

## University of Leeds

### Revised Access Agreement

2007/8 – 2010/11

#### Introduction

The University of Leeds is committed to widening participation and our vision is to have a University in which:

- We encourage a diverse and inclusive environment which is based solely on academic potential
- There is equality of access and admission
- Every student has the appropriate guidance and support to reach the highest levels of achievement.

The University of Leeds is proud to be a multi-cultural institution and we value greatly our diversity. We recognise that we still have work to do in order to secure a truly inclusive community and this Access Agreement is one plank in attaining our goals.

The University is the most popular University in the country attracting over 50,000 applications for approximately 6,400 undergraduate places. We have a student population of around 31,000 making the university one of the largest in the country. We offer one of the widest ranges of course in England with over 700 undergraduate degree programmes and 7,150 degree modules. Of these courses, over 80% of subject reviews have been rated 'excellent' in the last four years. Our graduates are highly valued and we are one of the top ten institutions in the UK for graduate employment. We value the diversity of our provision and have more full-time undergraduates studying languages and physical sciences than any other UK university. Whilst we have a world class vision we believe in and are committed to widening participation, particularly, in terms of making the University accessible to individuals from under-privileged and low socio-economic backgrounds.

Since 1998/99, the University has made progress in increasing the numbers of students from low socio-economic backgrounds whilst maintaining (and even improving) our retention rates. When we initiated our Widening Participation Strategy in October 2001 we had 16% of students from socio-economic groups 4-7, this figure now stands at 19%. This achievement is set against increasing A level entry requirements.

Whilst we recognise that there is still a way to go, the University is proud of its record of achievement to date. We have one of the most comprehensive outreach programmes in the UK with all Faculties engaged in raising aspirations and attainment of young people. Last year, we worked with over 29,000 young people and 6,000 adults. This was an increase in the magnitude of widening participation outreach activity of around 40%. We are aware that much of our outreach work will, ultimately, benefit the higher education sector as a whole rather than this University specifically. In addition, working with young people from year 9 means that much of this activity takes time to feed into the University's student population. However, we are confident that we will continue to encourage more under-represented groups into the University.

Whilst state schools are a key performance indicator for the widening participation agenda, we will continue to focus our efforts towards encouraging those individuals from low socio-economic groups to consider University. We will ensure that our outreach work continues to target those individuals identified in the guidance provided by HEFCE<sup>1</sup> in May 2007 i.e those aged 13-19, first generation students to higher education and their parents where appropriate.

Our Widening Participation Strategy captures and extends the University's existing contribution to widening participation of under-represented groups at the University of Leeds. It promotes an institutional approach that, whilst co-ordinated centrally, engages Faculties

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<sup>1</sup> higher education outreach: targeting disadvantaged learners

and Schools across the breadth of the institution. We are currently reviewing our Widening Participation Strategic direction and associated performance indicators and targets. This will be completed early 2008.

We see our work with full-time and part-time mature students from non traditional backgrounds as an important plank in the University's aims to widen access. In 2005, as part of its commitment to widening participation, and in recognition of the importance of adult learners both to the diversity of the student body and to raising aspirations in the local community, the University established its Lifelong Learning Centre (LLC) with sites in Leeds and Wakefield. The LLC provides programmes and specialist services relevant to part-time and mature students, especially those from under-represented and disadvantaged groups. Over 600 part-time students register through the LLC with a further 8000 using the LLC for enquiries, outreach events and services.

As part of its work, the LLC provides pathways into Higher Education that enable students to have a 'taste' of university and develop their confidence in their ability to achieve, before committing to a whole degree programme. For example, one route through its Open Studies programme provides intensive support and teaching that enables people from the local community to fast track to achieving a 60 credit level 1 certificate within one year.

The LLC also runs two Foundation Degrees with related certificates and 'top-up' degrees that provide excellent opportunities for local people from under-represented and disadvantaged groups to gain a University of Leeds qualification, either progressing from the Foundation Degree (FD) to higher levels of study or, in Family Support, to exit early with a relevant professional qualification of 60 credits. Progression from the Foundation Degree in Professional Studies in Teaching and Learning (PSTL) to its BA (Hons.) programme was very strong in 2006-07, a year which also saw the first honours graduates. The first FD students in Family Support will be progressing to BA (Hons.) degree programmes during 2007-08. In 2006-07, there were 142 students on these programmes.

The additional fee income has supported and extended our outreach programme. We have a substantial programme of outreach work across west Yorkshire and extend this activity wider where there is a necessity. We wish to ensure that our outreach activity has depth and meets the needs and requirements of schools and colleges as we seek to establish quality long term sustainable activities that over a period of time make a real difference to the lives of individuals, rather than a series of ad-hoc one-off interventions. We will look to build sustainable collaborative relationships with schools in particular areas that typically have low progression rates to higher education.

The University attracts one of the highest numbers of applicants who are disabled, dyslexic or have a long-term medical condition. We are consistently above the national average for the proportion of disabled students studying at the University (approximately 6%). The national average stands at 4.5%. We are nationally recognised for the work we do and liaise closely with national policy makers and providers on best practice. We strive to improve access, facilities, support services and modified practices to remove barriers and enable disabled students to integrate into mainstream University life. Our Disability Services, housed within the Equality and Diversity Unit, provides information, guidance and support to disabled people who work and study at the University and to those who aspire to do so. The service works with University departments and external partners in order to ensure that the specific requirements of disabled people are incorporated in all practices and procedures. Our provision includes drop-in advice and guidance sessions, user-led assessments and a 24-hour personal assistant scheme, providing assistance with daily living and academic activities such as reading and note-taking from a bank of trained support staff. All this is housed within a dedicated Equality Unit which brings together the University's Equality and Diversity team, Disability Services Unit and the Regional Academic Transcription Centre at the heart of the University campus. Whilst the disability work in the University is managed separately from widening participation through the Equality and Diversity Unit, we coordinate activity and collaborate through informal and formal mechanisms. The Head of the Equality Unit is a member of the Widening Participation Standing Group and both areas are overseen by the Pro-Vice-Chancellor for Learning and Teaching.

The University has reviewed its Corporate Strategy and it is clear that Widening Participation and local engagement will continue to be priorities for the future.

Our general approach is to:

- Invest in a programme of bursaries and scholarships to enable and encourage those from a widening participation background to study at the University of Leeds.
- Develop, expand and enhance the Access Academy (which leads the University's outreach programme)
- Continue to embed widening participation activity into the work of the University across all Faculties and academic Schools.
- Invest in key flagship initiatives to target hard to reach underrepresented groups.

### Level of Fees

The University of Leeds will charge variable tuition fees at the levels listed below for 2007/8. These figures are annual fees and may be subject to annual inflationary rises in line with the Government regulations.

Full-time undergraduate fees	£3,070 for all courses
Part-time undergraduate fees	£1,535 for all courses
PGCE student fees	£3,070 for all courses
Part-time Foundation degree fees	£880 (for 80 credits)
Foundation Year fees	£1230 for all courses
Work placement fees	£820 for all courses for year of placement
Year abroad	£820 for all courses for year abroad

Students completing a Foundation year or a Foundation Degree who then wish to progress to an honours course, will be expected to pay the full-time undergraduate fee.

Above, part time students are defined as those students who are studying at an intensity of at least 50% full-time equivalent, that is those who will complete their studies in no more than twice the length of time it would take to complete an equivalent full-time course. A full-time course is equivalent to 360 credits.

As part of its commitment to widening participation and to social and educational inclusion, the University provides a range of concessionary fees for students on low incomes studying for selected certificate and short courses aimed at supporting progression into higher education.

Following the publication of the fees cap by the Department of Innovation, Universities and Skills our fees for full-time UK undergraduates for 2008/9 will be £3,145. This figure may be subject to annual inflation rises in line with those published by the DIUS.

### Bursary and Scholarship Support to Students on full state support

The University has generated £2m of external donor sponsorship to support undergraduate scholarships. In addition to this, we will spend £7.4m<sup>2</sup> per year on bursaries and scholarships in steady state.

The University will provide more than the minimum commitment of £300 per year to those on full state support.<sup>3 4</sup> We will offer three types of bursary/scholarship provision based on need

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<sup>2</sup> Once in steady state from 2010-11

<sup>3</sup> with the exception of full-time PGCE students and students following full-time undergraduate Social Work programmes. Both PGCE students and students of Social Work will receive the minimum bursary level if receiving full state support. A more detailed list of the exceptions to eligibility for the Leeds Bursary is available at [www.leeds.ac.uk/students/fees/bursaries\\_exceptions.htm](http://www.leeds.ac.uk/students/fees/bursaries_exceptions.htm)

and to support under-represented groups. All support to full and part-time students will be in cash terms.

We will review our financial provision annually to ensure it remains effective and supports students.

### Leeds Bursary 2007/8

The University will continue to provide more than the minimum commitment of £300 per year to the majority of full time UK undergraduate students on full state support. For 2007/8, we have aligned our bursary with the 2.3% rise in inflation provided by the Government. Thus, the maximum bursary of £1,330 will be available to those eligible undergraduates with a family income of £18,000 or less. It is expected that one-fifth of students will receive support through the bursary.

Residual Family Income (£/yr)	Bursary (£)
18,00 or less	1,330
18,001 - 18500	1,200
18,501 – 19,500	1,070
19,501 – 20,500	940
20,501- 21,500	820
21,501 – 22,500	690
22,501 – 23,500	560
23,501 – 24,500	430
24,501 – 25,500	310

Under-spend from 2006/7 and any under-spend in 2007/8 will be reinvested into widening participation activity as detailed in the Monitoring Report (July 2007).

### Leeds Bursary 2008/9 – 2010/11

As a response to under-spend in 2006/7 and likely under-spend in 2007/8, bursary support will be increased from 2008/9<sup>5</sup> onwards. The aim of this is to maximise the funding available to support the least well-off students and support a broader spectrum of students within an increased eligibility threshold. The outcome of this is that:

- Over one in four students (c27%) paying the full tuition fee will receive a Bursary
- All students with a residual household income of £25k or less will receive the full Leeds Bursary
- The maximum Leeds Bursary is enhanced to £1500 (approximately 10% higher in real terms than the current level)
- Students with a residual household income of up to £36k will receive some support through the Leeds Bursary
- We will eliminate future short-falls in expected bursary expenditure in this area from 2008/9 onwards.

Residual Household Income	Leeds bursary
Up to £25,000	1500
£25,001 to £26,000	1300
£26,001 to £27,000	1100
£27,001 to £28,000	900
£28,001 to £29,000	750

<sup>4</sup> Income levels will be reviewed annually.

<sup>5</sup> Thresholds and bursary payments may be uplifted annual in line with the Government's inflationary increase.

£29,001 to £30,000	650
£30,001 to £31,000	550
£31,001 to £32,000	500
£32,001 to £33,000	450
£33,001 to £34,000	400
£34,001 to £35,000	350
£35,001 to £36,000	325

We anticipate that, over 50% of students receiving a bursary will receive the maximum amount.

1) Part-Time Student Bursaries Scheme

For part-time students we will offer bursaries to all self-financing (not sponsored) undergraduate students who have underlying eligibility for the part-time statutory support, regardless of their income. They will all receive £770 – the difference between statutory means-tested fee support and the fee charged. Due to the changing national and local picture regarding support for part-time students we will keep this bursary provision under annual review.

2) Targeted Scholarship Schemes

These will consist of two types of scheme. The schemes are:

**Leeds Scholarship**

This scholarship was established to support particular under-represented groups. The target groups are: young people leaving public authority care; students who are first generation to higher education and who come from low socio-economic groups and those who are attending schools and colleges which do not have a strong tradition of students progressing to higher education. All students need to achieve the University's entry offer. We aim to ensure that those we work with through our outreach programme access the Scholarship. The Leeds Scholarship complements and focuses on our special consideration and admissions schemes such as Access to Leeds. Both the Access to Leeds Scheme and the Leeds Scholarship identify students leaving local authority care as a priority group for consideration.

Due to the success of and demand for the Scholarship, we have increased the number awarded from the original 19 to 40 funded through tuition fee income. This resulted in £120k expenditure in 2006/7. This increase in Leeds Scholarships available annually will result in circa £1.8M being directed to the support of new students from disadvantaged backgrounds over a period of 5 years up to 2010/11.

	2006/7	2007/8	2008/9	2009/10	2010/11
<b>Additional Investment</b>	114,000	123,00	120,000	120,000	120,000
<b>Number of scholarships</b>	38	41	40	40	40

**Robert Ogden Scholarship**

In the light of the Robert Ogden Scholarship's success in supporting the most vulnerable students from South Yorkshire (under the auspices of Sir Robert Ogden), the University took the decision to continue the Scholarship through tuition fee income. New Robert Ogden Scholars will receive an enhanced £3,000 per year in line with our existing portfolio of UK undergraduate Scholarships. All existing Robert Ogden Scholars studying at this University (but recruited under the old scheme funded by Sir Robert) are also

guaranteed £3,000 per year. Sixteen new Robert Ogden Scholars were recruited for 2006/7 supported by £48k of tuition fee income with a further five new Robert Ogden Scholarships to be recruited annually 2007/8 – 2010/11, equating to an additional £283k tuition fee expenditure by 2010/11.

	2006/7	2007/8	2008/9	2009/10	2010/11
<b>Additional Investment</b>	48,000	15,000	15,000	15,000	15,000
<b>Number of scholarships</b>	16	5	5	5	5

#### External Donor Scholarships

These currently consist of a range of schemes:

##### *Skipton Building Society Scholarship*

Funded by the Skipton Building Society, this Scholarship aims to support disadvantaged students from rural North Yorkshire. Approximately 10 scholars, studying at University are supported annually.

##### *Myrtle Boultonwood Scholarship*

Up to nine scholarships are to be made available annually from 2008/9. Applicants must intend to study in selected Schools of the University of Leeds. They should evidence a maximum family income equal to or lower than the amount set by the Government to receive full state support. Scholars receive £1,700k per annum for the duration of their study.

##### *GE Foundation Scholarship*

Up to 15 scholarships are available nationally to students at 6 universities. Applicants must be studying their first year of an economics, technology, engineering or management related degree and must be receiving the full Maintenance Grant. Scholars receive £3k per annum for the remaining two years of their degree course. Scholars must also take part in community based voluntary work during their studies.

##### *Alumni Scholarships*

25 Scholarships of £1,000 will be available annually for students either predicted or already attained 3 grade As at A Level or the equivalent UCAS points and who have an income of £38,330 or below.

We have an agreement with Bradford University that we will support students who progress from the Foundation course or Year 1 of the BSc Clinical Sciences programme at the University of Bradford on to the Medicine programme at the University of Leeds through the Bradford-Leeds Partnership at the same level (or better) across the two institutions. This will be reviewed annually.

A Scholar Support Network has been created to help promote scholar retention at the University. There are several strands to the Network:

- **Staff support**

There are 3 full-time members of staff who are responsible for the promotion, recruitment and administration of scholarships and scholars at the University. They offer support and guidance to the scholars as and when it is required as well as working closely with the scholars to improve the service provided.

- **Pre-registration Orientation Day**

The Pre-registration Orientation Day is held in the September prior to the registration of first year students. New scholars and Access to Leeds students are invited to attend the day and participate in workshops designed to help prepare them for life as an undergraduate.

- **Scholar Peer Information Network**

All of our newly recruited scholars are eligible to participate in the Scholar Peer Information Network (SPIN). This is a scheme based on the principles of 'peer mentoring'. Existing scholars are trained to act as advisers to new scholars and deliver small group information sessions relating to subjects such as housing, City and University amenities, etc. The sessions are intended to help ease the transition of new scholars from FE study to HE as well as providing the scholars who act as 'mentors' with valuable volunteering experience to record on their CVs.

### Outreach activities

The University's outreach work is part of our broader Widening Participation Strategy which encompasses the student lifecycle: raising aspiration and achievement; application and admission; on-course student support; and development of employment and career pathways. As a University we ensure that our outreach work not only informs the other areas of the student lifecycle but also complements the activity. For example, our current student body is very active in local schools and colleges (either as part of their course or as volunteers) developing the students' sense of belonging and contributing towards their employability. Academic staff who deliver activities to raise achievement in schools will have a greater understanding of school curriculum which can inform degree content.

Table 2 within the 'Milestones and Objectives' section provides data relating to our current widening participation activity as well as planned activity to be funded through tuition fee income. Figures in brackets denote the additional activity made possible by the additional fee income. We have looked to increase activity by 30% (in line with a 30% increase in outreach funding). However, this is not realistic in all cases. A strictly quantitative approach is neither feasible nor appropriate as, owing to various external factors, some targets are already at, or near, the maximum output. For example, whilst it might be feasible to *recruit* 520 student volunteers in 2006/7 (a 30% increase from 400) actually *placing* these volunteers poses a difficulty as there are not enough places available in schools and colleges to accommodate them. Thus, to employ a broadbrush quantitative approach to developing our aspiration and attainment raising programme does not necessarily increase the quality or indeed the depth of activity. We wish to ensure that all activity we offer is of a quality that meets the needs of the school student, the school or college, and the University. Additional investment will, therefore, fund an increase in some areas of activity (as indicated in table 2) but also greater focussing of activity and further bespoke programmes which better serve the needs of our key stakeholders. In summary we will:

1. Where possible and sensible increase targets by 30% to reflect the additional income to be received
2. Build sustained intervention ensuring that quality activities are in place which offer a coherent programme of aspiration and achievement raising from Year 9 (or lower in some cases) onwards
3. Consolidate existing activity, ensuring data capture mechanisms are improved and support for Faculty initiatives is continued
4. Identify flagship projects

We have focussed our outreach work into three areas:

5. Aspiration Raising
  - Achievement Raising
  - Pre-entry Guidance and Application

The paragraphs that follow outline our current work to date:

### Aspiration Raising

Our aspiration raising activity is targeted at schools which are either characterised by having lower than average numbers of students progressing into higher education or are located in low participation wards. This work is predominately in West Yorkshire.

Through additional fee income we will continue to invest in these schools and offer a greater range of work, including bespoke programmes devised in conjunction with the teachers and staff in the schools and colleges.

Our aspiration raising work begins at primary school and continues through to Year 13. Our centrally coordinated programme (the Access Academy) works with academic Faculties to provide a broad range of provision that encompasses general sessions on higher education and subject specific experiences and taster sessions. The Access Academy brings together, under one umbrella, student and staff volunteering, school and college activities and special consideration admission schemes – all of which aim to ensure young people realise their potential.

To date, much of our work at primary school relies on trained student volunteers. Over 70 students work in 20 primary schools to support activities in the classroom and provide positive role models.

Once students move on to secondary school they are identified, in partnership with teachers, as having the interest and potential to study at university level. Throughout their education they then participate in school and campus-based activities, including University trails, Higher Education Experience Days, and residential summer schools. The Access Academy together with academic Faculties will offer over 60 Higher Education Experience Days per year. This full day on campus provides a detailed picture of higher education with a visit to an academic School and information about student life including the educational and social opportunities available and graduate prospects. Every year the University also offers HEFCE funded summer schools, a residential week for year 11 students from across the Yorkshire and Humber region.

Alongside a general programme of aspiration raising we work hard to ensure that we raise aspirations towards particular courses and careers. Academic Faculties such as Medicine, Biological Sciences and Mathematics and Physical Sciences also offer summer schools. Our Widening Access to Medical School (WAMS) scheme, for example, provides mentoring and support by current medical students to year 12 state school students applying to Medical School. The medical students, through this scheme, also provide talks for local state schools.

### Achievement Raising

Parallel to our aspiration raising activity we work with schools and colleges to improve the achievement of their students. This work is delivered by academic Schools and Faculties across the University.

The majority of additional fee income devoted to outreach will fund the Faculties so that they can consolidate and further expand their outreach work. We will expand and develop the number of relationships the Faculties have with schools and colleges and the number of on-campus events. As with aspiration raising, we will target schools that have low numbers progressing to Higher Education. However, we will also identify individual students within those schools who have the interest and potential to study at university level. Students will be identified in partnership with staff in schools and colleges.

The work of our Faculties has been a significant element of the University's outreach work. Their engagement ranges from students and staff supporting curriculum development through to one-to-one support for school students.

Following the success of the Geography 20-credit module set up in 2002/3, Physics, Chemistry, Mathematics, French, Spanish and Sports Sciences have established elective modules (of which a substantial component is outreach and curriculum development) with approximately over 100 students enrolling annually.



One of our main focus areas has been to raise standards (and enjoyment!) of mathematics and the sciences. In 2003 we launched the 'Rothschild Community of Excellence' which was hailed by the Government as a 'model of excellence'. In partnership with the Specialist Schools Trust and NM Rothschild and Sons, who will provide £500k over four years, we will support 15 schools across West Yorkshire who are applying for specialist school status in mathematics-related disciplines. We provide hand-picked mathematics and science graduates to work alongside teachers. This is further enhanced by a bespoke programme to raise the aspirations and achievement of school students in these disciplines.

We understand the importance of creating sustainable relationships with colleagues in local schools and Further Education colleges. We support liaison with FE tutors and school teachers through conferences, seminars and meetings. These have been offered by the Faculties of Arts, Engineering, Mathematics and Physical Sciences, Medicine and Healthcare, Earth and Environment and Performance and Visual Arts and Communications.

In addition, the Lifelong Learning Centre provides outreach activities aimed specifically at adults, especially those already engaged in learning in the community. Almost all of this activity is externally funded such as through Aimhigher and ESF. Activity typically includes study days on and off campus, visits to adults learning in community settings and modules studied off-campus. In 2006-07, it is estimated that there were over 1,230 adult participants. The Realise Project, run in partnership with a local college, focuses especially on adults studying for GCSEs, with a view to helping to increase levels of attainment, provide information about further study including HE, and raise aspirations.

The LLC's Arabic Language and Islamic Studies pathway has been running for 9 years and was developed as a means of targeting minority ethnic groups under-represented in Higher Education, and partly to build bridges through wider understanding of Islam. The programme is delivered primarily in the community. During 2006-07, Arabic Language and Islamic Studies were provided for 149 students at 9 community venues in Leeds, Bradford and Kirklees.

#### Pre-Entry Guidance and Application

We feel that pre-entry guidance is a crucial element of the University's response to the widening participation agenda as it contributes to all parts of the student life-cycle. Our pre-entry guidance service offers impartial advice to young people and adults. We are the first UK higher education institution to be awarded the Matrix Standard by the Guidance Accreditation Board for our impartial pre-entry guidance service.

Whilst our aspiration and achievement raising work is open to all we are keen to boost admissions to the University from under-represented groups. The University can often be perceived as being out of reach by many within our local communities. To this end we have established the Access to Leeds scheme. Access to Leeds is an admissions scheme designed to help students whose personal circumstances may affect their ability to succeed at the levels that would normally be expected by admissions tutors. This can be for a variety of reasons: family responsibilities; personal crisis; financial hardship; educational disadvantage; or no family history of higher education. Access to Leeds involves a study support programme during Easter and a piece of assessed work with a chosen academic School for completion in the summer. To date, nearly 300 students have accessed the University through this scheme.

The LLC offered independent pre-entry guidance to 518 local adults on campus and in the community and a further 147 to adults and part-time students once on programme, mainly on pathways into higher education and Foundation Degrees. It also runs alternative entry schemes for the university for those who do not have traditional qualifications but who have life and work experience that would enable them to benefit from study at the university. Over the summer, the LLC provided free 'Toolkit' courses in study skills to help adults from Access to HE and similar courses to retain their confidence and skills over the summer, as well as bridging courses for those in transition from Foundation degree to 'top ups'. In 2006-7, there were 38 people participants on these courses.

Through our additional investment we will grow our special admissions schemes and progression routes to the University. We will look to increase numbers of applications (and acceptances) to Access to Leeds by increasing the number of schools we support through the process. We will also look to enhance our applications from low socio-economic groups to particular courses in which they are traditionally under-represented.

### Provision of financial support information

The University in partnership with our Student Union provides comprehensive financial information to potential and current students. Appendix 2 indicates the *existing* publications, their use, and the information provided therein.

#### Prospective Students

Our prospective students receive financial information from a variety of sources, for example, Central Student Administration, Recruitment and Marketing, Access and Community Engagement and the Student Union.

For prospective students we will:

1. *Maintain our external web-pages for standard 18 year old students.*

These web-pages aim to provide an estimation (based upon an indication of family income) of the support that might be expected from the Government and the University. Students whose personal circumstances are such they might be entitled to further assistance (for example, students with disabilities, students with dependents and those mature students aged over 21 years old) are directed to appropriate specialist web-pages (such as those provided by the DIUS) and advised to contact the Student Advice Centre located in the Students' Union where they can make an appointment and receive personal advice and guidance on financial assistance available.

2. *Inclusion in the 'The Leeds Guide'.*

The Leeds Guide will continue to include details on fee levels, bursaries, scholarships, the cost of living in Leeds and other forms of financial support, for example the Access to Learning Fund.

3. *Continue to ensure relevant information is contained within the Prospectus*

We will continue to provide information to prospective students on fee levels, bursaries, targeted scholarships (for example, the Leeds Scholarship, external donor scholarships and alumni scholarships), the cost of living in Leeds and other forms of financial support (for example, the Access to Learning Fund) within the Prospectus.

4. *Maintain the Money Guide* A summary of all financial assistance available which is a useful tool for all schools and colleges outreach activity as well as activity specifically directed at parents and carers.
5. *Provide a response email to all prospective students* who enquire about full-time and part-time UK undergraduate programmes. This email will flag our bursary support and the portfolio of scholarships available, directing students to the appropriate webpages and staff contacts.

#### Existing Students

Existing students currently receive financial information at various points during Freshers' Week and at key points throughout the academic year.

For existing students we will provide the following information:

1. Budgeting and money management advice online. This was in response to research findings which demonstrated that students' preferred method of communication was via the internet and concerns that new students were overloaded with information.

## 2. *Access to Learning Fund*

We will actively advertise the Access to Learning Fund targeting those priority groups of students who are most likely to require and receive assistance from the fund.

## 3. *Accommodation and Housing*

We are aware that accommodation forms a substantial part of a student's expenditure. We have a student accommodation guarantee for all first year students. This means as students decide to move into the private sector for their second year we have a captive group which we can inform and support as they make their future accommodation choices. We produce two guides before Christmas (one of which is through our partner student housing organisation, UNIPOL) which advise students on accommodation, housing and range of costs.

## 4. *Campaigns*

The Students' Union will run a series of 'money' campaigns targeted at students but in particular those studying in their first year.

## 5. *Identify students who do not permit 'consent to share' to the Student Loans Company.*

We will annually identify students who meet the Leeds Bursary criteria (e.g. fulltime, undergraduate, eligible programme of study and so forth) but who have not indicated that their residual household income information can be shared with institutions. Students identified will be contacted in writing in the Spring term with a reminder in the Summer term explaining that if they received a maintenance grant which is indicative of a low family income, they should contact the SLC to give the necessary consent and would then be paid the Leeds Bursary.

We wish to adopt an evidence-based approach to our financial support. We will continually monitor the impact of the Bursary and UK undergraduate scholarships on both the recruitment and the retention of scholars and the overall student experience. The investigation will have a dual focus:

- *Impact on Recruitment:*  
Using questionnaires, existing student surveys and individual interviews we will determine the impact our financial aid provision had on influencing existing scholars and bursary holders to take up their place at the University of Leeds
- *Impact on Retention:*  
Using existing retention data and individual interviews, we will compare retention statistics of those receiving a bursary or scholarship with the existing student body who are not in receipt of financial aid. Specifically we will look in detail at the support the Scholar Peer-Information Network provides students to determine the effect of this one-to-one support mechanism on scholars' retention statistics and their overall student experience.

## **Milestones and Objectives**

The University will monitor performance against a range of measures. Our overall objectives are to:

- Increase the number of full-time undergraduates from low socio-economic groups (4-7)
- Increase the number of full-time undergraduates from state schools and colleges
- Maintain our position against the benchmark in terms of retention rates

Tables 1 and 2 details our milestones and performance indicators.

We have used some key performance indicators provided by the HEFCE. There are limitations with this data as they are published over a year after the activity and are dependent on national student population changes. However, this is the best planning information we currently have available.

We have set ourselves a challenging target of 24% of full-time first degree entrants from socio-economic groups 4-7 by 2010/11 and 83% is our benchmark for students from state schools. However, it should be recognised that the benchmark has, in the last year, changed from 79% to 83% due, in part, to it being based on tariff scores rather than A-level points. We continue to recruit by A-level points and this makes our benchmark potentially harder to achieve than before.

We wish to maintain our good record in retention and, therefore, aim to maintain our current position which is better than the benchmark. We recognise that as we work to widen participation, students will need more support at University and, therefore, we feel it is an ambitious target to maintain our current retention rate.

We are conscious that we need a more direct measure of how our outreach work affects perceptions of the University and in turn applications. Therefore, we have set activity targets to support a broad indicator which measures the number of applications from low socio-economic groups. This endeavours to capture and measure our success in work the Faculties and the Access Academy are undertaking in schools and colleges to encourage applications.

We are proud of our comprehensive outreach programme and we seek to consolidate the programme whilst focussing on particular target groups. Within the overall objectives we will continue to focus our activity on hard to reach groups and in particular:

- Grow our outreach work in areas of West Yorkshire that show low levels of progression to higher education (such as Wakefield)
- Seek to support student achievement in schools and colleges
- Target individuals from low socio-economic groups with the potential to succeed at higher education (e.g. through Reach for Excellence).

The University of Leeds is successful at retaining students through to conclusion of their chosen programme of study, with the University-wide attrition rate currently at 8.66%. The rate varies across disciplines. An initial investigation of attrition rates and socio-economic classification data at the University and Faculty level for 2004/5 and 2005/6 suggested that students from low socio-economic backgrounds (groups 4-7) were around 2.5 times more likely to leave the University than students from the higher socio-economic groups (1-3); but that attrition rates are also affected by other factors such as entry method, with a higher attrition rate for students entering through Clearing than for the Home/EU full-time undergraduate intake as a whole.

We wish to continue to build on this insight through a project to investigate student retention that will inform our understanding of what influences our students' decisions to continue their study through to successful conclusion, how we might better support our students to this end and, ultimately, how we can improve our undergraduate retention performance. During 2007/8, we will seek to:

- assess the University's current performance in retaining our students
- investigate our current approach to monitoring and improving retention
- assess the current management information systems

Within the second phase we will:

- investigate in depth issues presented in Phase 1
- Identify recommendations for improving our retention rates

We are currently reviewing our admissions practices to ensure they are fair and responsive to applicants' academic potential. This will build on our current best practice adopted through Access to Leeds. We are looking at how best to use contextual information in order to ensure all applicants are considered fairly and equitably.

During the revision of the Widening Participation Strategy we will look to review our key performance indicators for our widening participation activity and the University's Strategic

Plan in light of HEFCE's Higher Education Outreach: Targeting Disadvantaged Learners (May 2007/12) Good Practice Report.

**Table 1**  
**Institutional Widening Participation Performance Indicators**

<b>Performance Indicator</b>	<b>Benchmark 2002/3</b>	<b>Baseline 2003/4<sup>6</sup></b>	<b>2004/5</b>	<b>2004/5 Actual</b>	<b>2005/6</b>	<b>2005/6 Actual</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>	<b>2009/10</b>	<b>2010/11</b>
% FT first degree young entrants from socio-economic groups 4-7	24	19.6	20.5	19.6	21.0	19.2	21.5	22.0	22.5	23.0	24.0
% FT first degree young entrants from state schools and colleges	83	76.3	77	77.7	77.5	73.3	78	78.5	79.5	81	83
% FT first degree all entrants not in HE in year following entry	6	5	5	8.98	5	8.66	5	5	5	5	5

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<sup>6</sup> Provisional data from the University of Leeds

## Annex A

Figures in brackets (below) denote additional activity for 2006/7 funded by additional fee income.

Activity	2006/7 Target	2006/7 actual	Commentary
<p><b>Schools/Colleges activity</b> – we will work with over 200 schools and colleges across the region</p> <p>We will run a variety of on-campus activities (for example, HE Experience Days)</p>	<p>Over 200</p> <p>130 (30)</p>	<p><b>250</b> Across the region (84 in Leeds)</p> <p><b>286</b></p>	<p>We are consolidating our partnerships with schools to build more effective relationships. We are therefore not looking to revise either of these targets upwards.</p>
<p><b>Student Volunteering</b> We will recruit and place <b>400</b> student volunteers</p>	<p>400</p>	<p><b>562</b> student engagement opportunities with local schools and colleges</p>	<p>We wish to change the target to 400 <i>student engagement opportunities with local schools</i>. (This would include volunteering, credit bearing modules and the student associates scheme)</p>

<p><b>FE College Activity</b> We will work in close partnership with <b>4</b> general FE Colleges in West Yorkshire and <b>6</b> Sixth Form Colleges.</p>	<ul style="list-style-type: none"> <li>• Place student mentors and tutors in colleges in Leeds</li> <li>• Work to assist in the promotion of higher education as an option</li> <li>• Promote HE Experience Days and Access to Leeds</li> <li>• Identify appropriate vocational progression routes</li> </ul>	<p>3</p> <p>We are further building our progression routes and partnership with FE via the West Yorkshire Lifelong Learning Network of which we Chair the Management Board and have played an active role in its inception.</p>	
<p><b>Work with School Teachers and FE Tutors</b> Run events for FE Tutors and School Teachers</p>	<p>7 (2)</p>	<p>12</p>	



<b>Activity</b>	<b>2006/7 Target</b>	<b>2006/7 actual</b>	<b>Commentary</b>
<b>Work with Parents</b> The University will be represented at <b>65</b> parents' higher education awareness raising events.	85 (20)	<b>67</b>	We wish to maintain the target at 85.
<b>Application and Admission</b> Through Access to Leeds the University will: <ul style="list-style-type: none"> <li>• Work with 50 schools and colleges</li> <li>• Maintain <b>85%</b> of academic school involvement</li> <li>• Achieve <b>300</b> applications</li> <li>• Achieve 80 students registered in total</li> </ul>	50  85%  320 (20)  90 (10)	<b>61</b>  <b>100%</b>  <b>279</b>  <b>66</b>	We wish to maintain 100% of academic Schools involved in the Access to Leeds Scheme  Whilst we remain short of our target, the quality of applications has increased largely owing to the increased clarity and understanding that teachers and tutors have about the scheme. During a review of our Admissions processes we are investigating the potential of creating a two way channel for Faculty admissions staff to flag applicants and suggest the Access to Leeds route which will result in increased numbers.
	<b>2006/7 Target</b>	<b>2006/7 actual</b>	<b>Commentary</b>
We will achieve 436 pre-entry guidance sessions (individual, group, adult school/college or community based)	460 (24)	<b>410</b>	We did not meet this target owing to long term-illness of a key member of guidance staff.

We will provide finance sessions to schools/colleges across the region	20	<b>21</b>	
Recruit new scholars to targeted schemes	64 (34)	<b>52<sup>7</sup></b>	60
Support scholars through their University career	228	<b>57</b>	2006/7 was a pilot year for SPIN. In addition, the support mechanism is voluntary. To anticipate every scholar to be involved was optimistic as it is a voluntary programme of additional support. We wish to revise 2007/8 target to 75.

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<sup>7</sup> Recruited for 2006/7 to externally funded: GE Foundation, Myrtle Boulwood; Skipton Building Society; Robert Ogden (old), Centenary Alumni; Leverhulme Trade.

## Monitoring compliance with the agreement

The University will formally monitor progress against targets and objectives through the Tuition Fees Steering Group and Vice Chancellor's Executive Group where appropriate.

The University will seek advice on its progression towards milestones and development of its strategy through the Learning and Teaching Board and the Pro-Deans for Learning and Teaching.

The engagement of Faculties is crucial to ensuring the University as a whole meets its aims and objectives and therefore assisting Faculties to develop a widening participation agenda has been a key area of work. In 2004/5 the planning of widening participation activity across the University moved from academic School to the Faculty level. Faculty level widening participation plans were requested and Faculty level allocations distributed on approval of these plans. We will continue to monitor the progress of the widening participation agenda and the progression by Faculties towards targets through the nine annual Faculty Plans.

Our formally constituted committees will be supplemented by networks of interested partners and meetings of dedicated staff to share information and disseminate good practice. The Widening Participation Co-ordinators' Group will continue to convene on a monthly basis to share ideas, provide project updates and discuss developments with external partners, for example the Specialist Schools Trust. The Widening Participation Forum, an internal information sharing session, convenes twice a year. Sessions have included presentations such as: Supporting Students in Psychology; Language Support in Schools for Refugee Children; How Attitudes to Debt and Social Class Differences are Likely to Affect the Government's Widening Participation Agenda; Why Some Bright Young People Don't Apply to University; Widening Participation and Employability; Widening Participation in the School of Modern Languages: the Royds School Project.

We will continue to provide and enhance our Widening Participation Newsletter which is circulated to staff across the institution. The Newsletter is published twice a year, seeking to highlight good practice and communicate policy to a broad range of stakeholders. In addition to the Newsletter, we will provide an annual report on widening participation at the University of Leeds for internal and external consumption. The annual report will summarise each Faculty's aims and activities within the widening participation agenda.

Annually, we will provide information to OFFA and the HEFCE through the Annual Monitoring Statement and seek discussions on any substantial changes to the Agreement.

## How access measures will complement existing activity

Within this document we have detailed how our outreach activity funded by additional fee income complements existing activity. We clearly see our outreach work as just one part (albeit a very important part) of our widening participation strategy which encompasses the whole student lifecycle.

With our existing widening participation funding we will continue to ensure that students receive support while on course through to graduation and, ultimately, employment.

We feel very strongly that students who come to the University of Leeds have the resources and advice available to them to ensure that they make the right choice and remain at the University becoming part of our community. Our pre-entry guidance work detailed in the Outreach section is a critical element in ensuring that individuals make the right choices prior to entry. As we offer independent and transparent advice it means that we can advise them on the options available to them across the City, regionally and nationally.

We are working hard to progress our attrition rates towards our target of 5%. We have a dedicated Retention Standing Group which has been established under the auspices of the Learning and Teaching Board. Issues are shared between the Widening Participation Standing Group and the Retention Group. The Retention Group is working on issues such as appropriate data analysis, and student support and referral. Faculties and academic Schools, however, will remain in the vanguard of supporting students. They lead initiatives which are focussed on students from a widening participation background including helpdesk facilities, buddying schemes, two day pre-application support programmes, booster classes and techniques workshops.

We are very proud of our central student support services, all of whom have embraced the particular needs of the widening participation cohort within their provision. Our support services range from the Chaplaincy and Student Medical Practice through to the Student Counselling Centre. The University's work in student support is further enhanced by the work of Leeds University Student Union which offers advice and representation to its student members along with services such as the Student Advice Centre, JobLink (a part-time job placement service) and Nightline (24 hour advice line).

We have also worked hard to ensure that students on (and prior to) graduation are employable. Our Careers Service has a comprehensive support programme for all students. It has also established the IMPACT programme which is targeted primarily at non traditional students. It is a successful positive action project designed to enhance and develop employability skills by providing high quality intensive support, including mentoring.

We will continue to be involved in partnership and collaboration with others across the City, region and nationally. As stated in the Outreach section, we will continue to support and expand our partnership with AimHigher and other higher education institutions in the region. Nationally, we are an active member of the Russell Group's Widening Participation practitioners and, through this, share good practice and develop joint initiatives which aim to widen participation to higher education.

The University's general approach has been to embed the support for 'widening participation' students within the general support it offers to all. We have, through widening participation funding, been able to pump-prime and promote new initiatives which have then been integrated into the work of units and centres across the University. This approach will continue.

## Fee, bursary and threshold confirmation 2008-09

This form only needs to be completed where levels have not been updated within access agreements

Institution	University of Leeds
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	2008/9																									
	Continuing students	Entrants from 2008																								
Fee limit	£3,145	£3,145																								
Bursary levels and thresholds	Students returning are eligible for the same bursary rates as those starting their studies this session	<table border="1"> <tr><td>Up to £25,000</td><td>£1500</td></tr> <tr><td>£25,001 - £26,000</td><td>£1300</td></tr> <tr><td>£26,001 - £27,000</td><td>£1100</td></tr> <tr><td>£27,001 - £28,000</td><td>£900</td></tr> <tr><td>£28,001 - £29,000</td><td>£750</td></tr> <tr><td>£29,001 - £30,000</td><td>£650</td></tr> <tr><td>£30,001 - £31,000</td><td>£550</td></tr> <tr><td>£31,001 - £32,000</td><td>£500</td></tr> <tr><td>£32,001 - £33,000</td><td>£450</td></tr> <tr><td>£33,001 - £34,000</td><td>£400</td></tr> <tr><td>£34,001 - £35,000</td><td>£350</td></tr> <tr><td>£35,001 - £36,000</td><td>£325</td></tr> </table>	Up to £25,000	£1500	£25,001 - £26,000	£1300	£26,001 - £27,000	£1100	£27,001 - £28,000	£900	£28,001 - £29,000	£750	£29,001 - £30,000	£650	£30,001 - £31,000	£550	£31,001 - £32,000	£500	£32,001 - £33,000	£450	£33,001 - £34,000	£400	£34,001 - £35,000	£350	£35,001 - £36,000	£325
Up to £25,000	£1500																									
£25,001 - £26,000	£1300																									
£26,001 - £27,000	£1100																									
£27,001 - £28,000	£900																									
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£30,001 - £31,000	£550																									
£31,001 - £32,000	£500																									
£32,001 - £33,000	£450																									
£33,001 - £34,000	£400																									
£34,001 - £35,000	£350																									
£35,001 - £36,000	£325																									
Scholarship levels	maximum of £3,000 for those with family income of less than £18,000	maximum of £3,000 for those with family income of less than £18,000																								

## Financial Information

	2007-08	2008-09	2009-10	2010-11
Estimated additional fee income (£)	19.9M	29.3M	34.4M	36.9M
Estimated spend on financial support to students with household incomes up to £39,305 (£)	4.0M <sup>8</sup>	5.9M	6.9M	7.4M
Estimated spend on financial support to students with household income levels between £39,306 and £49,305 (£)	0	0	0	0
Estimated amount of additional income to be spent on outreach (£)	0.2M	£0.3M	0.3M	0.4M
Exceptional costs associated with the access agreement (e.g. administration costs) (£)	0.1M	0.1M	0.1M	0.1M

Submitted October 2007

<sup>8</sup> includes expenditure on scholarships supported by external donors of approximately £200k annually 2007/8 – 2010/11

