



leeds metropolitan university

Office For Fair Access (OFFA)

Access Agreement

2010-13

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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 Higher Education (HE) students from a wide range of under-represented groups, as follows:
 - 12% of the University are from ethnic minorities;
 - 63% of the University are aged 21 or over;
 - 6.2% declare themselves to have a disability.¹

SECTION 2: CONTEXT

The Access Agreement and Widening Participation

4. Since 2006, Higher Education Institutions (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 approval². These agreements state how institutions will invest some of their additional income from fees into encouraging applications from students from groups who do not have a tradition of engaging with Higher Education, through the provision of bursaries, other forms of financial support, and outreach work.
5. Recently the University's governing body has decided to set fees at the maximum limit allowed, £3,290 per annum for 2010-11. This is the first increase in the University's undergraduate fee since 2006.

¹ Data based on HESA 200708

² Further information on OFFA and a full list of approved access agreements are available on the [OFFA web-site](#).

6. We have used a significant proportion of the additional fee income to date to expand our extensive programme of Widening Participation (WP) outreach activity and initiatives and to develop new initiatives. The arrangements to support outreach, raising aspiration and widening participation described in previous Access Agreements will remain in place for the 2009-10 session. In 2010 Leeds Met will introduce a new bursary scheme in addition to revised outreach and widening participation support arrangements.
7. This Access Agreement complements and supports the University's Widening Participation Strategic Assessment recently submitted to HEFCE. In that document the University states its approach to widening participation aims to be to:
 - a) continue to recruit students from diverse communities through;
 - Promoting HE in diverse communities
 - Monitoring recruitment from those communities
 - b) ensure students have a good quality student experience through;
 - Monitoring progress of and feedback from students from varying socio-economic backgrounds.
 - Monitoring performance against key Widening Participation indicators.
 - Enhancing student experience and performance by acting on student feedback and performance against key indicators.
 - c) continue to provide Higher Education learning opportunities in locations convenient to students through;
 - Working with RUN partners to provide HE awards locally.

The Widening Participation Strategic Assessment is attached separately as appendix 5.

Single Equality Scheme

8. Leeds Met has developed, and is implementing, a single equality scheme integrating 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: [Equality and Diversity](#)

SECTION 3:THE ACCESS AGREEMENT 2010-13

Fee levels and bursaries

9. Full-time undergraduate students and students on designated courses entering higher education from 2010-11 onwards will be charged the maximum permitted fee. 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 at the limit allowed by regulations published by the government each year.

Year	Fee	Status
2010-11	£3,290	Confirmed
2011-12		To be confirmed
2012-13		To be confirmed

10. Students who take a placement year out will be charged a fee rate at 25% of the full time undergraduate standard rate.
11. All part-time students will be charged a rate determined by the number of credits studied.
12. All tuition fees are subject to annual inflationary adjustments.
13. For full-time undergraduate students and students on designated courses entering higher education from 2010-11, the University will introduce a progressive bursary. The progressive nature of the bursary is aimed at promoting retention through encouraging continued studying and academic attainment. The scheme will provide payments to students in receipt of Full Maintenance Grants with a residual household income below £25,000 (for 2010-11). Bursaries will be paid to full-time home, undergraduate students as defined by the Department for Business, Innovation and Skills (DBIS). The bursaries will not be available to students funded by the Department of Health. The bursary rates will be:

Year 1	£500
Year 2	£800
Year 3 or higher	£1,000

Students who take a placement year out will not receive a bursary payment in the year of placement.

Students on designated provision greater than three years in length will receive a bursary at the year 3 level, as long as they meet the bursary criteria.

14. The bursary scheme will be available to students who enter a full time undergraduate course through a top-up³ or direct entry⁴ route who meet the bursary criteria.
15. Where a student repeats a programme of study that falls within the definition of full time mode, the student will be advised on their eligibility for a bursary payment depending on their individual circumstances.
16. The bursary and grant amounts detailed above will be subject to inflationary adjustments and, as with grants and student loans, will need to be updated each year. The University will monitor and evaluate the impact of this initial scheme, amending and/or extending the scheme as appropriate. The University will inform OFFA, as circumstances dictate, in line with the published guidance.
17. Bursaries will not be available to students deemed to be studying on an equivalent or lower qualification (ELQ).
18. All bursaries will be paid via the Banking Automated Clearing System (BACS) direct to the student's nominated bank account. Eligible students will receive the bursary during semester two after their attendance is confirmed by the University to the Student Loans Company.
19. Details of the Leeds Met bursary scheme will be available on the University's web pages [Leeds Metropolitan University](#)

Outreach

20. 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 and the University will continue to do so in 2010.
21. 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.

³ Top-up degrees - offer students the opportunity to 'top up' their Higher National Diploma (HND), Foundation Degree or equivalent overseas qualification and gain full UK undergraduate honours degree status in just one year

⁴ Direct Entry - offers students with relevant experience and/or qualifications to apply for admission directly into the second or third year of a course.

22. More recent developments have centred upon Looked After Children, White Working Class boys, children with disabilities and encouraging young people from BME backgrounds into Initial Teacher Training. 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.
23. 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.
24. 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.
25. A significant element of our approach to student diversity is the development of our [Regional University Network](#), comprising partnerships with 24 further education (FE) colleges across the North who between them have over a third of a million of FE learners (see Appendix 1).
26. 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 students to study HE in local communities with low participation neighbourhoods.
27. 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 (see Appendix 2).

28. 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. Auditing and impact assessment of WP activity is a key objective in our single equality scheme and action plan.
29. We will maintain expenditure on these activities each year, adjusted by inflation (see Appendix 4 for final financial return).

Student information, advice and guidance

30. We will undertake promotion locally, regionally and nationally, to make our position on fees and bursaries known to prospective applicants and their families. We will continue to provide information to students about our fee and bursary 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
 - Attendance at UCAS fairs
 - Additional recruitment and development of staff engaged in student advice and guidance activities.

Financial Support and Advice Service

31. 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.
32. 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.
33. 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.

34. 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.
35. 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 National Association of Student Money Advisors (NASMA). We will provide ongoing support, including casework, advocacy and negotiation with external agencies.
36. 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.
37. We will provide, and update, a dedicated website, providing information, guidance and news about all aspects of student finance. One feature allows students to input questions which will be directed 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.
38. 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.
39. 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.
40. We are committed to promoting financial wellbeing throughout the university to enhance the student experience for all.

Monitoring and organisation

41. An annual assessment of the University's progress will be reported in the following ways:

A formal report via the Senior Management Team of the University to the Board of Governors

A report within the University's annual monitoring statement to HEFCE.

Included, where appropriate, in the University's corporate planning statements to HEFCE

42. A cross-institutional Equality and Diversity Group chaired by a Pro-Vice-Chancellor, reports to the Vice-Chancellor and the Senior Management 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 Single Equality Scheme is approved by the Board of Governors. Progress is monitored closely and interim reports are submitted to the relevant committees.
43. 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

44. A policy and procedure has been developed for undertaking equality impact assessments which is mainstreamed into institutional practices and monitored by the Equality and Diversity Group.
45. In assessing impact, all equality strands are considered: race, gender, disability, age, sexual orientation, religious belief and in relation to issues affecting students, socio-economic status. Over the next three years the University will seek to maintain and improve its position in relation to those indicators where performance is at or above benchmark. Where performance is significantly below benchmark an improvement target will be set.

Collecting evidence, monitoring and targets

46. 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.
47. 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.
48. 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.
49. Our target over the plan period is to at least achieve, and if possible, exceed, our HEFCE widening participation location adjusted benchmarks.

Staff development

50. There will be general awareness raising of the fee and bursary policy for all staff. Specific training will be given to staff in particular advice giving roles.
51. We will continue to deliver equality and diversity training as follows:
 - a) seminars and workshops on equality and inclusivity. These are delivered as part of the corporate programme and as bespoke sessions.
 - b) the Office of the Pro-Vice-Chancellor (Academic) delivers an annual staff development programme, promoting widening participation and inclusion in all aspects of learning, teaching, assessment and curriculum development.
 - c) cross-cultural capability and equality and diversity forms a core theme on the Postgraduate Certificate in Higher Education offered to all academic colleagues.
 - d) all new staff attend an induction which includes awareness of equality and diversity issues and there are a series of equality affinity groups for staff to join to promote continuous improvement and best practice in equality and inclusion.
 - e) an annual disability conference is held and a seminar series focused on themes of equality research runs throughout the academic year.

Appendix 1

Regional University Network membership (24 members as of 1 July 2009)

- Belfast Metropolitan College
- Bishop Burton College
- Bradford College
- Calderdale College
- Chesterfield College
- Craven College
- Dearne Valley College
- Dewsbury College
- Hull College
- Leeds City College⁵
- Leeds College of Building
- Loughborough College
- Newcastle College
- New College Durham
- New College Stamford
- Newham College
- North Glasgow College
- Selby College
- South Eastern Regional College
- The Grimsby Institute of Further and Higher Education
- The Manchester College
- Wakefield College
- West Nottinghamshire College
- York College

Partners

- Ashton Sixth Form College
- Holy Cross Sixth Form College
- St Mary's College
- Westminster Kingsway College

⁵ Leeds City College is a result of the merger of Leeds College of Technology, Leeds Thomas Danby and Park Lane College Leeds

Appendix 2

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 socially disadvantaged areas of Leeds. Developed in collaboration with Leeds Aimhigher. 900 pupils participated in 2008-09 attending the campus for activity days and a graduation ceremony.
2. Primary Summer School: a series of 1 day events targeted at yr6 pupils in primary schools in West Yorkshire. 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 8,000 participants in 2008-09.
4. Reaching for A*: a yr11 revision programme for 'gifted and talented' pupils in Leeds and Bradford. 300 participants in 2008-09.
5. HE Summer School: match funded and co-ordinated by Aimhigher Yorkshire and Humber. 100 yr11 students in 2008-09.
6. Sport summer school: match funded by Leeds Met targeting 60 yr11 students from Yorkshire and Humber.
7. A series of one-night residential summer experiences working with young people from Durham, Liverpool and Nottingham. 350 young people participated in the programme in 2008-09 which focused around sport and enterprise.

Looked After Children

8. 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.
9. Leeds Met works with Leeds Aimhigher in the Next Step programme which provides a structured programme of mentoring and attainment raising activities for young people in public care. 20 young people from Leeds attend the programme, in year 11 participants attend the HE Summer School.

BME students

10. **The UJIMA project:** targets 20 yr10 and yr11 African and African-Caribbean boys from schools in Leeds. The project comprises a series of events including revision classes, a Challenge Day and a 1 week residential summer school.
11. **The Larkia project:** targets up to 80 yr9-yr12 Asian girls in Leeds and includes challenge days and a 1 week non-residential summer school.
12. **Tomorrow's Teachers Today:** a West Yorkshire partnership of HEIs and Education Leeds and Bradford delivering a 4-year programme of aspiration raising activities targeting 50 yr9 and yr12 BME students in Leeds and Bradford to improve progression into Initial Teacher Training. As part of the programme in 2008-09 Leeds Met hosted a 3 day summer programme which allowed participants to gain work experience in local primary schools and provided career advice and guidance to potential teachers.
13. **Junior Windsor Fellowship:** in partnership with REEMAP WY targeting 130 yr10 and yr11 students to improve progression to HE.
14. **White Working Class boys:** targeting 100 year 9 boys to offer a structured programme of attainment and aspiration raising activities. In 2009-10 Leeds Met will extend this programme to Bradford working with a cohort of 45 boys.

Disabled students

15. 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

16. 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 and the University of Huddersfield 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, Trinity and All Saints and Bradford College. In 2008-09, over 2,200 students enrolled on the programme from 15 schools and colleges.

Community partnerships

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 NS-SEC Classes 4, 5, 6 & 7				
	<i>Percent with known data</i>	<i>Percent from group</i>	<i>Bench-mark</i>	<i>+/-</i>	<i>Location-adjusted bench-mark</i>	<i>+/-</i>
	<i>%</i>	<i>%</i>	<i>%</i>		<i>%</i>	
2004/05	84.7	32.7	34.1		34.8	
2005/06	82.9	33.3	34.6		35.5	
2006/07	79.9	31.9	34.7		35.8	-
2007/08	79.9	32.3	34.3		35.6	-

Table T1b: Young full-time undergraduate entrants

		From NS-SEC Classes 4, 5, 6 & 7				
	<i>Percent with known data</i>	<i>Percent from group</i>	<i>Bench-mark</i>	<i>+/-</i>	<i>Location-adjusted bench-mark</i>	<i>+/-</i>
	<i>%</i>	<i>%</i>	<i>%</i>		<i>%</i>	
2004/05	82.2	33.4	35.0		36.3	
2005/06	81.4	34.1	35.4		36.4	
2006/07	79.0	32.5	35.3		36.6	-
2007/08	79.4	32.6	34.9		36.2	-

Table T1c: Young full-time other undergraduate entrants

	From NS-SEC Classes 4, 5, 6 & 7					
	<i>Percent with known data</i>	<i>Percent from group</i>	<i>Bench-mark</i>	<i>+/-</i>	<i>Location-adjusted bench-mark</i>	<i>+/-</i>
	<i>%</i>	<i>%</i>	<i>%</i>		<i>%</i>	
2004/05	69.8	37.5	41.3		40.6	
2005/06	72.1	39.6	42.3		43.6	
2006/07	69.4	39.1	42.5		44.1	
2007/08	76.0	34.6	39.1		41.4	-

Note:

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

Full HESA PI details can be found at <http://www.hesa.ac.uk/index.php/content/category/2/32/141/>

Access agreement financial return

Appendix 4

Institution	Leeds Metropolitan University
Duration of access agreement	2010 - 2013
Name	Steve Denton
Post held	Registrar and Secretary
Telephone	0113 812 6175
Email	s.denton@leedsmet.ac.uk

Financial Information

	2009-10	2010-11	2011-12	2012-13
Estimated additional fee income (£)	£9,200,000	£16,000,000	£22,000,000	£26,000,000
Estimated spend on financial support to students with household incomes up to £39,305 (£)	£21,500	£1,349,000	£2,826,000	£4,517,000
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