

**Leeds Metropolitan University**

**Access Agreement  
2008-11**

<b>Contents</b>		<b>Page</b>
<b>Section 1:</b>	<b>Introduction</b>	3
<b>Section 2:</b>	<b>Context</b>	
	The Access Agreement and Widening Participation	3
	Single Equality Scheme	4
<b>Section 3:</b>	<b>The Access Agreement 2008-11</b>	
	Fee levels and bursaries	4
	Outreach	5
	Student information, advice and guidance	6
	Financial support and Advice Service	6
	Monitoring and organisation	7
	Impact assessments	8
	Collecting evidence	8
	Staff development	9
 <b>Appendices</b>		
<b>Appendix 1</b>	<b>Leeds Met Bursary Scheme 2005-2008</b>	10
<b>Appendix 2</b>	<b>Regional University Network</b>	11
<b>Appendix 3</b>	<b>Current widening participation activity</b>	12
<b>Appendix 4</b>	<b>HESA Performance Indicators T1a – T1c 2001-02 to 2005-06</b>	16
<b>Appendix 5</b>	<b>Financial Statement</b>	18

## **SECTION 1: INTRODUCTION**

### **Vision of the University**

1. The University is striving to become a world-class regional university, with world-wide horizons, using all our talents to the full.

### **Mission of the University**

2. Leeds Met is a pioneering, student-centred, regional University with world-wide horizons.
3. The university has an excellent track record in attracting into HE students from a wide range of under-represented groups, as follows:
  - 14% of the University are from ethnic minorities;
  - 34% of the university are from social classes 4-7;
  - 61% of the University are aged 21 or over;
  - 5.7% declare themselves to have a disability.

## **SECTION 2: CONTEXT**

### **The Access Agreement and Widening Participation**

4. Since 2006, HEIs have had the option to charge variable tuition fees for full-time undergraduate students above the prescribed level. In order to do this, institutions were required to submit an Access Agreement to the Office for Fair Access (OFFA) for approval<sup>1</sup>. These agreements state how institutions will invest some of their additional income from fees into attracting applications from students from socially disadvantaged groups through bursaries, other forms of financial support, and outreach work.
5. The Board of Governors adopted a 'low-charging high-impact' approach to the setting of fees by setting a full-time fee level of £2000 per annum for 2006-07 entry, continuing for 2007-08, 2008-09 and 2009-10. Leeds Met effectively provides all full time undergraduate students with financial support amounting to £1225 p.a. and avoids the significant cost of administering bursary schemes.

---

<sup>1</sup> Further information on OFFA and a full list of approved access agreements are available on the [OFFA web-site](#).

6. A small bursary scheme to target full-time undergraduate students from low-income families in the Leeds City Council and the Harrogate areas was paid from 2005 to 2008 (see Appendix 1). This comprised 23 bursaries of a total value of £2000 paid over 3 years.
7. We have used a significant proportion of the additional fee income to expand our extensive programme of widening participation (WP) outreach activity and initiatives and to develop new initiatives.

### **Single Equality Scheme**

8. Leeds Met is committed to the development and implementation of a single equality scheme incorporating all strands of equality. Our underlying aim is to engage in best practice beyond legal compliance. The principle of equality of opportunity is a core value of our organisational culture and we strive to embed its practice throughout our activities to maximise inclusion and participation of all students.

The Access Agreement is an appendix of our Single Equality Scheme, which can be found at <http://www.leedsmet.ac.uk/diversity>.

## **SECTION 3: THE ACCESS AGREEMENT 2008-11**

### **Fee levels and bursaries**

9. We intend to maintain our 'low-charging high-impact' fee strategy for full-time undergraduate students.

Year	Fee	Confirmed
2006-07	£2000	Confirmed
2007-08	£2000	Confirmed
2008-09	£2000	Confirmed
2009-10	£2000	Confirmed
2010-11	£2000	To be confirmed

10. The University considers that the fees of £2000 per annum provide high quality higher education at a reasonable and affordable price to all our HE students.
11. All full-time undergraduate students, including those from under-represented groups, will in effect receive financial support from the University amounting to £1225 pa.
12. We will avoid having to devote significant administrative time and resource to the administration of bursaries which can instead be involved in, improving the quality of the student experience.

## Outreach

13. We have, for many years, devoted significant resources to delivering a comprehensive programme of widening participation initiatives and activities through collaboration with Aimhigher, schools and colleges and other higher education institutions in the region. We have worked closely with local authorities to ensure maximum benefit from the combined use of our financial resources and in many cases we have supplemented external (Aimhigher, LSC, EU) project funding to expand or extend the scale and scope of projects from particular events into programmes over several years. The UJIMA and Larkia summer schools which extend over 2 and 3 years respectively are examples of this. More recent developments have centred upon Looked After Children, White Working Class boys, children with disabilities, encouraging young people from BME backgrounds into Initial Teacher Training and working with those Not in Education, Employment or Training (NEETS). We also have an extensive programme of projects and spring and summer schools which target specific under-represented groups of primary and secondary school children over (in many cases) several years.
14. A large proportion of this work is generic and focussed upon raising the awareness, aspirations and achievement of young and mature learners who have no family history of higher education, or would not normally consider higher education. In doing so we recognise that Leeds Met may not benefit directly from our investment in this activity.
15. We have significantly expanded the dissemination of the Leeds Met Progression Model to include other HEIs in the partnership who will both deliver the Module to schools and colleges in their locality and will offer credit for UCAS Admissions.
16. A recent strand of our approach to student diversity is the development of our [Regional University Network](#), comprising partnerships with 22 further education colleges across the North who between them have over a third of a million of FE learners (see Appendix 2). In partnership with these colleges, we are opening up opportunities to HE 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. This provides greater choice for FE students to study in local communities with low participation neighbourhoods.
17. Our wide-ranging sporting, cultural and community partnerships allow us to engage with communities across the North who have low participation in HE; raise aspirations through innovative means; relate HE to their own environment; and provide role models that will inspire young people and their families and raise

their aspirations to higher education. Appendix 3 illustrates the volume and range of our outreach activity.

18. We acknowledge that in a large organisation there are often pockets of local activity that are not well publicised and we will be undertaking a more extensive audit to identify and promote such activity.
19. We will during the lifetime of this agreement 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. Auditing and impact assessment of WP activity will be key objectives in the Equality Action Plan.
20. We will maintain expenditure on these activities each year, adjusted by inflation. Appendix 5 set out as final financial return.

### **Student information, advice and guidance**

21. We have undertaken 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 levels, and how to access support, advice and guidance, through:

- The University's website
- The Students' Union website
- The prospectus
- Helpzones and course enquiries
- The student newspaper 'Leeds Student'
- Mail shots to applicants and prospective applicants
- Open days and visit days
- Outreach activities

### **Financial Support and Advice Service**

22. 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.
23. We will continue to develop and run financial capability workshops and events, including group money management sessions, to promote informed financial decision making and budget planning among students. We will aim to equip students with the skills necessary to manage their finances and to recognise when it is necessary to reduce expenditure and maximise income. We are a key early developer in the FSA Higher Education Financial Capability project.

24. We will actively promote the take up of student entitlement to funding, benefits and the Access to Learning Fund. Particularly among priority groups, those from low income families, single parents and disabled students.
25. We will support students in financial difficulties by providing confidential and impartial advice, from a team of experienced and trained advisers who are members of NASMA. We will provide ongoing support, including casework, advocacy and negotiation with external agencies.
26. For students in financial difficulties we will offer a one-to-one confidential appointment service, five days a week. Appointments will be accessible through the universities Helpzone, or our financial advice phone line.
27. We will provide and update a dedicated website, providing information, guidance and news about all aspects of student finance. This will include a query facility which students can use to put their questions to an experienced adviser. It includes a budgeting section with Cashflow Forecaster programme, developed in-house, which will enable students to plan their finances for the coming year. The website has useful links to local services and guidance about entitlements, rights, discounts, travel schemes and more.
28. We will publish an annual guide to student finance and produce other literature and materials on an ongoing basis which will promote financial capability, entitlement take-up and advertises our service.
29. We will operate a term time drop-in advice service on two sites, weekly, to respond to queries about student funding, budgeting and consumer issues. We will offer benefit checks and debt advice and signpost to other student services within the university and relevant external agencies. We will respond to queries by phone and by email.
30. We are committed to promoting financial wellbeing throughout the university to enhance the student experience for all.

### **Monitoring and organisation**

31. The Equality Scheme and Action Plan are annually approved by the Board of Governors. Progress is monitored closely and interim reports are submitted to the relevant committees.
32. A cross-institutional Equality and Diversity Group chaired by a Pro-Vice-Chancellor reports to the Vice-Chancellor and the Senior Executive Team. It has been established to advise on and monitor the development and implementation of the Equality Scheme and all aspects of equality and diversity. The Group will

monitor implementation of our obligations under the OFFA agreement.

33. Each faculty and service area nominates Equality and Diversity representatives who represent the faculty or service area on the Equality and Diversity Group. Each faculty and service area also monitors equality and diversity through a regular agenda item at leadership of management teams, presented by their Equality representatives.
34. The Get Ahead team is part of the Registrar and Secretary's Office and is responsible for delivering the programme of outreach work. HEAR WY, the WP partnership of West Yorkshire HEIs sharing information, skills, knowledge, staff development and good practice, is hosted within the Get Ahead team. These activities are represented on the Equality and Diversity Group by the Access and Community Development Manager.

### **Impact assessments**

35. A policy and procedure is being developed for undertaking equality impact assessments in accordance with the good practice guidance published in 2004<sup>2</sup>.
36. Organisational structures are fluid and therefore functional areas have been used as a means of prioritising impact assessments. Widening Participation has been identified as a functional area and the various initiatives will be subject to impact assessment.

### **Collecting evidence, monitoring and targets**

37. We have used the HESA WP performance indicators and benchmarks to inform our widening participation targets. This is supplemented by our internal monitoring data to interrogate the student information system to analyse the student profile down to course level.
38. Data analysis in relation to race, disability and gender has been developed and reported on at the Disability Strategy Group, the Equality and Diversity Group and Academic Board. Trends are identified and actions recommended to Faculty Senior Management teams.
39. A review of student data in relation to socio-economic group and low participation neighbourhood is carried out to identify appropriate performance indicators that can be incorporated into an overarching Student Equality Profile Report.

---

<sup>2</sup> 'Conducting impact assessments for equal opportunities in higher education: A guide to good practice' (HEFCE 2004/37).



40. Our target over the plan period is to at least achieve, and if possible, exceed, our HEFCE widening participation location adjusted benchmarks.

### **Staff development**

41. We have developed a blended programme of staff development including e-modules, to ensure that staff have a clear awareness of issues relating to equality and diversity in terms of the legislation, best practice and attitudes/behaviour.
42. We have for many years delivered a programme of staff development in relation to widening participation, particularly around student admissions and good practice in terms of outreach work. We will ensure that this is incorporated into the overall programme of equality and diversity training.

**Leeds Met Bursary Scheme 2005-2008**

23 bursaries each have a total value of £2000 paid over 3 years:  
£1000 in year 1 and £500 in years 2 and 3

**2005 Scheme**

23 originally awarded and claimed. (20 Young Single and 3 Mature Single Students)

21 returned in 2006 (1 not returned and 1 withdrawn)

18 returned in 2007 (further 2 not returned and 1 withdrawn)

**2006 Scheme**

22 awarded and all claimed. (20 Young Single and 2 Mature Single Students)

20 returned in 2007 (1 not returned and 1 withdrawn)

**2007 Scheme**

23 were awarded and all claimed (20 young Single and 2 Mature Single students).

**2008 Scheme**

23 Bursaries are being offered for 2008 starters.

**Regional University Network membership**

**(22 members as of 3 July 2008)**

Belfast Metropolitan College  
Bishop Burton College  
Bradford College  
Calderdale College  
Chesterfield College  
Craven College  
Dearne Valley College  
Dewsbury College  
Hull College  
Leeds College of Building  
Leeds College of Technology  
Leeds Thomas Danby  
Loughborough College  
Newcastle College  
New College Durham  
Park Lane College Leeds  
Selby College  
South Eastern Regional College  
The Grimsby Institute of Further and Higher Education  
Wakefield College  
West Nottinghamshire College  
York College

**Partners**

Ashton Sixth Form College  
Holy Cross Sixth Form College  
St Mary's College

**Current widening participation activity**

**Primary Education Outreach**

1. Kids@Uni: a 2-year structured programme of awareness raising targeted at yr5 and yr6 in primary schools in deprived areas of Leeds. Developed in collaboration with Leeds Aimhigher. 700 pupils participated in 2007-08.
2. Primary Summer School: a series of 1 day events targeted at yr6 pupils in primary schools in West Yorkshire. Co-ordinated by HEAR WY. 2000 pupils participated in 2007-08.

**Secondary Education Outreach**

3. A comprehensive programme of generic and subject-based outreach activities for pupils/students from yr9 to yr12 and their parents and carers. Over 100 short events with 65 schools and over 6,000 participants in 2007-08.
4. Reaching for A\*: a yr11 revision programme for 'gifted and talented' pupils in Leeds and Bradford. 500 participants in 2007-08.
5. HE Summer School: co-ordinated by Aimhigher Yorkshire and Humber. 100 yr11 students in 2007-08.
6. Sport summer school: funded by Leeds Met targeting 60 yr11 students from Yorkshire and Humber.

**Looked After Children**

7. A programme targeting yr7 and yr8 children in care and their carers to raise the aspirations and progression to HE. Started in Leeds and expanded to West Yorkshire Aimhigher partnership co-ordinated by HEAR WY. 10-15 participants each year.
8. Leeds Met works with Leeds Aimhigher to mentor and offer aspiration raising activities for 20 yr10 and yr11 students in care and funds 10 additional places on the HE Summer School each year.

**BME students**

9. **The UJIMA project:** targets 20 yr10 and yr11 black African-Caribbean boys from schools in Leeds in partnership with the Youth Service and Education Leeds. The project comprises a series of events including revision classes, a Challenge Day and a 1 week residential summer school.

10. **The Larkia project:** targets up to 80 yr9-yr12 Asian girls in Leeds and includes a 3 day Easter HE Experience and a 1week non-residential summer school.
11. **Tomorrow's Teachers Today:** a West Yorkshire partnership of HEIs and Education Leeds and Bradford delivering a 2-year programme of aspiration raising activities targeting 30 yr9 and yr12 BME students in Leeds and Bradford to improve progression into Initial Teacher Training.
12. **Junior Windsor Fellowship:** in partnership with REEMAP WY targeting 130 yr10 and yr11 students to improve progression to HE.
13. **White Working Class boys:** targeting 100 year 9 boys to offer a structured programme of attainment and aspiration raising activities.

### **Disabled students**

14. In partnership with West Yorkshire HEIs and co-ordinated by HEAR WY to provide a 2-day Spring School for yr9 and yr10 hearing-impaired students in West Yorkshire as part of a programme of 4 Spring Schools for students with disabilities. Leeds Met offers places on the HE Summer School for those involved in the project.

### **The Progression Module**

15. The Progression Module widens participation by raising aspirations of post-16 students and supports their retention, engagement and achievement in higher education. It develops transferable skills and encourages students to make an informed choice about their future. Leeds Met, University of Huddersfield, University of East London and Buckinghamshire Chilterns University College all deliver the Progression Module to schools and colleges within their local areas. 30 UCAS points are awarded to students who successfully complete the module and these points are recognised and accepted at Leeds Met, University of Huddersfield, University of East London, Trinity and All Saints and Bradford College. In 2007/08, over 1,000 students enrolled on the programme (collaboratively) and this number is set to increase for 2008/09 including schools and colleges from outside the West Yorkshire region.

### **Community partnerships**

16. **Leeds Met and Bradford City AFC Community Regeneration Project:** works in the heart of Bradford providing the local community with a study centre attended by 1346 pupils since January, a community health centre which hosted a Bangladeshi Women's Health Event in July, and an Asian retail programme developed for Asian Trades Link. This initiative won a Times Higher awards for 2006 in the category 'Outstanding Contribution to the Local Community'.

17. **Carnegie Champion Schools' Tournament:** primary partner of the RFL's tournament engaging over 20,000 12-15 year old school-girls and school-boys from across the country to raise educational aspirations through sport.
18. **Carnegie Challenge Cup:** the partnership is the first of its kind between a higher education institution and a national sports governing body in England. Through the competition we engage families and communities through a family sport that is deep-rooted in communities with a poor track record of engagement with HE.
19. **Leeds Rugby Community Foundation:** partnership with the Foundation which provides services and activities for the benefit of the community with the charitable foundation's main objectives being to support health and well being, education, social inclusion, community cohesion and culture.
20. **Leeds Rhinos' Summer Activity Camps:** the camps at Leeds Met give children aged 4 to 17 the chance to take part in school holiday activities. Participants have been receiving training from Leeds Rhinos' RFL qualified coaches and taken part in dance classes, football and other activities on offer to teach sports skills to children of all levels.
21. **International Confederation of Futebol De Salão:** a partnership which incorporates Brazilian Soccer Schools and SOCATOTS to raise the aspirations of disaffected youth through the innovative E2E programme
22. **Northern Ballet Theatre Company:** staff and students from Leeds Met regularly attend NBT performances with Leeds Met staff using ballet to build relationships with potential students and their parents. Received an Arts, Business and Employees award by Arts and Business Yorkshire for our partnership with the Company.
23. **Northern Ireland Football Association:** a partnership involving the Northern Ireland Premier League, the women's league and the schools football association which helps clubs engage more fully with their communities. It provides an opportunity to engage young people to focus on their education and to consider their future education through for example seminars, scholarship and marketing via the partnership.
24. **Harrogate International Festival:** This award-winning partnership looks to develop and encourage creative engagement with young people in cultural activities in Yorkshire. Internationally renowned musicians have held workshops involving school children and students from the University.

25. **International Indian Film Academy:** a partnership which fosters good relations with the local Asian communities as well as raising the aspirations of young people in these communities.
26. **British Asian Rugby Association (BARA):** the partnership supports BARA's work in providing positive role models, breaking down cultural and religious barriers, promoting community integration, personal development, healthy living and encouraging participation in sport and physical activity especially in rugby.
27. **Leeds Carnegie Ladies:** In addition to sponsoring the football team the University supports the Club's work with the community and its flourishing youth development programme. A member of the team is a Carnegie Champion for the University and the partnership provides additional opportunities for Leeds Met students through plans to develop a new scholarship programme.
28. **Yorkshire County Cricket Club:** this partnership involves the University and five of its partner Colleges. The partnership aims to maximise the link between education and sport with a number of partner colleges intending to establish cricket academies where promising young cricketers will be able to participate in higher education whilst maintaining their sporting aspirations.

## Widening Participation Data

## Leeds Metropolitan University Performance - HESA Performance Indicators

## Widening Participation Indicators - T1a-T1c

Table T1a: Young full-time first degree entrants

	From low participation neighbourhoods					
	<i>Percent with known data</i>	<b>Percent from group</b>	<b>Bench-mark</b>	<i>+/-</i>	<b>Location- adjusted bench-mark</b>	<i>+/-</i>
	%	%	%		%	
2001/02	94	<b>15</b>	<b>15</b>		<b>18</b>	
2002/03	93.9	<b>13.8</b>	<b>15.1</b>		<b>17.5</b>	-
2003/04	93.2	<b>15.3</b>	<b>16.2</b>		<b>18.7</b>	-
2004/05	92.2	<b>16.4</b>	<b>16.3</b>		<b>19.3</b>	
2005/06	92.9	<b>17.2</b>	<b>16.3</b>		<b>19.7</b>	



**Table T1b: Young full-time undergraduate entrants**

	From low participation neighbourhoods					
	<i>Percent with known data</i>	<b>Percent from group</b>	<b>Bench-mark</b>	+/-	<b>Location-adjusted bench-mark</b>	+/-
	%	%	%		%	
2001/02	94	<b>15</b>	<b>16</b>		<b>18</b>	
2002/03	93.8	<b>14.3</b>	<b>15.6</b>		<b>18.0</b>	-
2003/04	93.1	<b>15.5</b>	<b>16.7</b>		<b>19.2</b>	-
2004/05	92.4	<b>17.1</b>	<b>16.7</b>		<b>19.8</b>	
2005/06	92.9	<b>17.2</b>	<b>16.7</b>		<b>20.1</b>	

**Table T1c: Young full-time other undergraduate entrants**

	From low participation neighbourhoods					
	<i>Percent with known data</i>	<b>Percent from group</b>	<b>Bench-mark</b>	+/-	<b>Location-adjusted bench-mark</b>	+/-
	%	%	%		%	
2001/02						
2002/03	93.4	<b>16.7</b>	<b>18.5</b>		<b>19.5</b>	
2003/04	92.5	<b>16.4</b>	<b>19.3</b>		<b>20.7</b>	-
2004/05	93.2	<b>20.7</b>	<b>19.6</b>		<b>21.9</b>	
2005/06	92.4	<b>17.0</b>	<b>18.9</b>		<b>21.2</b>	-

**NOTE:**

+/- headed columns show performance at Leeds Metropolitan University that is either significantly better than the benchmark (+) or significantly worse (-)

Table T1c did not exist in 2001/02

Full HESA PI details can be found at <http://www.hesa.ac.uk/dds/PI8RK3UDL7WI4JPX/pi/0506/home.htm>

## Access agreement financial return

## Appendix 5

Institution	<b>Leeds Metropolitan University</b>
Duration of access agreement	<b>Three years</b>
Name	Steve Denton
Post held	Registrar and Secretary
Telephone	0113 812 6175
Email	s.denton@leedsmet.ac.uk

### Financial Information

	2007-08	2008-09	2009-10	2010-11
Estimated additional fee income (£)	£6,616,000	£6,616,000	£6,616,000	£6,616,000
Estimated spend on financial support to students with household incomes up to £39,305 (£)	£46,000	£46,000	£46,000	£46,000
Estimated spend on financial support to students with household income levels between £39,306 and £49,305 (£)	£0	£0	£0	£0
Estimated amount of additional income to be spent on outreach (£)	£1,000,000	£1,000,000	£1,000,000	£1,000,000
Exceptional costs associated with the access agreement (e.g. administration costs) (£)	£50,000	£50,000	£50,000	£50,000

