

Access Agreements for 2012-13: OFFA template for SCITTs and other non-HEI ITT providers

Name of institution	Leeds SCITT
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For further detail, please see the attached guidance document when producing your access agreement.

Part one: Introduction to your agreement

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

In order to provide a rationale for the focus of your agreement, we ask that you set out briefly an assessment of your current position in relation to access and, where appropriate, retention.

The Leeds SCITT consists of a consortium of four lead schools together with their associate schools, and Leeds Trinity University College (LTUC) as the lead institution and HEI partner. Although the Leeds SCITT is independently funded, Leeds Trinity administers the financial (and quality assurance) arrangements for the Leeds SCITT.

The Leeds SCITT originated from close links between the Leeds Trinity PGCE and a group of well established school based training partnership schools. The Leeds SCITT PGCE programme enables training in a range of subjects not offered by the Leeds Trinity PGCE programme and the arrangement is of mutual benefit to both parties and other stakeholders.

The Leeds SCITT has a management board comprising the Heads of the four lead Schools; the SCITT Manager and the Head of Secondary Education at LTUC.

In relation to seeking an Access Agreement with OFFA the Leeds SCITT Board has determined that this agreement should, in so far as is practicable, mirror that of the lead institution Leeds Trinity, including the fee to be charged.

Leeds SCITT recruitment of BME trainees is broadly in line with sector averages, with a three year average of 14%.

Year	Number of registrations from BME applicants	Percentage of registrations from BME applicants
2009 – 10	3	10%
2010 – 11	3	12%
2011 – 12	5	19%

Leeds SCITT retention rates are generally above sector averages, and consistently above 85%. However, in the academic year 2011-2012 (to date), there have been an increase in temporary withdrawals from the course. The reasons cited for these are predominantly for financial reasons, despite trainees being able to access a hardship fund. Lack of TDA bursaries for subjects other than Science have resulted in an increased financial burden for trainees.

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Year	% Retention	% Retention BME
05/06	85	
06/07	93	
07/08	90	
08/09	94	
09/10	86	66% (1 trainee)
10/11	93	100%
Mean	91	

Historically Leeds SCITT has not collected data relating to SEC groupings or household income.

Part two: Fee limits, spend on access and financial support for trainees

B. Fee limits

Your access agreement should set out the tuition fees you intend to charge new entrants in 2012-13.

All Leeds SCITT PGCE courses will be subject to a tuition fee of £9000.

C. Amounts of additional fee income to be spent on access measures

You should include estimates of the amount of additional fee income you expect to receive along with the estimated amount of investment in access measures, by completing the attached Excel spreadsheet (Annex B). **As a broad guideline, 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.** This means that should you wish to charge the maximum fee of £9,000, we would expect you to recycle around £300 per fee on access or retention measures. If you wish to charge £8,000, we would expect you to recycle around £200 per fee on access or retention measures.

Based on allocated numbers, Leeds SCITT expects to receive £117000 fees above the basic fee limit. We expect to spend a minimum of:

- 6.2% of this on bursaries
- 3.8% of this on targeted retention measures.

D. Financial support for trainees

Your access agreement should include:

- what you plan to spend on targeted fee waivers, bursaries and scholarships for trainees in 2012-13
- the amounts of support and the eligibility criteria for new entrants.

1. Bursaries will be offered on the basis of the proportion of full state maintenance grant (as notified by the Student Loans Company) that a trainee is in receipt of.

State Maintenance Grant	Leeds SCITT Bursary Amount
Full maintenance grant	£300
Part maintenance grant	£150

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2. Bursary payments will be made in two equal instalments. One in January and one in April of the year of the course.
3. Due to the nature of the course and the ICT requirements of the course, we will provide a laptop to any trainee without one for the duration of the course. Only those provided to trainees from low-income backgrounds and BME groups will be counted in the Access agreement.
4. In order to support trainees with their living costs, we will subsidise travel expenses over and above the cost of a weekly Metro Pass. Only those provided to trainees from low-income backgrounds and BME groups will be counted in the Access agreement.

Part three: outreach and retention

E. Outreach and retention work

If you do outreach work please include this in your access 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.

Please also include any retention activity in your access agreement.

Due to the close partnership relationship with Leeds Trinity University College, we will work with the college to further understand and improve our tracking systems to better identify issues related to under-representation in our trainee cohort and retention of our trainees. If we identify any issues we will seek to address this, possibly by utilising the expertise of the HEI.

Current Outreach

Due to the links with Leeds Trinity, the SCITT is involved in the following outreach activities (these are not counted in the access agreement spend):

- Postgraduate Open Evenings at Leeds Trinity University College.
- Recruitment events such as the 'Train to Teach' event.
- Town Centre recruitment event which is held in Leeds town centre to attract people who work in the city centre to consider a career in education.
- Direct enquiries are dealt with by Leeds Trinity Admissions Department.
- Leeds SCITT is featured on the Leeds Trinity University College website.
- Dedicated team in the 'Educational Partnerships Office' to respond to enquiries from potential trainees.

Current Retention Activity

- Precourse evening in July prior to the course starting where trainees get to meet their peers, tutors and the SCITT manager and they start to work together to build supportive relationships. Trainees are also given gap tasks to complete in order to prepare them and manage their expectations for September.
- Start of the course, trainees have an induction programme.
- Stage I – 1 hour tutorial with all SCITT trainees. This facilitates early identification of potential issues by the SCITT Manager and allows time for all the trainees to work

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together and support each other.

- Stage II and III (block placements) – During each twelve week block placement there are three centre based training days. Two of these are at Leeds Trinity and allow all the SCITT trainees to work together and support each other. One is at the lead school and allows all subject trainees time to work together and have an individual tutorial with their subject lead tutor.
- Stage II and III – All trainees have a minimum of a one hour individual tutorial with their mentor, and a group tutorial with the ITT Coordinator. They are visited on a minimum of two occasions in each placement by a SCITT Link Tutor to support their progress.
- The role of the lead tutors in the retention programme for trainees is crucial. Lead tutors develop a professional and supportive relationship with their trainees and have a very good understanding of their individual needs. This, in conjunction with an advantageous tutor:trainee ratio, means that the SCITT has a very personalised approach which identifies and responds to issues early on.

Leeds SCITT, in partnership with LTUC, intends to enhance this activity in the following ways:

- A integrated and seamless total student-lifecycle / IAG approach

LTUC and Leeds SCITT recognises that successful retention requires a fully co-ordinated and comprehensive approach, considering the entire student journey from pre-application to graduation. LTUC is actively reviewing software options to allow it to capture relevant data about students who apply and register with the institution (e.g. SEC profile, first generation into HE), and then track their progress throughout their study programme. As a result “at risk” students would be identified early, and a proactive and tailored support plan put in place.

- Further expand additional tutor hours available to provide extra link tutor / lead tutor visits to trainees who are struggling or in danger of not progressing.

Part four: Targets, milestones and monitoring

F. Targets and milestones

Access agreements should include a commitment to monitor target groups and show a desire to improve performance over time. You may also wish to include descriptions and definitions of any targets.

These targets might be statistical - based on how representative your entrants are and, where appropriate, 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 those that choose to subscribe.

There are three widening participation indicators for young full-time entrants (as identified by HESA), they are:

- the percentage of entrants who attended a school or college in the state sector
- the percentage of entrants who were returned with National Statistics Socio-economic Classification (NS-SEC) categories 4 to 7

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- the percentage of entrants whose home area (as denoted by their postcode) is known to have a low proportion of 18 and 19 year-olds in higher education.

As Leeds SCITT is a small institution offering only postgraduate courses, the quality of the data collected will be statistically questionable if benchmarked against the available national statistics.

Therefore, Leeds SCITT target groups will be:

1. Mature students (over 24) (50%)
2. Low income students
3. Trainees with postcodes in the Yorkshire Region

For Target 1, the number in brackets is the percentage for 2010-11 this will be our baseline from which we will monitor our progress.

We will establish baseline data for targets 2 and 3 and then we will seek to maintain or increase the proportion of students in our target groups, so that are intake is representative of the local demographics.

We will also collect data on the three HESA indicators in order to begin analysing three year trends.

G. Institutional monitoring arrangements

In your access agreement you should show how you intend to monitor your fulfilment of your agreement. You should include a brief description of how you intend to monitor measures set out in the agreement and progress towards milestones. For example, on an annual basis, the Management Committee will report to the Board on the progress of the access agreement, including monitoring against targets.

We will formally monitor the progress of the access agreement at least once a year through the Management Group who will report annually to the SCITT Board and to the Head of Secondary Education at Leeds Trinity University College. Initial monitoring will be concerned with participation rates and the development of data on lower income and other underrepresented groups, against which to monitor. When specific baselines, targets, and milestones are determined we will look to monitor against these.

Part five: Information to students

H. Provision of information to trainees

Your access agreement should:

- contain an explicit commitment to provide the information set out in this section
- provide brief details about how you intend to provide such information to both existing and prospective students.

A number of methods will be used to ensure that prospective students are as clear as possible about the fee charged, and the amount of student support they may be entitled to. These are outlined below:

1. The website will contain a section on finance, including fee and support information. Support information will include institutional support and support available through the government through the maintenance grant, teaching bursaries and maintenance loans.

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2. This information will also be published in the SCITT prospectuses, in the *Financial Matters* leaflet published annually and made available to all prospective students, and on the Leeds SCITT website. The leaflets will be used in the course of any outreach activity.
3. As well as offering advice and support to current students, the College Student Finance Adviser will be in attendance at prospective Leeds SCITT student open days to offer advice to potential applicants on the systems and procedures surrounding fees and bursaries.
4. Leeds SCITT will provide up to date information to the GTTR and SLC when appropriate or requested.

