

University of Brighton: Access Agreement 2012-13

In considering its full-time undergraduate fees for 2012-13 the University of Brighton has taken into consideration its funding position, the costs of delivery for its full range of courses, its high level of student demand and the quality of the student experience. We have also had to take into consideration the uncertainties around any future public funding for high cost provision, of which there is a significant element in the university.

This fee and access agreement sets out our intention to deliver education of the highest possible quality. We will ensure the accessibility of all our courses through a comprehensive programme of support that starts in local primary schools and extends to assisting our graduates into their chosen professional careers. We will continue to offer a significant number of innovative foundation and degree courses at our partner colleges which will be available at a range of fees.

Fees and fee income above £6,000

We propose to charge the following fees:

Institution	Course	Fees p.a.
University of Brighton	All regulated undergraduate provision	£9,000
Brighton and Sussex Medical School (BSMS)	All regulated undergraduate provision	£9,000
Partner Colleges: Plumpton College	<ul style="list-style-type: none"> ▪ BSc Viticulture & Oenology ▪ Foundation Degree Wine Production/Wine Business ▪ All other Foundation Degree and other regulated undergraduate provision 	£8,300 £8,300 £7,600
City College Brighton and Hove	All Foundation Degree and Degree top-up	£7,500
Sussex Downs College	<ul style="list-style-type: none"> ▪ All Foundation Degree ▪ Degree top-up 	£7,000 £7,500
Sussex Coast College Hastings	<ul style="list-style-type: none"> ▪ All Foundation Degree ▪ Degree top-up 	£7,000 £7,500

- We estimate our average full-time fee, based on the numbers above, to be £8,751 in 2012, rising to £8,825 by 2015. The average fee adjusted for fee waivers should be £8,545, rising to £8,619

- We intend to charge part-time students on a pro-rata basis
- We intend to charge any permitted real terms rises in the fee for 2013-14 onwards.
- Students who commence their studies in 2012 who later take a sandwich year out will be charged £750

Expenditure on additional access measures

The University of Brighton has a long-standing and well evidenced commitment to widening participation and fair access. On both absolute and benchmark measures against the key HESA performance indicators we can be shown to be broadly mid-range in terms of both our number of under-represented students and our performance on non-continuation, in relation to the sector as a whole:

As the section on milestones and targets demonstrates we intend both to sustain our strongest areas of performance, and to make progress on other indicators in the context of what will be a very challenging period for recruitment. To this end we propose to spend 25% of our additional fee income above £6,000 on measures to support access and retention. This amounts to an estimated annual amount of £7,016,550 by 2015. Together with our NSP government allocation this means a total package of £8,681,550.

We intend that £125,000 will be spent as part of transitional expenditure in 2011-12 to develop and maintain provision previously supported by Aimhigher and to prepare for increased outreach and effective monitoring and evaluation from 2012.

Additional access and retention measures

The University of Brighton has considered the advice from OFFA in relation to the balance of expenditure on the range of access measures it will employ. In particular we welcome the new emphasis on measures to support retention and student success, and the opportunity to support some of the activity previously funded by the Aimhigher Sussex programme, hosted by Brighton. It is our intention therefore to re-balance our expenditure in order to provide a more tightly focused strand of financial support and a greater balance of expenditure on outreach and retention.

In “steady state” the university proposes to devote £1.41m of its total additional access expenditure to outreach activity and £1.97m to additional retention activity – in total an expenditure of £3.38m on both outreach and retention. This represents a very significant increase on the current “countable” expenditure of £422k for both outreach and retention measures.

Expenditure on outreach and retention as set out in this agreement will all be “countable” – that is it is either expenditure counted in our previous access agreement that we will be continuing to make, or it will be expenditure on new measures.

Outreach

Building on success

The additional resource allocated from this access agreement will enable Brighton's wide ranging outreach programme to develop and diversify across the following strands:

- Partnership with the local community
- Targeting support to where it is most needed
- Contextual admissions
- Curriculum themed support for selective programmes
- Working with undergraduates: mentoring and ambassadors
- Summer schools
- Supporting care leavers

The University intends to maximise opportunities to use our funded outreach work to help us gain external funding to complement certain strands – particularly in relation to the curriculum themed work (see below) where we intend to build on our successful STEM partnerships and opportunities in the Arts to develop joint bids – for instance to the Heritage Lottery Fund.

The University of Brighton will be building on its existing outreach programme which now works with pupils from primary school through to mature Access learners. Our focus continues to be on county-wide partnership with schools and colleges through our Accord. Some pre and post 16 schools have been specifically targeted for more intensive intervention on the basis of their student profile and key measures of attainment. This work builds on the careful targeting developed by Aimhigher Sussex and will assist us to use contextual data in relation to local admissions. We will also build on the Aimhigher model by targeting specific students post-16 for intensive support on the basis of measures of NS-SEC and LPN data – these will be designated as *Accord Plus* students. All existing Aimhigher students will be part of this group. Although these students will be supported in applications to a range of universities, those that come to Brighton will continue to be tracked as a group, and supported throughout their time with us.

We plan to expand the current numbers of schools we work with, whilst increasing the intensity of the work we already do with all the further education colleges in the county. In the Hastings area, which has very significant levels of deprivation, the university is sponsoring two academies and we will be devising specific programmes for their pupils as part of a holistic strategy to work with the Hastings community through the academies, our partnership with the local college and our own Hastings campus.

Curriculum themed outreach activities are being developed to link with the university's selective and professional courses, including areas of Art, Architecture and Design, Sports and Pharmacy, in addition to the continuation of the programme supporting access to medicine run in our joint Medical School – BSMS.

Mentoring and student ambassador schemes are mutually beneficial to current university students who are given the opportunity to gain paid employment and enhance their CVs whilst also providing an excellent avenue for outreach. Evidence shows that school and college pupils find it particularly

helpful to engage with university students and those nearer them in age. There will be three schemes; a generic mentoring project based on Aimhigher Associates, a subject specific project based around STEM subjects and a primary project.

Summer schools have been flagged by the government as an effective outreach tool (particularly via Aimhigher). The existing programme includes one residential Summer School, a non residential for Children in Care and a non residential Fashion School. This will be extended to include an Arts based non residential and a Sports based non residential.

Brighton has had considerable success in recent years in achieving the Frank Buttle Kite mark for supporting care leavers and in recruiting increasing numbers of this particularly under-represented group. The university has been piloting work with the East Sussex Virtual School and will be developing this further through targeted Summer Schools, IAG support for children in care and mentoring projects. The university will also be leading the Sussex Cross County Care Leavers Forum.

Partnership and collaboration

One of the shared values in the University of Brighton's Corporate Plan is collaboration – being a good partner, locally, regionally, nationally and internationally; being responsive as well as proactive. The current Sussex Progression Liaison Accord (SPLA) is one of the main avenues for collaboration between the University and local schools & colleges in Sussex, together with the Sussex Vocational Progression Accord, which is intended to help ensure broad access from learners with a vocational background. Our aim is to enhance and expand this existing local agreement to create a framework through which the University can focus not only the current educational liaison activity but also widening participation outreach and widening participation admissions related work.

In addition we intend to sustain and build on the current learner progression framework, based on partnership with HE and FE institutions and schools county-wide, which has been developed under the auspices of Aimhigher Sussex.

We have always acknowledged the benefits of institutions collaborating in the area of widening participation and this is well suited to the University of Brighton. Therefore, like the current SPLA shared with the University of Chichester and Sussex, the new Accord will also be a joint enterprise. More broadly we will continue to work with individual universities in terms of sharing best practice. In terms of this Access Agreement, we have agreed with the University of Kingston that we will work with them in sharing best practice, identifying opportunities for joint delivery of initiatives, and continue to collaborate on staff development of academic and professional staff, the training of students working on widening participation activities, and staff development and awareness raising sessions with lecturers, teachers and advisers from schools and colleges.

Retention: Supporting student success

Our outreach work will be aligned with subsequent support for retention so that, for instance, work done to guide students pre-entry will aim to give them a solid base on which to build on arrival at university.

The University has chosen to allocate very substantial investment to additional retention measures. Our aim is not only to recruit a wide range of students – building on our already good record in this area – but to do everything we can to ensure they have a successful university experience and that we support them into graduate employment. Our new programme of support for student success will focus on targeted support for students from lower socio-economic groups, for mature students, care leavers and students with disabilities, in the context of an overall approach to retention and student success that is embedded in work across all our campuses. We will take a targeted approach to the elements of expenditure on “embedded” measures to identify the proportions that go in particular to support our target groups for the purpose of this access agreement. In addition we will identify a specific funding stream to support student success amongst University of Brighton students in our partner colleges.

This additional investment will enable Brighton to develop new measures and expand current work across the following strands:

- Better pre-entry and transition support to complement our new “Student Charter”
- Dedicated student support tutors and enhanced personal tutoring
- Peer assisted study sessions
- Maths and Statistics support available to individual students
- Study skills support
- Learning support officers for students with disabilities
- Enhanced career planning, employability and internship support with dedicated mentoring and coaching for non-traditional students
- Work to support students post-graduation
- Partnership work with the Students’ Union to support retention

In particular we will be expanding and developing our current model of student support tutors. These are embedded in academic schools and we will be targeting additional resource where retention is weakest, and developing the role to include more support for pre-entry guidance and a specific role in tracking and engaging with our Accord Plus students and care leavers. We also plan to expand significantly our Peer Assisted Study Sessions which can be evidenced as improving achievement and developing confidence and leadership skills.

Financial support for students

The University of Brighton has been allocated £555,000 for the first year of the National Scholarship Programme (NSP). We will not only match this, and subsequent year allocations, but make an additional contribution to the NSP programme. In the first year we will spend £885,000 on our NSP programme, in addition to the government allocation of £555,000, rising to a contribution of £2,092,000 in 2015, to add to the government contribution of £1,665,000. In addition we propose to commit a further £300,000 to additional bursaries, scholarships and financial support in the first year, rising to £1,539,250 by 2015. By 2015 our overall commitment to financial support will be £3,631,250, which together with our £1,665,000 allocation from the NSP will make a total of £5,296,250 available to support University of Brighton students financially. In line with the OFFA

advice, the emphasis on University of Brighton bursaries will move away from general bursaries based primarily on income alone to a number of targeted bursaries linked to the milestones that the University has set itself in this 2012 Access Agreement.

Students at the Brighton and Sussex Medical School (BSMS) comprise equal numbers of students registered at the Universities of Sussex and Brighton. It is intended that these students all have access to the same financial support package, and therefore that University of Brighton students at BSMS will be eligible for the University of Sussex National Scholarship Programme and any other financial support scheme operated by the University of Sussex, rather than for the Brighton arrangements set out below. This is subject to further discussion about the operation and administration of this proposal.

National Scholarship Programme

There will be two schemes using NSP funding – the Care Leaver’s Bursary and the Access Bursary. Eligibility criteria for these are set out below and students will need to make application for awards under these schemes. Both of these will give recipients £1,000 in cash bursary, £1,000 in fee waiver, and a further £1,000 either in fee waiver or in discount against university accommodation, dependent on recipient choice. These awards will be made to new entrants in their first year – a total of 480 students in 2012, rising to 555 students in 2014. In their second and third years students will, subject to the re-application of qualifying criteria, receive £2,000: £1,000 in fee waiver and a further £1,000 in discounted benefits against university services. This means that any student in receipt of our national scholarship bursaries for each of their three years of study will receive a potential £4,000 in fee waivers, together with £3,000 in cash and discounted benefits, (and commensurate amounts for those students on four year programmes). Students on sandwich, or placement, years charged at £750 will not be eligible for the NSP in that year.

University of Brighton Care Leavers’ Bursary

Eligibility criteria:

- Care leavers – students who fit the eligibility criteria for the current care leavers study grant.
- Students living in supported housing – currently eligible for the Foyer Bursary

University of Brighton Access Bursary

This bursary will be allocated using a number of criteria, and allocation will proceed through a number of stages. In the first year we will use the following two criteria

- Financial - a declared income of below £16,190
- Low Participation Neighbourhood: Polar 1

In subsequent years we propose to introduce a further criterion based on contextual data on schools performance, depending on its availability via UCAS.

Additional Bursaries and Financial Support

There will be three additional bursaries outside the requirements of the NSP, together with a University of Brighton Student Support Fund. These will all have the same primary eligibility criteria, a declared income of below £25,000. The total amount available in the first year will be £300,000 rising to £1,539,250 by 2015.

University of Brighton Access to the Professions Bursary – £1000

This bursary will be designed to support access to courses leading to the professions where barriers such as length of course and degree of selectivity may militate against take up from lower income students. Eligibility will be based on income threshold (below £25,000).

University of Brighton Accord Plus Bursary - £1000 in fee waiver and £1,000 in cash

To underpin the new Accord Plus concept that will replace the basic Aimhigher concept, local students identified as *Accord Plus* will have access to a specific bursary. (See paragraph 2 in “Outreach” above). These bursaries will be specifically targeted at students who have been identified through, and participated in, our local widening participation programme. We will be working with schools previously identified by Aimhigher Sussex using a range of indices of deprivation. On application to the university students will already know that they are “Accord Plus”. The Accord Plus bursary is for those AP students who are not eligible for our NSP bursary but who fulfil one or more of the following: children in care, young parents, disabled students, first in family, income threshold of £25,000

University of Brighton Disabled Athletes Scholarship – £1000

Maintaining the current bursary. These scholarships are already in existence and the programme has been run successfully for some years. Applicants should have represented their sport at national or regional level or be able to demonstrate that they have the potential to compete at these levels.

University of Brighton Student Support Fund

- Similar to the existing ALF (which is expected to be phased out), students will be able to apply for means tested support funds during their studies. This will allow those students who are in real need (who in the past may have been eligible for a general UoB bursary), to receive one off payments. Allocation criteria will be linked to our 2012 Access Agreement targets and will allow us to support students who fall within our broad access target groups but who may not meet our Access Bursary thresholds – the intention is to open it to students with family incomes below £25,000.

Targets and milestones

Detailed targets and milestones are set out at the end of this Agreement.

The majority of the ten targets we have chosen to set are based on the HESA widening participation performance indicators and benchmarks and include those on state schools, NS-SEC classes 4-7, low participation neighbourhoods, non-continuation and disabled students. The remainder relate to increased enrolments of other specific under-represented groups of students, including care leavers and Accord Plus students. These will be monitored using internal University of Brighton data.

The University of Brighton has a strong track record in performance on a number of the widening participation performance indicators and the targets and milestones set out in this Access Agreement aim either to maintain good performance (entrants from state schools and students in receipt of DSA - above benchmark and sector), improve absolute performance (LPN) or to improve performance in both absolute and relative terms (NS-SEC and non-continuation).

Three targets have been set with regard to achieving improvements in non-continuation rates to reflect the increased and additional efforts in this area. Two are based on the HESA performance indicators (full-time first degree entrants and young full-time first degree entrants from low participation neighbourhoods), the other will be based on internal data, which analyzes non-continuation rates by NS-SEC.

The University has set targets that it believes are stretching given the changes being imposed from 2012 onwards and the significant challenges the sector as a whole faces as a result of the significant increases in contributions expected from students.

Also included are a range of targets and milestones around our outreach work, these build on existing work and the Widening Participation Outreach Plan produced in 2010. The University already works with the majority of schools identified by Aimhigher Sussex. The new targets include modest increases in the number of schools and pupils we work with. One of the aims is to increase the intensity of the work through mentoring schemes, subject specific strands and extending the summer school programme. These targets will be monitored using a joint database being developed with other local universities.

Monitoring and evaluation

The University of Brighton is undertaking a number of initiatives to evaluate the impact of WP activities, and additional funding will be allocated under both the outreach and retention strands of this agreement to develop and expand this work. The overarching responsibility for monitoring activity remains with the Widening Participation and Diversity Committee (WPDC); the terms of reference for the committee have been rewritten to ensure that this is now a core strand of its work. There is student representation on this committee. This Committee will review and assess progress against the specific targets and milestones on a regular basis.

Widening Participation Outreach

In 2009-2010 the university launched a new Widening Participation Outreach Strategy which included the principles underlying the strategy and also more detailed targets relating to particular activities. A standardised reporting template is being used for each project; including a comment on targeting, analysis of post event questionnaires and reflection on expenditure. A new data base has enabled a closer monitoring of activity. Individual reports are discussed by the WP team each term and an annual report submitted to the WPDC each November.

In 2010-2011 this has been taken further, and there has been in-depth evaluation of key projects. In 2010-2011 we focused on the Primary project and the Suitable Boy (year 9) and in 2011-2012 we will be reviewing the programme of activities delivered to students in FE colleges. These evaluations will include focus groups with pupils and teachers; we also hope to involve the local authority where appropriate. For the enhanced outreach programme from 2012 onwards there will similarly be selective project based evaluation year on year.

Contextual Admissions

If universities encourage applicants with disadvantaged and therefore possibly unconventional educational backgrounds, then they must be ready to respond positively and creatively to these applicants when they enter the admissions phase. Universities are already attempting to use contextual data to assess applications in the holistic way described in the Schwartz Review. Soon this data will be more readily available via UCAS and the Government have made clear statements in OFFA guidance that they expect this activity to be increased. New admissions processes will be established by the University of Brighton for all applicants but with a particular emphasis on Accord Plus applicants. The University will also establish better statistical monitoring of these cohorts to ensure effective impact of policies.

Retention

It is intended that part of the role of embedded support tutors will be to track the progress of Accord Plus students and care leavers and evaluate the success of relevant interventions. The expansion of the Peer Assisted Study Sessions scheme will continue to incorporate ongoing evaluation of both quantitative and qualitative outcomes.

Provision of information to prospective students

The University of Brighton will publish clear, accessible and timely information for applicants and students on the fees that we charge and the financial support we offer. We will do this both through our own institutional information channels, most particularly our website, and also through the provision of information to UCAS and the SLC in order to help them populate their applicant facing web services.

We have consulted with our Students' Union in drawing up this access agreement. We will continue that consultation in order, amongst other things, to ensure that our information to prospective students is clear and easy to understand.

SUMMARY FOR ACCESS AGREEMENT : Targets and Milestones

1 State schools and colleges: young full-time undergraduate entrants (T1b)

UoB performance on this indicator has remained stable over the last few years at around 93% and always above benchmark and sector. Target is to maintain our position and remain above benchmark.

Young FT UG entrants (T1b)	09/10	08/09	07/08	06/07
PI (%)	93.5	93.1	93.2	93
N =	2940	2665	2330	2135
Difference from LA benchmark	+2.7	+2.8	+4.7	+4
LA Benchmark	90.8	90.3	88.5	89
Sector England	89	88.6	87.9	87.7

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILSETONES 13/14	14/15	15/16	16/17	Monitoring
Maintain position and above benchmark	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%	WPDC Annual WP PI report

2 NS-SEC 4-7: young full-time undergraduate entrants (T1b) Data for 08/09 not comparable with other years.

UoB performance on this indicator has seen a gradual increase since 2002/03 but usually just below benchmark and sector. Current year shows the biggest gap below benchmark for 5 years. Target is to improve our position and move closer to our benchmark.

Young FT UG entrants (T1b)	09/10	08/09	07/08	06/07	05/06
PI (%)	28.5	36.2	30.3	29.4	28.8
N =	745	870	675	645	655
Difference from LA benchmark	-2.5	0.8	0.1	-0.9	-0.7
LA Benchmark	31	35.4	30.2	30.3	29.5
Sector England	30.9	33.3	30	30.3	29.6

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILESTONES 13/14	14/15	15/16	16/17	Monitoring
Improve/move closer to benchmark	28.5%	28.5%	28.5%	28.5%	29%	29%	30%	30%	WPDC Annual WP PI report

3 LPN: young full-time undergraduates (T1b)

UoB position has always been above benchmark, although performance dipped last year. Current data shows improvement, although not back to original level. Target is to sustain our position above benchmark and improve performance.

Young FT UG entrants (T1b)	09/10	08/09	07/08	06/07
PI (%)	10.2	9.1	11.2	10.9
N =	330	280	315	305
Difference from LA BM	+1.1	+0.2	+2.8	+2.8
LA Benchmark	9.1	8.9	8.4	8.1
Sector England	10.9	10.6	10.3	10.1

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILESTONES 13/14	14/15	15/16	16/17	Monitoring
Sustain position above benchmark and improve	10.2%	10.2%	10.2%	10.5%	11%	11%	11.5%	12%	WPDC Annual WP PI report

4 Non-continuation: all full-time first degree entrants

UoB position: non-continuation for all entrants has shown a gradual increase over the last few years but the most recent data shows a larger increase and performance over (negative) our benchmark. Target is to improve our position and regain our previous position below benchmark.

FT First (young and mature) degree entrants (T3a)	08/09 entry	07/08 entry	06/07 entry	05/06 entry
PI (%)	11	9.3	8.6	8.1
N =	380	290	265	250
Difference from LA benchmark	+2	-0.2	-0.9	-1.0
LA Benchmark	9	9.5	9.5	9.1
Sector England	7.8	8.4	8.7	8.3

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILESTONES 13/14	14/15	15/16	16/17	Monitoring
Improve and regain position below benchmark	11%	11%	11%	10%	10%	9%	9%	8%	SRIT/ASC Annual Retention report

5 Non-continuation – LPNs

Summary UoB position: non-continuation for LPNs has shown a sharp increase in the most recent year (NB numbers are small) and is for the first time in 4 years above benchmark (negative). Target is to improve performance and regain our position below benchmark.

(T3b) Young full-time first degree entrants from LPNs	09/10	08/09	07/08	06/07
PI (%)	12.1%	7.6%	8.8%	5.0%
N =	25	15	20	10
Difference from LA benchmark	+2.5	-1.8	-0.8	-4.2
LA Benchmark	9.6%	9.4%	9.6%	9.2%
Sector England	8.7%	9.4%	9.6%	9.3%

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILESTONES 13/14	14/15	15/16	16/17	Monitoring
Improve/regain position below benchmark	12%	12%	11%	11%	10%	9%	8%	8%	SRIT/ASC Annual Retention report

6 Non-continuation NS-SEC UoB data

UoB internal data analysis highlights a slightly higher rate of non-completion for students from lower socio-economic groups. The target is to close the gap between the groups. Progress will be monitored via our Academic Standards Committee and our Student Retention Improvement Team, and tracked via our internal Annual Retention Report.

7 Disabled students: full-time

Summary UoB position: performance has increased and remained steady above benchmark and sector for last two years. Target is to maintain position above benchmark and sector.

Participation of students in receipt of DSA: full-time undergraduates (T7)	09/10	08/09	07/08	06/07
PI (%)	6.5%	6.1%	3%	3.6%
N =	780	730	350	420
Difference from LA benchmark	+1.3%	+1.2%	-1.8%	-1.1%
LA Benchmark	5.2%	4.9%	4.8%	4.7%
Sector England	4.9%	4.8%	4.5%	4.3%

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILESTONES 13/14	14/15	15/16	16/17	Monitoring
Maintain position and above benchmark	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%	WPDC Annual Retention report

8 Disabled students: part-time

Summary UoB position: performance has increased and remained steady above benchmark and sector for last two years. Target is to maintain position above benchmark and sector.

Participation of students in receipt of DSA: part-time undergraduates (T7)	09/10	08/09	07/08	06/07
PI (%)	5.2%	3.9%	1.8%	1.2%
N =	85	70	30	15
Difference from LA benchmark	+2.1	+1.2%	-0.4%	-0.7%
LA Benchmark	3.1%	2.7%	2.2%	1.9%
Sector England	3%	2.7%	2.5%	2.3%

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILESTONES 13/14	14/15	15/16	16/17	Monitoring
Maintain position and above benchmark	5.2%	5.2%	5.2%	5.5%	5.5%	5.5%	5.5%	5.5%	WPDC Annual Retention report

9 Care leavers

UoB position: Successful increase in enrolments over recent years. Target is to sustain and increase enrolments slightly with enhanced focus on retention, success and employability.

Enrolments	2010/11	2009/10	2008/09
N =	19	13	8

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILESTONES 13/14	14/15	15/16	16/17	Monitoring
Enrolments of care leavers			25	30	32	34	36	38	WPDC/SRIT

10 Accord Plus enrolments

UoB position: successful increase in enrolments of Aimhigher students. Target is to sustain and increase enrolments post Aimhigher via introduction of Accord plus scheme.

Enrolments	2010/11	2009/10	2008/09
N =	46	28	24

ACCESS AGREEMENT TARGET:

TARGET	BASELINE 09/10	10/11	11/12	ANNUAL 12/13	MILESTONES 13/14	14/15	15/16	16/17	Monitoring
Enrolments of Accord Plus			65	75	85	95	105	115	WPDC/SRIT

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 (summer schools)	Residential summer school - aims to introduce pupils to university life. Non residential subject specific more skills focused. Looked after children aspiration raising. Key - residential/art based non residential/LAC non res/sports non res	2010-2011	50/10/20/0	50/30/20/15	50/45/20/30	50/45/20/45	50/45/20/45	50/45/20/45	The summer school programme will be tightly tied to the curriculum based activities.
Outreach / WP activity (other - please give details in the next column)	Primary programme - visits to schools and visits to university. Key - number of schools/number of pupils	2010-2011	14 schools 510 participants	16 schools 570 participants	18 schools 630 participants	20 schools 690 participants	20 schools 690 pupils	20 schools 690 participants	Pupils understand the language and concept of HE, are aware of the range of university courses and associated careers. Pupils have visited a university campus.
Outreach / WP activity (other - please give details in the next column)	Primary mentoring programme	2010-2011	One school, 16 pupils	4 schools, 64 pupils	6 schools, 96 pupils	8 schools, 128 pupils	8 schools/ 128 pupils	8 schools, 128 pupils	This programme is directed at primary schools in areas of high deprivation. The aim is to improve confidence particularly in relation to the transition to secondary schools. Pupils should gain greater awareness of university courses and career paths. As the programme progresses we aim to include an attainment raising element.
Outreach / WP activity (other - please give details in the next column)	Mentoring - aspiration raising programme/ subject specific support	2010-2011	No such activity taking place	10 schools/40 mentors/200 mentees	10 schools/40 mentors/200 mentees. Subject specific 32 tutors/8 schools	15 schools/60 mentors/300 mentees. Subject specific 60 tutors/ 15 schools	15 schools/60 mentors/300 mentees. Subject specific 60 tutors/ 15 schools	15 schools/ 60 mentors/ 300 mentees. Subject specific 60 tutors/ 15 schools	The aspiration activity will be focused on year 8s and 10sand encourage them in their planning in these key years. The aim is to support with GCSE and college choices. The subject based tutoring will be linked to STEM subjects and focused on attainment.
Outreach / WP activity (other - please give details in the next column)	Secondary programme - includes work in schools, visits to the university, curriculum linked work	2010-2011	15 schools, 1600 participants	18 schools/ 1900 participants	21 schools/ 2200 participants	24 schools/2500 participants	24 schools/2700 participants	24 schools/3000 participants	Key stage 3 work will focus on support through transition and will link with primary programme. Pupil's knowledge and understanding of university should increase and they should be able to apply this to GCSE subject choices. Key stage 4 work will be linked with subject specific activity and aim to increase understanding of particular subject routes and support attainment in these areas.
Outreach / WP activity (other - please give details in the next column)	College programme	2010-2011	11 colleges/ 1300 16-19 participants/ 1000 Access participants	11 colleges/ 1200 16-19 participants/ 1000 Access participants	11 colleges/1300 16-19 participants/1 000 Access participants	11 colleges/ 1400 16-19 participants/ 1000 Access participants	11 colleges/ 1500 16-19 participants/ 1000 Access participants	11 colleges/ 1600 16-19 participants/ 1000 Access participants	The university already works with all bar one local college and with large number of students. The focus through the Accord Plus programme will therefore be on increasing the intensity of the work and in particular on supporting students to make appropriate course choices, to produce high quality personal statements, provide interview practice and to support students make the transition to university. We will monitor the retention of students who have participated in this programme.

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

Name of institution	University of Brighton
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Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

Part one: Introduction to your agreement

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

Please use this section to set out any specific issues or aims for your access agreement work in respect of ITT that aren't already set out in your existing agreement for 2012-13. This section doesn't have to be long; however, it will help us to understand what your access agreement is setting out to achieve in respect of ITT. You may wish to consider whether there are separate issues for undergraduate and postgraduate ITT.

You may also wish to cross-refer to the issues or aims stated in your main agreement, if appropriate.

Introduction

The University of Brighton has an excellent reputation for providing quality courses in teacher training and in 2010 the University's School of Education retained the highest possible rating of 'outstanding' for its primary and secondary initial teacher education provision following inspection by Ofsted.

The issues and aims set out in our approved Access Agreement 2012-13 are valid for our ITT 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.

Tuition fees for 2012-13

- BA/BSc Hons with QTS £9,000
- PGCE £9,000

We intend to charge any permitted annual real terms rise in the fees for future years.

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

Taking into account any new access agreement investment relating to ITT, as well as your existing agreement, what is your estimated spend on access measures as a proportion of your income over £6,000 per fee?

As a broad guideline, for undergraduate ITT, our starting expectation is the same as that set out in our original guidance on how to produce an access agreement for 2012-13 (see OFFA 2011/01, paragraph 39). For postgraduate ITT, we would expect you to recycle a minimum of around 10 per cent of your fee income over £6,000 on access or retention measures. (Note: we will be taking a holistic view when considering whether your proposed spend is in line with our expectations. In other words, we do not necessarily require you to ring-fence set amounts for undergraduate or postgraduate initial teacher training. You simply need to make sure that the overall levels of spend – including ITT – are in line with our expectations.)

Our estimated spend on access measures as a proportion of fee income above the basic fee will be 29.1% in 2012-13.

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.

In 2012-13 we plan to spend £293,400.

All undergraduate ITT students entering in 2012-13 (BA Hons with QTS) will be eligible to apply for the University of Brighton bursaries as set out in our Access Agreement 2012-13. In addition there is an Access to the Professions Bursary specifically designed for those on the four year undergraduate QTS courses. Details below:

Access to the Professions Bursary

University of Brighton Access to Teaching bursaries are designed to support students from lower income families (household income below £25,000) who wish to pursue careers in this profession and are studying on any of the University of Brighton four-year BA (Hons) courses leading to Qualified Teacher Status (QTS). The bursary is worth £1,000 cash and will be awarded for each year of the 4 year course, subject to meeting the criteria.

In addition, ITT students with a household income below £25,000 will be eligible to apply for means-tested support funds, via the University of Brighton Student Support Fund (SSF).

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).

Our Access Agreement 2012-13 sets out our plans for additional outreach and retention work, and it is intended that work in respect of ITT will be incorporated under these.

The University has for the last few years been involved with a project to develop a Regional Strategy to tackle the under-recruitment and under-representation of BME trainees in the South East Region, and the University's ITE Co-ordinator Chairs the Steering Group of this BME Recruitment and Retention in ITE Project. It is intended to

review work undertaken to date in terms of both outreach and retention with a view to developing it further in the future.

In general, our range of post-16 advice and guidance workshops are regularly delivered to BTEC and Access students in local colleges who are interested in applying to Teaching related courses. We respond to a number of requests for workshops on writing strong personal statements specifically for applicants to Teaching courses, and we also deliver mock interviews and interview skills workshops for non-traditional students on request, and personal statement surgeries to help strengthen applications. From 2012 students identified as belonging to WP cohorts will be offered a student shadowing experience, which will enable applicants to Teaching courses to understand more about how the course is taught.

Our Access Agreement 2012-13 includes substantial additional investment for retention and student success measures and ITT students will be included in these.

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.

Targets and milestones

Our Access Agreement for 2012-13 sets out a number and range of targets and milestones based both on the HESA widening participation performance indicators and on increased enrolments and retention of other specific under-represented groups of

students, as such we do not intend to develop any additional specific targets and milestones for ITT trainees, but will monitor progress of these students against those already set out.

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

The overarching responsibility for monitoring activity remains with the Widening Participation and Diversity Committee (WPDC) ... This Committee will review and assess progress against the specific targets and milestones on a regular basis.

In addition, since approval of the Access Agreement 2012-13 it has been decided that to enable and allow for more detailed scrutiny of progress in the admissions and retention phases that responsibility for monitoring and evaluation of each of these will be shared between two other University Committees, the Recruitment and Admissions Committee for the admissions phase and the Student Retention and Improvement Team, for the retention phase.

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.

Provision of information to prospective students

The University will ensure that the information for all applicants and students on the fees that we charge and the financial support we offer is clear, up-to-date and easily

accessible, through both our own institutional information channels and through the provision of information to GTTR, UCAS, SLC and other relevant bodies.

RB/SPO

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