

University of Leeds

Access Agreement Submission

Introduction

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

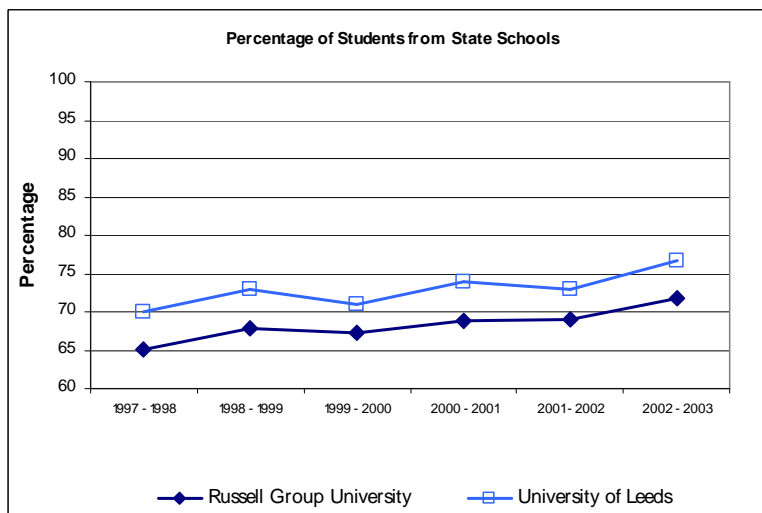
- We encourage a diverse and inclusive environment which is based solely on academic potential
- There is equality of access and admission
- Every student has the appropriate guidance and support to reach the highest levels of achievement.

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

The University is the most popular University in the country attracting over 53,500 applications for just over 6,400 undergraduate places. We have a student population of 31,500 making the university one of the largest in the country. We offer one of the widest ranges of course in England with over 700 undergraduate degree programmes and 7,150 degree modules. Of these courses, over 80% of subject reviews have been rated 'excellent' in the last four years. Our graduates are highly valued and we are one of the top ten institutions in the UK for graduate employment. We value the diversity of our provision and have more full-time undergraduates studying languages and physical sciences than any other UK University. Whilst we have a world class vision we believe in and are committed to widening participation, particularly, in terms of making the University accessible to individuals from under-privileged and low socio-economic backgrounds.

Since 1998/99, the University has made great progress in increasing the numbers of state school entrants whilst maintaining (and even improving) our retention rates. When we initiated our Widening Participation Strategy in October 2001 we had 71% of students from state schools, this figure for 2002/3 stands at 77%. This is a marked shift in the University and represents a change of some 380 individuals admitted each year. During this time our retention rates have increased from 94% to 95% over the same period.

Our performance against the Russell Group mean shows that we have been able to maintain our position over the last six years in terms of state school entrants (see below).



Whilst we recognise that there is still a way to go, the University is proud of its record of achievement to date. We have one of the most comprehensive outreach programmes in the UK with all Faculties engaged in raising aspirations and attainment of young people. Last year, our centrally co-ordinated outreach programme alone worked with 14,500 young people. Working with young people from year 9 means that much of this activity takes time to feed into University targets and we are confident that we will continue to encourage more under-represented groups into the University.

Whilst state schools will continue to be a key part of the University's Widening Participation Strategy we will focus our efforts towards encouraging those individuals from low socio-economic groups to consider University. We will look to target our widening participation work in those wards in which there are low progression rates to higher education and which are suffering educational disadvantage.

Our Widening Participation Strategy captures and extends the University's existing contribution to widening participation of under-represented groups at the University of Leeds. It promotes an institutional approach that, whilst co-ordinated centrally, engages Faculties and Schools across the breadth of the institution. This Access Agreement, supported by an internal management plan, will involve a further step-change in enabling institution-wide approaches and engagement.

We are currently reviewing our management and administrative arrangements for our work with mature students, taking the needs of this constituency into account. We see our work with full-time and part-time mature students as an important plank in the University's Access Agreement. We are committed to providing progression pathways into the University and to developing innovative programmes to support the needs of adult learners. One of the key areas for development over the next 12 months is developing an institutional wide policy for mature part and full time learners. We will look to develop targets in the light of this review.

We will extend our current outreach work funded by the additional fee income. However, there has not been a pro-rata increase in all outreach targets in line with additional funding. We wish to ensure that our outreach activity has depth and meets the needs and requirements of schools and colleges as we seek to establish quality long term sustainable activities that over a period of time make a real difference to the lives of individuals, rather than a series of ad-hoc one-off interventions. We will look to build sustainable collaborative relationships with schools in particular areas that typically have low progression rates to higher education. We already have a substantial programme in Leeds but this will be supplemented by targeted intervention in Bradford, Wakefield and other parts of the region (or wider if the opportunity arises).

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

member of the Widening Participation Standing Group and both areas are overseen by the Pro-Vice-Chancellor for Students and Teaching and report to the Student Support Committee.

The University is currently reviewing its Corporate Strategy. It is clear that Widening Participation and local engagement will continue to be priorities for the future.

- Our general approach (which will be detailed in the remainder of this agreement) is to
- o Invest in a programme of bursaries and scholarships to enable and encourage those from a widening participation background to study at the University of Leeds.
 - o Develop, expand and enhance the Access Academy (which leads the University's outreach programme)
 - o Continue to embed widening participation activity into the work of the University across all Faculties and academic Schools.
 - o Invest in key flagship initiatives to target hard to reach underrepresented groups.

In addition to the University already spending £2.3m to support widening participation we will invest a further £8.7m of our additional fee income in access measures. This demonstrates the University's commitment to widening participation and increasing access to the University of Leeds and the higher education sector in general.

Level of Fees

The University of Leeds will charge variable tuition fees at the levels listed below. These figures are annual fees and may be subject to annual inflationary rises in line with the Government regulations

Full-time undergraduate fees	£3k for all courses ¹
Part-time undergraduate fees	£1.5k for all courses
PGCE student fees	£3k for all courses
Foundation degree fees	£3k for all courses
Part-time Foundation degree fees	£0.6k for all courses
Foundation year fees	£1.2k for all courses
Work placement fees	£0.8k for all courses for year of placement
Year abroad	£0.8k for all courses for year abroad

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

Part time students are defined as those students who are studying at an intensity of at least 50% full-time equivalent, that is those who will complete their studies in no more than twice the length of time it would take to complete an equivalent full-time course. A full-time course is equivalent to 360 credits. For example, if a part-time student chose to study 80 credits one year and 40 credits the next they would be expected to contribute £1.5k per year.

Students studying on a module by module basis will be charged on a pro-rata basis of the full time undergraduate fee. For example, if studying 30 credits they would pay £250.

Bursary and Scholarship Support to Students on full state support

The University has generated £2m of external donor sponsorship to support undergraduate scholarships. In addition to this, we will spend £8.3m² per year on bursaries and scholarships.

² Once in steady state from 2010-11

The University will provide more than the minimum commitment of £300 per year to those on full state support.^{3 4} We will offer three types of bursary/scholarship provision based on need and to support under-represented groups. All support to full and part-time students will be in cash terms.

We will offer bursaries of up to £3k per year for some groups of under-represented students. This amounts to £9k over a standard three-year course. These bursaries/scholarships will be aimed at particular target groups. Whilst this level of support will not be available to the majority of students, the package will support approximately one-quarter of the University's eligible undergraduate population. This is therefore a substantial scheme that will make a difference to a large proportion of the University's population.

Students at the University of Leeds with residual family incomes of £21k or below comprise 18.6% (in 2003/04) of the total student body. This compares with national figures of 30%. We would expect that the percentage of students with family incomes below £21k will increase due to the measures set out in this Access Agreement and the activity currently undertaken which will take time to feed into the system. If the numbers increase towards the 30% level then this could see the University's financial commitment to bursaries grow substantially.

We will review our financial provision annually to ensure it remains effective and supports students.

The bursary provision will be:

- 1) The University of Leeds Bursary
The University will offer a maximum bursary of £1,300 to all undergraduates in receipt of full state support, which combined with the maximum Government grant, will entitle each student to a non-repayable grant of up to £4,000 per annum. In addition, bursaries ranging from £300 to £1,300 will be offered to students with a residual family income of up to £25k per annum. An illustration of the scheme is provided in the table below for selected residual family income levels.

Residual Family Income (£/yr)	Bursary (£)
17,500 or less	1,300
17,501 - 18,000	1,170
18,001 – 19,000	1,050
19,001 – 20,000	920
20,001- 21,000	800
21,001 – 22,000	670
22,001 – 23,000	550
23,001 – 24,000	420
24,001 – 25,000	300

³ with the exception of full-time PGCE students and students full-time undergraduate Social Work programmes. PGCE students will receive the minimum of £300 only if on full state support and students of Social Work will be exempt from receiving bursary support ..

⁴ Income levels used to determine qualification for the Bursary will be the same as those used in central support assessment for full-state support. Income levels will be reviewed annually.

2) Part-Time Student Bursaries Scheme

For part-time students we will offer bursaries to mature students who are in low income households (that is, less than £37,425k per annum in 2006/07). If the part-time student is in receipt of the full Government grant then they will receive a £900 bursary per year. If the student does not receive the full Government grant but is within the income threshold defined above they will receive a bursary of £750.

Due to the changing national and local picture regarding support for part-time students we will keep this bursary provision under annual review.

3) Targeted Scholarship Schemes

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

- **Leeds Scholarship**
This scholarship will boost widening participation admissions of particular under-represented groups who commence their studies from 2006/7. It will include students who are first generation to higher education, come from low socio-economic groups and those who are attending schools and colleges which do not have a strong tradition of students progressing to higher education. All students will need to achieve the University's entry offer. We will look to focus the bulk of the scholarships at our special consideration and admissions schemes such as Access to Leeds. All scholars will have a residual family income equal to or lower than the amount set by the Government to receive full state support and will receive a scholarship of £3k per year⁵. This amounts to total support of up to £15k (if studying a five year course). This is a substantial funding package providing support to those in greatest need of financial assistance. The scholarship would target schools/areas which have been identified as under-achieving and attenuate some of the financial considerations which can be intimidating to potential students. This will work as a cohesive package of opportunities alongside programmes such as Access to Leeds (a special admissions scheme which targets young people who have no experience of Higher Education) and Higher Education Experience Days. It will raise the University's profile in key areas and provide a platform from which to launch more subject specific widening participation initiatives.

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Investment	£100k	£200k	£300k	£300k	£300k
Number of scholarships⁶	19	39	58	58	58

- **External Donor Scholarships**
These currently consist of a range of schemes which are already in existence:

Sir Robert Ogden Scholarship

Forty-five scholarships are available annually. Applicants must be studying for GCSEs and reside in Barnsley, Rotherham or Doncaster. The applicants should have a maximum family income equal to or lower than the amount set by the Government to receive full state support or less and their personal circumstances are also considered. Scholars receive £500 for the first year of a further education study and

⁵ If a student receives a Leeds Scholarship they will not be entitled to the University of Leeds bursary.

⁶ The level of investment has been calculated by the following formula: (A x Y x Z). Where A is additional funding per student (£1.7k), Y is the number of years of study (average 3 years) and Z is the number of scholarships allocated. Funding has been calculated for the full period of study in year due to the steady state only coming into effect in year 3.

£1k for the second year of further education study. Should the scholar progress to higher education they receive £1k per annum for the duration of their study at any university around the country (£2k per annum if they attend the University of Leeds). Scholars are offered mentoring support and skills development opportunities by the University. Currently there are two hundred scholars on this scheme.

Skipton Building Society Scholarship

Thirty scholarships are available annually. Applicants must be studying for GCSEs and must reside in the North Yorkshire districts of Craven or Richmondshire. Applicants should have a maximum family income equal to or lower than the amount set by the Government to receive full state support, applicants' personal circumstances are also considered. Scholars receive £500 for the two years of their Further Education study. Should the scholar progress to higher education they receive £1k per year for the duration of their study at any University around the country (£2k per annum if they attend the University of Leeds or York University). Scholars are offered mentoring support and skills development opportunities by the University. Currently there are twenty-nine scholars on this scheme.

Myrtle Boultonwood Scholarship

Up to six scholarships are made available annually. Applicants must intend to study in selected Schools of the University of Leeds. They should evidence a maximum family income equal to or lower than the amount set by the Government to receive full state support. Scholars receive £2k per annum for the duration of their study. Currently there are seven scholars on this scheme.

GE Foundation Scholarship

Up to fifteen scholarships are available nationally to students at six universities. Applicants must be studying their first year of an economics, technology, engineering or management related degree and must be receiving full fee remittance from the local education authority. Scholars receive £1k⁷ per annum for the remaining two years of their degree course. Scholars must also take part in community based voluntary work during their studies. Currently there are three scholars on this scheme.

Alumni Scholarships

Through our recent alumni fundraising scheme we have raised income of approximately £100k per annum. This funding will provide a combination of support to students from low income backgrounds.

- 40% of the fund will supplement the Leeds Scholarship (detailed above).
- 40% of the fund will provide scholarships to students from low income backgrounds (in this case defined as less than £37,425k) who also demonstrate academic excellence.

⁷ Potential increase to £2k per year from 2006/7

- The remaining 20% will support current students who experience hardship.

The full details of the scheme are currently being determined within this broad definition.

Combined, the existing scholarships (Robert Ogden, Skipton Building Society, Myrtle Boulwood and GE Foundation) provide the following in terms of investment:

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Investment	£220.5k	£192k	£163.5k	£102k	£66k
Number of scholars	194	155	115	67	40

Whilst the current scholarship investment will decline this will, in the future, be supplemented by new bursaries and scholarships. The Leeds scholarship and the Alumni Scholarship will provide additional funding to students from low income backgrounds. We also wish to extend and enhance the number of scholarships we can offer through further donations and gifts. Provision will (depending on donor wishes) offer further funding to those on lowest incomes. We would anticipate that donors would support those students with a maximum family income equal to or lower than the amount set by the Government to receive full state support and provide a 'top-up' of £1.7K per student per year resulting in yearly support (including the University's contribution) of £3k. We are working hard to increase the level of provision through external donors and are investing in our fundraising team.

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

Outreach activities

It has been agreed that £8.7m⁸ of the additional income from fees will be spent on access measures. Of this, £8.3m will be directed towards financial support for students from low income backgrounds and a further £0.4m will be used for outreach activity. This £0.4m supplements the £0.5m we have already committed to outreach measures on an annual basis.

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

Table 2 within the 'Milestones and Objectives' section provides data relating to our current widening participation activity as well as planned activity to be funded through tuition fee income for 2006/7 and beyond. Figures in brackets denote the additional activity made possible by the additional fee income. We have looked to increase activity by 30% (in line with a 30% increase in outreach funding). However, this is not realistic in all cases. A strictly quantitative approach is neither feasible nor appropriate as, owing to various external factors, some targets are already at, or near, the maximum output. For example, whilst it might be

⁸ Once in steady state from 2010-11.

feasible to *recruit* 520 student volunteers in 2006/7 (a 30% increase from 400) actually *placing* these volunteers poses a difficulty as there are not enough places available in schools and colleges to accommodate them. Thus, to employ a broadbrush quantitative approach to developing our aspiration and attainment raising programme does not necessarily increase the quality or indeed the depth of activity. We wish to ensure that all activity we offer is of a quality that meets the needs of the school student, the school or college, and the University. Additional investment will, therefore, fund an increase in some areas of activity (as indicated in table 2) but also greater focussing of activity and further bespoke programmes which better serve the needs of our key stakeholders. In summary we will:

- Where possible and sensible increase targets by 30% to reflect the additional income to be received
- Build sustained intervention ensuring that quality activities are in place which offer a coherent programme of aspiration and achievement raising from Year 9 (or lower in some cases) onwards.
- Consolidate existing activity, ensuring data capture mechanisms are improved and support for Faculty initiatives is continued
- Identify flagship projects (for example in working with particular minority ethnic groups or subject areas).

We have focussed our outreach work into three areas:

- Aspiration Raising
- Achievement Raising
- Pre-entry Guidance and Application

The paragraphs that follow outline our current work to date:

Aspiration Raising

Our aspiration raising activity is targeted at schools which are either characterised by having lower than average numbers of students progressing into higher education or are located in low participation wards. This work is predominately in Leeds, Bradford and Wakefield. All of these local authority areas have been identified by the Learning and Skills Council's Area Inspections as having low numbers progressing to higher education and addressing this is seen as a key priority for each area's Learning Partnership.

Through additional fee income we will continue to invest in these schools and offer a greater range of work, including bespoke programmes devised in conjunction with the teachers and staff in the schools and colleges.

Our aspiration raising work begins at primary school and continues through to Year 13. Our centrally coordinated programme (the Access Academy) works with academic Faculties to provide a broad range of provision that encompasses general sessions on higher education and subject specific experiences and taster sessions. The Access Academy brings together, under one umbrella, student and staff volunteering, school and college activities and special consideration admission schemes – all of which aim to ensure young people realise their potential. During 2003/4 the Access Academy worked with over 14,500 young people in over 110 schools and colleges.

Alongside our own programme we are founding members of HEARWY (Higher Education Aspiration Raising West Yorkshire). HEARWY is a consortium of all the higher education institutions in West Yorkshire and provides general (non-institution specific) aspiration raising activities to young people across the sub-region. Last year, in partnership with HEARWY, we worked with over 1,000 young people in 50 schools offering programmes such as Passport to University Day, Citizenship Day and Primary ACE (Aiming for College Education) Days. In addition, approximately 9,000 students again took part in the HEARWY organised theatre presentation which was supported by AimHigher funding and a further 2,000 pupils had the opportunity to talk to student ambassadors at year 9 Option Evenings in Leeds. We are committed to continuing to fund our contribution to HEARWY and have received further funding to expand the provision from AimHigher.

To date, much of our work at primary school relies on trained student volunteers. Over 70 students work in 20 primary schools to support activities in the classroom and provide positive role models.

Once students move on to secondary school they are identified, in partnership with teachers, as having the interest and potential to study at university level. Throughout their education they then participate in school and campus-based activities, including University trails, Higher Education Experience Days, and residential summer schools. The Access Academy together with academic Faculties will offer over 60 Higher Education Experience Days per year. This full day on campus provides a detailed picture of higher education with a visit to an academic School and information about student life including the educational and social opportunities available and graduate prospects. Every year the University also offers HEFCE funded summer schools, a residential week for 121 year 11 students from across the Yorkshire and Humber region.

The role of parents and carers is crucial to raising aspirations and attainment but they can sometimes find understanding the education system difficult, particularly higher education. The University of Leeds in collaboration with the other higher education institutions in West Yorkshire and AimHigher have adopted a model to raise parental and carer awareness of Higher Education through a Year 9 Parents' Evening Roadshow. Under the banner of AimHigher, student ambassadors from the three Leeds higher education institutions offer advice and information; fourteen Leeds schools participated in 2003/2004. It is hoped that this model will also be adopted for Year 11 parent events. The Access Academy also provides presentations on higher education at parent focussed events to schools in West Yorkshire. This will be expanded through the additional investment.

Alongside a general programme of aspiration raising we work hard to ensure that we raise aspirations towards particular courses and careers. In 2005 we are running a National Academy for Gifted and Talented Youth Summer School and a HEFCE specialist summer school run by our Business School. Academic Faculties such as Medicine, Biological Sciences and Mathematics and Physical Sciences also run summer schools. Our Widening Access to Medical School (WAMS) scheme, for example, provides mentoring and support by current medical students to year 12 state school students applying to Medical School. The medical students, through this scheme, also provide talks for local state schools.

Achievement Raising

Parallel to our aspiration raising activity we work with schools and colleges to improve the achievement of their students. This work is delivered by academic Schools and Faculties across the University.

The majority of additional fee income devoted to outreach will fund the Faculties so that they can consolidate and further expand their outreach work. We will expand and develop the number of relationships the Faculties have with schools and colleges and the number of on-campus events. As with aspiration raising, we will target schools that have low numbers progressing to Higher Education. However, we will also identify individual students within those schools who have the interest and potential to study at university level. Students will be identified in partnership with staff in schools and colleges.

The work of our Faculties has been a significant element of the University's outreach work. Their engagement ranges from students and staff supporting curriculum development through to one to one support for school students.

In 2002/3 the School of Geography together with the Access Academy piloted a module for undergraduate students to be placed in local schools. The students worked in classrooms as part of a 20 credit module for their degree programme and created individually tailored teaching resources. Following the success of the Geography module in which eleven students participated, the academic schools of Physics, Chemistry, Mathematics, French, Spanish and Sports Sciences set up elective modules and there are currently 110 students enrolled.

One of our main focus areas has been to raise standards (and enjoyment!) of mathematics and the sciences. In 2003 we launched the 'Rothschild Community of Excellence' which was hailed by the Government as a 'model of excellence'. In partnership with the Specialist Schools Trust and NM Rothschild and Sons, who will provide £500k over four years, we will support 15 schools across West Yorkshire who are applying for specialist school status in mathematics-related disciplines. We provide hand-picked mathematics and science graduates to work alongside teachers. This is further enhanced by a bespoke programme to raise the aspirations and achievement of school students in these disciplines.

We understand the importance of creating sustainable relationships with colleagues in local schools and Further Education colleges. In 2004/5, academic Faculties are investing £22k to support liaison with FE tutors and school teachers through conferences, seminars and meetings. These have been offered by the Faculties of Arts, Engineering, Mathematics and Physical Sciences, Medicine and Healthcare, Earth and Environment and Performance and Visual Arts and Communications.

Pre-Entry Guidance and Application

We feel that pre-entry guidance is a crucial element of the University's response to the widening participation agenda as it contributes to all parts of the student life-cycle. Our pre-entry guidance service offers impartial advice to young people and adults. We are the first UK higher education institution to be awarded the Matrix Standard by the Guidance Accreditation Board for our impartial pre-entry guidance service.

Whilst our aspiration and achievement raising work is open to all we are keen to boost admissions to the University from under-represented groups. The University can often be perceived as being out of reach by many within our local communities. To this end we have established the Access to Leeds scheme. Access to Leeds is an admissions scheme designed to help students whose personal circumstances may affect their ability to succeed at the levels that would normally be expected by admissions tutors. This can be for a variety of reasons: family responsibilities; personal crisis; financial hardship; educational disadvantage; or no family history of higher education. Access to Leeds involves a study support programme during Easter and a piece of assessed work with a chosen academic School for completion in the summer. To date, 178 students have participated on the scheme with 144 being made offers and 55 being accepted at the University.

Through our additional investment we will grow our special admissions schemes and progression routes to the University. We will look to increase numbers of applications (and acceptances) to Access to Leeds by increasing the number of schools we support through the process. We will also look to enhance our applications from low socio-economic groups to particular courses in which they are traditionally under-represented.

Provision of financial support information

The University in partnership with our Student Union provides comprehensive financial information to potential and current students. Appendix 2 indicates the *existing* publications, their use, and the information provided therein.

Prospective Students

Our prospective students receive financial information from a variety of sources, for example, Central Student Administration, Recruitment and Marketing, the City and Regional Office and the Student Union.

For prospective students we will:

1. *Create external interactive web-pages for standard 18 year old students.*

These web-pages will calculate (based upon an indication of family income) the support that might be expected from the Government. They will also provide broad information on the financial support a student might be eligible to receive from the University, as well as course costs associated with their chosen programme of study and the costs

associated with living in Leeds. While interactive web-pages provide a broad indicator of financial provision available to particular students, there are students whose personal circumstances are such they might be entitled to further assistance (for example, students with disabilities, students with dependents and those mature students aged over 21 years old). In these cases, prospective students will be directed to appropriate specialist web-pages (such as those provided by the DfES) and advised to contact the Student Advice Centre located in the Students' Union where they can make an appointment and receive personal advice and guidance on financial assistance available.

2. *Revise 'The Leeds Guide'.*

The Leeds Guide will include details on fee levels, bursaries, scholarships, the cost of living in Leeds and other forms of financial support, for example the Access to Learning Fund.

3. *Continue to ensure relevant information is contained within the Prospectus*

We will continue to provide information to prospective students on fee levels, bursaries, targeted scholarships (for example, the Leeds Scholarship, external donor scholarships and alumni scholarships), the cost of living in Leeds and other forms of financial support (for example, the Access to Learning Fund) within the Prospectus.

Existing Students

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

For existing students we will provide the following information:

1. *How to Manage Your Money Booklet*

We will produce a 'How to Manage Your Money' booklet targeting all first year students. This will include the basic principles of money management and encourage students to work out their income and spend on essentials. This will be provided to all first year students at registration.

2. *Access to Learning Fund*

We will actively advertise the Access to Learning Fund using, for example, the Leeds Student newspaper. This will be promoted at key times in the academic year such as the end of term and particularly in July when students are most in need.

3. *Accommodation and Housing*

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

4. *Campaigns*

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

The University is currently implementing a 'One Stop Shop'. This will house all student administration functions in one building. This will then become the central point to which all

students can visit to deal with the University administration, including queries relating to course fees and financial support.

Milestones and Objectives

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

- Increase the number of full-time undergraduates from state schools and colleges
- Maintain our position against the benchmark in terms of retention rates
- Increase the number of applications from state schools and colleges
- Maintain a balance between the number of applications from state schools and colleges and admissions.

Tables 1 and 2 details our milestones and performance indicators.

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

We have set ourselves a challenging target of 83% of full-time first degree entrants from state schools and colleges by 2010/11. Whilst 83% is our benchmark it must be recognised that the benchmark has, in the last year, changed from 79% to 83% due, in part, to it being based on tariff scores rather than A-level points. We continue to recruit by A-level points and this makes our benchmark potentially harder to achieve than before.

We wish to maintain our good record in retention and, therefore, aim to maintain our current position which is better than the benchmark. We recognise that as we work to widen participation, students will need more support at University and, therefore, we feel it is an ambitious target to maintain our current retention rate.

We are conscious that we need a more direct measure of how our outreach work affects perceptions of the University and in turn applications. Therefore, we have set activity targets to support a broad indicator which measures the number of applications from students at state schools and colleges. This endeavours to capture and measure our success in work the Faculties and the Access Academy are undertaking in schools and colleges to encourage applications.

We will look to monitor the *difference* between the number of applications from students at state schools and colleges and those that we admit. This will form part of our response to Schwartz's report Fair Admissions to Higher Education.

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

- Review our composition of minority ethnic undergraduates and seek to address imbalances
- Grow our outreach work in areas of West Yorkshire that show low levels of progression to higher education (such as Wakefield)
- Seek to support student achievement in schools and colleges
- Implement an institution-wide policy for mature learners
- Monitor the number of applications to the University against offers and acceptances.

Table 1
Institutional Widening Participation Performance Indicators

Performance Indicator	Benchmark 2002/3	Baseline 2003/4⁹	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
% FT first degree young entrants from state schools and colleges	83	76.3	77	77.5	78	78.5	79.5	81	83
% FT first degree young entrants from socio-economic groups 4-7	24	19.6	20.5	21.0	21.5	22.0	22.5	23.0	24.0
% FT first degree all entrants not in HE in year following entry	6	5	5	5	5	5	5	5	5

⁹ Provisional data from the University of Leeds

Table 2
Widening Participation Activity Targets

Performance Indicator	Baseline 2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
% applications from state schools and colleges	77.7	78	79	80	81	82	83
% difference between applications and admission from state schools and colleges	0.7	0	0	0	0	0	0

Figures in brackets (below) denote additional activity funded by additional fee income.

Activity 2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
ASPIRATION AND ATTAINMENT RAISING ACTIVITY							
Schools Activity We will work with over 100 schools and colleges across the region	Over 100	Over 100	Over 100	Over 100	Over 100	Over 100	Over 100
We will run 100 on-campus activities (for example, HE Experience Days)	100	100	130 (30)	145 (45)	160 (60)	175 (75)	200 (100)
Student Volunteering We will recruit and place 400 student volunteers	400	400	400	400	400	400	400
FE College Activity We will work in close partnership with 4 general FE Colleges in West Yorkshire and 6 Sixth Form Colleges.	<ul style="list-style-type: none"> Place student mentors and tutors in colleges in Leeds Work to assist in the promotion of higher education as an option Promote HE Experience Days and Access to Leeds Identify appropriate vocational progression routes 						

Work with School Teachers and FE Tutors Run 5 events for FE Tutors and School Teachers	5	5	7 (2)	8 (3)	9 (4)	9 (4)	9 (4)
Work with Parents The University will be represented at 65 parents higher education awareness raising events.	65	65	85 (20)	100 (35)	130 (65)	150 (85)	150 (85)
APPLICATION AND PRE-ENTRY GUIDANCE							
Application and Admission Through Access to Leeds the University will:							
• Work with 50 schools and colleges	50	50	50	50	50	50	50
• Maintain 85% of academic school involvement	85%	85%	85%	85%	85%	85%	85%
• Achieve 300 applications	300	300	320 (20)	330 (30)	340 (40)	350 (50)	350 (50)
• Achieve 80 students registered in total	80	80	90 (10)	95 (15)	(95 (15))	100 (20)	100 (20)
Pre-entry Guidance The University will achieve 436 pre-entry guidance sessions (individual, group, school based, college based and community based)	436	436	460 (24)	480 (44)	500 (64)	500 (64)	500 (64)
SCHOLARSHIPS							
The University will:							
• Undertake 20 school/college visits across the region	20	20	20	20	40 (20)	40 (20)	40 (20)
• Recruit 80 new scholars through targeted schemes ¹⁰	80	80	64 (34)	62 (54)	81 (73)	81 (73)	81 (73)
• Support scholars through their University career			228	243	276	267	259

¹⁰ Please note targeted schemes will initially diminish due to current scholarships coming to an end. These will be replaced by scholarships funded by additional fee income.

Monitoring compliance with the agreement

The University will formally monitor progress against targets and objectives through the Faculty Management Coordinating Committee whose membership includes the Vice-Chancellor, Pro-Vice-Chancellors and Deans.

The University will seek advice on its progression towards milestones and development of its strategy through the Widening Participation Standing Group which is a formally constituted University committee which reports to the Learning and Teaching Board.

The engagement of Faculties is crucial to ensuring the University as a whole meets its aims and objectives and therefore assisting Faculties to develop a widening participation agenda has been a key area of work. In 2004/5 the planning of widening participation activity across the University moved from academic School to the Faculty level. Faculty level widening participation plans were requested and Faculty level allocations distributed on approval of these plans. From 2005/6 onwards we will cascade a proportion of targets to Faculty level in order ensure that the whole University is working to meet the requirements of the Access Agreement. We will continue to monitor the progress of the widening participation agenda and the progression by Faculties towards targets through the nine annual Faculty Plans. In addition to this, we will establish an internal management plan across the University which will drill down targets and responsibilities to Faculties and Units.

Our formally constituted committees will be supplemented by networks of interested partners and meetings of dedicated staff to share information and disseminate good practice. The Widening Participation Co-ordinators' Group will continue to convene on a monthly basis to share ideas, provide project updates and discuss developments with external partners, for example the Specialist Schools Trust. The Widening Participation Forum, an internal information sharing session, convenes twice a year. During 2003/4 sessions included presentations such as: Supporting Students in Psychology; Language Support in Schools for Refugee Children; How Attitudes to Debt and Social Class Differences are Likely to Affect the Government's Widening Participation Agenda; Why Some Bright Young People Don't Apply to University; Widening Participation and Employability; Widening Participation in the School of Modern Languages: the Royds School Project. This biannual event will be enhanced with an annual workshop-based conference including relevant representatives external to the University (such as Local Education Authorities, AimHigher, colleges and schools) which will aim to share experiences and provide suggestions for further developments.

We will continue to provide and enhance our Widening Participation Newsletter which is circulated to staff across the institution. The Newsletter is published three times a year, seeking to highlight good practice and communicate policy to a broad range of stakeholders. In addition to the Newsletter, we will provide an annual report on widening participation at the University of Leeds for internal and external consumption. The annual report will summarise each Faculty's aims and activities within the widening participation agenda.

Annually, we will provide information to OFFA and the HEFCE through the Annual Monitoring Statement and seek discussions on any substantial changes to the Agreement.

How access measures will complement existing activity

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

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

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

We are working hard to ensure that our retention rates remain at 5%. We have a dedicated Retention Standing Group which has been established under the auspices of the Learning and Teaching Board. Issues are shared between the Widening Participation Standing Group and the Retention Group. The Retention Group is working on issues such as appropriate data analysis, and student support and referral. Faculties and academic Schools, however, will remain in the vanguard of supporting students. They lead initiatives which are focussed on students from a widening participation background including helpdesk facilities, buddying schemes, two day pre-application support programmes, booster classes and techniques workshops.

We are very proud of our central student support services, all of whom have embraced the particular needs of the widening participation cohort within their provision. Our support services range from the Chaplaincy and Student Medical Practice through to the Student Counselling Centre. This has been supplemented this year with the launch of the high-technology Skipton Skills Centre which is designed to promote collaborative learning and develop study and employment skills among students. It was conceived to be of particular benefit to students without a family history of higher education study, who might need to develop new skills to help them prosper at university. The University's work in student support is further enhanced by the work of Leeds University Student Union which offers advice and representation to its student members along with services such as the Student Advice Centre, JobLink (a part-time job placement service) and Nightline (24 hour advice line).

We have also worked hard to ensure that students on (and prior to) graduation are employable. Our Careers Service has a comprehensive support programme for all students. It has also established the IMPACT programme in partnership with other higher education institutions which is targeted primarily at UK minority ethnic students. It is a successful positive action project designed to enhance and develop employability skills by providing high quality intensive support, including mentoring.

We will continue to be involved in partnership and collaboration with others across the City, region and nationally. As stated in the Outreach section, we will continue to support HEARWY and expand our partnership with AimHigher and other higher education institutions in the region. Nationally, we are an active member of the Russell Group's Widening Participation practitioners and, through this, share good practice and develop joint initiatives which aim to widen participation to higher education.

The University's general approach has been to embed the support for 'widening participation' students within the general support it offers to all. We have, through widening participation funding, been able to pump-prime and promote new initiatives which have then been integrated into the work of units and centres across the University. This approach will continue.

Appendix 1

Publications and Information

Publication	Use	Information on:
University of Leeds Guide	<input type="checkbox"/> Available at HE fairs and schools careers events	City Campus University Sports/societies Facilities for learning and teaching Graduate employability Accommodation (with price range) Work experience Foundation courses Part-time-study Fees/Financing studies – very high level <i>(At all opportunities we refer readers to the leeds.ac.uk , slc.co.uk, dfes.gov web sites for more information)</i> Course listing with entry requirements
Undergraduate Prospectus	<input type="checkbox"/> Sent to all enquiries returning the freepost postcard in the guide <input type="checkbox"/> Sent in response to electronic and telephone enquiries <input type="checkbox"/> Mailed to schools and colleges in the UK using HEIST bulk mailing programme	City, Campus, University Sports/societies Facilities for learning and teaching <i>(Library, Skills Centre, Language Centre and IT)</i> Graduate employability Accommodation (with price range) Student Support/Welfare <i>(including Chaplaincy, Childcare, Counselling, Medical Practice and Equality Unit)</i> Scholarships and bursaries Study Abroad and work experience Fees/finance <i>(At all opportunities we refer readers to the leeds.ac.uk , slc.co.uk, dfes.gov web sites for more information)</i> English Language requirements Joint Honours options Details on all Single and Joint Honours courses Application and admissions information Contact details, maps Foundation courses Open days and visiting campus Compliance with Schwartz statement Part-time-study Course listing with entry requirements
Life at Leeds Magazine	Provided to departments and used in a variety of ways <input type="checkbox"/> At post-UCAS Open Days <input type="checkbox"/> Sent with contact letter <input type="checkbox"/> Sent to applicants holding offers	Life as a student Student Union facilities Nightlife Accommodation (with prices) Articles about the city, the University, the Student Union and voluntary work by students