

THE UNIVERSITY *of York*

Access Agreement 2012/13

1. CONTEXT

Founded in 1963, the University of York was established under principles of equality of access and social inclusion. During its first 50 years, the University has established its position as a successful research-intensive, selective university. We are currently in the top ten of all major league tables and are in the top 100 in the 2010-11 Times Higher Education World University Rankings, one of only 14 UK universities in this category. We were positioned 8th in the most recent Research Assessment Exercise. In 2010/11 we are the Times Higher Education University of the Year. We continue to draw students from all areas of the UK and from a wide diversity of backgrounds.

The University Plan for 2009 – 2019¹ restates the University's intention to maintain its position as one of the UK's strongest universities in both teaching and research while remaining true to the principles established by its founders. The Plan focuses on four strategic objectives: excellence, internationalisation, inclusivity and sustainability. The activities proposed under our Access Agreement contribute directly to three of these four objectives by:

- raising aspiration and achievement of the students 'most able but least likely' to access Higher Education in general and the University of York in particular;
- setting out measures to increase the diversity of the student body;
- maximising student success and the benefits of studying at the University of York;
- supporting the continuation of subject breadth and size of the student population;
- underpinning the University's financial sustainability.

The objective of inclusivity is closest to the Access Agreement agenda. The University Plan states that "we will promote greater diversity amongst students and staff along a number of strands: country and region of origin; ethnic and social background; age on entry; mode (part-time/full-time) and level (masters, bachelors, diploma, certificate) of study [and] attract students from a range of backgrounds by developing a varied subject and programme mix, a welcoming and supportive environment, and opportunities through strategic partnerships." Collaboration is central to much of our activity and we actively participate in local, regional and national partnerships, for example Higher York and Green Apples (local), the Excellence Hub (regional) and Realising Opportunities (national).

¹ <http://www.york.ac.uk/about/organisation/management/plan/>

York's current access profile is strong for a university of its size, type and subject mix. In the current year, a high proportion (27%) of our undergraduate entrants came from households with an annual income under £25,000. We are above or close to our HESA benchmarks in the key widening participation categories, for example 80% of our intake comes from state schools. We perform particularly well in relation to our standard comparator set of universities.² While our intakes have grown rapidly, we have maintained or increased our proportions of student entrants in under-represented groups over the past three years, in particular students from low participation neighbourhoods and students from minority ethnic backgrounds. We have been described by the Sunday Times as the most socially diverse university in its top ten.

York's positive profile in this area, together with current economic circumstances and the changing funding environment, make the prospects for further increases in diversity beyond the relatively high rates already achieved particularly challenging. Our location, away from major conurbations which have a high incidence of low participation in HE and which are well served by other institutions, adds to that challenge. The measures we have set out in our Access Agreement are designed to maintain our performance as one of the most socially diverse among the top universities.

2. FEES

The University will charge a UK/EU undergraduate tuition fee of £9,000 for 2012 entrants. This fee will apply to all our programmes, with students on sandwich or non-ERASMUS study abroad year being charged £3,100. Arrangements for students on ERASMUS placements will be confirmed once the national position is clarified.

Fees for Medicine (including intercalated study), which we offer jointly with the University of Hull via the Hull York Medical School, will be £9,000. Full-time Nursing and Midwifery programmes are presumed to remain funded by the Department of Health in respect of the resourcing of tuition and student bursaries, therefore falling outside of this agreement.

If pending legislation permits fees to rise by an inflationary amount each year, we reserve the right to apply these increases from year to year for both new and continuing students.

3. SPENDING ON ACCESS MEASURES

In broad terms, the University proposes to spend over 30% of its additional fee income on activities which will raise aspiration to higher education among potential

² Source: www.hesa.ac.uk *Widening participation of under-represented groups* (tables T1, T2)

students and support their achievement, promote access to the University, and support successful completion among our target groups. To kick start new activities in 2012/13 our projected spend is 38% of additional fee income from 2012/13 starters and in 2015/16 this will be 32%.³ In addition we shall follow through our commitment to spend at least 22% of the 'additional fee income' generated by cohorts of undergraduate home students entering under earlier Access Agreements, as they move through their programmes.

Table 1 below shows the increase in planned spending on OFFA-related activity from £6.76M in 2012/13 to £9.1M in 2015/16.⁴ Over this period we will shift the ratio of spend on bursaries and fee waivers: outreach and retention activities from 3:1 to 2:1.

Table 1: Anticipated expenditure on OFFA-related activity, 2012/13 and 2015/16

Category	2012/13	2015/16
Outreach and Access	1,382,000	2,261,000
Retention and Success	257,000	605,000
Bursaries and fee waivers	5,058,000	6,009,000
Hardship fund	60,000	250,000
Total	6,757,000	9,125,000

4. OUTREACH AND ACCESS

The new funding arrangements provide an opportunity to effect a step change in the University's WP, access and outreach activities.

Our strategy is informed by our own experience and best practice elsewhere, for example in Aimhigher.⁵ Work with young people at school or college consists of a structured series of interventions at three critical stages. Programmes aimed broadly at Years 6 – 9 are designed to raise achievement and aspiration in disadvantaged populations. Programmes targeted broadly at Years 9 - 11 aim to demystify higher and further education, raise awareness of subjects and routes and the variety of provision, increase the self confidence and self esteem of students involved, and raise aspirations for lifelong learning. They also lay the groundwork for progression

³ This figure is lower than the 34% show in Table 3d of Annex B, because we have allowed for fee inflation.

⁴ Includes spend under both current and new Access Agreements; assumes future student numbers as in current University plans and anticipates increases in the proportion of students from households with an income below £25,000 p.a. due to both economic factors and the impact of widening participation and access activity on the intake.

⁵ References include research by the Sutton Trust; the HEFCE publication 2007/12 *Higher Education Outreach: Targeting Disadvantaged Learners*; the report by the Director of the Office for Fair Access *What more can be done to widen access to highly selective universities?; Have bursaries influenced choices between universities?* (Office for Fair Access, September 2010) and *Unleashing Aspiration*, (the Panel on Fair Access to the Professions, July 2009).

to higher education by encouraging appropriate subject choices. Programmes for students in Years 12 and 13 concentrate on the transition to higher education with a particular focus on building confidence in applying to research-intensive, selective universities. Other work focuses on mature learners and those returning to study. Our range of programmes will serve both national sector and University of York objectives in widening participation.

In the period covered by this Access Agreement, we will maintain and develop current work in collaborative partnerships (national, regional and local) and will develop outreach programmes focused primarily on achieving University of York targets. This will involve building on established relationships and developing new ones with a targeted set of schools and colleges, for example those in areas with proportionately high levels of pupils/students from low participation neighbourhoods, under-represented socio-economic groups or with high ethnic minority populations. We will make a particular effort to encourage the inclusion of looked-after children and care leavers.

We will build on our Schools and Colleges Network which currently has 28 partners and which promotes mutual understanding between the sectors, assists better informed policy making and staff development, and develops student aspiration and effective university applications. We will also reinforce our foundation level activity with York College, enabling non-traditional groups to access a wide range of subjects at the University.

All our programmes share common characteristics:

- Clear aims
- Appropriate targeting
- Ongoing relationships
- Involvement of parents and teachers
- Involvement of current University of York students
- Access to residential provision
- Mentoring for some participants

4.1 York access programmes

These will be our flagship programmes under the new Access Agreement. Designed as a coherent set of interlocking initiatives to support schools and colleges and to promote access to the University of York as well as to other research intensive, selective universities, the programmes will work with more able students from years 7 – 13 and students following extended degrees at York College, a significant proportion of whom are mature students from more socially disadvantaged areas. We will develop this suite of programmes, which will support aspiration raising,

achievement and progression for learners, in consultation and collaboration with our school and college partners.

York Young Programme

This will be aimed at students in Years 7 – 11 and will consist of an appropriate mix of sessions in schools and on the University campus, including residential provision on the University campus and subject-based taster sessions at the University. There will be a focus on general aspiration raising and supporting achievement but the programme will also introduce pupils to the kinds of work going on at York and the opportunities the University provides both academically and socially. There will be an emphasis on Information, Advice and Guidance – for example in choosing GCSE and A level subjects - and mentoring opportunities for students in some year groups. This will enable students to make informed decisions as they consider progression opportunities both at school/college and beyond. We expect that at steady state, we will be working with 30+ schools and reaching approximately 1200 pupils per year.

Next Step York

This programme will work with students in Years 12 and 13 and will focus on progression to Higher Education and will provide a mix of visits, information, advice and guidance, study skills, master classes, mentoring and a residential visit to the University. We expect to recruit an annual cohort of 200 students at steady state.

As with our existing programmes, these new programmes will provide significant opportunities for our own University students, in particular those from a WP background, to become involved in outreach through mentoring and other guidance work. These programmes will have a direct impact on the targets that we have set in the Access Agreement. We will also use the experience we are gaining this year in making alternative offers to students involved in the *Realising Opportunities* programme (see below), and we will also continue to consider the part an assessment of contextual data can play in our admissions policy.

Extended degrees

We currently have 90 students on the foundation year of extended degrees at the University and at our partner college, York College. We plan to expand this to at least 115 by 2015/16, with all the additional numbers at the College, and we will provide a significant level of financial support for students coming to York through this route and to York College for hosting the Foundation Year. These programmes are designed principally for students with non-standard admissions backgrounds, and attract a high proportion of mature students. Collaborative activities between the College and academic staff at the university aim to smooth the transition to University.

Access to the professions

An important strand of our work focuses on access to professional programmes at York including Accounting, Law and Medicine. These complement extensive outreach and access work undertaken by the Hull York Medical School.⁶

4.2 Broad HE access activities

These sustain and develop collaborative activity with partners, which has been a feature of our outreach activities under the present Access Agreement. Evaluations show that these programmes are well regarded by schools and make a significant impact on the aspirations and progress of those who take part. Therefore, despite the loss of external funding, the partners are agreed that they should continue to form part of their outreach and access strategy.

Green Apples

York is the lead partner in Green Apples, a successful, innovative partnership involving all local York Further and Higher Education partners as well as the Local Authority, North Yorkshire Business Education Partnership, Higher York (our local Lifelong Learning Network) and local primary and secondary schools.

This is a progressive programme of interventions focusing mainly on Years 9 - 11 but which also addresses transition points, such as that from primary to secondary and secondary to college where appropriate. The programme is evaluated regularly and students, school staff as well as F/HEIs influence the development and shape of the initiative so that it continues to target those local young people who may have the potential but not the aspiration to progress to higher education. Parents of pupils participating in Green Apples are supported within the project and through our Centre for Lifelong Learning, for example through involvement in taster sessions at the University. This initiative has received Aimhigher funding and will continue to be funded from the partnership from 2011/12.

Alongside Green Apples lie other initiatives targeted at younger age pupils. These include the Children's University,⁷ to which York contributes modules led by teams of university student and employee volunteers working collaboratively with a cluster of primary schools.

Regional Excellence Hub

The University has committed to continued regional collaboration to maintain and further develop our successful Excellence Hub partnership between the Universities of Hull, Leeds, Sheffield and York for gifted and talented young people to help enrich pupils' experiences in school/college.⁸ This partnership has been widely

⁶ See <http://www.hyms.ac.uk/about/widening-participation.aspx>

⁷ The York Children's University is lead and managed by York Cares, under the umbrella of the national Children's University.

⁸ <http://www.york.ac.uk/admin/uao/excellencehub/>

viewed as the most successful of the Regional Hubs and the University was invited to advise the Department for Education and the Cabinet Office on policy in this area. It is coordinated from York and will continue to target high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the “most able, least likely” group of students to selective HEIs. A key aim of this work will be to encourage young people to consider entering selective HEIs and to better prepare them for study at a research intensive university.

Our multi-pronged approach will reach in excess of 900 young people at key transition points (Year 8/9, Y11 and Y12), will target around 900 young people through a series of master classes and academic taster days at the four HEIs and, until 2013, will support around 150 young people on the intensive, four year “*Find Your Way*” programme.

Realising Opportunities

The University of York is a member of Realising Opportunities (RO), a unique collaboration of 12 research-intensive universities working together to promote fair access and social mobility of students from under-represented groups.

RO provides support for students through interventions designed to raise aspirations and enable them to demonstrate their potential for success at a research intensive university. These interventions are offered both at their local participating university, and nationally, so that the student can tailor the programme to meet their own needs and interests. The programme includes a national conference which is a compulsory element for all participating students.

Each student is supported through the programme by a student e-mentor. The e-mentor, an undergraduate student from one of the 12 universities, provides ongoing support and encouragement. Successful completion of RO, which includes a robust academic element, will lead to students receiving an alternative offer through UCAS from the University of York.

The RO Strategy Group has unanimously agreed that the 12 participating institutions have committed to fund the scheme in 2012-13. This commitment will ensure that the momentum of the programme is maintained, will enable the recruitment of a third cohort of students, and will build up the evidence base for evaluating the impact of the project.

Through these programmes, the University of York makes a significant contribution to widening the participation of underrepresented groups in higher education.

4.3 Raising standards and changing attitudes

The third strand of our strategy focuses on work which is designed to support improvement in the performance of both schools and the young people in them in order to raise achievement and aspirations.

Supporting school achievement

Two organisations located at the University of York have the overriding objective of enhancing school performance and therefore opportunity for students as they progress through the education system.

Through the Institute for Effective Education (IEE) the University invests significantly in educational programmes focused on improving achievement in primary and secondary schools in deprived urban areas with a particular focus on maths and reading. The IEE develops, implements and evaluates innovative education programmes and practices in order to establish what really works in the classroom and why, and promotes wider implementation of what is found to be effective. The IEE conducts research and development work on programmes and practices for early childhood, primary, and secondary, focusing in particular on literacy, numeracy, and social emotional learning. There is an emphasis on children from underprivileged backgrounds and social mobility. University investment in this innovative work in disadvantaged areas to raise young peoples' achievement will be significantly increased.

The National Science Learning Centre (NSLC, a partnership involving the Universities of York, Leeds, Sheffield and Sheffield Hallam) supports science teachers in enhancing their professional skills by learning more about contemporary scientific ideas and in experimenting with effective teaching approaches and gaining experience of modern scientific techniques. The aim is to improve science teaching to inspire pupils by providing them with a more exciting, intellectually stimulating and relevant science education, enabling them to gain the knowledge and the understanding they need - both as the citizens and as the scientists of the future.

Teach First

The Teach First programme recruits exceptional graduates into teaching positions in the most challenging schools. York graduates are particularly successful in the competition for places on the Teach First programme and we will encourage our students to consider Teach First by offering financial support of £1000 to York students recruited to the Teach First programme in the year they graduate.

The Big Deal

The Big Deal is a University of York initiative, which helps young people in disadvantaged areas to develop skills and experience in enterprise. The project is entirely funded and run by the University. Students from Year 9 and Year 10 from across the region get involved in a three month intensive business development programme. Annually about 25 teams (each of four pupils) are guided by mentors drawn from industry, including organisations such as HSBC and Google. By working in partnership with businesses and schools, the University promotes dynamic relationships between pupils and professionals to bridge the gap between education and industry. The programme raises pupils’ expectations and awareness of competitive career routes by demonstrating educational pathways in an engaging way. Feedback from school students, their teachers and mentors has been very positive. The programme began in 2008 and some mentors have remained engaged with the programme over a number of years. The Big Deal was shortlisted nationally for the Times Higher Education WP initiative of the Year in 2010.

Information, Advice and Guidance (IAG)

Table 2 summarises the main foci of our major initiatives.

We recognise the importance of high quality IAG at critical transition stages in the learning journey. We will offer our partner schools and colleges a range of support both for students and staff through a programme of talks, conferences and guidance sessions conducted by York staff and, where appropriate, students.

Main focus	Initiatives	Common strands
Primary	Green Apples, Children’s University	Mentoring
Years 7-11	York Young Programme, Green Apples, Regional Excellence Hub, Mentoring, Big Deal, Support for graduates in Teach First	Information, Advice and Guidance
Years 12 & 13	Next Step York, Realising Opportunities, Regional Excellence Hub, Support for graduates in Teach First	Residential experience Independent Learning
Adults	Extended degrees Centre for Lifelong Learning Support for graduates in Teach First	Parent engagement Supporting school achievement

5. STUDENT RETENTION AND SUCCESS

The overall rate on completion at York is consistently high for the sector, despite our diversity, with over 90% of York's undergraduates completing degree programmes. We consider it very important to continue to focus on maintaining this level of successful outcome and we propose to invest between 6 and 7% of our additional expenditure in activities to further support the retention and success of our students from non-traditional backgrounds. This includes skills development for prospective students on a number of our WP programmes, work with students in the transition period, for example through the development of web-based preparation materials and support for students through their studies at the University. Retention and success for students from poorer sections of the community is also supported by financial support which is covered below in Section 6.

Activities focused on retention and success also make a significant contribution to students' employability as does the University's Employability Strategy. This strategy aims to provide students with the best possible curricular and co-curricular support in developing their employability and to develop graduates who are characterised by their entrepreneurial talents and their ability to realise their full potential as leaders and role models in organisations and society.

5.1 Academic Skills Development

We provide an innovative programme of academic skills development activities for those on a number of our WP programmes. We then continue to work with participants through the transition onto and through full-time undergraduate programmes. We intend to enhance this programme, improve co-ordination of skills development opportunities at the undergraduate programme level and develop our capability to track student participation, enabling better understanding of the impact of these programmes.

5.2 Maths Support Development

The York Maths Skills Centre has been set up to provide University-wide support for elements of maths learning, independent of departments, but in conjunction with what departments already provide. A pilot programme providing support for first year students from subjects (in the sciences and economics) whose modules include, or require, elements of algebra and calculus, has been very well utilised and we plan to expand this service to meet some additional areas of identified need.

5.3 Language skills

We offer free foreign language courses to all first-year students through our Language for All unit which enhances students' ability to take part in exchange programmes and contributes to employability.

5.4 Disability Services Development

We continue to monitor and evaluate our provision for students with disabilities and plan to improve the level of support during the period of transition into the University and through the first year as students adapt to the demands of learning at undergraduate level. The University also helped to establish the Higher York Access Centre which promotes access for students with disabilities.

5.5 Student Support Services

We intend to increase the availability of financial Information, Advice and Guidance to prospective students, improve the speed of response during busy periods through the creation of graduate trainee placements and ensure we have the capacity to administer the new student funding arrangements.

6. FINANCIAL SUPPORT FOR STUDENTS

We are committed to providing a good level of financial support to our students. We will pay bursaries at the current levels to continuing students who meet the eligibility criteria. For home undergraduates new in 2012 we will have a combination of fee waivers and accommodation bursaries targeted at those with household incomes below £25,000 and an enhanced hardship fund available to those eligible for means-tested grant support. Accommodation bursaries will be offset against accommodation charges for students in University residence and will be payable directly to students living in other accommodation.

In any one year a student will only be eligible for one of the bursary and fee waiver packages: 6.1 – 6.4 below.

EU students will be eligible for the fee waivers based on household income, but not scholarships or bursaries. Undergraduates studying Social Work will be eligible for fee waivers and scholarships but not bursaries; this will be reviewed in the light of any changes to their current NHS bursary arrangements. Arrangements for PGCE students will be finalised once TDA entitlements are known. Arrangements for students in the Hull York Medical School will be agreed with the University of Hull when competition rules allow.

6.1 National Scholarship Programme and York Undergraduate Scholarships

For 2012/13 the University of York has a provisional allocation of 128 National Scholarship Programme (NSP) awards, each worth £3,000. We will add a further

£1,500 to each NSP, bringing the total value up to £4,500 per student. In addition we shall also award a further 43 York Undergraduate Scholarships (YUS) also with a value of £4,500.

In 2012/13 these scholarships, NSP and YUS, will be awarded on a competitive basis to first year UK undergraduate students. All those with a household income of below £25,000 will be eligible for consideration and selection will be based on academic criteria.

	Number of awards	Fee waiver	Accommodation bursary	Total per student
NSP	128	3,500	1,000	4,500
YUS	43	3,500	1,000	4,500

The National Scholarship awards and the York undergraduate scholarships are for one year only. Students in receipt of these awards will be eligible for a fee waiver and bursary in subsequent years based on their household income.

6.2 Fee Waivers and bursaries

New students

For undergraduate students starting in 2012 there will be a package of fee waivers and accommodation bursaries based upon household income. These are available for each year of full-time study, excluding whole year placements in industry or study abroad. In response to consultation with our students union, those eligible for these financial support packages will be able to vary the relative proportions of their fee waiver and bursary in their second and subsequent years.

Household income below £25,000	Fee waiver	Accommodation bursary	Total
Year 1	2,000	1,000	3,000
Subsequent years	2,000		2,000

Continuing students

Bursary levels for full time UK undergraduates who commenced their programmes prior to 2012 will remain. For those who commenced their programmes in 2009-2011 these levels are:

Household income	Bursary
£25,000 and below	1,436
£25,001 - £35,910	718
£35,911 - £41,040	360

6.3 Foundation years

Students on an extended degree programme with a foundation year starting after 1st September 2012 will be entitled to an enhanced fee waiver in their foundation year and then the same package of fee waivers and bursaries as other undergraduates in subsequent years. For 2012 the fee waiver levels for students on the foundation year of their programme will be:

Household income	Fee waiver
£25,000 and below	8,500

6.4 Care leavers and Foyer students

In support of our commitment to those from particularly disadvantaged backgrounds we are offering a package of support to young students who come to York having been in the care of their local authority or have come through the national Foyer project. The package is available for each year of full-time study, reduced by 50% for full year sandwich placements or study abroad years.

Fee waiver	Accommodation bursary	Total
3,500	1000	4,500

6.5 Hardship Fund

Home undergraduates who commence in 2012 and receive a maintenance/special support grant through Student Finance England are eligible to apply to this fund, which supports students who encounter unexpected financial difficulty. Some students will have a particular priority for awards from the fund, including; mature students, students with dependants, students with disabilities and care leavers.

7. TARGETS, MILESTONES AND ASPIRATIONS

As we have shown, social inclusivity is at the core of the University's values. There is considerable debate over the merits of different measures of progress in fair access and widening participation.⁹ We have defined the target below at the start of the period covered by this new Access Agreement but will keep this under review as the debate continues and our own and national monitoring produces additional evidence on which to base future targets.

⁹ See for example, the Sutton Trust report *Responding to the new landscape for university access* December 2010, <http://www.suttontrust.com/research/responding-to-the-new-landscape-for-university-access/>

The University's target for the period to 2016/17 is to maintain and if possible increase the proportion of young entrants from Socio-Economic Classes 4-7 (NS-SEC 4-7) which currently stands at 18%.¹⁰ In section 1 we have drawn attention to our strong performance relative to our competitors and we consider that maintaining our position will be additionally challenging in the new funding environment, in the context of the economic downturn, our geography and the increased competition from other selective universities now targeting the relatively limited pool of students from this social stratum. We would expect our 2016/17 proportion of NS-SEC 4-7 young entrants to reach 20% and we will work to exceed that target, if we can.

While maintaining NS-SEC 4-7 as our principal target, we expect to maintain or increase our proportion of students from low participation neighbourhoods where York at 7.7% is currently slightly above benchmark and ahead of our major competitors; to continue to increase our proportion of entrants from black and minority ethnic backgrounds which has risen from 8% to 10% over the past five years; and to increase the proportion of mature students on first degree programmes, which is currently 9%. In relation to students from state schools, we expect that we will maintain current levels (at or above HESA benchmark and ahead of major competitors).

8. MONITORING AND EVALUATION

Monitoring and evaluation of Outreach and Access activity is an embedded part of the programmes we are currently involved with and this will carry through to our new programmes. Key components of outreach and access monitoring include evaluation of particular schemes, attention to admissions processes and enhanced engagement with and support for departments, promoting best practice to ensure that process and behaviour serve our target objectives. In relation to retention we will also increase our capacity to monitor and evaluate the impact of interventions on the performance and progression of WP target groups, monitoring completion rates and targeting support accordingly. We will want to collect evidence which enables us to adjust our plans if needed as time goes on.

An Access Agreement Delivery Group will be responsible for monitoring progress towards targets. This Group, which will include student representation, will be chaired by the Director of Corporate Planning and will report directly to the University's Senior Management Group.

9. INFORMATION FOR PROSPECTIVE STUDENTS

The University has responded to the HEFCE consultation on the Key Information Set and will review its published information about programmes and access in the light of the outcome. We are committed to providing the information necessary for

¹⁰ Our own calculation for our 2010 intake.

students to make informed choices, including information about fees, NSP and other financial support as well as access and programme information. We have established a Public Information Group to take responsibility for this area of activity. We also understand the importance of providing the required information to UCAS and the Student Loans Company.

Our prospectus for 2012 entry has been published but our web pages will be revised as soon as possible and in any case by the start of the 2012 admissions cycle in September 2011.

10. REVIEW AND MODIFICATION

This agreement will be reviewed annually by the University and reports as required will be made to the Office for Fair Access. Activities and spending may be modified for future years in the light of evidence gained through monitoring and evaluation processes, subject to the agreement of OFFA.

University of York
20th June 2011

Table 5b - Other milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Mission targets	To realise inclusivity alongside excellence, internationalisation and sustainability								Prominence given to inclusivity in University Plan is reinforced in departmental planning processes
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Appropriately targetted schools and colleges for outreach and access activities, including those in the University of York Schools and Colleges Network.	2010/11	28	33	38	43	48	55	Number of schools
Outreach / WP activity (other - please give details in the next column)	Young York programme: Outreach work with Years 8-11	new in 2012/13		5	10	17	24	30	Number of schools
Outreach / WP activity (other - please give details in the next column)	Next Step York: Outreach and Access work with Years 12-13	new in 2012/13		35	70	115	160	200	Number of students reached
Outreach / WP activity (collaborative - please give details in the next column)	collaboration of 12 research-intensive universities working together to promote fair access and social mobility of students from under-represented groups. RO provides support for students through interventions designed to raise aspirations and enable them to demonstrate their potential for success at a research intensive university.	2010/11	605 students over 2 years	800	800	800	800	800	Number of students on programme
Outreach / WP activity (collaborative - please give details in the next column)	Excellence Hub: a partnership between the Universities of Leeds, York, Hull and Sheffield which targets high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the "most able, least likely" group of students to selective HEIs.	2010/11	800	1800	1800	1800	1800	1800	Number of students reached
Outreach / WP activity (collaborative - please give details in the next column)	innovative partnership involving all local York Further and Higher Education partners as well as the Local Authority, North Yorkshire Business Education Partnership, Higher York and local primary and secondary schools. This is a progressive programme of interventions focusing mainly on Years 9 - 11 but which also addresses transition times, such as that from primary to secondary and secondary to college where appropriate.	2010/11	100 students per year cohort in 4 core schools = total 300	340	380	420	460	500	Number of students reached

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

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

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

Part one: Introduction to your agreement

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

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

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

We offer a PGCE programme for initial teacher education in 5 subject areas (Maths, Science, MFL, English and History).

We regard 'non traditional' to include a variety of individuals and groups including those with disabilities; BME individuals; those from low income families and areas of the country with below average HE participation rates; and groups that are currently under-represented in specific subject areas (e.g. male trainees in English and MFL)

We are strongly committed to:

- maintaining and developing an inclusive approach to recruitment;
- ensuring that all trainees have the best possible support to complete their programmes successfully having come to understand and be able to practise appropriately in the context of a diverse society;
- ensuring that as many as possible of our trainees secure employment as teachers.

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 intend to charge fees of £9,000 for students commencing the PGCE programme in 2012/13.

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.)

At least 10% of our fee income over £6000 will be spent on access and retention measures.

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 intend to take a highly targeted approach to providing financial support to PGCE students, through providing financial assistance for those trainees who are placed in schools at distance from York as well as supporting those trainees who because of personal circumstances need to live at home rather than be resident in York. In addition, PGCE students starting in 2012 will be eligible to apply to the University hardship fund set up as part of the University's overall 2012/13 Access Agreement.

Part three: outreach and retention

E. Outreach and retention work

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

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

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

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

Outreach and retention work

A member of staff will be given time to work as the 'Access Lead'. That person will take the lead on encouraging applications to develop access and to ensure that trainees are supported through to successful completion.

Recruitment activities will include: creating resources; making visits to schools and other community locations to encourage applications; running workshops to provide advice for potential applicants.

Retention activities will include: tutorials and workshops for targeted individuals to develop employability skills, in addition to the support we will provide to trainees whilst on placement.

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.

Targets and milestones

We would aim to:

- create resources, visit schools and elsewhere running workshops to promote recruitment;
- enhance retention through employability workshops and targeted support for students whilst on placement.

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.

Monitoring arrangements

The diversity lead will monitor applications and liaise with curriculum area leaders and director of ITT. Information will be relayed to formally established committees within the department and the University including the PGCE teaching committee and the Board of Studies in the Department of Education. These committees report to the University Teaching Committee.

A report on the completion rate for ITT trainees will form part of the monitoring undertaken by the University's Offer Monitoring Group.

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.

Provision of information to trainees

Annex A

Trainees will be provided with information relating to the support available to them before and during their programme. The information will also be presented through the departmental web pages.