

**Liverpool John Moores University  
Access Agreement  
2012-13**

**Purpose**

This agreement is between the Office of Fair Access (OFFA), a regulatory body established in the Higher Education Act 2004, and Liverpool John Moores University (LJMU).

The purpose of the agreement is to demonstrate how LJMU, in charging fees above the basic rate of £6,000 for new home / EU undergraduate full-time entrants from 2012-13, will continue to safeguard and promote its current high levels of fair and wide access.

In addition, LJMU is committed to ensuring that its globally-unique higher educational experience (incorporating high-level World of Work skills delivered in partnership with industry, commerce and the professions) is explicitly linked to all undergraduate programmes, equipping students for success in their careers. The University also intends to further enhance its performance in student retention and academic success.

LJMU is proud of its longstanding record of reaching out to students from disadvantaged backgrounds and ensuring that the benefits of a university education are accessible to everyone with demonstrable academic ability irrespective of their social or economic background.

Feedback from students clearly demonstrates that studying at LJMU can be life changing but as an institution, LJMU understands that true 'social mobility' can only occur if the University offers individuals more than just a degree, more than just a traditional university experience.

Social mobility cannot be achieved solely through outreach activities in schools and communities, though such work is essential for raising awareness, stimulating minds and developing the personal ambition needed to succeed at university.

Neither is it enough to ensure that LJMU's students, and particularly those with no family experience of going to university, can study, think and grow intellectually in an environment that is nurturing, welcoming, and quick to respond should problems arise, though this is at the heart of the University's approach.

Nor is it enough to connect LJMU's academically challenging programmes to best professional practice and ongoing research activities, though this will continue to influence how the University's degree programmes develop over time.

Six years ago LJMU recognised that in order to achieve real social mobility for students there needed to be a major step change in higher education. That is why the University developed a new approach, tailored to the needs of business and

industry and the future success of students. This globally unique model of higher education equips students with both a respected qualification plus the professional skills, confidence and work-related experience to secure graduate-level jobs or to set up their own business.

Branded as World of Work (WoW®), LJMU's approach is founded on the development of transferable 'standard' graduate skills, followed by deliberate and organised higher-level skills development, designed to build student confidence and fully equip them for their chosen profession or for self employment. WoW is delivered from beginning to end in close collaboration with employers, operating in all sectors of the economy.

LJMU's comprehensive support begins with raising the aspirations of school children and continues beyond graduation. The University strives to help individuals realise their full potential during and after studies, with an 'after-sales service' providing graduates with careers advice, support and tactics for achieving professional success.

Such support and guidance is the right way to attain real social mobility for students and to address the issue of delivering educated and trained graduates from all parts of society. By placing employers at the heart of the LJMU student experience, individuals gain a real understanding of the diverse range of career paths open to them. They also secure the skills, experience, confidence and contacts they need to transform their future both in terms of their long-term employment prospects and personal development.

This Access Agreement covers the academic year 2012-13 only and has been structured and compiled taking into consideration the guidance issued by OFFA in March 2011.

## **Context**

For over 180 years, LJMU has remained true to its original mission of creating and supporting opportunities for participation in quality higher education by under-represented groups, particularly into STEM subject areas, and is proud of its tradition. The University's longstanding and successful track record of widening participation is evidenced by its performance against Higher Education Statistical Agency (HESA) benchmarks for participation in higher education. The University is above many of the benchmark indicators for young groups from state schools, lower participation neighbourhoods, social classes NS-SEC 4-7 and widening participation indicators for mature students. Investment in the continued progression, qualification and employment of students from these groups forms a key focus of the University's Strategic Plan.

In developing its Access Strategy it is especially important that LJMU considers the regional context in which it operates. Nearly half of the University's student population is recruited from the six local authorities within Greater Merseyside, of which over 80% are studying at undergraduate level<sup>1</sup>.

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<sup>1</sup> LJMU HESA data 09/10

In terms of demographic changes the Greater Merseyside 15-19 population is experiencing one of the most significant declines over the next five years<sup>2</sup>. Attainment within the region is below the national average of five or more GCSEs at grades A\*-C including Maths and English in four of the Local Authorities<sup>3</sup>. In addition, nearly a quarter of the areas in Greater Merseyside appear in the top 5% of the 2007 Index of Multiple Deprivation (IMD) most deprived areas<sup>4</sup> and all of its Local Authorities have a percentage of children known to be eligible for free school meals that is higher than the national average<sup>5</sup>. Currently fewer than one in five young people from the most disadvantaged areas enter higher education compared to more than one in two for the most advantaged areas<sup>6</sup>.

### **Fee limits for new students entering higher education in 2012-13**

For the academic year 2012-13, LJMU will charge a fee of £9,000 per year to each student studying a full-time undergraduate programme, including PG Dip Architecture. The one exception will be foundation year programmes in STEM subject areas, which will be charged at £4,000 in the first year only to specifically encourage students who need to invest in a preparatory year to be able to successfully complete a full degree programme.

If the programme of study includes a placement year, this will be priced at a fee of £975 to encourage students to invest in this experience. Continuing students, that commenced their studies before 1 September 2012, will not be subject to the new regulated tuition fee rates and are covered by arrangements set out in the University's previous Access Agreement for 2011-12.

It is the University's intention to apply annual increases in line with the amount set out in Government regulations each year and to take account of inflation.

### **Expenditure on additional access and retention measures**

As identified, LJMU has a high proportion of under-represented students as evidenced by a variety of measurements and indicators of access performance. The University is above all the HESA performance benchmarks for attracting students from widening participation backgrounds (including location adjusted benchmarks). Its success in this area is also reflected in the number of students from lower-socio economic backgrounds where two thirds of LJMU's students are currently eligible for either full or partial state maintenance grants. In the University's *2009/10 Access Agreement and Widening Participation Strategic Assessment monitoring return*, 42% of its 2009/10 new entrants had household incomes of £25,000 and less (eligibility criteria for full state maintenance support) and a further 24% had household incomes of between £25,001 and £50,020 (the eligibility criteria for partial state maintenance support). As the financial threshold for state support will be reducing in 2012 to £42,600, for planning purposes it has been assumed that only 50% of students will

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<sup>2</sup> ONS, 2010

<sup>3</sup> DfE, 2009/10

<sup>4</sup> Liverpool City Region Multi Area Agreement 2009

<sup>5</sup> DfE, 2010 school census

<sup>6</sup> HEFCE, Trends in young participation in higher education: core results in England, 2010

be from lower income backgrounds, although this is believed to be a conservative estimate and the actual number is likely to be higher.

In terms of student retention LJMU is in line with the sector average although within LJMU the retention of WP students is now above the University's average retention rate. The University performs well against sector benchmarks for mature entrants, although is below the current benchmarks for young full-time first degree entrants. Helping to ensure the successful progression of all students remains a strategic priority for the institution and an area of investment.

In developing its Access Agreement for 2012-13 the University has therefore committed to spend in excess of 15% of its fee income above £6,000 on access measures. This includes outreach activity, investment in retention strategies and initiatives that improve the employability and skills of LJMU graduates.

## **Outreach**

LJMU has a long-established and successful history of outreach activity designed to raise aspirations and attainment and encourage students from under-represented groups to apply to higher education. In further developing its outreach strategy the University has taken into consideration its current student composition, the regional context in which it operates as well as the future uncertainty surrounding the attractiveness of a university education for students from disadvantaged backgrounds.

The origins of Aimhigher are to be found in Liverpool as a collaborative project involving the four Merseyside-based HEIs through the joint venture vehicle of Liverpool City of Learning. The title Aimhigher and the Internet domain name were transferred to the national programme to facilitate this work. Consequently, LJMU is highly experienced in Aimhigher activities and fully appreciates the importance of raising aspirations at a relatively young age in communities where Higher Education is not a familiar development route. It can therefore be safely anticipated that the University will continue to take an active role in such work, seeking to build on and invest in elements of best practice that are complementary to LJMU's widening participation strategy.

All outreach activity is carefully planned and targeted based on a range of internal and external information sources and analyses. This includes UCAS management statistics and research, HEFCE performance indicators, GCSE and A level attainment data, HE participation rates of schools and colleges and LJMU's own institutional monitoring and research.

Target groups include NS-SEC 4-7, low participation neighbourhoods, first generation into HE and mature students (age 21 plus) with level 2 and level 3 qualifications. The University also seeks to widen participation for disabled students, looked after children (LAC) and specific BME groups that are under-represented in HE. Given that the University is based within an area of high deprivation and that nearly half of its student population is from Greater Merseyside, widening participation outreach is largely targeted at local schools and communities.

LJMU has invested in, and will continue to invest in, longer-term well-targeted and sustained outreach programmes that work with potential applicants over a number of years rather than just one-off interventions. Specifically the University will:

- Raise aspirations and attainment within local and regional communities and provide high quality information, advice and guidance through a programme of outreach activity targeted at schools, colleges and parents. This will include 650 outreach activities delivered to pupils from year 9 onwards in over 250 schools.
- Encourage vocational routes into HE, recognising that post GCSE two thirds of young people spend all or some of the years from 16-19 on courses which are partly or wholly vocational<sup>7</sup>. This will involve working closely with 25 FE colleges to deliver around 50 outreach activities and progression events.
- Continue to work to work in partnership with other bodies where appropriate, for example, with Maestro in terms of stimulating interest in STEM subjects in schools and colleges.
- Work with mature learners to help increase level 4 skills as identified by the Leitch report<sup>8</sup>, particularly given the lower than average skill levels across Greater Merseyside. Work will focus on outreach with FE (25 activities) primarily directed at students undertaking Access programmes, as well as outreach work with community groups.
- Foster relationships between LJMU and its community by delivering a programme of local community outreach. This includes initiatives such as staff and student volunteers supporting local schools and colleges through governorship, assisting with reading and numeracy and acting as mentors to improve attainment. The University currently supports 850 pupils through sustained volunteering work.
- Maintain and enhance the work of LJMU's Astrophysics Research Institute (ARI) in operating the National Schools' Observatory (NSO) currently used (without charge) to make the power of the LJMU robotic telescope available on line for use by over 1,200 primary and secondary schools throughout the UK. This programme is designed to advance an understanding of, and excitement for, science and technology to then stimulate interest in STEM subjects.
- Continue to develop specific strategies to increase the number and the success of disabled learners, "looked after children" (LJMU has been awarded the Frank Buttle Trust Quality Mark in recognition of the high level of support it offers to students that have been in care) and learners from some black and minority ethnic groups that are currently under-represented in higher education

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<sup>7</sup> Review of Vocational Education - The Wolf report, 2011

<sup>8</sup> Leitch Review of Skills 2006

In addition the University will:

- Build further on the work of Aimhigher and provide additional investment to support an intensive outreach programme directed at 1,500 local pupils from 20 target local schools covering years 9 to 13. Based on LJMU's progression curriculum and tailored to the needs of schools and learners, the programme will provide students with first-hand experience of subjects and courses they are interested in as well as the opportunity to work intensely for a day on a subject they are considering studying at Level 3 and/or degree level. It is the University's intention to bridge the gap in this activity between the ending of Aimhigher funding in July 2011 and the start of the financial year 2012-13.
- Recruit, train and employ a team of student advocates to support LJMU outreach activities. Well-trained and informed students act as good role models for students and support outreach through student life presentations, providing shadowing opportunities and assisting with campus tours and taster days. LJMU students also benefit from the experience by gaining essential skills that will help them to successfully engage in the work place, thus providing a strong strategic fit with LJMU's employability programme.
- Develop an access to employers outreach programme for schools where students are given the opportunity to engage with employers from professional sectors such as law, architecture, engineering, healthcare and science and to take part in a programme of targeted activity within that industry. This again supports LJMU's World of Work employability programme and builds on existing and strong relationships with both schools and employers.
- Build on its work with a number of Trust School Partnerships across the North West to provide support and advice on governance and involvement in a variety of activities that support their work. The University is also a partner in a proposed University Technical College (UTC) in Knowsley, which will serve the Greater Merseyside region, and is supporting further bids for UTCs in Liverpool and Blackburn. In addition, as an affiliated member of the Specialist Schools and Academies Trust (SSAT), the University will continue to develop and enhance effective links with schools and colleges as well as address subject specific issues and areas of best practice.

## **Retention**

The University will continue to provide a range of post-entry support to students both at a Faculty level and also via central support teams. This support is available throughout the student life cycle. For example, support is provided at the outset to help students settle into university life and to assist with orientation. Post-entry support includes transition to HE assistance, Personal Development Planning (PDP), study support, mentoring and a course representative system led by Liverpool Students' Union (LSU). A key factor underpinning good retention is the availability of academic staff with sufficient time to spend with students that need structured support as well as more small group teaching. The staff student ratio will be a priority area for resource allocations in the future.

The University also offers a wide range of pastoral support services to students. Staff based within the University's Student Advice and Wellbeing team provide confidential advice to students to help solve issues, specifically students facing financial difficulties, Looked After Children and students with disabilities. Financially, LJMU will continue to offer a bursary of £1,000 per year to help care leavers with their living costs.

In addition, LJMU recognises that financial support for students from lower income backgrounds has helped to retain some students and allowed them to engage more fully with student life. According to feedback from LSU a key factor of this financial support is that it potentially reduces the number of hours that students need to work while studying full-time. In the University's graduation survey in 2010, 45.2% of students that took part stated that they were working part-time while studying at university and 73.9% had undertaken paid work during their time at university. In the current economic environment, as the number of part-time jobs available to students also reduces, the University has agreed to invest in carefully targeted financial support for students from lower income backgrounds to help aid retention.

The University will match fund its Government allocation of the National Scholarship Programme (NSP) by doubling the number of places and will monitor and evaluate the progression of students that receive this scholarship. The University is currently finalising a robust and fair methodology to allocate these awards given that the total number of scholarships will be 440 in 2012/13 against an estimated qualifying population of approximately 2,000 (based on a household income level of £16,000, which is the free school meal threshold). While the principal criterion will therefore be financial household income this will need to be supplemented by additional criteria and full details will be available on our website in July 2011.

LJMU will also provide a bursary of £500 per annum to home full-time undergraduate students with a household income of £25,000 and less. Home students will usually meet the residency requirements for living costs as defined by the Department for Business, Innovation and Skills and includes students from England, Scotland, Wales and Northern Ireland but excludes the Channel Islands and the Isle of Man. The bursary will not be available to students funded by the NHS as they are exempt from fees. Students that receive a National Scholarship will also not be eligible for this bursary in their first year.

The University will also allocate £200,000 in 2012/13 to a student support fund. This fund will be directed at students who are most in need in order to aid retention and will be closely monitored and reviewed if necessary. The University remains committed to ensuring that all students that are able to participate in higher education can do so regardless of their financial circumstances.

### **Employability and skills**

As outlined, the key point of differentiation for LJMU is seeking to develop distinctive graduates that will be highly successful in the knowledge-economy. The philosophy underpinning this approach featured in the opening section to this agreement proposal.

LJMU believes that as well as embracing a social objective of equality and fairness, widening participation must also have an economic benefit through the creation of a more skilled workforce and preparing people to be successful post-graduation. As a university with a strong tradition of widening access, LJMU fully recognises the needs and expectations of both students and employers to deliver high quality and “employable” graduates into the workforce and that this is dependent on a wide range of skills beyond academic ability.

To meet these demands the University has developed its unique high-level World of Work skills programme (WoW®), which builds on graduate skills that are embedded in every undergraduate programme and verified. This is not a bolt on programme; it is designed into the undergraduate curriculum of the University and closely involves employers throughout.

Specifically, all undergraduate programmes (of at least 240 credits) now have eight graduate skills explicitly embedded along with work-related learning as a core element of the curriculum. In addition, LJMU has worked in conjunction with major national employers to develop the higher level skills sought from employers and provided the opportunity for students to gain independent employer-validated certification of these World of Work skills. Students can complete the WoW Skills Certificate in three stages (Bronze, Silver, and Gold) each stage reflecting the main groupings of high-levels skills (self-awareness, business understanding and delivering outcomes). Final certification is achieved via a personal WoW® Skills Statement and verification via an employer interview. There is no additional charge made on a student for this experience or verification and the process is supported by international, national and local businesses. An important outcome of this programme is a significant and observable growth in personal skills and a considerable increase in self-confidence and ambition. This is especially important for students from a widening participation background in terms of accelerating their confidence and career horizons.

LJMU has made significant investment in the development of its Graduate Development Centre (GDC) to support the implementation of WoW®. Career specialists, trainers and employability advisers, in conjunction with Skills Support Officers in the Faculties, are responsible for guiding and supporting students through the programme and delivering a range of *Ready for Work* workshops. The GDC is also responsible for co-ordinating and supporting employer engagement and links across the University for work-related learning.

In parallel with this activity are programmes to encourage entrepreneurial skills and schemes to identify student business opportunity which can lead to the establishment of a successful trading company. Last year more than 2,000 students underwent entrepreneurial development, 35 students were supported into launching successful trading companies and more than 18,000 took part in *Ready for Work* workshops. The University plans to further expand and refine this programme.



To give an indication of the special nature of this approach to Higher Education, the Malaysia Government is now piloting the LJMU WoW® programme under the guidance of LJMU staff (and naturally in close partnership with Malaysian business) to see if this approach can work successfully in all Malaysian public universities (especially its leading research universities). The pilot is already producing excellent results.

From 2012, all undergraduate students will be required to undertake the high-level WoW® programme to at least the Bronze level (self-awareness building, working with people and confidence building) as part of the curriculum. In addition, the University plans to enhance other WoW® opportunities including a rapid expansion of student internships.

The University has included 50% of the full economic cost of the GDC as OFFA “countable” expenditure (table 3c) in line with its student population and the proportion of under-represented groups.

### **Financial support**

As identified LJMU will offer the following financial support for students:

- **National Scholarship Programme** – LJMU will match fund its Government allocation of the National Scholarship programme by doubling the number of scholarship places. The scholarship will take the form of a £2,000 fee waiver and a £1,000 bursary for one year. As identified the principal criterion for selection will be financial household income (£16,000 or below in Year 1) although other supplementary criteria will need to be adopted due to the high level of qualifying demand. Full details of our National Scholarship Programme will be available on our website in July 2011.
- **Maintenance bursary** of £500 per annum for eligible home students with a household income of £25,000 or less to support retention. Students that are awarded a NSP will not be eligible for a bursary in year one.
- **Fee waiver** of £5,000 for full-time home and EU students taking the Foundation Year of a four year STEM programme.
- **Looked After Children bursary** - LJMU will continue to offer a minimum bursary of £1,000 per year to help care leavers with their living costs.
- **Scholarships** – LJMU invests its current fee income in a variety of scholarships that are available to all undergraduate, full-time, home and EU students only. It is the University’s intention to continue with its existing scholarship programme. Based on LJMU’s current student population, it is anticipated that at least 50% will have household incomes of £42,600 or less and that LJMU will continue to count this proportion of its scholarship expenditure within its financial support to under-represented groups. There are three types of scholarships:

- **LJMU DPA Scholarship** - £1,000 per annum with a maximum of 100 scholarships available each year. Eligible students must have at least three A grades at A2 level or equivalent (360 UCAS points). *DPA* is the shorthand version of the University's *Dream-Plan-Achieve* brand line.
- **LJMU Achievers Scholarship** - £1,000 per annum with a maximum of 100 each year. Eligible students must be able to demonstrate an area of commitment, achievement and excellence above that of their peers in areas such as volunteering, sports, arts and citizenship.
- **LJMU Vice Chancellor's Award** – a highly prestigious scholarship of £10,000 per annum, awarded annually by the Vice Chancellor to the most outstanding academically-gifted students. Students must achieve a minimum of three A grades at A2 or equivalent (360 UCAS points) and be able to demonstrate an area of commitment, achievement and excellence above that of their peers in areas such as volunteering, sports, arts and citizenship. There will be a maximum of six scholarships each year.
- **Student Support fund** – an allocation of £200,000 in 2012/13 to be directed at students who are most in need in order to support their retention.

### Targets and milestones

The following five year targets and annual milestones have been set:

- **Participation**

Target description	Current baseline 2009/10 data	Five year target 2016/17
Young full-time first degree entrants from state schools	95.6%	95.6%
Young full-time first degree entrants NS-SEC classes 4-7	38%	38%
Young full-time first degree entrants from low participation neighbourhoods	16.8%	16.8%
Mature students with no previous HE experience and from low participation neighbourhoods	24%	24%
Students from lower socio-economic groups (household income £42,600 and below)	Above 50%	Above 50%
Students in receipt of Disabled Students' Allowance	3.1%	4%
Home students from a BME background	9.5%	10%
Number of care-leavers	24	30

**Student retention**

<b>Target description</b>	<b>Current baseline 2009/10 data</b>	<b>Five year target 2016/17</b>
Young full-time first degree entrants who continue or qualify	89.1%	92%
Young full-time first degree entrants from low participation neighbourhoods who continue or qualify	86.6%	90%
Mature full-time first degree entrants who continue or qualify in HE	88%	88.5%
Monitoring and evaluating the progression of students in receipt of NSP and other financial support	New initiative	Yearly comparisons

- **Employability**

<b>Target description</b>	<b>Current baseline</b>	<b>Five year target 2016/17</b>
Full-time first degree entrants in employment or studying	87.5% (2008/9 data)	91%
Participation in the WoW skills certificate programme	750 students (2011)	4,000 students

- **Outreach**

<b>Target description</b>	<b>Current baseline</b>	<b>Five year target 2016/17</b>
Aspiration and attainment raising outreach activity to pupils from year 9 onwards	250 schools / 650 activities	250 schools /650 activities
Encouraging vocational routes into HE	25 colleges /50 activities	25 colleges /50 activities
Work with mature learners to help increase level 4 skills	25 colleges/25 activities	25 colleges/25 activities
Improve attainment and aspirations by supporting pupils in schools through student and staff volunteering	850 pupils	850 pupils
Tailored progression curriculum to targeted individuals across years 9-13 in Greater Merseyside to improve aspirations and attainment	Aimhigher legacy	20 schools / 1,500 pupils
Involvement of student advocates in the delivery of WP outreach activities	Aimhigher legacy	60 students
Working in strategic partnership with UTCs	One proposal	3 North West partnerships

## **Monitoring and evaluation**

LJMU will monitor and evaluate its Access Agreement and targets and milestones via the following:

- Annual analysis of HESA performance indicators and composition of LJMU's student population
- Detailed analysis of recruitment and admissions data including application and conversion by applicant profile as well as benchmarking against LJMU's competitor group and the sector
- LJMU "Web-hub" which is a dynamic academic business intelligence source for the university which brings together data from a range of statutory returns and provides information that can be used across the institution
- The progression and success of NSP students and students in receipt of other financial support
- The effectiveness of specific outreach activities and interventions in terms of achieving outcomes and reaching the number of schools and pupils
- Analysis of achievement and progression data for LJMU's target schools and colleges
- Employability of students through the Destination of Leavers in HE survey and LJMU's survey to graduating students
- Feedback from students via LSU

As a minimum, an annual assessment of the University's progress will be reported in the following ways:

- The submission of a formal report from the Director of Student Recruitment and Widening Access to the Senior Management Group of the University, for onward approval to LJMU's Board of Governors which includes representation from the LSU
- The University's annual monitoring return to HEFCE and OFFA in relation to both its Access Agreement and its Widening Participation Strategic Assessment.

## **Provision of information to prospective students**

The University is committed to publishing clear, accessible and timely information for applicants and students on the fees that it intends to charge and the financial support that it offers. It will also provide, as requested, information to UCAS and SLC to populate their applicant-facing web services.

LJMU has a dedicated Student Advice and Wellbeing team that provide advice and support to students on funding higher education. Working closely with staff from Student Recruitment and Widening Access outreach will be delivered to targeted schools and colleges to educate students on student finance and the costs of a University education. In addition, advice and support will also be provided to parents, teachers, and advisers.

## LJMU Access Agreement 29 September 2011

It is the University's intention to provide, in consultation with the Students' Union, information for prospective students via the following:

- The University's website
- The University's Applicant Guide for entry in 2012

The University's website includes its proposed fees and support for 2012 entry and clearly states that this is subject to approval by OFFA. Full details of the NSP criteria for selection will be available in July 2011.

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	
State School (HESA Table T1a)	Maintain LJMU's current strong position against sector benchmark and location adjusted benchmark	2009/10	95.60%	95.60%	95.60%	95.60%	96%	96%	
NS-SEC (HESA Table T1a)	Maintain LJMU's current strong position against sector benchmark and location adjusted benchmark	2009/10	38%	38.00%	38.00%	38.00%	38.00%	38.00%	
LPN (HESA Table T1a)	Maintain LJMU's current strong position against sector benchmark and location adjusted benchmark	2009/10	16.80%	16.80%	16.80%	16.80%	16.80%	16.80%	
Mature	Maintain LJMU's current strong position against sector benchmark and location adjusted benchmark	2009/10	24%	24%	24%	24%	24%	24%	Mature students with no previous HE experience and from LPN
Socio-economic (other measure - please give details in the	Household income £42,600 and below	2009/10	Above 50%	Above 50%	Above 50%	Above 50%	Above 50%	Above 50%	
Disabled	Students in receipt of DSA	2009/10	3.10%	3.20%	3.40%	3.60%	3.80%	4%	
Ethnicity	Home studnets from a BME background	2009/10	9.50%	9.60%	9.70%	9.80%	9.90%	10%	
Care-leavers	Increase the number of care leavers through targeted support package	2009/10	24	26	27	28	29	30	

Non continuation: Young (HESA Table T3a)	Increase the number of first degree entrants who continue or qualify	2009/10	89.10%	90%	90.50%	91%	91.50%	92%	
Non continuation: LPN (HESA Table T3b)	Increase the number of first degree entrants from LPN who continue or qualify	2009/10	86.60%	87.50%	88%	89%	89.50%	90%	
Non continuation: Mature (HESA Table T3a)	Increase mature full-time first degree entrants who continue or qualify	2009/10	88%	88%	88.20%	88.30%	88.40%	88.50%	
Other (please give details in the next column)	Full time first degree entrants in employment or studying (DLHE)	2008/09	88%	89%	89.50%	90%	90.50%	91%	

**Table 5b - Other milestones and targets**

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)	
				2012-13	2013-14	2014-15	2015-16	2016-17		
Outreach / WP activity (other - please give details in the next column)	Raise aspiration and attainment and provide IAG to pupils from year 9 onwards in targeted schools based on a variety of WP measures	2011	250 schools	250 schools	250 schools	250 schools	250 schools	250 schools	250 schools	Includes delivery of 650 activities per year
Outreach / WP activity (other - please give details in the next column)	Encouraging vocational routes into HE	2011	25 colleges	25 colleges	25 colleges	25 colleges	25 colleges	25 colleges	25 colleges	Includes 50 activities per year
Outreach / WP activity (other - please give details in the next column)	Work with mature learners to help increase level 4 skills	2011	25 colleges	25 colleges	25 colleges	25 colleges	25 colleges	25 colleges	25 colleges	Includes 25 activities per year with mature students in FE
Outreach / WP activity (other - please give details in the next column)	Improving attainment and aspirations by supporting pupils in schools through student and staff volunteering	2011	850 pupils	850 pupils	850 pupils	850 pupils	850 pupils	850 pupils	850 pupils	Includes targeted 1-1 support
Outreach / WP activity (other - please give details in the next column)	Tailored progression curriculum to targeted individuals across years 9-13 in Greater Merseyside to improve aspirations and attainment			20 schools	20 schools	20 schools	20 schools	20 schools	20 schools	Directed at 1,500 local pupils and building on Aimhigher legacy
Outreach / WP activity (other - please give details in the next column)	Involvement of student advocates in the delivery of WP outreach activities			60 students	60 students	60 students	60 students	60 students	60 students	Students also benefit from gaining essential for future employment



Strategic partnerships (eg formal relationships with schools/	Working in strategic partnership with University Technical Colleges	2011	One proposal						3 partnerships	
Other (please give details in the next column)	Monitor and evaluate the progression of students in receipt of NSP									Yearly analysis and comparisons
Other (please give details in the next column)	Employment skills - engagement with WoW skills certificate	2011	750 students	2000 students	2500 students	3000 students	3500 students	4000 students		LJMU's employability programme

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

<b>Name of institution</b>	Liverpool John Moores 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.*

LJMU is committed to supporting the Training and Development Agency (TDA) in removing barriers to teacher training for the best quality candidates from under-represented groups.

A key focus of the University's strategy is to increase the number of black and minority ethnic teachers (BME) into Initial Teacher Training programmes where LJMU is significantly below the sector average of 14%.

Recruitment of teacher trainees at LJMU who declare a disability is in-line with other institutions in the North West at 5% and this falls slightly below the national average of 6%.

The University is also investing in increasing the number of male primary teachers. As the university's provision is predominantly Early Years it is recognised that this is especially difficult.

This Annex to LJMU's main access agreement is focused on the University's postgraduate ITT provision although some of the strategies adopted apply to both undergraduate and postgraduate ITT students. LJMU has a small number of undergraduate ITT students (54 new students projected for 2012 entry) and included these numbers and costs within its main agreement,

## **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.*

For the academic year 2012-13, LJMU will charge a fee of £9,000 per year to each student studying a full-time PGCE programme.

It is the University's intention to apply annual increases in line with the amount set out in Government regulations each year and to take account of inflation.

### **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.)*

LJMU estimates that in 2012/13, the university will spend 25.3% of its fee income over £6,000 on access, retention and employability. This relates to LJMU's total spend including investment relating to ITT.

### **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.*

LJMU will offer the following financial support for PGCE students:

- **Maintenance bursary** - £500 per annum for eligible home students with a household income of £25,000 or less to support retention.
- **Looked After Children bursary** – a minimum bursary of £1,000 per annum to help care leavers with their living costs.
- **Student Support fund** – PGCE students will also be able to access the university's student support fund which is directed at students who are most in need in order to support their retention.

PGCE students are not eligible for the National Scholarship Programme.

In addition, PGCE students are not eligible for the LJMU scholarships (LJMU DPA, LJMU Achievers and LJMU Vice Chancellor's Award) as detailed on pages 9 and 10 in LJMU's existing access agreement.

### **Part three: outreach and retention**

#### **E. Outreach and retention work**

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

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

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

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

The outreach, retention and employability work outlined in LJMU's main agreement helps to support ITT trainees (pages 4 to 9).

In addition, there is specific investment and strategies adopted by the Faculty of Education, Community and Leisure that support ITT trainees and LJMU's objectives in this area:

- The faculty employs an Inclusion & Diversity Officer (IDO) who plays a crucial role in terms of ITT trainees. The IDO acts as a first point of contact for both PGCE applicants and students with a diversity support need.
- Best practice in the sector is identified, evaluated and shared in order to help stimulate demand and support widening access.
- Support is provided to specific hard to reach groups in relation to constructing their application for an ITT place.
- LJMU hosts a Train to Teach event targeted at prospective BME students.
- GCSE equivalence support sessions in English, Mathematics and Science are delivered by LJMU directed at specific under-represented groups.
- There is a variety of targeted community placement projects involving current teacher trainees volunteering with under-represented groups.
- Cultural awareness sessions are delivered to all staff recruiting and working with ITT trainees.
- Local marketing activity targeted at males to increase the number of male primary teachers, for example males leaving the armed forces.
- Including male tutors on interview panels and establishing male mentors for all male trainees with partner schools to create better support networks and prevent isolation.

### **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.**

LJMU has a small number of undergraduate teacher trainees (a target of 54 for 2012/13) and these were included within LJMU's current Access Agreement for this year. The targets and milestones included with this Agreement (pages 10 to 11) therefore apply.

In addition, the following targets apply to PGCE students:

Target description	Current baseline 2010/11 data	Five year target 2016/17
BME teacher trainees	3%	6%
Teacher trainees with a declared disability	5%	6%
Recruitment of males onto primary programmes	1 trainee	3 trainees
Introduce cultural awareness training sessions for staff working on ITT	New initiative	One session a year

## 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.*

Please refer to page 10 of LJMU's existing access agreement. In addition, LJMU provides monitoring reports and information relating to ITT recruitment and retention to the TDA.

## **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*

## Annex A

*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.*

As identified in LJMU's existing access agreement (pages 12 to 13) the University is committed to publishing clear, accessible and timely information for applicants and students on the fees that it intends to charge and the financial support that it offers.

Proposed fees and support for PGCE programmes for 2012 entry currently state that this is subject to approval by OFFA.

