higher education institutions in communicating the continued benefits of participation in higher education and the arrangements that will pertain from 2012 onwards, especially to learners in our target groups. We will therefore establish this Access Partnership Programme from September 2011, in advance of any increased funding from the new tuition fees.
- 5.10.3 Our Access Partnership Programme will focus on a number of clearly defined target groups. These are: -
- Learners from lower socio-economic groups, defined as NS-SEC 4-7;
  - Learners from low participation neighbourhoods, as defined in POLAR2;
  - Learners from black and minority ethnic groups that are under-represented in higher education;
  - Learners with disabilities; and
  - Learners from vulnerable groups such as young people leaving care.
- 5.10.4 Our Access Partnership Programme will operate within the University's main catchment area, broadly defined as described by; the radius from its main campuses within which the majority of its UK students are recruited; the geography of its UK partnerships and the borders of the South East Midlands Local Enterprise Partnership. We have divided this catchment into four areas. These are:
- i. Nottingham, Grantham, Leicester, Peterborough, Northamptonshire
  - ii. Bedford and Milton Keynes;
  - iii. Central Bedfordshire, Aylesbury and South East Oxfordshire; and
  - iv. Luton, North Hertfordshire and outer North London
- 5.10.5 We recognise that members of our target groups will also be located outside our main catchment areas and that further outreach activity beyond these immediate boundaries may also be required.
- 5.10.6 Our Access Partnership Programme will consist of a number of key elements, directed at members of the target groups, within the defined catchment. These activities, which have been selected on the basis of their proven efficacy, include an engagement framework for schools, a mentoring and progression programme, use of Partnership Officers and progression accords.
- 5.10.7 In addition to the above we propose to extend the Programme further by the initiation of a number of projects in areas such as progression from Apprenticeships and an Access

Research programme to support research and consultancy around social mobility, fair access, and widening participation.

5.10.8 We recognize the complexity of the new student fee and financial support arrangements and the difficulties that will pose for appropriately targeted communication. This necessitates the continued and increased commitment of our Marketing and Schools Liaison teams to systematic outreach and access activity.

## **6 Partnership: Enhancing existing activity**

6.1 We work with a number of partners who are integral to the achievement of our Access mission. These include Further Education Colleges, Specialist Colleges (such as the **British School of Osteopathy – the BSO**) and a range of educational organisations and public bodies which together make up the “Access Partnership”.

6.2 We will maintain and develop these partnership structures, as required to facilitate collaborative working with this range of partners, in order to assist our mutual objectives in widening access. As appropriate we will work with new partners, including third sector organizations, public and private providers who can help achieve the University’s mission.

6.3 Presently, the University’s partner further education colleges are:-

- **Aylesbury College**
- **Barnfield College**
- **Bedford College**
- **Castle College, Nottingham**
- **Central Bedfordshire College**
- **Grantham College**
- **Leicester College**
- **Luton Sixth Form College**
- **Oxford and Cherwell Valley College**
- **Tresham College, Kettering**

6.4 Noting that our partner FE colleges are key providers of our Foundation Degrees, we will contribute £100,000 per annum to a Progression Fund to support a bursary for students progressing from our Foundation Degrees to our Honours Degrees. We will also provide a Progression bursary for those who join Honours degrees in earlier years following study at a partner college.

6.5 Working with our specialist colleges, such as the British School of Osteopathy (BSO), we will ensure that widening participation is part of our joint strategy. We will continue to set targets and monitor progress against these jointly with our partners.

6.6 We will maintain and develop an Access Partnership broadly similar in membership and purpose to the pre-existing Aimhigher partnership which brings together the University, schools, FE colleges, local authorities and other agencies working with young people. However, we consider that significant development capacity will be required to manage the increased complexity in the schools environment and the necessary brokerage involved.

## **7 Retention**

7.1 We consider that our target groups for retention are the same as those for access and outreach.

7.2 We aim to halve the current number of students who do not continue, by means of the measures outlined below, by 2017 – the end of the period of our next Strategic Plan. We intend to do this by raising levels of student progression, perseverance in stage and academic momentum across a target award. To do this we will focus on students’ preparedness for success, their ambition and understanding of potential, and their recognition of their need for support and its availability.

7.3 We will enhance the student experience by means of a significant investment in a Retention Support Fund, starting with a ‘forward investment’ of £500,000 in 2012/13 and rising in future years to at least £1.5 million per annum when the new system reaches its ‘steady state’. This investment will make possible the range of enhancements of the student experience.

7.4 In preparing students for success we will expose target students to increased front-line support, improved forms of “coaching”, personal tutoring – supporting the NUS Charter and develop staff appropriately. In building support networks we will extend 24/7 online systems of support, use of associates and build further opportunities with the University of Bedfordshire Students’ Union. In developing ambition and enhancing the potential of our target students we will give access to work, involve our alumni as role models, provide recruitment and work opportunities while in study and make good use of the HEAR to enhance students’ capacity to communicate and capitalise on their achievements.

## **8 Course development for wider access**

8.1 The University has identified the expansion of opportunities to study part-time as a key feature of its strategies for widening access and supporting retention. We will systematically identify those areas of our curriculum where the opportunity for part-time study does not presently exist and rapidly develop high-quality part-time routes with the aim that a substantial proportion of the undergraduate curriculum should be available for study on a part-time basis by the end of the strategic plan period.

8.2 We note the Government’s intention to significantly expand the range and number of Apprenticeships. We are keen to work with our partners, especially the FE Colleges, to develop progression routes into higher education for those successfully completing Advanced Apprenticeships.

## **9 Foundation Degrees**

9.1 We see Foundation Degrees as a significant route of entry into HE for many students, particularly those currently under-represented. Accordingly we have developed a suite of Foundation Degrees, most of which are presented in collaboration with our FE College partners. FE/HE liaison officers work to maximise the progression of students from FE Level 3 into Higher Education.

9.2 All our Foundation Degrees have a linked progression route to a “Top-Up” bachelor’s degree, and University academic staff are also involved in teaching the students at the College during the first two levels of study. Students also visit the University to familiarise themselves with the resources and the staff before progressing onto the “Top-Up” year.

9.3 We will continue to work closely with our partner colleges in helping students to progress onto foundation degrees and successfully complete them before going on to ‘top-up’ degrees run at the University. We estimate that around 75 per cent of these will progress to bachelor’s degrees.

## **10 Admissions and the use of contextual data**

10.1 The University’s admissions policy, as described in the Widening Participation Strategic Assessment, is to use its best endeavours to ensure that: -

10.1.1 All applicants are treated fairly and in a non-discriminatory manner;

10.1.2 All applicants with the demonstrable ability to benefit from admission to one of our courses are enabled to do so, where a suitable vacancy exists;

10.1.3 All routes into higher education which are of a comparable standard are accorded parity of esteem;

10.1.4 The social background of the student body reflects the institutional commitment to widening participation and fair access.

10.2 We will, further, make use of the contextual data being made available by UCAS for the 2012 applicant cycle which carries information about school average GCSE performance, EMA entitlement (one year only) and residence in a low participation (POLAR2) neighbourhood to inform our admissions decisions. This is in addition to contextual data already available such as that which we use to identify care leavers.

## **11 Targeting and tracking**

- 11.1 Target learners and the target schools and colleges within which they learn will be identified according to a combination of measures drawn from the Indices of Multiple Deprivation and HEFCE POLAR2 database. We will target learners from postcodes associated with income deprivation, educational deprivation and low participation in higher education. We will target schools and colleges with high concentrations of such learners, in line with the guidance on targeting previously issued by HEFCE. We will use material provided through HESA and UCAS to assist with evidence and analysis.
- 11.2 We will establish and use relevant databases to record and track the participation of such learners in widening participation activity and their progress into and through higher education. Given the cost and complexity of such an enterprise we are likely to undertake this in collaboration with a number of other HEIs and potentially use the unique learner numbers as available.
- 11.3 We will continue to closely monitor the outcomes of our outreach targets in terms of levels of participation in outreach activity, progression to higher education and success / retention within higher education. We will revise our targets and the nature of our outreach programmes in the light of such evidence.

## **12 Administration of the Agreement**

- 12.1 The University Access Agreement, bursary and scholarship schemes are administered by the Registrar's Office, with specialist staff in Student Services and staff in our Faculties who currently administer the University's hardship and scholarship funds, working in partnership with the Finance Office.
- 12.2 We see this process as commencing on initial contact with potential students. Our Student Recruitment Team give advice on the student funding regime and the arrangements for student financial support, including, in the future, the National Scholarship Programme. Information about these arrangements is set out clearly and accurately in our marketing materials and on the web and is regularly updated.
- 12.3 Clearly the administration of this Access Agreement and bursary/scholarship schemes will incur costs greater than those associated with the administration of the previous Bursary Scheme given the greater complexity and levels of means testing.
- 12.4 As stated above the scheme for students taking Osteopathy awards through the BSO is administered directly by that School.

## **13 Provision of information to prospective students**

- 13.1 We are committed to ensuring that our information is clear, informative, relevant and understandable by our target groups. Beyond the material required by the Key Information Sets, we will extend and focus information to assist our target groups - within our website, at our Open Days and through school liaison, and through the wide range of interaction with staff based in University and at our partner colleges.
- 13.2 The material in this Agreement will be publicized after approval in July 2011 and basic information will be provided on our website with appropriate caveats in the interim.



## ANNEX A

### Process for establishing which students will receive support under the NSP

The University will decide which students will be in receipt of £3,000 support under the National Scholarship programme after students have registered for their first year. Information will be provided by SLC on those who meet the eligibility criteria (family income under £25,000). The University will notify these students that they will be receiving a minimum of £1,000 support from the University's own funds and invite them to apply for the additional support using a simple form. As far as possible, data will be collated from UCAS and the University's own registration process. Students who are leaving care will automatically qualify for NSP support. Others will accrue points on the basis of membership of the target groups set out elsewhere in the Access Agreement. Students will be ranked with the top 314 receiving NSP support. In the case of students having identical point scores in the end of the range, we will ballot to pick those to receive NSP scholarships.

<i>Category</i>	<i>Points</i>
Care Leaver	Automatic
Physical or mental disability	20
Low participation neighbourhood	15
Socio economic group 4-7 <sup>1</sup>	15
Targeted low participation BME groups <sup>2</sup>	15
Mature student <sup>3</sup>	10
Student with dependents <sup>4</sup>	10
Learning Disability	5

---

<sup>1</sup> Based on UCAS data on family occupational backgrounds

<sup>2</sup> At present the University's targeted BME groups for increasing participation rates are (in HESA Definitions):

- Black or Black British – Caribbean
- Black or Black British – African
- Other Black background
- Asian or Asian British – Bangladeshi
- Other Asian Background
- Mixed - White & Black Caribbean
- Mixed – White & Black African
- Mixed - White & Asian
- Other Mixed Background
- Other Ethnic Background

<sup>3</sup> 21 or over on 30<sup>th</sup> September of the year of entry

<sup>4</sup> Sole or main carer for children, disabled relatives or elderly relatives at the same address





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

Name of institution	University of Bedfordshire
---------------------	----------------------------

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 University of Bedfordshire has a long tradition of delivering ITT. With 19<sup>th</sup> Century roots in the development of teaching practices the University's component institutions were, from their inception, creating opportunity for those previously excluded from accessing such educational chances. The University has also taken advantage of that expertise and the connectivity that has provided into young people the wide range of schools in its region and beyond. There are particular synergies to be gained from the ambassadorial role of existing Bedfordshire students aspiring to be teachers can play in engaging with outreach programmes. In many cases those following their own journey to success find that postgraduate study can satisfy an aspiration to reach others and put benefit back into their own communities. The University is also rightly proud of the work it has undertaken in partnership with a large number of SCITTS to connect teaching education opportunities to local communities and local delivery permitting many who could not secure otherwise that chance to join the teaching profession.**

**It is a matter of the highest strategic importance to the University that we maintain and improve upon our strong track record for widening access. The strategic vision and aims stated in the University's 2012-13 Access Agreement in para 2 and the achievements and targets indicated para 5 in apply similarly to our undergraduate and postgraduate ITT provision. We recognise that this agreement will need to provide stability for the programme for BEd students who join in September 2012, through to their completion of study in summer 2016. However it must be recognised that this commitment to that**

period is provisional and dependent upon the ongoing context for ITT provision in the University and HE sector - ie that there is sufficient stability in the fee regime, in the Government's strategy for the delivery of ITT in HEIs and in the market and employment environment.

### **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.*

**We will charge £9,000 for Undergraduate ITT programmes - BEd**

**We will charge £9,000 for our Postgraduate ITT programmes - PGCE**

**This is in line with our other undergraduate and postgraduate activity shown in the main 2012-13 Access Agreement.**

#### **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.)*

**We expect to follow same arrangements for undergraduate ITT as shown in the University's 2012-13 main agreement. We expect to follow the OFFA guidance with approximately 30% of the fee above £6000 to be used to continue access and outreach and to support student retention.**

**We note that there is now an expectation for the National Scholarship Scheme to be used for UG ITT, however it was always the case with simple pro rata distribution that there would be very many more of our undergraduate students who would qualify for the income threshold than could be supported from the funding level provided. We will help those in the greatest financial difficulty to make a good start to their higher education experience. Using a judgment based on a points based system (Annex A) to identify those within the University's target groups most in need, we will provide scholarships of £3,000 for students with a family income of less than £25,000, with help from the National Scholarship Programme (NSP) and as matched by the University. We estimate this will help 2 UG ITT students. They will receive a start up scholarship package of £3,000. We have geared our main Access Agreement to ensure we could support them and other eligible**

students as per the Access Support Fund below, we would expect to provide some support arrangements for those on undergraduate ITT in financial hardship - using the points system we are introducing to judge between students as necessary as described in our main agreement and annexes.

We expect to follow the OFFA guidance with approximately 10% of the fee above £6000 for ITT PGCE Programmes used to support access. This will create a fund to operate on the same principles as for UG students. We note that there are a range of incentives in the form of specific bursaries for students on ITT programmes to encourage recruitment into the profession in shortage subject areas. We have seen our Access Agreement as operating blind to those other forms of support because they are for other purposes. We are focussing on those incentivising and supporting those from low income families and those with the characteristics already identified in our targets which we confirm are -

**Care Leavers**

*Those with a physical or mental disability*

*Those with a learning disability*

*Those from a Low participation neighbourhood*

*Those in Socio economic group 4-7 (based on UCAS /GTTR data on family occupational backgrounds)*

*Those in targeted low participation BME groups (based on HESA Definitions)*

*Mature students (21 or over on 30<sup>th</sup> September of the year of entry)*

*Those with dependents (Sole or main carer for children, disabled relatives or elderly relatives at the same address)*

We confirm will give particular recognition to the expectation of the TDA (soon the Teaching Agency) that we will support their aspiration to change the low participation of certain groups and namely the need to have an increase in male participants in Primary ITT and an increase in those from BME backgrounds joining the teaching profession at all levels.

## **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.*

**We will provide a match of £6000 for the NSP additional allocation for UG ITT to support 2 students. All other funds are available to both UG and PG students equally.**

**We will establish a £170,000 fund per annum to create an Access Support Fund, which will provide students with a family income of less than £25,000, with a start up package of up to £1,000. This will be distributed on similar principles as the NSP package see Annex A. These start-up packages are provided during the first period of study and will allow students to tailor support to their particular circumstances from a menu of options including support in cash and in kind.**

**We will create a fund at an initial level of funding of up to £10,000 per annum to provide emergency help for students from the Access Agreement target groups who are encountering unexpected financial hardship, and where retention may be at risk.**

**All students leaving public care will be eligible Access Support Fund and will also receive a bursary of £1,000 each year of their study. This builds on our work with the Frank Buttle UK Trust.**

**Noting that our partner FE colleges are key providers of students who progress on programmes at the University, we will create a fund at an initial level of up to £5,000 per annum to provide a Progression Fund to support a Progression Bursary for students who join ITT programmes following study at a partner college. This will be targeted at under-represented groups using the same principles outlined above.**

**These proposals are based on the proviso that there is sufficient stability in the fee regime, the Government strategy for the delivery of ITT in HEIs and the market and employment environment.**

### **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).*

**As indicated access and retention are matters of significant strategic importance to the University and this applies equally to our ITT provision. Our position on our outreach programmes, our targets for outreach and retention and our strong desire to make a more significant impact on in certain areas of our work is made clear para 5 in the main Access Agreement . We view our commitment to the continuation of the Aim Higher programme of work as a key feature of our strategy and a manifestation of our commitment. The ongoing work in schools is facilitated and complementary to our work in the delivery of ITT activity. The funding from our ITT student fees will allow us to contribute £12,000 to outreach activity. We are especially keen to maintain the very successful work of our**

student ambassadors – many of whom, as a result of their engagement in this activity with younger years in schools, find they have an empathy and vocation for teaching and progress to postgraduate ITT here or elsewhere.

We expect to follow the same strategies as indicated previously in main Access Agreement and in our confidential annex to pursue the retention issues for undergraduate ITT. We will enhance the student experience by means of a significant investment in a Retention Support Fund, starting with a 'forward investment' contribution of £20,000 in 2012/13 and rising in future years to at least £80,000 per annum when the new system reaches its 'steady state'.

These proposals in particular – which engage with future years for this cohort - are based on the proviso that there is sufficient stability in the fee regime, the Government strategy for the delivery of ITT in HEIs and the market and employment environment.

#### **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.**

We expect to adopt and align the targets in relation to ITT with our main Access Agreement with similar pattern of attention to disability, socio- economic groups, care leavers, low participation neighbourhoods, state schools, BME groups and carers. We have paid especial note to the TDA areas of guidance on their aspirations for change and we are confident our present attention to BME areas in our work supports that. We do not wish to add a specific target regarding the increase of male participation in primary work but we have added that aspect as feature in our point scoring system which will permit those taking this route to have extra support and incentives.



## 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 monitoring will remain as described in the main Access Agreement. This work will align with the data monitoring that we would be undertaking in line with OFSTED expectations and permit some further analysis on success rates and implications for access and equal opportunities issues. This matter will again increase the administrative burden on the University to deliver these student support solutions and these organisational initiatives in response to Government policies.**

### 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.*

**We are committed to ensuring that our information is clear, informative, relevant and understandable by our target groups. Beyond the material required by the Key Information Sets, we will extend and focus information to assist our target groups - within our website, at our Open Days and through school liaison, and through the wide range of interaction with staff based in University and at our partner colleges. The material in this ITT based Access Agreement will be publicized after approval and basic information will be provided on our website**

**Where we need to distinguish priority between students for access to constrained areas funding support we will use the following points based system noted in Annex A to assist our decision-making.**

### **ANNEX A**

Where necessary students will be asked to apply for the support using a simple form. As far as possible, data will be collated from UCAS/GTTR and the University's own registration process. Students who are leaving care will automatically qualify for support. Others will accrue points on the basis of membership of the target groups set out elsewhere in the Access Agreement.

In the case of students having identical point scores in the end of the range, we will ballot to pick those to receive funding constrained support.

#### *Category Points*

Care Leaver Automatic

Physical or mental disability – 20 points  
Low participation neighbourhood -15 points  
Socio economic group 4-7 *see note 1* -15 points  
Targeted low participation BME groups *see note 2* -15 points  
Mature student *see note 3* -10 points  
Student with dependents - *see note 4* -10 points  
Learning Disability - 5 points  
Males in any of the above categories who wish to undertake study in Primary ITT – 5 points

*Note 1* - Based on UCAS/GTTR data on family occupational backgrounds

*Note 2* - At present the University's targeted BME groups for increasing participation rates are (in HESA Definitions):

- Black or Black British – Caribbean
- Black or Black British – African
- Other Black background
- Asian or Asian British – Bangladeshi
- Other Asian Background
- Mixed - White & Black Caribbean
- Mixed – White & Black African
- Mixed - White & Asian
- Other Mixed Background
- Other Ethnic Background

*Note 3* - 21 or over on 30th September of the year of entry

*Note 4* - Sole or main carer for children, disabled relatives or elderly relatives at the same address