Peter McCaffery
June, 2011

ACCESS AGREEMENT

between

LONDON METROPOLITAN UNIVERSITY

and

THE OFFICE FOR FAIR ACCESS

2012-13

1   The University's Mission and Context

Access, progression, student achievement and employment are all central to the University's *raison d'etre* and have been for well over a century and a half – ever since the institution's inception in 1848. A teaching-led University with a strong emphasis on applied research, the University today is seeking to build further on its proud record in widening participation and on its traditional strengths in vocational, professional and liberal education. Indeed we aspire, as articulated in our new strategic plan, to be an agency of regeneration in the Capital, a "University of opportunity" that will endeavour to meet the needs of all our stakeholders by "transforming lives, meeting society's needs and building rewarding careers".

This aspiration bears testament to the University's enduring commitment to social responsibility and social justice as well as the success of the University in fulfilling its original historic purpose. For today, in whichever way access is measured, London Metropolitan University is one of the most socially inclusive Universities in the UK.

Examination of our student profile for 2009-10, for example, reveals that over half of the University's 29,000 students are from minority ethnic communities, compared with 15% of students nationally. Of the full-time undergraduate entrants, 54% were mature compared with 22% nationally, 96% were from state schools or colleges (88% nationally) and 45% were from socio-economic groups 4, 5, 6, and 7 (30% nationally).

More than that, these London Met proportions of full-time undergraduate entrants are not only substantially higher than the national averages they are also better than the HEFCE location-adjusted benchmark figures too: 96% compared with 94% for state school entrants; 45% compared with 38% for socio-economic groups 4, 5, 6, and 7; and 9 % compared with 7% for low participation neighbourhoods. We are tremendously proud of this achievement and intend both to safeguard and to build on it in the future.

2   **Fee Limits and Fee Income above £6,000**

Like other Universities, London Metropolitan University, too, has had to consider how best to "square the circle" of meeting the needs of our students and fulfilling, on the one hand our institutional obligations and aspirations with, on the other, preparing for a new market in which the student (rather than the Funding Council) will, in effect, be the main agent of funding in 2012-13.

As such, we undertook a fundamental review over the last year of how, when, where and what we should offer, including consultation with students, and have decided to consolidate our portfolio around c. 160 courses (listed in the attached annex).

Our new model is grounded in ensuring student value for money as well as affordability – as tested through our students, and we have therefore elected to levy tuition fees at several price points across the range of £4,500 to £9,000.

The average undergraduate course fee will be approximately £6,850.

We would also like to confirm that it is our intention to apply new annual increases in tuition fees in line with the amount set by the government each year.

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

The likely demand for HE under the new funding arrangements which come into effect in 2012-13 is, of course, as yet unclear, and likely to remain so in the short-term.

We would anticipate though – in the event that the level of student demand is similar to that hitherto and our responding effectively to emerging market conditions – investing approximately 15% of the fees we are charging above £6,000 in line with OFFA's expectations.

The balance of this investment will be in retention rather than outreach activity.

4.   **Access Record**

Our track record in fair access and widening participation, as we've noted, is an exceptionally strong one exemplified in:

- The diversity of our student profile;
- Our historic and enduring commitment to the University's mission (and)
- Our achievement in out-performing both National Performance Indicators and HEFCE benchmarks

We have been less successful however in facilitating student progression, achievement and completion. We fully recognise this issue and are committed to improving our performance in this regard.

5.   **Access and Outreach Activity (Pre-entry Support)**

The nature and volume of our outreach activity is both extensive and intensive across all Faculties of the University supported by a dedicated professional services team. It has also proved to be highly effective.

Our outreach work aims to:

- inspire young people and members of the local community about the possibilities offered by higher education
- support local learners enabling them to achieve the skills necessary for success in higher education
- develop progression pathways and curriculum support projects in a number of vocational areas to improve the accessibility of higher education to local learners

And our particular target groups are:

- those whose cultural and social circumstances make them less likely to consider residential higher education provision away from their home, or indeed to consider higher education at all
- those aged 18 who have underachieved because of social circumstances and have the potential to benefit from higher education
- socially excluded and at risk groups including those with prior health problems which may have been a barrier to progression, newly established minority ethnic groups, estate communities, lone parents, et al.
- gifted and talented students from local schools in neighbourhoods where participation in higher education is low.

We pursue our outreach work through a range of collaborative partnerships and well-established activities with local schools and colleges and other community organisations; specialist outreach bodies and preparation for study programmes. We aim to maintain and develop this activity still further.

Access HE: A new pan-London collaboration

We also intend to secure the legacy of our work achieved through Aimhigher by adding a collaborative pan-London dimension to our own access and outreach plans. This will further help students (and their teachers) to have contact with a wider range of higher education opportunities.

Through our established regional membership association London Higher, we are in discussion with the developers of AccessHE. This is a new social enterprise formed by, and for, London's HE sector. It will seek to take forward some selected aspects of the collaborative and targeted programmes of the current Aimhigher partnerships in London, following a lead by WECAN (the Partnership in West, Central and North London), whilst at the same time, and in a cost-effective, co-ordinated way, exploring possible new ways of reaching out to schools across the capital and including especially young people under-represented in HE.

This new pan-London collaborative approach will help support and inform our Access Agreement by, for example, the acquisition, analysis and reporting of data, such as contextual data, school and college profiles, patterns of access by different groups across London and deprivation profiles. Taken together, these are important aids to targeting, and to delivery at the local level. Monitoring, evaluation and also co-ordination on the pan-London basis will help us to place our own efforts into the necessary broader context of widening participation, and help to show if recent valuable momentum is being maintained.

Through our joint efforts, we are expecting to confirm the constitution, budget and work programme of this new collaborative group during the first half of the 2011-12 academic year. On behalf of the participating group of London HE institutions, London Higher will liaise closely with OFFA to explain how its activities address directly the requirements of OFFA's March 2011 guidance, and the spirit of the letter of Sir Alan Langlands to heads of institutions dated 11 March, 2011. If, having taken part in the initial set up discussions and process, this institution should decide after all not to take part in the new London Higher/AccessHE collaboration, you will of course be advised.

We envisage that once established the group will report annually to all participating HEIs to show what benefits the collaboration has brought, and how it has helped individual HEIs, such as ourselves, to engage more effectively with identified schools and colleges for outreach purposes.

6.   **Student Retention (Post-entry Support)**

We have sought to improve student progression and achievement in a variety of ways that were commended by the QAA in their Institutional Audit (April, 2011) of the University:

- Making the offer of admission to students on the basis of likelihood of "completion" and not simply that of "benefit".
- The deployment of personal academic advisers and their regular use of diagnostic data to identify and support undergraduate students at academic risk
- The practical and scholarly support provided in the Assessment Framework and the taught provision manuals.

We will also be seeking to make further improvements in student progression as a consequence of the review of undergraduate education we undertook over the last year in which we have identified the need and committed ourselves to:

- A new curriculum credit architecture in 2012-13 in which students will study ("long-thin") year-long modules (rather than semester ones) offering greater opportunity for student development and guidance.
- 30 weeks of formal scheduled teaching (six weeks greater than the current average)
- 12 hours a week of formal scheduled teaching for first-year undergraduates
- Establishing genuinely introductory courses in Year 1; one which takes account of the students' prior educational (and work) experience and offers them an "intellectual map" on which to build.

- Placing student engagement, student employability and professional practice at the heart of our curriculum.

We also recognise that we need to go further in this regard.

We aim to participate in the National Scholarship Programme (NSP) and intend to match the allocation that we have been awarded: viz. a further £561K (or 187 £3K scholarships) making a total of £1,122K (or 374 £3K scholarships).

We do not, however, intend to make any further additional (Non-NSP) financial provision. We have little evidence that financial bursaries have had a discernible impact on student admission or student retention. Rather we have sought to combine value for money with affordability in our fee offer with no hidden extra costs or charges for students.

We also intend to follow through on our strategic commitments to:

- Address the needs of students in a more effective ("joined up") way over the whole of the student "life cycle" through our:

  - Sorting strategies; dealing with students pre-entry
  - Connecting strategies: helping students integrate with one another at London Met
  - Supporting strategies; supporting students inside and outside London Met
  - Transforming (student) strategies; helping students become confident and capable independent learners
  - Transforming (staff) strategies; supporting staff in this process

- Be better self-informed by researching the actual rather than assumed student experience
- Integrate our Marketing, Recruitment and Admissions to oversee that part of the student life-cycle, from initial inquiry through to enrolment, as a means of ensuring prospective students make an informed choice
- Build on existing internal good practice and ensure a high quality induction experience for all students
- Engage all staff in "retention thinking"
- Harness the collective power of professional services departments and faculties
- Establish a positive learning environment based on professional informality

7. **Targets and Milestones**

We plan to develop and take forward our outreach work around four main priorities:

- Developing and extending our external partnerships with community partners still further

- Collaborating with partners to organize events and activities which inspire local people to progress to higher education

- Developing a broader range of local vocational progression pathways and curriculum enrichment projects which support student progression and success

- Sharing good practice in access and widening participation throughout the whole of the University.

Our key performance indicators will remain the location-adjusted benchmarks set by the HEFCE. And our target in the future will be to ensure that, at the very minimum, we at least meet these benchmarks and preferably, as we currently do now, exceed them.

In the case of student retention our target is:

- To achieve a year-on-year improvement in the percentage of all learners successfully completing the programme of learning on which they are registered (and to achieve comparable success by students from diverse educational backgrounds) in line with National PIs and HEFCE benchmarks.

8. **Monitoring and Evaluation**

We will monitor and evaluate our performance in a variety of ways:

- Through the University's Widening Participation Strategic Framework

- Through the regular review of institutional KPIs by the University's Executive and reported to the Board of Governors

- Through the University's annual monitoring exercise; an activity that embraces all programmes in the University and all members of the Senior Management group and is overseen by Academic Board.

- As part of the University's risk management process; the outcomes of which is reported directly to the University's Executive team and the Board of Governors.

- Through the internal processes accompanying the annual monitoring return to HEFCE at the end of each academic year.

9. **Provision of Information to Prospective Students**

We confirm that we are committed to making the information on courses, tuition fees and financial support set out in this Access Agreement and appendices readily available to prospective students, UCAS and the SLC in a timely and appropriate fashion.

For students this information will appear in the printed prospectuses, the University's website and key information sets as they are developed. Training will be provided for all student advisers and for recruitment and admissions staff to ensure that the correct information is given to all students including direct applicants, whether in writing, by telephone, or in person at Open Days, consistent with our proposed Student Charter and our aim that students make as informed a choice as possible.

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 maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
State School (HESA Table T1a)	Access - % FT First Degree Young Entrants from State Schools	2009-10	0.964						benchmark of 94.6%. Should the sector experience a decline in demand from under-represented groups which affects the University's ability to maintain this position we will revisit whether our targets at that point.
NS-SEC (HESA Table T1a)	Access - % FT First Degree Young Entrants from NS-SEC 4 to 7	2009-10	0.449						benchmark of 38.2%. Should the sector experience a decline in demand from under-represented groups which affects the University's ability to maintain this position we will revisit whether our targets at that point.
LPN (HESA Table T1a)	Access - % FT First Degree Young Entrants from LPNs	2009-10	0.091						benchmark of 7.7%. Should the sector experience a decline in demand from under-represented groups which affects the University's ability to maintain this position we will revisit whether our targets at that point.
Non continuation: Young (HESA Table T3a)	% of All FT First Degree Entrants who are Contining or Qualify at the University the year following entry.	2008-09	0.705	0.705	0.74075	0.7765	0.81225	0.848	The objectve is to move towards the location-adjusted benchmark of 84.8%, or its equivalent value at the time, over the period to 2016-17.
Projected outcomes (HESA table T5)	% of FT First Degree Entrants Projected to be awarded a degree.	2008-09	0.534	0.534	0.57375	0.6135	0.65325	0.693	Our target is to achieve a year-on-year improvement in the percentage of all learners successfully completing the programme of learning on which they are registered.

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 maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
									Please see written commentary in attached Access Agreement

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

Name of institution	London Metropolitan University

Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranetby 30March 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.

In addition to the University access agreement, for ITT we are targeting BME students for all ITT courses and specifically men for primary ITT courses.
The national recruitment for BME trainees is 12%, at London Metropolitan University recruitment for Primary ITT is 42% and Secondary ITT is 28%.
For Primary ITT the percentage of men recruited nationally is 18%, at London Metropolitan University it is 25%.
(Note: these figures are for both PGCE and BEd programme but low numbers on the latter make it unreliable to specify separately.)
OFSTED in May 2011 recognised trainees from our ITT programmes as coming from 'a diverse range of backgrounds'.

Additional Data for 2010-11
Primary PGCE:
67% of BME students achieved grade 1 or 2 compared to 98% of white students by the end of the course.
For men 78% achieved grade 1 or 2 compared to 83% of women by the end of the course.
Secondary PGCE:
Of those who failed to gain qualified teacher status, 13% were white and 5% were BME.

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

B. Feesyou 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.

£9,000 for PGCE
£7,100 for BEd

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.)

Postgraduate:
10% (£300) per student for PGCE – 130 Primary and 105 Secondary i.e. £70,500.
Undergraduate:
In line with University 15% i.e. £4,620.

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.

There is no proposal to offer fee waivers or bursaries due to the present existence of government funded bursaries.
At UG level the university's low fee does not warrant any waivers.

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 indicatewhere 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).

- Additional support for BME students whilst on school based placements

- Additional support for subject-knowledge enhancement, i.e. transition form SKE to PGCE. Many BMEs trainees are on science/maths courses (SKE).

- Revalidating the Primary programme, to include hybrid modules so that more BME trainees can achieve Master's level credits (i.e. not forced to opt into Masters Level). Our experience on the secondary PGCE programme shows that creating a hybrid module approach increased the percentage of BME students gaining Masters level credits. The revalidated course will include additional support for the academic literacy demands of M asters level work on the PGCE courses and increased tutorial support.

- Recruitment events targeting men into primary including the use of support materials and building on our track record (trainees already successfully completed and male tutors). The use of support groups for men whilst they are in training.

- Increase number of workshops on refugees, community languages, dyslexia and homophobia.

- Network with 'successful' black teachers.

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.

Maintain levels of primary male and BME recruitment.

At Primary improve %s of BME achieving Grade 1 and 2.

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.

Part of annual OFSTED review process, i.e. self-evaluation and tracking of data.

Learning support provision needs to fit in with trainees being in schools.

Part five: Information to students

H. Provision of information to trainees

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

applicant-facing web services.We will assume that this commitment extends to GTTR, where appropriate.

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

Initial teacher training fees and financial support template 2012-13 - mainstream ITT providers

Institution name: London Metropolitan University
Institution code: 10004048

Table 6 - Targets and milestones

Table 6a - Statistical milestones and targets relating to your ITT applicants, entrants or student body (e.g. HESA, GTTR or internal targets)

Course type	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) 2012-13	2013-14	2014-15	2015-16	2016-17	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
Both	Gender (e.g. male primary teachers)	% Male in Primary ITT	2010-11	0.25	25%	25%	25%	25%	25%	National figure is 18% so target is to maintain our higher %
Both	Black and minority ethnic groups	% BME in Primary ITT	2010-11	0.42	42%	42%	42%	42%	42%	National figure for BME in ITT is 12%, so LondonMet is above the national average. We will seek to maintain this.
Both	Black and minority ethnic groups	% BME in Secondary ITT	2010-11	0.28	28%	28%	28%	28%	28%	As above
Both	Completion / Non-continuation	% BME achieving grade 1 or 2 in Prmary ITT	2010-11	0.67	67%	70%	74%	78%	82%	The achievement level of BME has been lower than for white students of whom 92% have achieved grade 1 or 2 in Primary ITT. The target is to reduce this difference.

Table 6b - Other milestones and targets relating to ITT students

Alongside applicant and entrant targets, you may wish 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.

Course Type	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) 2012-13	2013-14	2014-15	2015-16	2016-17	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)