



leeds metropolitan university

Office For Fair Access (OFFA)

Access Agreement

2012-2013

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Our University, Vision, Values and Strategy

- 1 Our strategic plan sets out our University's vision which is:

'To be acknowledged for our commitment to student success, our innovation and enterprise, our global reach and strong local impact'.

This is underpinned by six values that guide the way we do things, and five strategic themes which inform and guide the work we do.

For values and themes see: [Strategic Plan](#)

This agreement supports our vision, values and strategic themes and reflects our longstanding commitment to widening participation and student success.

- 2 This Access Agreement complements and supports our University's Widening Participation Strategic Assessment (WPSA) submitted to HEFCE. This agreement also supports and is complementary to our Widening Participation Strategy and Admissions Policy.

Target groups

- 3 We are committed to ensuring that we recruit, and support to achieve their potential, students from the following groups:
 - Lower socio economic groups
 - Young white working-class males
 - Young African-Caribbean males
 - Young Asian females
 - Looked After Children and care leavers
 - Mature learners
 - Disabled students

Previous agreements

- 4 To date (as outlined in previous OFFA agreements) we have used a significant proportion of the additional fee income to deliver an extensive programme of Widening Participation (WP) outreach activity and initiatives. The arrangements to support outreach, raising aspiration and widening participation described in previous Access Agreements will remain in place for the 2011-12 academic year.

Fee levels

- 5 Full-time undergraduate students and students on designated courses entering higher education from 2012-13 onwards will be charged £8,500. These fees will apply to all UK/EU full-time undergraduate students enrolled on a Leeds Metropolitan University course (except students on Department of Health funded courses) and to all full time PGCE students. Fees for future years will be set within the limit allowed by regulations published by the government each year.

Year	Fee	Status
2012-13	£8,500	To be confirmed by OFFA

- 6 Students who take a placement year out will be charged a fee rate for that year up to 50% of the full time undergraduate standard rate.
- 7 All part-time students (as defined by the OFFA guidance) will be charged a rate determined by the number of credits studied.
- 8 All tuition fees are subject to annual inflationary adjustments.

National Scholarship Programme

- 9 Our University will match fund the government's contribution to the National Scholarship Programme (NSP). We will provide awards to eligible students with a declared income below £25,000 and who also satisfy our University's own eligibility criteria. These criteria will be published and available on the University's website from summer 2011.
- 10 We will monitor and evaluate the impact of this initial National Scholarship Programme, amending and/or extending the scheme as appropriate. We will inform OFFA, as circumstances dictate, in line with the published guidance.

Student success and retention – current position and targets

- 11 We have assessed our current position on student success and retention, as measured by:
- HESA Performance Indicators on continuation;
 - HESA PIs on employability;
 - Our own non-continuation Performance Indicators;
 - Our own information on first degree attainment;
 - Comparisons with our benchmark institutions.
- 12 From this we have determined:
- we perform relatively well against our HESA Continuation PIs;
 - we perform well on continuation compared to our comparator institutions;

- our first degree attainment is below the performance of our benchmark comparators;
 - our Destination of Leavers in HE performance is below our benchmark.
- 13 Our Strategic Plan 2010-2015 sets out clear key performance indicators around success, and employability, namely that by 2015 at the latest:
- overall non-continuation rates will improve year on year so that we meet and thereafter exceed our benchmark, with specific targets for poorly performing courses;
 - the percentage of students achieving good honours degrees will match the average benchmark for Higher Education Institutions (HEIs);
 - the percentage of students who are employed or engaged in further study on graduation will exceed the HESA performance indicators;
 - the percentage of students in graduate jobs will be at least equal to the sector average.
- 14 Our current position milestones and targets are set out in Table 5.

Student success and retention – activities

- 15 We intend to do this by:
- (a) Supporting students from key target groups in their transition to our University, and at key points during the student journey, by:
- Management of students' expectations of higher education during the pre-entry stage through our work with schools and colleges,;
 - Ensuring that pre-entry academic skills development programmes are made available to those learners in schools and colleges who may benefit from the provision of such support;
 - Ensuring that our student induction programmes (for new undergraduates and our final year 'top-up students' making the transition from FE) continue throughout semester one and into semester two, including post-Christmas holidays;
 - Ensuring greater awareness of academic, social, financial and other support services so that such information reaches all those students who may benefit it, but particularly our target groups;
 - Extending our on-line resources to enable our off-campus students to access our students services;
 - Developing programmes of activity which support the re-integration of students from target groups who have been

away from the University on placements, or who have taken break from study;

- Offering personal support to students from target groups, recognising that they are often from vulnerable groups in society who may find University experience daunting and challenging by providing them with the time and space to reflect on their journey through higher education and to set specific goals which will help build their resilience and secure retention;
- Extending the provision of our student peer to peer support programmes, with a particular focus on supporting those students who are most likely to consider dropping out of higher education;
- Developing and implementing a Retention and Progression Strategy which will be complementary to our institutional Learning and Teaching Strategy;
- Providing emergency support through a Hardship Fund for those students groups whose financial circumstances change.

(b) Helping students from target groups to achieve both socially and intellectually by:

- Providing courses that offer flexibility in provision to ensure that we do not exclude certain students;
- Implementing flexible approaches to learning which provide better opportunities for students to pace their studies appropriately, with multiple exit points for those students who need to interrupt or accelerate their learning pathways;
- Review the content of courses, ensuring that they are reflective of our target groups and ensuring that assessment and teaching materials are inclusive, culturally appropriate and meet the needs of all students particularly those from under-represented groups;
- Monitoring which students access our University-sponsored extra-curricular activities, work placements, volunteering and overseas exchanges; and putting financial support measures in places to increase equity of access to these opportunities and/or providing high-calibre alternatives where students for cultural or caring reasons may be unable to participate;
- Ensuring that consideration is given to extending good practice in service provision (such as the 24/7 opening of the library) to other areas, for example offering refreshments to students who study outside standard teaching hours.

- (c) Preparing students from target groups for employment and lifelong learning by:
- Supporting the development of a cross University strategy and framework for embedding employability and enterprise initiatives, as well as volunteering and work based learning opportunities, into all our courses and providing specific activities to support the employability of students who, statistically, are least likely to enter into post-graduate employment;
 - Developing progression routes into the Professions;
 - Monitoring the social and economic profile of our post-graduate student population and putting targets in place to increase numbers of students from low socio-economic groups progressing on to our post-graduate provision;
 - Internships;
 - Recognising that withdrawal should not automatically be regarded as 'failure'; developing mechanisms for maintaining support with those learners who may elect to take breaks throughout their higher education.

Access – current position and targets

- 16 We have, for many years, devoted significant resources to delivering a comprehensive programme of widening participation initiatives and activities through collaborations with schools, colleges and other higher education institutions in the region. We will continue to support activities previously provided through Aim Higher funding.
- 17 We have reviewed our performance on access against our HESA PIs. Our performance in previous years has been close to benchmark but this has deteriorated in recent years. Our minimum expectation therefore to meet our benchmark year on year.
- 18 We have also developed our own performance indicators to measure the number of University and College Admissions Service (UCAS) applications to offers made from low participation neighbourhoods. Our intention is to maintain the applications and increase the number of offers made to low participation applicants.
- 19 Our current position, milestones and targets are set out at Table 5.

Access – activities

20 We will increase the number of students from our key targets groups studying at our University by:

- Working closely with individual students and their parents/carers, schools, colleges, employers, community groups and other organisations to raise awareness of and aspiration to come to our University; ensuring that these activities are carefully targeted at our key WP groups;
- Undertaking collaborative outreach activity with a range of other universities, within the sub-region (West Yorkshire) and the City of Leeds colleges and schools to promote awareness of, and facilitate access to, higher education for students from target groups;
- In partnership with colleges, opening up opportunities to higher education study through the development of vocational awards, in particular Foundation Degrees, and coherent curriculum pathways in a wide range of subjects in locations across the North to provide greater choice for students to study HE in local communities with low participation neighbourhoods;
- Through our sporting, cultural and community partnerships to continue engagement with communities across the North who have low participation rates in Higher Education; raise aspirations through innovative means; relate Higher Education to their own environment; and provide role models that will inspire young people and their families and raise their aspirations to higher education;
- We have developed a Progression Module, through which we work with those studying A levels to introduce them to aspects of HE study. Those who successfully complete the module gain 30 UCAS points. We will build on the success of the Progression Module to:
 - Target the module more effectively to improve the numbers of students applying to Leeds Metropolitan University;
 - Work closely with Year 13 student who have applied to Leeds Metropolitan to ensure applications are competitive and address all specified entry requirements
- Encourage applications from students from our key target groups by offering a targeted programme of pre-entry support activities to help potential students prepare for entry to our University, including talks, taster activities and summer schools;
- Encourage applications from potential students already in the workforce who have no experience of Higher Education and ensuring that we offer a programme of part time provision to meet their needs;

- Increasing the provision of 'Pathways into the Professions' courses, such as the 'Street Law' project delivered by our Law School or 'Tomorrow's Teachers Today Programme (TTT)' which works with young people from target groups from Year 9 through to Year 13 to offer sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years;
- Balancing increasing recruitment with awareness that for some students going to university might not be the 'right' choice, particularly at 18, therefore ensuring that effective information, advice and guidance is given to potential students in advance of being offered places;
- Providing information on vocational and alternate routes into our courses and signposting students to our partner FE Colleges where appropriate; continuing to develop progression routes for vocational learners;
- Ensuring that we maintain and implement a fair admissions policy, having clear and transparent lines of responsibility for admissions and detailed criteria for admission to courses; operating a fair and flexible admissions process which takes account not only of applicants' qualifications but also how their experiences, skills and perspectives might contribute to the learning environment of the course and the wider student community; and ensuring that all those involved in the admissions process are effectively trained, managed and supported;
- Providing targeted financial assistance through the National Scholarship Programme to those who might otherwise be prevented from studying at our university;
- Maintaining our Frank Buttle Quality Mark¹ ensuring we continue our work with Looked After Children and care leavers;
- Recruiting and training undergraduate students as an effective way of engaging and motivating the next generation of students. We have a well-established student ambassador scheme which recruits and trains students to act as facilitators and mentors.

21 We will maintain expenditure on these activities each year, adjusted by inflation.

Information, promotion and guidance

22 We will undertake promotion locally, regionally and nationally, to make our position on fees known to prospective applicants and their families. We will continue to provide information to students about our fee and how to access support, advice and guidance, through:

¹ The Frank Buttle Trust set up the Quality Mark in 2006 in recognition of Higher Education institutions who go that extra mile to support students who have been in public care

- Our University's website
- The Students' Union website
- The prospectus
- Helpzones and course enquiries
- The student newspaper 'The Met'
- Mail shots to applicants and prospective applicants
- Open days and visit days
- Outreach activities
- Attendance at UCAS fairs
- Additional recruitment and development of staff engaged in student advice and guidance activities
- Social media, including Facebook and Twitter.

23 We will provide a student financial support and advice service which is committed to supporting the welfare of students at Leeds Met and encouraging the participation of students from the local area and nationally.

Monitoring and organisation

24 We will during the lifetime of this agreement continue to devote significant efforts and resources to monitor and evaluate these long-term initiatives and partnerships that lend themselves to tracking individual learners over a period of time in order to assess the impact on widening participation.

25 An annual assessment of our progress will be reported in the following ways:

- As part of our annual planning process the Corporate Management Team will monitor progress against this agreement and our WPSA on a regular basis. They will report regularly to the Board of Governors;
- A report within our annual monitoring and corporate planning statement to HEFCE;
- As a part of the Widening Participation Strategic Assessment return.

Collecting evidence, monitoring and targets

26 We have used HESA WP and retention performance indicators to inform our targets. We have also benchmarked performance against our usual benchmark institutions. This is supplemented by our internal monitoring data which enables us to analyse the student profile down to course level.

27 Current position, milestones and targets are set out at Table 5.

Table 5 - Milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
LPN (HESA Table T1a)	Increase number of young full-time first degree entrants from low participation neighbourhoods so that we meet and thereafter exceed our location adjusted benchmark.	200910	0.146	0.15	0.156	0.162	0.168	0.174	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
LPN (HESA Table T1b)	Increase the number of young full-time undergraduate entrants so that we meet and thereafter exceed our location adjusted benchmark.	200910	0.144	0.15	0.158	0.165	0.169	0.173	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Other (please give details in the next column)	(LPN (HESA Table 1c)) Increase the number of young full-time other undergraduate entrants so that we meet and thereafter exceed our location adjusted benchmarks	200910	0.127	0.147	0.167	0.184	0.194	0.204	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>

Mature	(HESA Table 2a) Increase the number of mature full-time undergraduate entrants with no previous HE and from low participation neighbourhoods so that we meet and thereafter exceed our location adjusted benchmarks	200910	0.146	0.153	0.16	0.168	0.173	0.178	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Part-time	(HESA Table 2b) Increase the number of part-time undergraduate entrants with no previous HE and from low participation neighbourhoods so that we meet and thereafter exceed our location adjusted benchmarks	200910	0.034	0.037	0.04	0.043	0.046	0.049	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Mature	(HESA Table 2c) Increase the number of mature full-time other undergraduate entrants with no previous HE and from low participation neighbourhoods so that we meet and thereafter exceed our location adjusted benchmark.	200910	0.16	0.163	0.167	0.172	0.178	0.184	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Non continuation: All (HESA Table T3a)	Keep the non-continuation rate for full-time first degree entrants ahead of our benchmark and continue to improve the rate year on year.	200809	0.086	0.085	0.082	0.079	0.074	0.069	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>

Non continuation: LPN (HESA Table T3b)	Keep the non-continuation rate for young full-time first degree entrants from low participation neighbourhoods ahead of our benchmark and continue to improve the rate year on year.	200809	0.118	0.113	0.107	0.101	0.097	0.093	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Mature	(HESA Table T3c) Keep the non-continuation rate for mature full-time first degree entrants with no previous higher education qualification ahead of our benchmark and continue to improve the rate year on year.	200809	0.123	0.12	0.117	0.114	0.111	0.108	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Completion/Non continuation (other - please give details in the next column)	(HESA Table 3d) Keep the non-continuation rate for full-time other undergraduate new entrants ahead of our benchmark and continue to improve year on year	200809	0.156	0.154	0.15	0.146	0.142	0.138	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Completion/Non continuation (other - please give details in the next column)	(HESA Table 3d) Keep the non-continuation rate for part-time first degree entrants significantly ahead of our benchmark and continue to improve year on year.	200708	0.17	0.168	0.166	0.164	0.162	0.16	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>

Disabled	(HESA Table 7) Improve the number of full-time first degree students who are in receipt of Disabled Students Allowance (DSA) to meet and thereafter exceed our benchmark.	200910	0.043	0.045	0.047	0.049	0.051	0.053	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Projected outcomes (HESA table T5)	Improve the numbers of full time first degree students projected to obtain a degree, to meet and thereafter exceed our benchmark	200809	0.77	0.773	0.776	0.779	0.782	0.785	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Other (please give details in the next column)	Improve the number of students receiving a good honours (ie a First or Upper Second classification) to meet or exceed the numbers receiving good honours at our University benchmark institutions.	200910	0.5095	0.5195	0.535	0.55	0.5575	0.56	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Applications	Maintain number of UCAS applications from under represented groups in Higher Education	201011	0.429	0.429	0.429	0.429	0.429	0.429	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>

Applications	Increase, year on year, the number of Offers made to applicants from under represented groups in higher education	201011	0.4113	0.415	0.42	0.425	0.43	0.435	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>
Completion/Non continuation (other - please give details in the next column)	Annual improvement in university non-continuation rate for full-time first degree new entrants (University defined non-continuation rate)	200910	0.16	0.157	0.154	0.151	0.148	0.145	<p>Our strategic plan 2010-2015 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement.</p> <p>Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.</p>

Table 5b - Other milestones and targets

Alongside specific and explicit targets, we encourage you to provide targets arising from your current work (including collaborative 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	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Increase admissions of students from care background (Maintain the numbers in the "Get Set 4 Uni" programme)	2009	10	20	20	20	20	20	Our strategic plan 2010-2016 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement. Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Increase admissions of students from Black and Minority Ethnic (BME) groups. (Maintain working with groups of Years 9-12 BME students with our partners.)	2009	10	30	30	30	30	30	Our strategic plan 2010-2016 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement. Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Increase admissions of students from white working class backgrounds, boys from african-caribbean backgrounds and girls from Bangladeshi backgrounds (Maintain working with groups of white working class boys, black african/caribbean boys and Bangladeshi girls)	2009	10	30	30	30	30	30	Our strategic plan 2010-2016 sets out clear key performance indicators which relate to each theme, it is our intention that by 2015 at the latest our performance against the key performance indicators will improve so that we meet and, where possible, exceed our benchmarks. Over the life of our strategic plan we will continue to develop our existing strategies whilst implementing new and challenging ones in order to support this planned improvement. Our milestones will be evaluated each year. Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.

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

Name of institution	Leeds Metropolitan University
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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.

Our Access Agreement complements and supports our University's Widening Participation Strategic Assessment (WPSA). Section 3 of our Access Agreement details the groups of students we are committed to recruiting and supporting through their studies.

Section 11-13 of our Access Agreement details the measures for student success and retention, using HESA PIs, meeting and exceeding benchmarks.

Table 5a of our Access Agreement includes two milestones targeted at applications:

- Maintain number of UCAS applications from underrepresented groups in Higher Education,
- Increase, year on year, the number of Offers made to applicants from underrepresented groups in higher education

Where we are not making sufficient progress to meet our milestones, we will review our performance and where necessary change and adapt to ensure we meet and exceed our expectations.

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.

Section 5 of our Access Agreement details the tuition fees our University will charge for 2012-13 entrants. Undergraduate and Postgraduate ITT students will be charged the same fee as UK/EU full time undergraduate students and students on designated provision, £8,500.

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.)

Accounting for the inclusion of the postgraduate ITT students in Annex B, we intend to spend 13.0% of our additional income to complement and support our Outreach and Retention initiatives. Overall we will maintain our *Institutional spend above the basic fee percentage* for 2012-13 and subsequent years.

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.

Our University is committed to the National Scholarship Programme (NSP) which provides support to targeted groups of students. For 2012-13 we will match fund the NSP allocation doubling the number of NSP eligible students. We are committed to our Outreach and Retention expenditure which supports and maintains our investment, as outlined in previous OFFA agreements.

We are in the early stages of producing our 2013-14 Access Agreement once the guidance has been published we will take the opportunity to review our allocation of expenditure. Any changes in our allocations of expenditure for future Access Agreements will be clearly detailed.

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).

Along with Section A of this annex and our Access Agreement, sections 15-21 we are committed to supporting our Outreach and Retention work. The additional allocation of funds will complement and support our initiatives through 2012-13.

We are committed to supporting all students through their student journey at Leeds Met. Our initiatives encompass undergraduate and postgraduate students. We monitor the social and economic profile of our postgraduate students, putting targets in place to increase the number of students from targeted groups.

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.

The targets and milestones contained within our 2012-13 Access Agreement consider ITT students in these measures. As noted in section D of this annex we are formulating our 2013-14 Access Agreement and wait for the guidance to be published. The Training and Development Agency (TDA) will be publishing a good practice guide by spring 2012 to assist providers. In conjunction with OFFA guidance we will review our targets and milestones and where appropriate introduce new ones.

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.

We do not wish to add anything further to our existing 2012-13 agreement.

Part five: Information to students

H. Provision of information to trainees

As set out in our initial guidance for 2012-13 access agreements (OFFA 2011/01), you must publish clear, accessible and timely information for applicants and trainees on the fees you will charge and any financial support you will offer. This information should make it clear exactly what level of financial support you are offering trainees in each year of their studies. As well as providing clear and up-to-date information through your own information channels (websites, prospectuses etc), you also committed to provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services. We will assume that this commitment extends to GTTR, where appropriate.

If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

Since our 2012-13 Access Agreement was agreed our University has introduced an Outstanding Achievement Scholarship of £1,000 for 2012-13. The scholarship will be a fee waiver of £1,000 off the first year fees. We have publicised the introduction of the scholarship on our web pages, open day events and external sites (e.g. UCAS).