ACCESS TO SUCCESS

ACCESS AGREEMENT FOR STUDENTS STARTING THEIR COURSE IN SEPTEMBER 2012

INTRODUCTION

At Staffordshire University, we believe that everyone should have the opportunity to benefit from a high quality university experience, regardless of their income or family circumstances. The University is committed to ensure that students have access to an education which will be valid and relevant to them as individual learners. We recognise that a diverse range of students require diverse learning styles and support structures.

Our commitment to widening participation and fair access is explicitly stated in the Staffordshire University Corporate Plan 'Our *'Statement of Strategic Intent'* (2007) where the University makes the following core commitment to widening participation and diversity:

'Offer a diverse range of learning opportunities that suit individual needs and are designed to attract a much wider social mix.'

'Sustaining a working and learning environment where individuals are valued for their skills and abilities and where equality of opportunity is available for everyone'.

The University promotes equality of opportunity for all, and ensures that all applicants are assessed as individuals, considering both academic and vocational achievements, potential to achieve and to meet higher education outcomes. The University provides a transparent framework and aims to minimise any barriers for entry to higher education.

However, fair admissions is only a small part of widening access to higher education and the University engages in a wide range of outreach activities with the aim of raising aspirations, attainment and promoting the relevance of higher education to those historically under-represented in higher education. The University is committed to partnership and collaborative working in all aspects of outreach activities across a wide range of age groups.

Similarly, the University offers learning opportunities at a range of levels and in a variety of modes (including part-time, employer-based, fast track and distance learning) to suit the needs of individuals and communities. We are committed to providing a flexible and relevant higher education experience for all our students. Widening access is a core theme that underpins much of the University's business such as learning and teaching, curriculum development, quality assurance, validation, staff development and research. The University has a national and international reputation for widening participation research with many Faculty and Service staff actively engaged in practitioner based research and publication. The Institute for Education Policy Research continues to be a national leader in widening participation and fair access research.

All of these help to expand our student base and maximise widening access .We have established a national reputation for opening access to higher education and already offer one of the most cost-effective opportunities for our students anywhere in the country, combining:

- Top rated courses
- Excellent employability rates
- State of the art facilities
- Low living costs
- Good value student accommodation
- Extensive support
- A strong partnership with a range of further education and private providers
- Strong links with schools and colleges from primary school onwards
- A strong partnership with our Students' Union

We aim to offer an exciting and worthwhile student experience on courses which gives students:

- practical work experience opportunities during their course of study
- opportunities to gain the right tools to enter the world of work upon graduation
- free access to employment and careers advice
- free access to counselling and general advice and guidance
- free internet services
- free access to our extensive library facilities
- free membership of the Students' Union
- work placement as part of many courses
- free compulsory field trips
- support for final year Design Show costs in the Faculty of Arts, Media and Design
- standard laboratory consumables

DELIVERING OUR ACCESS AND INCLUSION AGENDA

At Staffordshire, we have taken a holistic approach to widening participation, from working with schools, at primary level and above, colleges and other partners, to providing support prior to enrolment and throughout the student lifecycle to graduation and into employment.

We have invested heavily in supporting students with an increasingly diverse set of needs and we are currently reviewing our business processes to ensure that they are even more student focussed and fit for purpose.

We have also invested in enhancing the student learning experience by setting up Skills Centres in our main libraries and by producing a new Learning and Teaching Strategy which focuses on the needs of students.

In today's rapidly changing world, we all recognise that the satisfaction and long-term success of our students and other customers will depend on us being flexible and adaptable. Over the next five years our range of courses, programmes, products and delivery mechanisms will also become more varied in response to our customers' demands.

The expansion of our foundation degrees and 2-year Fast-Track degrees is already helping to meet the growing demand for new forms of delivery and we will do more. We are national leaders in work-based learning and employer engagement initiatives and are providing short courses and other programmes tailored to employer requirements. Such provision helps us to provide attractive and different forms of HE provision to widening participation students for whom three year full-time courses are not always their preferred mode of study.

Investment in our partnerships, alliances and networks will continue.
Even more students and customers will be attracted through our FE college networks, other UK partnerships, our University Quarter development in Stoke-on-Trent and through our international partnerships.

As the student and customer base changes, so too will the nature and variety of our contractual arrangements. These will be underpinned by a clear articulation of what we offer and our service standards.

By focusing in new ways on all our various categories of customer together with their changing needs, we intend to achieve even higher levels of satisfaction and success.

We will:

- continue to raise aspirations in the local community and regionally
- enhance the customer experience
- increase the number of students who stay and successfully complete their courses
- set clear and measurable standards in the form of a new Student Charter
- integrate systematic customer feedback mechanisms into a robust framework for the measurement and improvement of customer satisfaction
- continue to implement new and existing learning and teaching media to support effective e-learning to the benefit of a wider range of students both on and off campus.
- provide our students with opportunities to find graduate level employment through tailored advice and guidance, targeted employer events, internships to the professions and opportunities for work experience and placements.

FEE LIMITS AND FEE INCOME ABOVE £6000

From 1 September 2012, we will set the following tuition fees per year for UK 'Home' and other EU students on all full-time undergraduate courses including first degree, HND, Foundation Years and Foundation Degrees:

(a) **<u>Programmes Taught on University Campus</u>**

(i)	Classroom based awards: • Accounting & Finance • Business • English • History • International Relations • Law • Philosophy • Sociology • Tourism and Events Management	£7,490
(ii)	Resource intensive awards (with the exception of those detailed in (iii) below): • 3D Design • Advertising and Business Management • Animation • Biological Sciences • Computing (all awards) • Early Childhood Studies • Engineering & Technology • Drama • Film, TV, Radio, & Media Studies • Fine Art • Forensic Science • Geography • Graphics • Health Studies • Mathematics • Media Production • Photography • Product Design • Social & Advice Work • Sport & Exercise • Surface Pattern,	£7,990
(iii)	Differentiated Programmes in the subject areas of: • Computer Games Design • Film Production and Technology • Music Technology • FX Technology • Journalism • Psychology	£8,490

(iv)	Two Year Fast Track degrees and Fast Track Foundation Degrees in: • Accounting and Finance and Business Management • English • Law • Motorsport Technology	£8,890
(v)	Sandwich Placement Year	£1,000

(b) All Programmes taught at Partner Institutions   £5,900

Please note that these proposals are still under discussion with our partners

Part-Time

We intend to introduce a fee for part-time study that is pro rata that of full-time students. The plan is to equalize the fee commencing in 2012/13 over four years.

All of the above tuition fees will rise annually in line with permitted levels set by Government each year.

This agreement does not cover NHS sponsored or PGCE students at the present time as government announcements on fees levels for these courses have not yet been made.

EXPENDITURE ON ADDITIONAL ACCESS, OUTREACH AND RETENTION MEASURES

In addition to our current annual expenditure of £489,000 we expect to spend the following additional amounts:

• Access and Outreach £120,000
• Retention £300,000

We will also be reviewing our current AimHigher activities in the light of the development of our ongoing Access and Outreach Strategy.

Further details of our work in these areas is provided below.

(a) Access

We have a good and longstanding reputation for and performance in widening participation and fair access and consistently exceed HEFCE benchmarks. The latest HESA data (2009/10) indicate that 97.8% of the University's students are from state schools (against a local adjusted benchmark of

95.8%), 40.3% of young full time undergraduates are from NSEC 4,5, 6 (against a local adjusted benchmark of 38.6%), with 21.8 % from Low Participation Neighbourhoods (LPNs) (against a local adjusted benchmark of 15.9%). The picture for full time mature undergraduate students is similar with 24% of coming from LPNs (against a local adjusted benchmark of 15.9%). In addition, 43% of our students come from areas that are within the 13,000 most deprived in the country, using Indices of Multiple Deprivation (IMD) statistics. This is a key target criterion in the HEFCE targeting guidelines 'Higher Education Outreach: targeting disadvantaged learners' (HEFCE 2007/12).

Our revised allocation from HEFCE for widening participation outreach and support for disabled students for 2010/11 (£2,866,245) is the fifth highest in the sector (excluding the OU), while 36% of our full-time undergraduate students have residual household incomes of less than £25,000 and are currently in receipt of bursaries.

In relation to retention, we have met or exceeded our HEFCE benchmarks on a consistent basis, save one. The latest HESA data (2008/09) indicate that only 7.7% of the University's young entrants did not continue their course (against a benchmark of 9.9%). The percentage of all entrants was 9.7% (against a benchmark of 11.7%. the percentage of young entrants from low participation neighbourhoods was 10.8% in 2008/09 against a benchmark of 11.4%.An area for particular development for us is the percentage of mature entrants with no previous HE experience who did not continue with their course in 2008/09. 15.9% did not do so against a benchmark of 15.8%. This is the only benchmark we did not meet although improvements had been made since 2007/08.

(b) Outreach

The University has a strong track record in attracting learners from groups under-represented in higher education. Our corporate plan identifies widening participation as a core part of our mission. Its position as a key strand in the corporate plan is exemplified by our engagement in a range of outreach initiatives in the last decade, including acting as the lead institution for both Aimhigher Staffordshire and Stoke-on-Trent and the Lifelong Learning Network for Staffordshire, Stoke-on-Trent, Shropshire, Telford and Wrekin.

Our involvement in these and other programmes, including our own outreach work, has enabled us to develop strong relationships with a wide range of partners and engage in collaborative activities designed to encourage access for both young people and mature learners from disadvantaged backgrounds. We have good links with a large number of schools and colleges in our local area and regionally, many of which serve low participation neighbourhoods and learners from disadvantaged backgrounds. For example, we are supporting the development of two new academies in areas of significant deprivation in Stoke-on-Trent and Cannock in Staffordshire.

In developing its new Access Agreement, the University is concerned to ensure that, in addition to maintaining those activities already delivered in support of the current Access Agreement and through HEFCE Widening Participation premium funding, the core of effective interventions developed through Aimhigher is continued as far as possible. The Aimhigher Learner Progression Framework provides a structure for the provision of targeted, coherent and sequential activities that build progressively throughout the learner journey. Evidence from Aimhigher demonstrates that learners who engage in successive activities that reinforce messages over a period of time are more likely to progress to HE.

The University intends therefore to work with partner schools, colleges and other providers to offer a programme of activities from year 7 upwards, aligned to the learning outcomes identified in the Learner Progression Framework and targeted at learners from key under-represented groups. These activities will also include work with mature learners from our local communities and work-based learners. We will aim to ensure that learners are aware of the range of different routes to HE and of the choice of different HE qualifications, progression opportunities and modes of study available to them, including, for example, part-time provision, foundation degrees, distance learning and two year fast track degrees, and how these might fit into their career plans.

We concur with the comments in the Guidance document regarding the continued importance of collaborative working between institutions and other stakeholders in delivering long-term outreach. Staffordshire University and Keele University have for sometime collaborated as partners in a wide range of initiatives. This has been a particularly strong feature of the local area Aimhigher programme and the two institutions will continue to work together to ensure that key aspects of the Aimhigher programme are maintained and developed. In particular we will collaborate on a number of activities including:

- Student Ambassadors in schools

- A coordinated approach to IAG and the provision of web based information

(c)   Retention

We aim to support students throughout their studies to enable them to succeed and find graduate employment at the end of their courses. We have a strong record in retaining students and, year on year, our retention rates have improved. We have put in place measures to support our students before they arrive, during their course of study and after they graduate.

We believe that a student's first year of study provides the best foundation for success and we have put in place particular measures to ensure that students before and on arrival are made welcome and to feel part of the University from day one.

We continue to look at new ways of supporting widening participation students in their transition to higher education. In 2010, for instance we introduced a residential induction course immediately prior to enrolment for disabled students to help students settle in, to meet their support workers and to ensure that their support package was in place. Experience shows that targeted activities are more successful than generic ones.

We intend to introduce a targeted induction programme for care leavers and mature students, following our success in setting up a mature students' society with the Students' Union.

We will establish an Employment Bureau to support specifically widening participation students from writing CVs, practising interview skills and working with employers to match their skills to graduate jobs. We will set up a mentoring scheme for BME groups, mature, disabled students and care leavers and provide a number of internships and work experience placements to support these students.

FINANCIAL SUPPORT FOR STUDENTS (including support under the National Scholarship Programme)

The following categories of students will not be eligible for consideration for a National Scholarship and/or University financial support:

- Students domiciled in Scotland, Wales and Northern Ireland
- For the bursary element of a scholarship, part-time courses or EU national students
- NHS-funded students
- Students funded by the Training and Development Agency for Schools
- Students directly continuing from one course to another (for example from foundation degree or HND on to the final year of an honours degree)
- Students transferring in from another institution
- Student undertaking a postgraduate qualification
- Part-time students studying at less than 25 per cent intensity of the full-time equivalent
- Any other students whose fees are paid or part-paid through a sponsorship arrangement.
- Students on a placement sandwich year

(a) National Scholarship Programme

In 2012/13 the University will be awarding 200 National Scholarships to students who are new entrants and who meet our eligibility criteria.

The scholarships will be awarded for one year only and comprise the following:

- £2,000 fee waiver
- £1,000 bursary (paid directly to the student in two equal instalments at the end of March 2013 and May 2013 respectively)

In order to maximise use of our scholarships and to ensure that as many students as possible benefit, the University's matched funding element will be used to provide scholarships to a further 200 eligible students in 2013/14 and 2014/15 who have progressed satisfactorily to the second and third years of their courses. These scholarships will comprise a £1,000 fee waiver and a £500 bursary (paid directly to the students in two equal instalments as above) in each of the academic years 2013/14 and 2014/15.

The criteria to be used by the University to determine which students will be eligible for consideration for a National Scholarship will be:

- Residual family income (must be less than £25,000 per annum)
- Residency according to the Index of Multiple Deprivation
- Care Leavers
- Refugees
- Travellers
- Ethnic minorities
- Students with disabilities
- Students previously in receipt of an Educational Maintenance Allowance

All payments will be subject to satisfactory engagement and/or attendance and progress by the student.

It is important to note that meeting any or all of the above criteria does not mean an automatic entitlement to a scholarship and/or other University financial support.

(b)   Other University Financial Support for Students

Students in receipt of a National Scholarship as described in (a) above will not be eligible for further financial support from the University.

We intend to spend £1 million on other University financial support for students. We will award £1,000 fee waiver to 500 students and a £500 bursary to a further 1,000 students in 2012/13. The criteria for eligibility for consideration of both fee waivers and bursaries will be the same as used in the National Scholarship Programme.

The University will determine which successful students receive a fee waiver or bursary.

All payments will be subject to satisfactory engagement and/or attendance and progress by the student.

TARGETS AND MILESTONES

The University intends, as a minimum, to meet all its benchmark targets from the annual HEFCE performance indicators in relation to participation from under-represented groups and retention. We will work hard to exceed our benchmark targets but realise that, in the current climate, meeting these targets will be, in itself, challenging

We will monitor our performance against these targets on an annual basis and review and adjust our outreach activities as necessary.

MONITORING AND EVALUATION

Access and Outreach

The activities that we have included in our proposed programme have been selected based on evidence of impact either from Aimhigher or from the University's own evaluation. Through the structured evaluation of our activities, we will draw together qualitative and quantitative elements to enable the measurement of their impact and effectiveness. The purpose of the evaluation is threefold:

- to underpin development
- to assess value for money
- to gather evidence of impact for accountability.

The results of evaluation will inform ongoing development, enabling continuous improvement in ways of working and the identification of effective practice that has impact and provides value for money. The measurement of the effectiveness of activities and targeting will support accountability.

The evaluation will include collection and analysis of participant data, together with impact evidence drawn from specific activities, supported by tracking of participants with regard to ongoing engagement with and progression to the University, along with retention and successful completion. We wish to ensure that activities are targeted effectively at appropriate learners and are inclusive of disabled learners and children in care/care leavers.

A range of methods will be used to collect evidence to support evaluation of impact, including attitudinal surveys and focus groups with a sample of participants, plus activity surveys, together with feedback from school staff, advisers, tutors, etc. Where available and relevant, data on attainment and progression will also be used to inform the evaluation.

We currently work closely with Keele University on the evaluation of collaborative activities delivered through Aimhigher and we will continue with

this approach, ensuring that evaluation results for collaborative activities are shared and fed back to the appropriate senior managers and groups responsible for the delivery of the Access Agreement in each institution.

Retention

The University's Retention Strategy Group monitors retention on a monthly basis under a number of headings including widening participation, ethnicity, disability and age. This allows us to identify issues at an early stage and put in place interventions as appropriate. We will use both quantitative and qualitative data to evaluate our retention strategy and the associated activities in order:

- to gather evidence of impact for accountability
- to assess value for money
- to support new developments

We will use a range of methods to collect evidence to support evaluation of impact including University wide and targeted student feedback to assess student satisfaction with the support we provide, and we will continue to work in partnership with the Students' Union to evaluate our Welcome Week activities. We will use targeted Student Fora and our new Student Academic Partnerships Project to work with our widening participation students to identify more clearly activities and interventions to support retention.

The Vice-Chancellor, through the University's Senior Leadership Team will be responsible for the delivery of our agreement The University will produce an annual evaluation report on the Access Agreement and performances against milestones for the Academic Board and Board of Governors, both of which have student representation.

PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

Staffordshire University is committed to ensuring that all students and prospective students are provided with clear, concise, timely and accessible information on the fees that we will charge and the financial support that we offer. We will provide all prospective and current students with an easy-to-understand guide to fees and financial support, working closely with the Students' Union. This will include detailed information with regard to the following:

- the University's tuition fee levels
- the National Scholarship Programme and the University's contribution
- the University's financial support scheme
- details of student loans for fees and maintenance
- details of student maintenance grants
- details of Access to Learning Funds

- illustrations for students of the net cost of studying on our courses
- points of contact for further information and guidance at the University
- information on how to ensure potentials students have the right skills and qualifications to make their applications attractive
- access to a university experience before applying through workshops and master classes.

This information will be produced in a range of printed, digital and presentation formats. It will be available at university events for advisers, parents/carers, prospective students and applicants, for example Open Days, presentations and UCAS fairs. It will be distributed to careers organisations, schools, colleges, and other providers. It will also be accessible on our website and available to download in PDF format or request in printed format. This will ensure that applicants and students can access information they require in a format they find helpful to inform their decision-making. The website will provide signposting to sources of advice and support for students with concerns over finance, such as the Students' Union Money Doctors, its Student Advice Centre which provides independent advice to students and the University's Student Guidance Officers.

Literature produced will include a Student Finance leaflet, Budgeting Guide and Parents' Guide. Information will also be provided through a range of social media including YOUGO, Facebook and Twitter. Through our formal and informal partnerships with 200 schools and colleges in the local and wider region we will deliver talks and workshops in school or college to prospective students. We will also give information and support to individual students as required.

Working collaboratively with Keele University and the Student Loans Company, we will deliver Information, Advice and Guidance (IAG) and finance workshops aimed at Heads of Sixth Forms and other advisers and we will offer a series of finance seminars aimed at tutors and advisers, as well as students, as part of the Staffordshire Higher Education Convention. Our University Open Days will also include presentations on student finance, as well as having a finance advisor available throughout the day to provide information and advice.   University staff will also be informed about our fees and finance arrangements through an annual briefing.

The information we produce will be developed with input from our Students' Union and will be tested with potential students through our partner schools and colleges.

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 (location adjusted) (HESA Table T1a)	HESA PIs Young FT 1st degree entrants only. Location adjusted benchmarks. Given our geographical location in an area with high levels of multiple deprivation, meeting these benchmarks will be increasingly challenging.	2009/10	0.978	0.978	0.978	0.978	0.978	0.978	
LPN (location adjusted) (HESA Table T1a)	HESA Pis Young FT 1st degree entrants only. Location adjusted benchmarks.	2009/10	0.403	0.403	0.403	0.403	0.403	0.403	
LPN (location adjusted) (HESA Table T1a)	HESA Pis Young FT 1st degree entrants only. Location adjusted benchmarks have been used to reflect our socio-economic location.	2009/10	0.218	0.218	0.218	0.218	0.218	0.218	
LPN (location adjusted) (HESA Table T1a)	HESA Pis Mature FT 1st degree entrants only. Location adjusted benchmarks have been used to reflect our socio-economic location.	2009/10	0.24	0.24	0.24	0.24	0.24	0.24	
Non continuation: Young (HESA Table T3a)	HESA Pis FT 1st degree entrants only	2008/09	0.077	0.077	0.077	0.077	0.077	0.077	
Non continuation: Mature (HESA Table T3a)	HESA Pis FT 1st degree entrants only	2008/09	0.159	0.159	0.158	0.157	0.155	0.153	
Non continuation: All (HESA Table T3a)	HESA PIs FT 1st degree entrants only	2008/09	0.097	0.097	0.095	0.094	0.093	0.092	
Non continuation: LPN (HESA Table T3b)	HESA PIs FT 1st degree entrants only % young from low participation neighbourhoods	2008/09	0.108	0.108	0.108	0.108	0.108	0.108	
Non continuation: LPN (HESA Table T3b)	%young from other neighbourhoods HESA Pis FT 1st degree entrants	2008/09	0.095	0.095	0.095	0.095	0.095	0.095	
Completion/Non continuation (other - please give details in the next column)	%mature with previous HE HESA Pis FT 1st degree entrants	2008/09	0.137	0.137	0.137	0.137	0.137	0.137	
Completion/Non continuation (other - please give details in the next column)	%mature with no previous HE HESA Pis FT 1st degree entrants	2008/09	0.159	0.159	0.158	0.157	0.155	0.153	
Mature	%UG FT Mature students who withdraw in first year of study	2009/10	Internal Targets - 24%	0.23	0.22	0.22	0.22	0.22	Our internal targets include all students enrolled at the University on Full-time Undergraduate awards.

| Disabled | %UG Disabled Students who withdraw in first year of study | 2009/10 | Internal Targets - 19.92% | 0.1892 | 0.1792 | 0.1792 | 0.1792 | 0.1792 | Our internal targets include all students enrolled at the University including FT, PT and Distance Learning |
| Other (please give details in the next column) | %UG Black/Asian Ethnicity who withdrawn in first year of study | 2009/10 | Internal Targets - 22% | 0.22 | 0.21 | 0.2 | 0.2 | 0.2 | Our internal targets include all students enrolled at the University including FT, PT and Distance Learning |

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 (collaborative)	Deliver in-school student ambassador activities as part of collaborative pre-16 work with Keele University	2009/10	2600	1500	1750	2000	2250	2500	This activity picks up collaborative work currently undertaken through Aimhigher. Baseline data are drawn from Aimhigher figures and indicate the number of learners engaged.
Outreach/WP activity (collaborative)	IAG and provision of web-based information collaboratively with Keele University	2009/10	100	100	100	100	100	100	This collaborative activity provides regular updating for IAG advisers on student finance and support for WP learners. Data are IAG advisers engaged. Generic web-based information for WP learners, parents/carers and IAG advisers will also be developed and maintained collaboratively
Outreach/WP activity (other)	Student Ambassador activities (in addition to collaborative work with Keele University)	2009/10	4890	3320	3545	3870	4095	4320	Additional activities delivered in school and on campus to learners from Y7 to Y13. Baseline data are drawn from Aimhigher figures and indicate the number of learners engaged.
Outreach/WP activity (other)	Student Advisers	2009/10	1250	2500	2625	2750	2875	3000	Activities delivered in school/college and on-campus to groups and one-to-one to support learners in researching and accessing HE provision. Baseline data are numbers of learners engaged.
Strategic Partnerships	Formal relationships with schools and colleges	2009/10	30	34	37	40	43	46	Data are numbers of schools/colleges engaged.
Contextual data	The use of publicly available data in admissions	2009-10	Data used are self-declared e.g. Disability						For 2012 entry we are considering the use of contextual data in admissions by using robust data from public sources (Government departments and other relevant sources including UCAS and HEFCE), such as information about school performance and POLAR 2 data on young participation in HE. In 2011-12 we will investigate how we can develop good practice for the use of this contextual data in our admissions procedures and how we might roll this out over subsequent years. We will also determine how this data can be best used to monitor and evaluate the success of admissions processes and policies.

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

Name of institution	STAFFORDSHIRE UNIVERSITY

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.

Staffordshire University offers five full time PGCE awards in:
- **Business**
- **Economics & Business Education**
- **Design & Technology**
- **Information & Communication Technology**
- **Mathematics**

The combined annual intake to the PGCE programmes in 2012/13 will be approximately 53 students, representing just 1.5% of our anticipated full time undergraduate and PGCE intake in 2012/13. Given the scale of our ITT provision, we intend to utilise, where appropriate, the commitments in our existing 2012/13 Access Agreement and to extend these to our PGCE students.

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.

In 2012/13, we propose to charge new entrants joining full time PGCE programmes a fee of £9,000.

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?

<u>*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.*</u> *(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.)*

With an anticipated intake of 53 students in 2012/13 and a fee of £9,000 per student, the additional fee income from our PGCE programmes will amount to £159,000.

We will offer fee waivers and bursaries to selected students (see D below), based on the scheme in our existing Access Agreement, and we expect to commit £16,000, or 10% of the additional fee income, to these awards.

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.

The University's existing and approved 2012/13 Access Agreement indicated that we would award a £1,000 fee waiver to 500 students and a £500 bursary to a further 1,000 students. Our 2012/13 Access Agreement also confirmed that these awards would be made to students with a household income of less than £25,000 and that a range of other criteria (residency according to the Index of Multiple Deprivation, ethnic minorities, disability, etc) would be taken into account.

Students entering full time PGCE awards in 2012/13 will also be eligible for fee waivers and bursaries on the same model as set out in our existing Access Agreement. Data from 2011/12 shows that 49% of entrants to our PGCE programmes had a household income of less than £25,000. If this pattern of recruitment continued in 2012/13, we would expect to award 16 bursaries and 8 fee waivers, amounting to a total of £16,000.

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).

An analysis of PGCE students studying at Staffordshire University in 2011/12 shows that:
- **40% were aged over 25**
- **20% were from black and minority ethnic groups**
- **27% were from widening/low participation neighbourhoods based on the Index of Multiple Deprivation.**

We do not intend to introduce any additional outreach work in respect of our PGCE provision on the grounds that this is adequately addressed in the measures in our existing Access Agreement.

Our analysis also shows that in 2010/11, 84% of students successfully completed our PGCE programmes, 8% withdrew and 8% intermitted their studies. Again, we did not intend to put in place any additional retention measures for our PGCE programmes on the basis that these are suitably addressed in our existing Access Agreement.

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.

We intend to set targets in relation to the admission of students:
- **aged over 25;**
- **from black and ethnic minority groups;**
- **from widening/low participation neighbourhoods based on the Index of Multiple Deprivation;**
- **with a household income of less than £25,000.**

We will also set a target in relation to student completions.These are set out in our Excel template (Annex B) at Table 6.

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.

Monitoring of our commitments in relation to students on PGCE programmes will take place in the same fashion as set out in our existing Access Agreement.

Part five: Information to students

H. Provision of information to trainees

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

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

We will communicate the level of financial support available to PGCE students as soon as this has been approved by OFFA. At the same time, we will also advise UCAS, SLC and GTTR.

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

Institution name: Staffordshire University
Institution code: 10006299

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)					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	
Postgraduate	Black and minority ethnic groups	Proportion of students admitted to PGCE programmes from BME groups	2011/12	0.2	20%	21%	21%	22%	22%	
Postgraduate	Socio-economic (e.g. NS-SEC, please give details in the next column)	Proportion of new students admitted from widening/low participation neighbourhoods based on the Index of Muliple Deprivation	2011/12	0.27	27%	28%	28%	29%	29%	
Postgraduate	Mature	Proportion of students admitted to PGCE programmes aged over 25	2011/12	0.4	40%	41%	41%	42%	42%	
Undergraduate	Low income backgrounds	Proportion of students admitted to PGCE programmes with a household income of less than £25,000	2011/12	0.51	51%	52%	52%	52%	52%	
Postgraduate	Completion / Non-continuation	Completion rate (excluding those students who intermit their studies)	2010/11	0.91	91%	92%	92%	93%	93%	

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)					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	