



The
University
Of
Sheffield.

**The University of Sheffield
Access Agreement 2012-13**

1. Introduction

The University of Sheffield (TUOS) has a long-standing commitment to widening participation and fair access, not only to its own programmes of study, but also to higher education in general.

This strongly reflects the University's Mission, Vision and Identity and the foundation on which the University was built:

The University of Sheffield has roots going back to 1828 and was founded formally in 1905 via penny donations from the local citizens. The aim was to bring higher education within reach of the children of the people working in the great industries of Sheffield, to give support to those industries and to serve as a centre for the study of diseases. The University is proud of its origins and continues to value the role it has come to play in its city and region.¹

The University continues to play a key role within the city and the region and has a strong sense of civic responsibility. This is demonstrated, amongst other things, through the broad ranging initiatives we deliver collaboratively with schools, colleges and other local HE providers in order to widen participation to higher education.

2. Our record of achievement in access and retention

The University of Sheffield has a strong track record of not only attracting but also retaining students from under-represented groups in higher education. Some of our key achievements are highlighted below:

- An excellent record of recruiting students from low participation neighbourhoods, achieving an intake of 8.2% of young full-time first degree students in 2009/10 against a benchmark of 6.7%, placing us top in the Russell Group.
- Excellent performance in attracting mature students with no previous HE background and from low participation neighbourhoods into full-time undergraduate study (17.6% intake against a benchmark of 12.6%) making us top in the Russell Group.
- Excellent performance in attracting part time students with no previous HE experience & from low participation neighbourhoods: 6.3% in 2009/10 against a benchmark of 4.6% making us 2nd in the Russell Group.
- An excellent record of recruiting students from state schools: 86% of registered students in 2009/10 against a HESA benchmark of 80.5%, (ranking 3rd in the Russell Group).
- Exceeding the benchmark regarding continuation of young, full-time first degree entrants from low participation neighbourhoods, with only a 3.9% non-continuation rate against a HESA benchmark of 5%, placing us 7th in the Russell Group and 14th in England.
- A steady growth in the proportion of our students who are in receipt of the DSA (3.8% intake against a benchmark of 3.6%).
- A strong regional reputation for working collaboratively with schools and colleges, delivering a broad range of short and long term interventions, targeting primary school pupils through to students about to enter university. We typically work with around 20000 participants each year on such programmes, engaging with over 100 schools and colleges.

¹ See full Mission, Vision and Identity at <http://www.sheffield.ac.uk/strategicplan/mvi>

- A national reputation for delivering flagship programmes linked to social mobility in some of the most difficult to enter professions, including SOAMS² (Medicine), PPP³ (Law, Accountancy, Architecture) and ADOPT⁴ (Dentistry).
- Dedicated programmes for mature learners within the University's Institute for Lifelong Learning, leading to progression onto full and part-time degrees.
- Provision of targeted support for students post-admission, to give them the best opportunity to progress through their programme of study and achieve a class of degree commensurate with their abilities. This support has led to us being ranked second in the sector in the Times Higher Education Student Experience survey 2011 and recognised as Outstanding Student Services Team 2010 by the Times Higher Leadership and Management Awards.
- Significant contributions to local and regional schools and colleges through our involvement in governing bodies, with over 70 members of University staff actively engaged as governors.
- Significant progress in our work targeting looked after children / care leavers. We have recently been re-awarded the Buttle UK Quality Mark for our work with care leavers, said to be "exemplary" within the sector.
- An excellent track record of working collaboratively with schools, colleges and other HE providers to the benefit of young people and prospective mature students in the region and further afield including Sheffield Hallam University and other Russell Group HEIs.

3. Financial information and fees levels

Fee Levels

From September 2012 the University proposes that new UK and European Union students will be charged £9,000 per year in tuition fees for all full-time undergraduate programmes apart from the University's two foundation courses (see below).

The University offers two foundation routes:

Our Medicine foundation gives students with a non-scientific background the necessary basic scientific knowledge to read for the MBChB degree. It is based at our partner Sheffield College and the fee, which will be within the range £6000 - £9000, is subject to further discussion with the College.

Our Science & Engineering foundation programmes are for students who have not studied maths and sciences to A Level. Students spend the foundation year bringing their maths and sciences up to the required level. On successful completion of the programme, they are able to enter the first year of a number of mainstream degree courses. The University is proposing that the fee for these programmes will be £6,000.

We plan for fees to increase each year for all students in line with inflation/within the limits of any guidance provided to us.

Continuing students, who entered the University prior to September 2012, will not be subject to these higher fees.

We are undertaking a review of part-time fees and will report on our proposals in due course.

² Sheffield's Outreach and Access to Medicine Scheme

³ Professions Progression Partnerships

⁴ Access to Dental Occupations – Practice and Tutoring

Summary of additional fee income and expenditure on financial support and additional access measures

In order to reach an appropriate spend on widening participation in 2012 and beyond, the University has carefully evaluated its performance in widening participation against a range of measures, including performance relative to our widening participation benchmarks as well as absolute performance within the sector.

HESA PIs are based on a comparison of actual intake from various groups to the University compared to an institutional benchmark (which is a measure based on the sector average, adjusted for each institution to take into account some of the factors which contribute to the differences between them, e.g. subject of study, qualifications on entry and age on entry).

As mentioned previously, the University has performed well against almost all the published PIs. The only category where the University does not manage to exceed the benchmark is in recruitment of students from the lowest socio-economic groups as defined by National Statistics – Socio Economic Classification classes 4-7 (NS-SEC 4-7).

In terms of absolute performance, we note that we are in the top third of institutions for recruitment of mature students with no previous HE and from low participation neighbourhoods, the middle third of institutions nationally in areas such as recruitment from low participation neighbourhoods, just inside the lower third of institutions nationally with regard to recruitment from state schools and significantly inside the bottom third for recruitment from low socio-economic groups.

The University therefore proposes to spend 28% of its additional fee income (over £6000), in 2012/13 on access and retention measures.

Examples of additional outreach activities that we will deliver are included in section 4 and Appendix 1. For further information about the financial support we will provide, please see section 5.

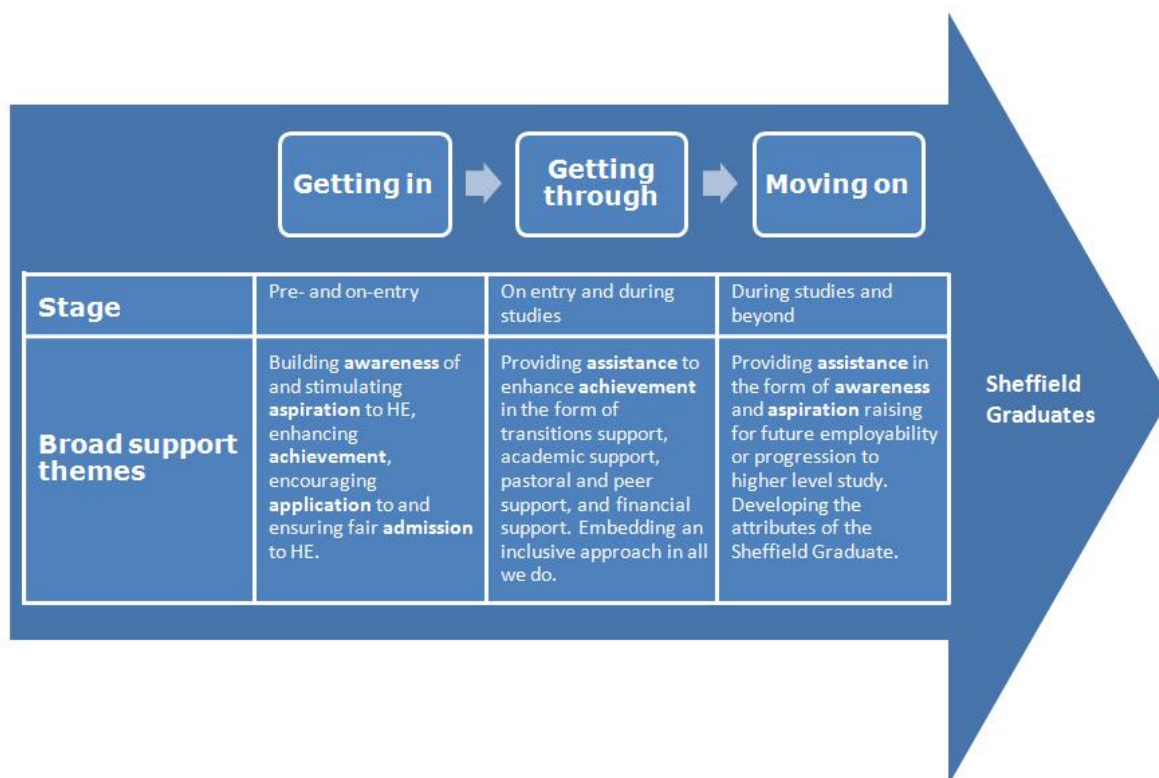
Details of the methods we will use for providing information to potential and current students are provided in Appendix 2.

4. Additional access and retention measures: future plans

Our future plans for access and retention very much build on our success over recent years. Our access and retention activity can be split into four broad categories:

- Outreach and widening participation programmes
- Retention and support activity
- Other activity, including support for progression beyond first degree
- Financial aid

This follows the model we adopted within our Widening Participation Strategic Assessment which focused on attracting and recruiting students from under-represented groups, supporting retention of current students and supporting progression of our graduates onto post-graduate qualifications or into graduate level employment:



Geographical focus

As highlighted above, the University has a longstanding commitment to working with schools and colleges in the city/region, and this will continue to be the primary focus of our face to face outreach activity, with the bulk of the activity being targeted in South Yorkshire and neighbouring areas. However, through continued and expanded collaboration with other selective HEIs, we will be able to offer a range of outreach opportunities to students from further afield.

In addition to such outreach initiatives, our planned implementation of a more systematic and consistent approach to the use of contextual data in the admissions process will enable us to take account of the contextual factors that may have affected a student’s attainment, irrespective of where in the UK they may be from. The approach and the research we are currently undertaking on the potential impact of contextual data is consistent with the good practice guidelines developed by SPA (Supporting Professionalism in Admissions)⁵.

Our financial support proposals will also target students from across the UK. Both mechanisms will help us to further enable widening participation and support students from under-represented groups from a wider geographical area.

Evidence-based approach

The evidence base for what works in widening participation is fairly small; as the Sutton Trust has noted “evidence of ‘what works’ in terms of access and widening participation is not as good as we might hope, partly because of the admirable sentiment ‘to get on with the job’ and the ‘high costs of rigorous evaluation.’”⁶

⁵ <http://www.spa.ac.uk/contextual-data/index.html>

⁶ Sutton Trust Submission to Sir Martin Harris: Widening Access to Selective Universities , 2010

The Sutton Trust suggests that:

1. "Events or activities need to be fairly intensive: residential programmes, campus visits and mentoring are amongst the most effective outreach schemes to boost aspirations whereas one-off, less intensive interventions do not have as strong an impact."
2. Highly targeted interventions at certain key transition points – for example age 14, 16 and 18 – can also be particularly effective at 'switching' students on to a particular course of action and be delivered with minimum cost.⁷

The University has developed a range of programmes that we believe have a positive outcome with regard to progression of students. Our plans take account of the evidence provided by organisations such as the Sutton Trust, as well as our own internal evidence of what has worked within our own institution, for example as developed through our Inclusive Learning & Teaching project. In developing our plans, we have focused on enhancement of the following:

- Recruitment targets for specific under-represented groups.
- Institution-wide outreach initiatives from primary pupils to adult learners and also to parents, with a particular focus on sustained, faculty-based programmes.
- Activities targeting teaching staff in schools and colleges, working collaboratively with academic staff from the University.
- Impartial Information, Advice and Guidance (IAG) including at key transition points (choice of GCSE/A2 subjects for example).
- Focused financial aid scheme incorporating fee waivers and bursaries, targeting the most disadvantaged students.
- Use of contextual data in the admissions process.
- Collaborative activities with local and regional partners including our own Students' Union as well as Sheffield Hallam University (SHU), selective institutions in the Yorkshire & Humber region and other Russell Group institutions from across the UK.

Our future plans include expansion and further development of the initiatives we believe have already had, or have the potential to have, most impact on our target groups.

Extending our additional access measures

Our plan with respect to extending access measures encompasses activities targeting the full range of age groups, from primary to post 16, and targeted support for students post admission to the University. The following are examples of our major commitments:-

Targeted outreach for access to selective courses / careers / professions

The major expansion in our outreach activities builds on our experience of running successful, programmes such as SOAMS, ADOPT and PPP – intensive, profession-specific programmes for cohorts of students from under-represented groups. We will now roll out sustained discipline-based programmes across all five faculties. This opens opportunities in a broader range of disciplines and professions. We aim to demonstrate the attractiveness of some of our most selective courses to students who may otherwise not feel able to progress to such courses, and to competitive careers or professions. This will contribute to social mobility in a much more targeted and intensive way.

Funding for Faculty based programmes

In anticipation of changes to earmarked funding from HEFCE (in the form of the WP Premium), we have allocated £800k to support the development of targeted discipline based programmes, to be delivered through each of our five faculties. This approach builds on our successful approach to delivering

⁷ Sutton Trust Submission to Sir Martin Harris: Widening Access to Selective Universities , 2010

intensive profession-specific programmes and discipline focused activities such as our school chemistry labs initiative. The faculties will plan and deliver these activities with support from the central outreach team, thereby ensuring that resources are efficiently and effectively used to extend existing provision.

Embedding activities previously supported through additional funding streams

Another aspect of our expansion is that we have committed to underwrite some of our most successful programmes that were previously supported by external funds. For example, we will be replacing the Aimhigher and TDA (Training and Development Agency for Schools) funding for the highly successful Aimhigher and Student Associates Schemes in order to continue the delivery of a mentoring scheme targeting 11-16 year old students. This will mean that we can continue to place current University of Sheffield students in schools and colleges in the region, to act as positive role models to young people, to support pupils in the classroom and to provide one to one mentoring for those who would most benefit from this level of interaction.

Collaborative working with other HEIs

The University has also committed to continued regional collaboration to maintain and further develop our successful Excellence Hubs partnership, between the Universities of Leeds, York, Hull and Sheffield. This partnership will continue to target high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the “most able, least likely” group of students to selective HEIs. A key aim of this work will be to encourage young people to consider entering selective HEIs and to better prepare them for study at a research intensive university.

The University will also work collaboratively with local schools, colleges and Sheffield Hallam University (SHU) to maintain previous networks funded through external funds (e.g. Aimhigher and Higher Futures, the Lifelong Learning Network). Although final plans are not yet in place, the University has set aside significant funds to support these initiatives and is in discussion with Local Authority staff, school and college staff and SHU colleagues to ensure that best practice and relevant infrastructure is not lost following the termination of external funding contracts. Specific targets have not yet been agreed, but the aim will be to maintain the impressive improvements in both attainment at GCSE and A Level and progression to HE from students from South Yorkshire experienced in recent years.

Contextual data in Admissions

In recent months we have undertaken a significant research project focusing on further developing the use of contextual data in the admissions process at the University of Sheffield. This project has looked at trends in relation to students attending the University from backgrounds that would be highlighted more effectively with the use of contextual data. In the coming months, we will use this evidence base to review our use of contextual data and examine the implementation of a more consistent, coherent approach to the use of contextual data across the University.

On-course academic skills support

From a retention perspective, as well as sustaining a number of personal and academic support roles previously funded through Aimhigher, we will be expanding the range of academic skills support programmes we offer students, through development of our Learning Hub. This will provide enhanced on-course support to students to ensure that they are able to successfully progress through their degree programmes, achieving their full potential.

Targeted careers and employability advice

The Careers Service will provide information, advice and guidance to students from widening participation backgrounds at pre entry stage and will work with the Outreach Team at key points such as Year 9 (options) and Years 11, 12 and 13.

Furthermore the Service will develop targeted services for students from widening participation

backgrounds as they undertake their studies at the University. It is important that such students, who may come from families with no previous knowledge of HE, are given opportunities to understand more about the graduate labour market and any further study routes which might be required for entry to specific graduate professions. Activities will include targeted skills development workshops and a graduate employer based mentoring scheme.

Widening Participation Research Unit

In order to increase our capacity to evaluate the impact of our activities, the University has committed resource to the development of an academic Widening Participation Research Unit. This will allow for quantitative and qualitative evaluation to be undertaken by research experts.

Further details of our access and retention activities are provided in Appendix 1.

5. Financial Aid

Our proposals have been developed by assessing to what extent financial aid can overcome barriers to participation for under-represented groups and are specifically aimed at widening participation. We believe that there is an argument that fee waivers can help overcome risk aversion for certain groups of students, and we are therefore proposing that fee waivers will be introduced for some groups of students.

Research indicates that "the introduction of bursaries has not influenced the choice of university for disadvantaged young people...since bursaries were introduced most of the increase in the participation of disadvantaged young people has been in universities offering lower bursaries".⁸ However, we know from our own experience of working with students at the University of Sheffield, that bursaries *do* have an important role to play in retention of students from less well-off backgrounds⁹ and we note OFFA's own guidance that bursaries may become more important in the new fees regime¹⁰.

Our analysis of such research and of our own internal data has led us to develop a financial aid package that caters for:

- Students from less advantaged and low income backgrounds
- Looked after children/care leavers.

The National Scholarship Programme will support our commitment to provide full first year fee waivers to the most disadvantaged students (table 1, see below, refers). As the available funds for the NSP increase in 2013 and 2014, we will extend access to the scheme. We anticipate that eligibility will be on the basis of household income and through our use of contextual data, i.e. identifying disadvantaged applicants with high potential. These additional scholarships will be at the level of 6K, i.e. 3k NSP plus 3k our matched funding, and will take the form of part fee waiver (or full fee waiver in the case of the Engineering foundation) and/or help towards other costs such as accommodation. Full details will be published in due course and with consideration to ensuring that applicants for 2013-14 have sufficient and timely information.

⁸ Corver, Mark (2010) Have bursaries influenced choices between universities. OFFA. pp.2

⁹ West, Anne *et al.* (2009) *Examining the impact of opportunity bursaries on the financial circumstances and attitudes of undergraduate students in England*. *Higher Education Quarterly*, 63 (2). pp. 119-140

¹⁰ OFFA (2011) How to produce an Access Agreement for 2012-13

In this model, by 2015 approximately 40% of our FT Home/EU UG intake would receive some form of financial aid from the University each year.

Information will be provided to prospective students, parents/carers, teachers, IAG providers and current students using a variety of methods. Further details are available in Appendix 2.

Summary of our financial support package - 2012/13

The table below shows the maximum support the University would provide to full-time undergraduate first degree students, based on their individual circumstances.

Household income	Postcode	1 st year tuition fee waiver ¹¹	Annual Bursary ¹²	Total University support over 3 years ¹³
£0- £18,000	Lowest 10% on Index of Multiple Deprivation (IMD)	£9,000	£1,400	£13,200
£0- £18,000	Not Lowest 10% on IMD	£0	£1,400	£4,200
£18,001- £25,000	n/a	£0	£1,100	£3,300
£25,001- £30,000	n/a	£0	£750	£2,250
£30,001- £35,000	n/a	£0	£600	£1,800
£35,001- £42,000	n/a	£0	£500	£1,500

In addition, we will provide a bursary of £1600 p.a. (or an equivalent discount against University accommodation charges) plus an automatic first year fee waiver for students <21 who are care leavers.

6. Targets and milestones

The targets we are aiming for reflect our desire to maintain our strong position with regard to HESA benchmarks and other, institutionally driven targets. We aim to increase recruitment from under-represented groups, particularly NS-SEC 4-7, and to sustain our success in relation to attracting students from state schools and low participation neighbourhoods. We believe that given the current climate within the sector and the many changes that are taking place with regard to the new fees regime, this will be a more difficult recruiting environment, especially for groups of under-represented / more disadvantaged students. However, we believe that the targets we have set and the strategies we intend to employ will help us to reach our targets over a period of five years. In circumstances such as these, and given our good track record, sustaining our current position may actually be the most successful outcome we can achieve. We will endeavour to do more than this, but we will take the external factors into account when we evaluate and report on our progress.

Our proposed targets are based on an analysis of HESA PI performance at TUOS compared to the rest of the sector, as well as a more granular review of admissions and offer/acceptance data for each of the under-represented groups.

We have identified a combination of quantitative targets relating to our intake and retention of students in future years, other milestones (e.g. collaborative activity with other HEIs) and outputs targets (operational targets relating to activities) that will illustrate the steps we are taking in order to meet the overall aims (acknowledging the inherent time lags involved in impact on progression).

Targets

¹¹ Comprising 3k NSP scholarship, 3k match funding and 3k additional University funding

¹² Can also be taken as an accommodation discount

¹³ Assuming 3 years degree. The overall bursary scheme costs have been modelled to recognise the proportion of students on longer degrees.

Our main focus for widening participation in the coming years will be on increasing our recruitment of students from the lowest socio-economic groups, which is the area where we have previously underperformed against benchmarks. We will also seek to continue to grow the number of students with disabilities entering the University, while maintaining our strong performance in recruitment of students from low participation neighbourhoods, mature students and students from black and other ethnic minority groups. Annexe B details our targets whilst Appendix 1 illustrates the range of activities that we will undertake in pursuing our goals.

Milestones

We have identified milestones with respect to progress against our target intake from widening participation activities, and in relation to expanding our access and retention measures. These milestones are staged to reflect that our commitment is long term, and to account for the time lag between working with potential students at key stages and the point at which they apply to university, and looking further ahead, their progression through university.

Please see Annexe B, tables 5a and 5b for details of our quantitative targets and our milestones.

7. Monitoring and evaluation arrangements

Strategic development of widening participation is a whole University responsibility led by the University Executive Board through the Pro-Vice Chancellor (PVC) for Learning and Teaching. The PVC chairs the Learning and Teaching Committee and its three sub-committees on behalf of Senate, including the Admissions and Outreach Sub-Committee.

As a member of the University Executive Board, the PVC for Learning and Teaching ensures that strategic thinking about widening participation is at the heart of University strategic developments and reflections. This Board also includes the PVCs with responsibility for driving forward University strategies in each of the University's five faculties (Arts and Humanities; Engineering; Medicine, Dentistry and Health; Science and Social Sciences). This strategic leadership structure ensures that widening participation is articulated within the Faculty learning and teaching strategies and practices.

The University will monitor activity and evidence of impact in a number of ways. To date, Student Services teams have worked alongside Learning & Teaching Services (LeTS) staff to implement robust procedures for monitoring the activity that is delivered both by central teams and by individual faculties and academic departments. This will continue and will be strengthened by the recent integration of LeTS into the Student Services structure.

In addition, in developing its Access Agreement for 2012 and beyond, the University has committed resource to the development of an academic Widening Participation Research Unit. This will allow for quantitative and qualitative research into the long term impact of our widening participation initiatives to be undertaken by research experts.

Results of such research will be published as a way of sharing good practice within the sector. The evidence will also feed into continuous improvement of the activities and programmes we deliver. The unit will contribute and oversee short term research and evaluation activity, to provide a more consistent and formal approach to impact assessment and continuous improvement.

On an ongoing basis, quantitative data will be used to measure **outputs** (e.g. number of participants, number of activities, number of schools and colleges involved) to assess the level of activity undertaken

against the numerical targets we set. We will also use a range of evaluation techniques to measure the effectiveness of individual activities and longer term widening participation programmes as a way of measuring the **impact** of the work we undertake. This will include paper and electronic surveys of participants and attitudinal surveys of participants on intensive programmes. Data will be monitored and tracked to longitudinally assess the long term **progression and success** of students who participate in outreach programmes and/or progress to the University, using admissions and progression data from the University's internal student records system.

Progress will be monitored through our own internal governance structures and reported to the Office for Fair Access on an annual basis. Monitoring of progress against targets and milestones set out in the Access Agreement will be undertaken by the Admissions and Outreach Sub-Committee of Learning & Teaching Committee, which formally reports to the University's Senate.

Appendices

Appendix 1: Further Details of Our Additional Access Measure Activities

OUTREACH ACTIVITY

FOCUS	ADDITIONALITY	DESCRIPTION	RATIONALE
Primary	EXPANDED	<ul style="list-style-type: none"> Interactive web-based resources for all primary schools across South Yorkshire. Professor Fluffy sessions on and off campus targeting pupils and parents. Classroom mentoring for literacy and numeracy. 	Primary teachers have been involved in developing the resources that will be rolled out across South Yorkshire. Their expertise with regard to what will work with this particular target group has been invaluable.
Collaborative activity with other HEIs	EXISTING	<p>Collaborative activity with:</p> <ol style="list-style-type: none"> Sheffield Hallam University, and Selective HEIs in the region (Leeds, Hull, York) <p>This work will focus on:</p> <ol style="list-style-type: none"> generic, impartial Information, Advice & Guidance (IAG) for the benefit of young people in the region and impartial IAG for Y9, Y11 and Y12 students primarily targeting gifted & talented students from Yorkshire & the Humber. 	<p>a) Aimhigher South Yorkshire data shows that the attainment and progression rates of young people in South Yorkshire have improved significantly in recent years. Our contribution to this is difficult to measure because there are so many contributing factors, but we would anticipate that the extensive programme of activities we have contributed has played a key role in these improvements.</p> <p>b) The Institute for Effective Education at the University of York is undertaking a research project following the "Find Your Way" cohort of Excellence Hubs. This is a long term research project but initial findings are that the participants; enjoy working collaboratively as a group, prefer interactive hands on activities, like being able to visit a range of HEIs, prefer activities that are held during the school day, feel that working with student ambassadors is beneficial and are keen to receive more information about HE options as early as possible.</p>
11-16	EXISTING	<ul style="list-style-type: none"> Replacement of externally funded mentoring / placement programmes (Aimhigher and Student Associates) with a mentoring programme using current TUOS students. Working with looked after children. Achievement Awards. Continuation of "Discover US" programme. General visits / taster sessions, including Y9 Options events. 	<p>Excellent feedback from schools and colleges about the impact of such schemes on individual participants, with regard to confidence and achievement.</p> <p>General increase in the number of students from a care background disclosing their status to us on entry to the University, further to the work undertaken with this target group.</p>

16+ (generic)	EXPANDED	<ul style="list-style-type: none"> • Academic skills development & revision sessions. • Intensive support programme (non discipline-specific) for a cohort of Year 12 & 13 students. • Improved generic HE support for schools and colleges. • Parents' sessions to raise awareness and understanding of the costs of and support available for HE. 	<p>Excellent feedback from schools and colleges re academic achievements of students, particularly with reference to Extended Project work for A Level students, linked to independent research and academic skills development.</p>
16+ (Faculty-specific)	EXPANDED	<ul style="list-style-type: none"> • Continue to deliver existing intensive programmes including SOAMS (Medicine), ADOPT (Dentistry) and PPP (Professions Progression Partnerships including Law and Architecture) - linked to social mobility. • Introduce a joint Science/Engineering programme from 2012/13. • Introduce an Arts & Humanities programme from 2013/14. 	<p>Evidence we have for post-16 initiatives demonstrates that there is a high rate of progression to HE from these schemes.</p> <p>SOAMS (Medicine) 25 SOAMS participants have gone all the way through our School of Medicine and are now working in the field. 75 participants are currently studying Medicine with us and we currently have 18 students on SOAMS who will hopefully progress to Medicine at Sheffield this year. In addition, a large number of participants will have progressed to allied courses or to other HEIs.</p> <p>ADOPT (Dentistry) This is a smaller scheme and has not been in operation as long as SOAMS. However, we currently have 7 students studying Dentistry with us, having come through the two year programme, and one other student studying Dental Hygiene. We also have 14 students in the current Y13 cohort who we hope will progress to Dentistry at Sheffield this coming September.</p> <p>PPP (Professions Progression Partnerships) 86 PPP students have progressed to Sheffield through this scheme, with 49 having graduated in recent years. In addition, in excess of 220 other students have progressed to other HEIs. From PPP Law, for example, 29 of the 140 Y13 students have studied or are studying law at Sheffield, 43 have chosen to study law at other HEIs and 33 participants progressed to study other subjects at Sheffield or elsewhere.</p>

			The knowledge and skills we have gained through delivering our profession-specific programmes and through other discipline based activities, e.g. Schools Chemistry Lab, will inform the development of new intensive Faculty based/discipline focused programmes.
Students with disabilities	EXPANDED	Working with prospective students with disabilities and their key influencers, including family members and staff in schools and colleges to demonstrate that perceived barriers to entry / success at university can be overcome through the support we are able to offer. Impartial advice to prospective students and their key influencers including family members and staff in schools and colleges about the Disabled Students Allowance, and how to complete the forms.	Positive feedback from events held confirms that key influencers find information delivered is very useful in assisting learners to make informed choices about their future. These events have often been the first occasion where prospective students have heard about DSA and its benefits. Families are reassured at hearing about the support provided at HE level.
Impartial IAG activities	EXPANDED	We will continue to deliver impartial information to prospective students and their families, to inform them about the costs and processes involved in applying to / progressing through higher education.	OFFA guidance has stressed the importance of providing impartial IAG to young people. We believe that this is most effectively and efficiently delivered by working collaboratively with other HEIs, as detailed above, but we also intend to continue to offer IAG on an institutional basis, as requested by schools and colleges who participated in our series of "2012 consultations" with Head teachers and Principals.
Teacher / academic staff networks	EXPANDED	Development of formal and informal opportunities for networking between subject specific staff from schools/colleges and the University of Sheffield. Through these networks, the University will offer CPD opportunities for teachers, and will gain from opportunities to better understand changes to the post-16 curriculum.	Our experience of having an A Level Chemistry teacher based within our Department of Chemistry has proven that these relationships are very valuable to sixth form / college tutors, to post-16 students and to academic staff at the University.

RETENTION & PROGRESSION ACTIVITY

ACTIVITY	ADDITIONALITY	DESCRIPTION	RATIONALE
Additional skills support for students	EXPANDED	<ul style="list-style-type: none"> • Continue to deliver the very successful programme of Maths and Statistics Help (MASH). • Expand and further develop our academic skills development activity through development of the Learning Hub. This will be funded through additional monies that have been earmarked from core University funds. 	<p>Our aim is to more fully integrate the academic and personal skills development activities that are already available, and to extend the numbers of student engaging with these opportunities. These include Academic Skills, MASH, Modern Foreign Language Learning, Writing Skills Development, Additional Learning Support and Development and the Sheffield Graduate Award. The Hub will also be a focal point for collaborative working with academic staff to further embed skills and employability in the curriculum.</p>
Supporting students with disabilities.	EXPANDED	<ul style="list-style-type: none"> • Maintain existing commitment. • Continue to develop, implement and support strategies designed to widen participation to higher education for young disabled learners, including potential learners, new students with specific learning difficulties and students with Aspergers Syndrome. 	<p>The University has seen a 10.3% increase in students disclosing a disability in 2009-10 and students with a disability now comprise 8.4% of the student population. The continuation and expansion of this work will enable us to fully meet our legal obligations and raise aspirations amongst potential students as means of encouraging them to choose TUOS as a place to study.</p>
Mental health support and counselling	EXPANDED	<ul style="list-style-type: none"> • Maintain existing commitment. • Create new post (Support Package Coordinator). 	<p>Strengthening our mental health services has been a key strand in our 'transitions support' to students. Demand on these services has risen across the board but in particular numbers of students declaring a mental health disability have risen very sharply. It is therefore essential to maintain funding. The Support Package Coordinator will bring together packages of support for the most challenged students, those with complex mental health difficulties. This post has come about as a result of a recent internal research study on this group. (See http://www.sheffield.ac.uk/ssd/wellbeing for report).</p>

Student Support & Guidance: Care Leaver Support	EXPANDED	<p>We already provide a dedicated role to support care leavers as they enter the University but more staff resource will be available to further support this area of work and to provide additional support throughout the year.</p> <p>We also offer guaranteed accommodation for students from a care background and our financial support package can assist by being used as a discount against accommodation fees.</p>	Our progress to date in supporting care leavers has been commended by Buttle UK. We will increase our capacity in order to ensure that we can increase the scope of targeted support.
Support for further study and employment	NEW/EXPANDED	<p>The Careers Service will:</p> <ul style="list-style-type: none"> • Deliver targeted workshops for students from widening participation backgrounds. • Develop an employer based mentoring scheme whereby such students will be able to meet employers working in graduate level occupations. • Promote internship schemes offered by key graduate recruiters. • Provide skills development workshops to help such students prepare for the selection processes for both internships and graduate level employment. • Work closely with local employers to identify graduate level employment opportunities. 	The recently published government strategy for social mobility draws on data which highlights that entrants to the top professions are still most likely to have been privately educated, and only a quarter of boys from working class families go into the professions. Students who may come from families with no previous knowledge of HE, should be given opportunities to understand more about the graduate labour market and any further study routes which might be required for entry to specific graduate professions.

OTHER ACTIVITY

ACTIVITY	ADDITIONALITY	DESCRIPTION	RATIONALE
Development of strategic educational partnerships	EXISTING	Liaison with schools, Local Authorities, and FE partners in the region, provision of advice to senior management on opportunities/risks. Development of strategic networks across the education sector.	This function within the University will enable us to have a strategic overview of our relationships with educational stakeholders and therefore plan our access interventions more effectively with partners. The networking and liaison enabled by this work will also help us to better track and review our interventions as analysis of impact in many cases requires some data sharing (for example the ability to identify target cohorts of students within secondary schools and track their progress).
Review of foundation provision	NEW	Including the foundation years in Science and Engineering and Medicine as well as the Foundation Programme based in The Institute of Lifelong Learning. This may include opportunities to collaborate with other providers (e.g. Sheffield Hallam University and FE Colleges) in the region for the benefit of the region as a whole.	We will convene a representative group to look at: the subject coverage and scale of our existing foundation offer; our students' achievement and progression into TUOS or other HE institutions; existing partnership working, with exploration of any further opportunities for collaborative provision.
Review of part-time provision	NEW	To understand better the needs and aspirations of students who are not in a position to study full-time, and whether the University's part-time provision is appropriate.	Undergraduate part-time provision has historically been limited to our Institute of Lifelong Learning. Given the significant changes now taking place in the sector we envisage that there might be changes in prospective student demand for more flexible modes of study. Therefore, we intend to undertake further research with staff, prospective students, and pre-HE level providers.
Support for contextual data	EXPANDED	Research and development/implementation of policy and practice on the use of contextual data in the Admissions process for UK-wide students.	As outlined by SPA and noted in the 'Guidance to the Director of Fair Access', the use of contextual data in the admissions process can assist in providing Admissions Selectors with a better overall picture of the potential of an applicant and the environment in which they have

			completed their studies. This information, which may highlight social or personal challenges faced by an applicant, can then be used to inform an admissions decision.
Support for qualifications	EXISTING	Research, advice and support for departments on new/non-standard qualifications in admissions.	The range of different and emerging qualifications available for applicants coming from non-traditional routes into higher education means it is critical for the University to examine each qualification in detail to ensure fair consideration of applicants - whether they are studying in academic or vocational pathways.
Widening Participation Research Unit	NEW	Development of a Widening Participation Research Unit to undertake longitudinal research into the impact and effectiveness of our WP activity.	We want to create our own evidence base to inform future policy and strategy at TUOS. The research outcomes will also be shared more widely in the sector.

Appendix 2: Provision of information to prospective students

The University will continue to provide information to key audiences through a number of mechanisms, as highlighted below. This process has already begun, and will be further developed in coming months to ensure that up to date and accurate information is provided in a timely way.

Audience	Time in Cycle	Communication	Time span
Prospective students, teachers and other advisers, parents	Pre-application	Talks in schools and colleges at Careers events, HE Events, Parents Evenings.	Annual schedule – as requested by schools and colleges.
	Pre-application	UG Prospectus: general information about the University with references to web pages that contain up to date fees and finance information. These web pages include: Finance http://www.sheffield.ac.uk/undergraduate/finance Bursaries http://www.sheffield.ac.uk/bursaries/	Mailed out to schools and colleges in March and then throughout the year. Distributed through UCAS HE Conventions March – July. Distributed at outreach and recruitment events, including University Open Days. For 2012 entry, a printed prospectus supplement will be produced which highlights the fees that the University proposes to charge and the financial assistance it will provide (subject to OFFA approval).
	Pre- application	Slides provided to teaching staff in schools and colleges for their own use, with updated information regarding the introduction of the new fees regime and what this will mean for prospective students.	Implemented March 2011 – will be updated as appropriate.
	Pre-application	Finance talks at four University-wide Open Days.	Open days: June, July, September.
	Pre- and post-application	Updates on the University's "Schools and colleges" pages regarding the introduction of the new fees regime and what this will mean for prospective students.	Continuous – update pages implemented March 2011.
	Pre- and post-application	Finance web pages, illustrative examples, and 'ready reckoners'.	Continuous.
	Post-application	Finance talks and information distributed at Departmental Open Days for applicants.	Throughout the year – mainly December to May.
Current students	Post-entry	Orientation talks, web pages, face to face appointments.	Ongoing – throughout the year.

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
NS-SEC (HESA Table T1a)	Young FT first degree entrants: from NS-SEC classes 4-7	2009/10	675	678	685	695	720	740	We believe that a steady increase in intake is a sensible target, given the unpredictability of the future market for students, and based on our previous experience of finding this particular benchmark difficult to achieve, despite significant effort and funding going into supporting this work.
State School (HESA Table T1a)	Young FT First Degree entrants: from state schools and colleges (State school intake; young FT first degree entrants)	2009/10	3410	3413	3417	3427	3452	3472	Given our good track record, we aim to at least maintain our level of FT first degree entrants who are from state schools and colleges, and anticipate a small increase as we make progress against NS-SEC target.
LPN (HESA Table T1a)	Young FT first degree entrants: from low participation neighbourhoods (LPN)	2009/10	330	333	337	347	372	392	We have a strong track record of exceeding our HESA benchmarks for intake of Low Participation Neighbourhoods and anticipate this this will continue as we make progress against NS-SEC target.
Mature	Mature FT Undergraduate entrants	2009/10	315	315	315	315	315	315	Given the unpredictability of the student market we aim to maintain this figure
Disabled	FT first degree new entrants who have declared a disability	2009/10	236	239	244	250	257	265	We aim to gradually increase our intake of students who declare a disability. This reflects our progress in this area over recent years.
Ethnicity	Year One, first degree Full Person Equivalents: from minority ethnic backgrounds (Black, Asian, Other (including mixed))	2009/10	520	520	523	528	532	535	Note that this relates to Full Person Equivalent (not FTE) - based on HEIDI Equality data. This will be revised in line with national demographic data
Non continuation: Young (HESA Table T3a)	Young FT first degree entrants: non continuation following year of entry to institution	2009/10	100	100	100	100	100	100	Baseline data relates to students who entered the University in 2008/09 and were no longer in HE in 2009/10
Non continuation: LPN (HESA Table T3b)	Young FT first degree entrants from low participation neighbourhoods: non continuation following year of entry to institution	2009/10	15	15	15	15	15	15	Baseline data relates to students who entered the University in 2008/09 and were no longer in HE in 2009/10
Completion/Non continuation (other - please give details in the next column)	Mature FT first degree entrants with no previous HE qualification: non continuation following year of entry to institution	2009/10	25	25	25	25	25	25	Baseline data relates to students who entered the University in 2008/09 and were no longer in HE in 2009/10. Note: Relates to HESA Performance Indicator Table 3c

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	
Contextual data	We will introduce a more systematic approach to the use of contextual data in the admissions process, based on good practice within the sector and based on the evidence generated internally at the University of Sheffield with regard to progression and success of students on our degree programmes who were previously admitted on the basis of contextual data being taken into account.	2010	Research currently being undertaken and internal data analysed	Introduce more consistent approaches across the University with statements on how each dept uses contextual data available on the web	Implement a consistent framework through which contextual data will be taken into account as part of the admissions process. Undertake ongoing research to provide evidence of impact on attainment and progression of students of admitting students on the basis of contextual data.	Continue to monitor progress of students admitted on the basis of contextual data and adapt the policy accordingly.	Continue to monitor progress of students admitted on the basis of contextual data and adapt the policy accordingly.	Continue to monitor progress of students admitted on the basis of contextual data and adapt the policy accordingly.	The analysis of internal data, in conjunction with data and best practice provided by SPA will enable the University to confidently apply the use of contextual data in the admissions process
Strategic partnerships (eg formal relationships with schools/colleges/employers)	We will develop more formal partnership arrangements with schools and colleges as well as with Local Authority and other external agencies.	2010	1 HE/Schools partnership conference	1 HE/Schools partnership conference. 2 senior manager networking opportunities.	1 HE/Schools partnership conference. 2 senior manager networking opportunities.	1 HE/Schools partnership conference. 3 senior manager networking opportunities.	1 HE/Schools partnership conference. 3 senior manager networking opportunities.	1 HE/Schools partnership conference. 3 senior manager networking opportunities.	Through the partnerships we will clarify our 'offer' to students from the most deprived backgrounds & ensure that activities are effectively targeted. 2011/12 will be a transitional year to embed a more formal approach to our partnership working with schools & colleges. We aim to have with partnership agreements in place for the start of 2012/13 setting out what schools and colleges can expect from the University. We will also deliver 'consultation/networking' events targeting senior managers.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	In addition to partnership agreements, we will develop subject specific teacher/academic networks, to share information and best practice from the pre-HE and the HE sectors	2010	No formal networks managed by the University	2 network events targeting 40 participants	4 network events targeting 80 participants	6 network events targeting 110 participants	8 network events targeting 150 participants	8 network events targeting 150 participants	

Management targets	Introduce faculty-led WP strategies, linked to L&T strategies, to ensure that pockets of under-representation are identified at department/faculty level, and programmes of activities are developed to redress those issues. Through central teams working collaboratively with academic departments and faculties, we will be able to ensure that activities delivered are appropriately targeted at the most deprived groups, leading to more effective use of resource, and more effective evaluation of impact.	2010	Faculty based Learning & Teaching strategies in place, but no formal requirement to comment on widening participation.	Collaboration between Student Services teams and Faculty based staff will identify where pockets of under-representation exist. Plans will be developed to identify the most appropriate ways of overcoming such issues. Faculty staff will work with Student Services Staff to effectively report on activity undertaken.	Effectiveness of activities undertaken will be reviewed annually to ensure that resource devoted to this area of work is being used effectively. Annual reporting of activity and expenditure will continue.	Effectiveness of activities undertaken will be reviewed annually to ensure that resource devoted to this area of work is being used effectively. Annual reporting of activity and expenditure will continue.	Effectiveness of activities undertaken will be reviewed annually to ensure that resource devoted to this area of work is being used effectively. Annual reporting of activity and expenditure will continue.	Effectiveness of activities undertaken will be reviewed annually to ensure that resource devoted to this area of work is being used effectively. Annual reporting of activity and expenditure will continue.	Departments& faculties contribute significantly to WP by developing and delivering outreach programmes, but some of this activity is not coordinated as effectively as it could be and is therefore not effectively reported, to internal or external parties (e.g. OFFA). By 2012 we will have a system in place through which we will more effectively capture information about what is being delivered (and spent) with regard to WP and support for under-represented groups within the institution.
Management targets	WP Research Unit - we will develop a unit that will undertake specific research into the impact of WP activity. This unit will support overall evaluation of WP programmes delivered by the University to ensure that funds are utilised in the most effective way, to have both short and long term impact on widening participation.								
Outreach / WP activity (other - please give details in the next column)	We will expand delivery of activities targeting primary school pupils, including 'self-access' web based programmes plus face to face interactive sessions on and off campus. Work in collaboration with the Students' Union and SheffieldVolunteering. Provide trained volunteer classroom mentors in Sheffield primary schools. 2. Expand the number of 'Professor Fluffy' activities delivered.	2010	No web based resources. Limited (5) Professor Fluffy visits.	Web based resources available to all primary schools. 40 classroom mentors. 6 Professor Fluffy visits	Web based resources available to all primary schools. 50 classroom mentors. 12 Professor Fluffy visits	Web based resources available to all primary schools. 60 classroom mentors. 18 Professor Fluffy visits	Web based resources available to all primary schools. 70 classroom mentors. 24 Professor Fluffy visits	Web based resources available to all primary schools. 75 classroom mentors. 30 Professor Fluffy visits	All primary schools in South Yorkshire (>250 schools) to be offered access to web based inspirational resources in 2012/13. Additional activities/resources to be added to the site each year.

Outreach / WP activity (other - please give details in the next column)	We will develop a hybrid of the previously externally funded Aimhigher Associates and Student Associates Schemes to offer a mentoring programme to schools and colleges using current University of Sheffield Students. This will require significant collaboration with schools and colleges in order to secure placements and to ensure that mentors are appropriately placed in schools/colleges and appropriately matched to young people (mentees).	2010	c 150 associates overall (but externally funded). New programme to be developed.	60 mentors, 180 mentees	70 mentors, 210 mentees	80 mentors, 240 mentees	90 mentors, 270 mentees	100 mentors, 300 mentees	
Outreach / WP activity (other - please give details in the next column)	A general programme of HE support for schools and colleges will be launched, replacing and expanding work that has hitherto been delivered as part of the University's Compact Scheme. This programme of support will work with schools and colleges in the region to provide IAG to post-16 students, their parents/advisers and teachers, in order that students can make informed choices about whether, and if so where and what to study.	2010	c 80 workshops targeting 2000 participants.	c 90 workshops targeting 2250 participants	c 110 workshops targeting 2750 participants	c 120 workshops targeting 3000 participants	c 120 workshops targeting 3200 participants	c 120 workshops targeting 3400 participants	
Outreach / WP activity (other - please give details in the next column)	We will roll out our successful post-16 programmes which currently operate in Medicine, Dentistry, Law and Architecture across all faculties during the five year period. These are intensive programmes that target WP students who have the academic potential to progress to and succeed at reserach intensive HEIs. These programmes will include academic skills development activities to improve attainment at post-16 and to improve preparedness for degree level study in reserach intensive institutions.	2010	60 participants on longer term post-16 programmes	70 participants	100 participants	120 participants	160 participants	200 participants	In 2012/13 deliver existing programmes. Work with faculties to identify pockets of under-representation to establish which disciplines and/or professions we need to focus on for future years & develop plans so that these can be rolled out from 2013/14. By 2016/17 all faculties will have programmes working with cohorts of students with minimum of 3 interactions with TUOS per year & access to e-mentoring and other ongoing support throughout the duration of the programme.
Outreach / WP activity (other - please give details in the next column)	In addition to subject based intensive programmes, from 2012/13 we will introduce a more generic intensive programme targeting higher achieving WP students, providing academic skills development opportunities and confidence building activities alongside a range of subject based optional sessions, to give students a greater understanding of what subjects are available at HE level.	2010	No generic intensive programme in operation.			30 participants	60 participants	100 participants	Introduce a programme targeting 30 students in 2013 (Year 12) and expand year on year so that by 2016 there are at least 100 students in the cohort.

<p>Outreach / WP activity (other - please give details in the next column)</p>	<p>From 2012/13, introduce generic intensive programme targeting higher achieving WP students, providing a greater understanding of subjects available plus academic skills development, confidence building activities & subject based optional sessions. Expand our activity for prospective students with disabilities to ensure they are aware of support available, & provide: a peer mentoring scheme; IAG workshops targeting students and families; DSA guidance sessions collaboratively with other HEIs</p>	<p>2010</p>		<p>10 participants. 3 IAG events with 60 participants. 100 one to one sessions.</p>	<p>20 participants. 4 IAG events with 800 participants. 110 one to one sessions.</p>	<p>30 participants. 4 IAG events with 90 participants. 120 one to one sessions.</p>	<p>40 participants. 4 IAG events with 100 participants. 130 one to one sessions.</p>	<p>50 participants. 4 IAG events with 110 participants. 140 one to one sessions.</p>	
<p>Outreach / WP activity (other - please give details in the next column)</p>	<p>We will introduce pre-entry careers activity delivered by careers specialists, targeting post-16 students and their advisers/families. This will include, for example: - mentoring opportunities - workshops</p>	<p>2010</p>	<p>Limited activity, mainly targeted at mature learners through Higher Futures activity. Not significant provision due to cessation of funds.</p>	<p>Deliver 8 pre entry outreach workshops targeting 160 students. Provide 10 mentors.</p>	<p>Deliver 8 pre entry outreach workshops targeting 180 students. Provide 10 mentors.</p>	<p>Deliver 10 pre entry outreach workshops targeting 220 students. Provide 12 mentors.</p>	<p>Deliver 10 pre entry outreach workshops targeting 240 students. Provide 12 mentors.</p>	<p>Deliver 10 pre entry outreach workshops targeting 240 students. Provide 15 mentors.</p>	
<p>Outreach / WP activity (collaborative - please give details in the next column)</p>	<p>Collaboration between the University of Sheffield and Sheffield Hallam University will maintain and further develop the strong partnership that was developed under Aimhigher South Yorkshire.</p>	<p>2010</p>	<p>Very strong Aimhigher South Yorks partnership, primarily funded through AH money.</p>	<p>Establish and implement a new partnership arrangement to replace the previous Aimhigher network. The University of Sheffield and Sheffield Hallam University contribute funds to maintain the necessary infrastructure and to fund specific, collaborative activity.</p>	<p>Continue to develop the new partnership arrangement ensure that the activities delivered through this network are having the desired impact re progression of young people from the city/region to HE.</p>	<p>Continue to develop the new partnership arrangement ensure that the activities delivered through this network are having the desired impact re progression of young people from the city/region to HE.</p>	<p>Continue to develop the new partnership arrangement ensure that the activities delivered through this network are having the desired impact re progression of young people from the city/region to HE.</p>	<p>Continue to develop the new partnership arrangement ensure that the activities delivered through this network are having the desired impact re progression of young people from the city/region to HE.</p>	<p>The two HEIs will commit financial resources to help maintain a small staff team who will continue to coordinate centralised activity across the Sheffield City/Region. Activity will focus primarily on generic, impartial IAG for young people (11-16) in the region, to help young people and their parents make informed choices about entry to higher education.</p>

Outreach / WP activity (collaborative - please give details in the next column)	TUOS has committed to continued regional collaboration to maintain/develop our successful Excellence Hubs partnership (Universities of Leeds, York, Hull and TUOS). This partnership will continue to target high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the "most able, least likely" group of students to selective HEIs	2010	Similar levels of activity as projected for 2012, but previously externally funded.	900 participants on subject based taster days. 150 participants in the Find Your Way cohort. Over 1000 participants in IAG conferences for Y9, Y11 and Y12 students	900 participants on subject based taster days. 150 participants in the Find Your Way cohort. Over 1000 participants in IAG conferences for Y9, Y11 and Y12 students	900 participants on subject based taster days. 150 participants in the Find Your Way cohort. Over 1000 participants in IAG conferences for Y9, Y11 and Y12 students	900 participants on subject based taster days. 150 participants in the Find Your Way cohort. Over 1000 participants in IAG conferences for Y9, Y11 and Y12 students	Our multi-pronged approach will reach in excess of 1000 young people at key transition points (Year 8/9, Y11 and Y12), will target around 900 young people through a series of academic taster days at the four HEIs and will support around 150 young people on the intensive, four year "Find Your Way" programme.
Outreach / WP activity (collaborative - please give details in the next column)	We will introduce targeted careers related workshops for students from under-represented groups to support their progression to graduate level employment.	2010	Limited targeted activity for WP students, mainly focusing on mature learners through the Higher Futures LLLN.	Deliver 8 careers workshops targeting 80 current students	Deliver 8 careers workshops targeting 120 current students	Deliver 10 careers workshops targeting 150 current students	Deliver 10 careers workshops targeting 150 current students	
Student support services	Enhanced support for commuter students	2010	Support already in place but we envisage higher numbers of students choosing to commute, in order to overcome some financial hurdles.	A minimum of two events targeting commuter students. Activities to include peer mentoring.	A minimum of three events targeting commuter students. Activities to include peer mentoring. Additional resource put			Numbers of commuter students are expected to rise over time. Our provision of support will reflect this increase and will need to develop further to provide a more tailored pastoral role for students who do not live on campus. Additional activity will be provided to ensure that commuter students can effectively integrate into the wider student body, and take advantage of opportunities to experience extra-curricular activities that help students to build social capital.
Student support services	Care Leaver support	2010	Year round accommodation available	Ongoing monitoring by Buttle UK, in order to maintain the quality mark and to ensure best practice. Additional staff resource provided to support this area of work.	Ongoing monitoring by Buttle UK, in order to maintain the quality mark and to ensure best practice.	Ongoing monitoring by Buttle UK, in order to maintain the quality mark and to ensure best practice.	Ongoing monitoring by Buttle UK, in order to maintain the quality mark and to ensure best practice.	We already provide a dedicated role to support care leavers as they enter the University but more staff resource will be available to further support this area of work and to provide additional support throughout the year. We also offer guaranteed accommodation for students from a care background and our financial support package can assist by being used as a discount against accommodation fees.

Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers

Name of institution	The University of Sheffield
----------------------------	-----------------------------

Part one: Introduction to your agreement

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

Our Access Agreement for 2012/13 sets out in detail the University's aims and objectives in relation to recruitment and support or retention of students from currently under-represented groups in higher education. The University has previously only focused on intake to undergraduate programmes in our Access Agreement, and for postgraduate ITT provision (PGCE) we face some difficulty in comparing our performance against the rest of the sector given the current lack of data or even agreement on definitions of data around widening participation at PGT level.

We have therefore initially set our goals with reference to internal benchmarks as follows: in particular our aim for postgraduate ITT courses is to work towards an intake that has similar proportions of students from groups currently under-represented in HE to that of our undergraduate intake in those disciplines where we also offer ITT.

In order to achieve this, we have undertaken data analysis that helps us to better understand the current diversity of our PGCE intake. We have analysed:

- a) The proportion of students entering the PGCE at the University of Sheffield from a range of WP groups focusing in particular on gender, ethnicity and students from more deprived backgrounds,
- b) The proportion of students entering the PGCE at the University of Sheffield from a similar range of WP groups who undertook undergraduate degrees at the University of Sheffield
- c) The proportion of our undergraduate intake from a similar range of WP groups, so that we can compare our undergraduate profile with the profile of students entering the PGCE
- d) The retention and success rates of our PGCE students from these WP backgrounds

Having undertaken this analysis, the University has identified two particular issues to focus on in the coming years, as highlighted below:

- a) A slight under-representation of students from BME backgrounds

In terms of students entering the PGCE from a non-white ethnic background, we have improved our position over the past three years (from 5% intake in 2009 to 6% in 2010 and to 8% in 2011). This compares to an overall Undergraduate intake (of non-white ethnicity) of 10%, 10% and 12% for the same years. Although the UG data is skewed because of an over-representation of non-white students within the faculty of Medicine, Dentistry and Health, we feel that there is a slight under-representation at PGCE level that we would like to address.

- b) A moderate under-representation of students from the most deprived 40% of postcodes (as measured against the English Indices of Multiple Deprivation)

At undergraduate level, postcode analysis of domicile can be a useful source of information on family background. This is less true for postgraduate students who may have moved away from home, be in temporary accommodation etc. We have therefore looked at those PGCE students at the University who were previously also undergraduates here and analysed their home postcode at the time they made their undergraduate application. On this basis, the percentage of these students who came from the lowest 40% IMD areas is as follows:

- 2009: 17%
- 2010: 24%
- 2011: 18%

Our assessment (an average based on students who started their UG courses between 05/6 and 09/10) is that just under 21% of undergraduate students at the University of Sheffield fell into the lowest 40% of IMD scores. On that basis we do not feel that the intake for our PGCE is significantly under-represented, but we would like to strive for a further increase in intake of students from more deprived backgrounds as part of our ongoing programme of widening participation to HE and to the professions.

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

B. Fees you are proposing to charge for your ITT courses

The University intends to charge £9,000 per year for our UG programmes as well as our postgraduate ITT programmes for those entering in 2012.

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

Having undertaken the above analysis of our position in relation to diversity on our ITT (PGCE) programme, we believe that the level of under-representation from BME and students from lower socio-economic backgrounds, taken together with the level of bursary support offered to such students nationally, justifies a commitment to spend a further 10% of our additional fees income from the PGCE to help support the recruitment and retention of such students. Based on our predicted student intake for the PGCE, this expenditure would amount to £32.4k in 2012/13. This is in addition to the funds we already provide in the form of financial assistance to PGCE students through our University bursary scheme, as noted below (c.50k pa). Note that our prediction for future PGCE intake numbers is based on the assumption that there will be no change to allocations. This is subject to change, however, and any changes in allocations will impact on the level of expenditure.

The overall proportion of our additional fees income committed to recruiting and supporting retention of students from under-represented target groups is 28% in 2012/13.

D. Financial support for trainees

All students entering the PGCE at the University of Sheffield are assessed for the University Bursary scheme. This provides students from low income families an opportunity to receive financial support during their studies. This bursary is in addition to the statutory support that students are entitled to as well as the TDA funded bursaries that some students will qualify for.

Given the level of financial support already available from these schemes, we do not intend to offer additional financial support to students progressing to the PGCE from the additional fees income.

Instead, our expenditure will be targeted at further improving the diversity of our PGCE intake, details of which are provided in Part 3, Section E.

Part three: outreach and retention

E. Outreach and retention work

Our Access Agreement for 2012/13 provides details of our broad programme of activities targeting young people and prospective adult learners from under-represented groups, to encourage progression to higher education.

One of the programmes we highlighted in our Access Agreement is the “US in Schools-Mentoring” scheme. This has been piloted during the 2011/12 academic year and is based on two programmes we have successfully delivered during recent years; the Aimhigher Associates Scheme and Student Associates Scheme, both of which provided undergraduate students an opportunity to gain experience of working within a classroom setting whilst at the same time providing mentoring and support to less advantaged school pupils.

Following the end of external funding for those programmes the University committed to developing a new scheme that would build on our previous experience. The main aim of the new scheme is to encourage young people from particular WP target groups from schools and colleges in the Sheffield city/region to consider applying to university. It aims to help boost attainment and confidence of the young participants through one to one mentoring and group engagement with our current undergraduates. During this first pilot year, the University mentors have undertaken 15 weeks of mentoring (half a day per week) for which they are paid, and have the option of a voluntary 2 or 3 week full time placement in school at the end of the mentoring period.

The evidence from the former Student Associates’ Scheme has been that there is a positive correlation between participation on the scheme and participants’ progression into the PGCE programme at the University of Sheffield, as follows:

- 14% of the 2006/7 cohort progressed
- 13% of the 2007/8 cohort progressed
- 15% of the 2008/9 cohort progressed
- 21% of the 2009/10 cohort progressed (with the potential for this to be higher due to some of the cohort being second year students). No data is available for the 2010/11 cohort yet due to a time lag in applying for the PGCE. Note that this data does not include students who progressed to ITT elsewhere, which we do not have access to.

The University has therefore taken the decision to more explicitly use this scheme as a mechanism through which to promote teaching as a career to current University students and in particular to students from:

- non-white ethnic backgrounds and
- more deprived areas as measured by the IMD

The scheme will introduce current undergraduates to the idea of teaching as a profession by engaging them in a series of activities that will expose them to working within a school, dealing with young people in a classroom setting, observing current teaching staff who will act as positive role models and

reflecting on what they have learned throughout the process. This experience will be beneficial for students when applying to ITT programmes, here at the University of Sheffield and elsewhere.

Through the recruitment and selection process for future years of the scheme we will proactively promote the opportunity to students from BME backgrounds and from lower socio-economic groups / more deprived areas, to encourage further diversity in the scheme. We will also offer a bursary to students who complete the 2-3 week placement. We feel that this will promote engagement from groups who may otherwise not be in a position to participate (e.g. students from low income families / higher deprivation areas who may be deterred from participating in the placement if it is unpaid due to the need to take on paid work at the end of the academic year).

In addition to the US in Schools-Mentoring scheme, there are other mechanisms through which we will aim to raise awareness of, and interest in, teaching as a career (with an emphasis on students from particular WP groups):

- presence at specific Teaching careers fairs
- a showcase event for prospective PGCE students (targeting our own UG students and those from other HEIs)
- web-chats targeting prospective PGCE students, delivered by current PGCE students and relevant staff
- a mentoring programme for prospective PGCE students, delivered by our own PGCE alumni who have themselves progressed into the teaching profession

Part four: Targets, milestones and monitoring

F. Targets and milestones

The University of Sheffield feels that it would be more appropriate to introduce specific targets for WP in our ITT provision in the 2013 Access Agreement, which we will submit within the next two months in accordance with OFFA guidance. This would allow us to undertake further analysis of our internal data and reflect on our own performance to date, with a view to developing targets for future intakes. We do not, therefore, intend to use Annex B (table 6) for this purpose.

G. Your monitoring arrangements

The progress we make with regard to the intake to and retention on our PGCE will be monitored alongside our other commitments within the Access Agreement for 2012/13. We do not feel at this stage that a separate process needs to be implemented.

Part five: Information to students

H. Provision of information to trainees

In line with our Access Agreement for 2012/13 we will publish information about fees and financial support on our website and in future versions of our University prospectuses, financial guides and departmental brochures.