

Access Agreement for 2012-13 - SCITT

Name of institution	Titan Partnership Ltd
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Part one: Introduction

A. Your current position in relation to access and, where appropriate, retention

Titan Partnership manages both a Primary and Secondary School Centred Initial Teacher Training (SCITT) Programme validated by the Birmingham City University (BCU) for the award of Post Graduate Certificate of Education (PGCE). Titan Partnership Primary and Secondary SCITTs are strongly committed to recruiting and supporting trainees from under-represented groups.

Titan Partnership consistently exceeds sector averages for recruiting trainees from minority ethnic backgrounds. Titan Partnership SCITT is a small provider with a core of nine secondary and fifteen primary schools offering teacher training predominantly to people from the inner-city who reside in some of the most economically and socially disadvantaged wards in the country.

Titan encourages recruitment of teachers that reflects the multi-cultural nature of the schools and the area. Trainees come from a range of backgrounds, age groups and experiences. We are improving our recruitment rates of men into primary teaching, whilst our rates of male recruitment to secondary teaching remains high.

Over the last three years 53% of secondary SCITT trainees have come from ethnic minority backgrounds. This is in comparison to the national average of 15%.

The number of trainees not completing the course has increased over the last two years, however, the actual number of trainees who withdrew in 2010-11 did fall. The percentage remained at 29%. In 2008-09 the figure was 17%.

The reasons for the high withdrawal rates are due to personal reasons. We have implemented a plan to address the non-completion rates through a range of interventions including: reviewing selection and interview processes; personal tutors; additional support; additional time for assignments; counselling and financial support. This is an issue that we are committed to improving.

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

B. Fee limits

Our proposed tuition fee for the academic year 2012-2013 will be £9,000. We will expect fees to rise each year in line with inflation.

C. Amounts of additional fee income to be spent on access measures

We have an allocated number of 39 SCITT trainees for September 2012. If we fully recruit we would expect an additional fee income £117,000 and we have committed to spend 11% which comes to £12,500.

D. Financial support for trainees

Following the recent announcement that families' benefits will be capped at £26,000 we will use this measure to award financial support to trainees. Trainees from a family income background of £26,000 or less will be eligible to apply for a shortfall bursary to meet living expenses. These will be targeted at students at risk of noncompletion due to financial reasons.

In previous years we have allocated a nominal amount of £525 per trainee on a family household of £50,020 or less. A large number of trainees applied for this funding (over 50%), it was felt that the sum of money was not substantial enough to make a difference to trainee retention. 4 of the 23 trainees in receipt of the £525 applied for more substantial shortfall bursary in order to meet living costs whilst on the course. It is these greater bursaries that have improved retention and, therefore, is where we will concentrate our financial support for trainees.

The amount of bursary that trainees will receive will depend on the number of applicants.

Titan will also loan a laptop, free of charge, to trainees on a low family income. This will be a waiver of £50.00.

Titan will set aside a small budget to support those trainees on a low family income with CPD opportunities pertinent to their course such as coaching and health and safety qualifications.

Specialist support for individual trainees is also directly funded by Titan e.g. assessments (medical or otherwise).

Part three: outreach and retention

E. Outreach and retention work

Current outreach activities undertaken by staff at Titan SCITT include presentations at careers events in universities and taster courses offered through the year. Taster Days are particularly targeted to the local community and therefore meet the widening participation agenda and help us to maintain our high BME recruitment levels.

We are working closely with a range of community-based organisations e.g. Somalian (HUDA) in order to provide access to ITT for people from populations that are represented in our schools.

We will seek to identify areas of under-representation in our trainee cohort, when compared to the HE sector, from which we recruit. If we identify an area of significant under-representation, we will seek to address this by considering whether there may be further effective outreach activities which could be directed at such groups. We work extensively with community organisations through the wider Titan Partnership activities. Through this work we are promoting our ITT Programmes.

Retention

We have identified an objective to improve the retention of trainees on the course. We will look to improve retention by providing access to a counsellor and counselling services. We will also invest time and money into ensuring that applicants are aware of the demands of the course by providing time in school, including time with a current trainee, prior to the start of the course. This will include a pre-induction in the Summer Term.

Titan will continue to invest staff time in providing literacy support to those requiring it e.g. trainees with dyslexia.

Part four: Targets, milestones and monitoring

F. Targets and milestones

The annual self-evaluation processes enable us to monitor and evaluate our progress towards targets e.g. retention, recruitment and performance. Targets and milestones are set and monitored, half-termly, by the Quality Assurance Group through the monitoring of the improvement plans. Both the Secondary and Primary SCITT Improvement Plans have specific targets for improving retention rates in particular.

For many years Titan was proud of high retention rates. It is only over recent years that we have encountered issues. It is our target to once again retain a minimum of 80% of trainees on both courses.

We will also monitor the needs of our trainees with regard to accessing financial support. Records will be maintained in order to monitor changes in profile etc. over time.

Overall, our intention is to closely monitor retention, recruitment, employment and attainment data as related to the different socio-economic groups represented on our courses. This will be in addition to the gender, ethnicity and other data currently collected and contributing to the improvement plans and self evaluation documents.

For further information please see the Fee and Financial support spreadsheet.

G. Institutional monitoring arrangements

We will formally monitor the progress of the access agreement at least once a year through the SCITT Management group who will report annually to the Titan Executive Committee. Monitoring will be concerned with participation rates and the development of data on lower income and other under-represented groups. Statistical information will be contained within the annual self evaluation document.

Part five: Information to students

H. Provision of information to trainees

Information on fees will be available to prospective trainees via the ITT website (www.titanteachertraining.co.uk), the Partnership's advice line and other printed information.

Staff will provide information on fees and financial support to prospective trainees at Taster Days and any promotional events such as the Train to Teach exhibition and university careers fairs.

Tuition fee information will be re-iterated to successful candidates, following interview, in writing and at offer stage.

Advertising information will contain current fee levels.

Tuition fees will be discussed with prospective trainees through admissions enquiries.

Titan will also commit to providing up-to-date tuition fee information to GTTR and Student Loan Company.

Table 3 - targets

	Baseline	Baseline	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)	
Description (500 characters maximum)	year	data	2012-13	2013-14	2014-15	2015-16	2016-17	, , ,
	2011-12	43%		43	43	43	43	Titan Partnership are committed to maintaining this strong access record
Recruitment of Men into Primary	2011-12	11%	12	14	16	18	18	
								We are defining a career changer as anyone who has worked for more than 12 months since leaving university in a role other than Supply Teacher or Teacher. Titan Partnership are committed to maintaining this
3	2011-12	53.80%		54	54	54	54	strong access record.
,	2011-12	79%		80	85	85	88	
Retention on Secondary Course	2011-12	80%	80	80	85	85	88	
Recruitment from low income backgrounds	2011-12	59%	59	59	59	60	60	Titan Partnership are committed to maintaining this strong access record