

The University of Leeds' Access Agreement for 2012-13

This section sets out the University of Leeds' strategy and commitments to widen participation and ensure fair access. During 2012-13 we will invest over £16m of fee income in outreach, access, financial support and retention in order to achieve our strategic commitment to 'attract and retain a diverse and successful student body, broadly representative of wider society, and enable them to fulfil their potential'. This will be supported by strong collaborative partnerships with schools, colleges, community groups, other universities and HE providers, and other key bodies.

We intend to charge £9k per year for full-time Home/EU new entrants from 2012/13¹ and will apply annual inflationary increases to all fees in line with the amount set by the Government each year. This agreement sets out measures to ensure that no student perceives a degree at a university such as Leeds as beyond their grasp. We have more than doubled the investment in outreach to £1.7m² and doubled our financial support with, we estimate, one in three of our students qualifying for some level of assistance.

Over the last ten years we have increased the proportion of young full-time students from low socio-economic backgrounds (16% to 18.8%) and met our benchmark for the proportion of mature entrants with no previous experience of higher education and from low participation neighbourhoods (16.8%). We are committed to maintaining and where possible accelerating this progress whilst recognising the immediate challenges likely to arise from the new marketplace and tuition fee increase. Our significant annual investment of over £1.7m of fee income in outreach and student retention will be targeted at proven schemes (such as Access to Leeds and Reach for Excellence), which will continue to increase the number of students from low socio-economic groups coming to the University whilst recognising the need to raise aspirations and awareness of higher education in young people and adults. We wish to move to 23% of our students from low socio-economic backgrounds by 2017/18.

Building on the work outlined in our Widening Participation Strategic Assessment, we will:

- Raise aspirations and awareness of higher education (in particular, research-intensive universities)
- Find and support talented people ('most able, least likely') with the potential to succeed at this University – developing strong long-term relationships
- Grow our contextual admissions pathways to support those with potential
- Offer financial support, which provides real choice for students and supports disadvantaged young people to consider Leeds from 16 years of age
- Ensure all students receive the co-curricular and pastoral support needed to help them thrive and succeed.

To achieve our ambitious strategy we will continue to strengthen our collaborative work, investing in local, sub-regional, regional and national partnerships. This builds on our experience to date, which has led to innovative and groundbreaking work including Pathways to Law (with the College of Law), Reach for Excellence (with the Sutton Trust and

¹ Fee levels for other types of provision, for example year abroad, are detailed in Annex B. We reserve the right to amend the fee level of year abroad and work placement (on the basis of 'no detriment') due to the complexity of specific variations at subject level and following guidance regarding the funding of ERASMUS exchanges and HEFCE funding for this activity. There will be pro-rata financial support for fees charged above the standard rate.

² In steady state, countable against OFFA requirements.

HBOS Foundation), the Buttle Trust Quality Mark, Realising Opportunities (with 11 other research-intensive universities) and the Skipton Building Society Scholarships.

Our strategy follows the student journey – from raising aspirations and awareness of higher education and access routes into the University, through to financial assistance in support of student choice, and ongoing support as they become students of the University.

Raising Aspirations and Awareness

We have established a coherent, embedded and sustainable programme of outreach activity with schools from primary through to secondary and sixth form/further education colleges and with community organisations, including work supported by Aimhigher. We will maintain investment in this work following the cessation of Aimhigher, and will reach 41,000 young learners and adults and support over 500 influencers of young people – parents, teachers and advisors – annually.

We will achieve this by building on our strong relationships with over 300 schools and colleges, ensuring that our work supports their strategic objectives and provides added value to school/college life.

We will continue to work with young people aged 13 or under (including within primary schools) to raise their aspirations and awareness of higher education through:

- Student volunteer outreach which involves over 400 students annually
- Three annual festivals such as the Science Festival and Festival of the Arts - experience to date shows that the Science Festival can reach and influence over 2,000 young people.
- A series of Discover Days exploring different subjects and introducing the world of higher education
- Bespoke activity developed with schools, delivering workshops, seminars, information and careers events.

Alongside this we will focus and target additional investment at interventions which support the key decision-making points (GCSE and A-Level) to ensure that young people are aware of the options available to them and able to make informed choices. This will involve information and skills sessions, including financial literacy.

Intensive Intervention

We recognise that some young people and adults will need more support than others if they are to consider higher education.

Building on our experience from STAR³ (in partnership with the Sutton Trust) and the Changing Futures Partnership we will develop strong relationships with 10 schools where progression to higher education is low and over 66% of the pupils are from disadvantaged backgrounds. These schools often face significant challenges and developing these partnerships requires long-term support. Through this programme, we will provide bespoke

³ Sutton Trust Academic Routes (STAR), delivered in partnership with the Sutton Trust and Exeter University, is targeted at the top 10% of bright but disadvantaged students in low progression schools in the vicinity of the two universities. It supports them over three years through a programme of advice sessions, taster days, study skills and residential events - underpinned by the aim that many of them will be admitted to research-led universities.

activities, throughout all years and aligned with the curriculum and school plans, to support schools' needs and improve their students' achievement.

We are committed to supporting the life chances of specific groups of young people who do not typically progress to higher education. We will continue to support local young people in public care through an annual eight-week study support project working in partnership with other providers across the City, including Leeds Metropolitan University and Leeds City Council. Building on the success of this we will provide a similar initiative for young students with disabilities across Leeds, supporting their learning, raising their aspirations and awareness and building their confidence.

In support of adult learners, we will work with individuals over time in order to build their awareness, confidence and achievement, focusing on 'hard-to-reach' groups, especially low socio-economic groups and specific under-represented BME communities such as Pakistani/Bangladeshi women. We will work in disadvantaged areas to encourage adults to return to learning through the provision of non-accredited adult education in a range of curriculum areas in order to encourage engagement with education and progression to FE study and to raise awareness of higher education as a longer-term option.

Partnership

To ensure we maintain the level of engagement across the sub-region and region, local collaboration will be vital and we wish to build on the experience gained and the relationships developed through our involvement in the West Yorkshire Lifelong Learning Network and the Excellence Hub, and with Aimhigher.

In collaboration with the other higher education providers in West Yorkshire (HEIs and further education colleges), we will invest in the Higher Education Access and Progression Partnership. The Partnership will target both adult learners and young people. It will continue the development of high level skills in the region by maintaining the West Yorkshire progression agreement framework and providing an effective communication channel between higher education providers, the Leeds City Region and the Leeds Local Enterprise Partnership; and it will define and oversee an appropriately coordinated programme of sub-regional widening participation activity. The Partnership will be established in 2011-12 and its effectiveness carefully monitored during a two-year development phase. As one of the largest of the institutions involved, we expect to invest £15k per annum in the partnership.

In partnership with the Universities of Hull, Sheffield and York we will continue to target high-achieving students from under-represented groups across the region to encourage and facilitate progression of the 'most able, least likely' students to research-intensive HEIs. Our approach will reach in excess of 1,000 young people at key transition points (in Years 8/9 and Years 11/12) through a series of academic taster days at the four universities and provide intensive support to the final cohort of 170 young people on Find Your Way. We will invest (in steady state) £15k per year in the partnership.

At national level, we will continue our involvement in Realising Opportunities. Realising Opportunities is a unique collaboration of twelve research-intensive universities working together to promote fair access and social mobility of students from under-represented groups. Realising Opportunities provides support for students through interventions designed to raise aspirations and enable them to demonstrate their potential for success at a research-intensive university. These interventions are offered both at their local participating university, and nationally, so that the student can tailor the programme to meet their own needs and interests. It includes a national conference, which is a compulsory element for all participating students. Each student is supported through the programme by a student e-mentor. The mentor, an undergraduate student from one of the twelve universities, provides

ongoing support and encouragement. Successful completion of Realising Opportunities, which includes a robust academic element, will lead to students receiving an alternative offer through UCAS from us in Leeds. We have all agreed to commit £35k in 2012/13 to ensure that the momentum of the programme is maintained and we can recruit a third cohort – we will then evaluate its impact.

Access to the University of Leeds

Through our extensive relationships with schools and colleges we are well placed to find talented young people from disadvantaged backgrounds both locally and nationally. We will make significant further investment to provide the tools to enable the ‘most able, least likely’ to apply to research-intensive universities, and Leeds in particular. We wish to invest in those schemes which we know ensure that young people and adults from disadvantaged backgrounds come to the University.

Talent-Spotting

We will grow our successful talent-spotting programme, Reach for Excellence, which targets the brightest young people from disadvantaged backgrounds, offering them an intensive two-year programme (in Years 12 and 13) of academic and study skills support and further cementing our relationships with local schools and colleges. Reach for Excellence also provides a route into the University of Leeds through Access to Leeds (see below). The NfER/Sutton Trust evaluation of Reach for Excellence has shown that young people on the programme:

- Are more likely to enter higher education than their peers (85% vs 59%)
- Are twice as likely to enter a research-intensive university
- And that 25% progress to the University of Leeds.

Reach for Excellence will be supplemented with subject-specific programmes across all Faculties, including ‘How to be a Doctor?’ and ‘Pathways to Accountancy’, growing the programme to work with a total of 600 young people per year.

In order to encourage their study at the University of Leeds, and mitigate any concerns regarding debt, 200 students will be guaranteed (at 16) financial support of £6k in their first year and £3k thereafter, if they progress to study at the University⁴. We anticipate that this support will encourage over a third of the students to progress to the University of Leeds.

Access

Students on our talent schemes qualify for Access to Leeds (A2L), which is also open to direct applications from schools as well as those applying through UCAS. During 2010/11 we received over 670 direct applications, in addition to over 1,000 students flagged through their UCAS application.

A2L provides a contextual admissions route into the University of Leeds. Subject to successful completion of the A2L module, A2L applicants receive the standard offer as published in the University prospectus, as well as the alternative A2L offer, two grades or 40 UCAS points below the standard offer. We wish to build on the proven success of the scheme which to date has seen:

- 611 students registering at the University
- An average continuation rate of 92%
- An average of 68% being awarded a first-class or upper-second degree (comparable with the University average).

⁴ And meet household income eligibility criteria.

From 2010/11 we will use the UCAS contextual data, offering us a more streamlined and effective mechanism to identify and flag eligible applicants at admissions alongside a more integrated and extensive direct recruitment activity (for example, A2L is promoted at all school liaison events and HE Fairs). We will continue to support its growth to over 1,000 direct applications a year, resulting in 400 A2L students per annum registering at the University of Leeds.

During the next year we wish to review our Foundation Year provision across the institution building its use as a route into the University for students from disadvantaged backgrounds and establishing clear baseline information. The Foundation Year programme offers, primarily mature, students from disadvantaged backgrounds an opportunity to progress to the University of Leeds, providing them with a firm academic grounding and study skills. We have proven success with the Foundation Year in Social Sciences and the Preparation for Higher Education in identifying and supporting mature students from disadvantaged backgrounds through to degree and post-degree study. For example, the Social Sciences Foundation Year has seen 81% progress to higher education (nearly 75% within the University of Leeds) across Social Sciences, Education and Law. Over the next twelve months we will look to:

- Establish a pan-institutional strategy for Foundation Years
- Further enhance our work within the Sciences (through the current Interdisciplinary Science Foundation Year)
- Seek to address any gaps in provision
- Develop appropriate financial support.

To encourage adults to apply to our programmes we will continue our work with community education groups studying at (FE) level 2 or equivalent. Through a range of intensive activity, we will help adults become familiar with the University and provide clear information on access, funding, support, career options and preparation for higher education. Adult learners who have progressed to the University of Leeds from community-based routes play an important role as Learning Champions, working with us to raise the aspirations of others.

We will also work with adults who have achieved FE level 3/HE level 0 (or equivalent), providing a range of 'wrap around' academic activity and independent Matrix-accredited Information, Advice and Guidance (IAG) to support applications to the University of Leeds and other higher education institutions.

Financial Support and Communication

We wish to ensure that no-one from a disadvantaged background who has the potential to study at the University of Leeds is dissuaded from doing so due to financial concerns. We will therefore make a significant investment in financial support.

We anticipate that (in steady state) up to 6,000 students (one in three) will qualify for support. By giving students a choice, our financial support package has been designed to be responsive to individual needs whilst also supporting the achievement of our targets.

Our principles are to:

- Ensure our financial support increases the effectiveness of our outreach and encourages students from disadvantaged backgrounds to consider, apply and register at Leeds
- Address the real costs of living whilst providing applicants with a choice of support to benefit their specific needs and individual circumstances and attitudes
- Provide financial support which is simple, easy to understand and clearly targeted at those for whom it will have a real impact.

This approach is based on our extensive evaluation of the financial support currently on offer at Leeds, which showed that scholarships and bursaries:

- Are a significant factor in the decision to pursue higher education generally for 'in need' students
- Have a positive impact on retention and on students' studies by reducing the pressure to undertake part-time work and engendering a feeling of belonging and social integration from the outset.

Students with household incomes of £42,600 or less will qualify for our financial support package, which will:

- Offer students a choice of a partial fee waiver, cash award or contribution towards University accommodation, giving them the opportunity to choose the support most appropriate to their individual circumstances and attitudes (for example, minimising debt versus cash or in-kind support)
- Provide support in a sensitively differentiated manner, targeted at real barriers to entry as defined by the applicant
- Include the option of a contribution towards University student accommodation which recognises the importance of living away from home as a key element of the student experience at Leeds (this option is available in the first year only)
- Provide a maximum award of £3000 p.a. for those with incomes of £25,000 or less
- Provide graduated awards for those with household incomes of £25,000 to £42,600
 - £2,000 for £25,001 - £30,000;
 - £1,500 for £30,001-£36,000
 - £1,000 for £36,001 to £42,600
- Provide pro-rata support for those studying part-time.

In addition we will provide a higher level of support to those from the most disadvantaged backgrounds and 'most able, least likely':

- For students targeted through our talent-spotting programmes (such as Reach for Excellence) there will be enhanced financial support, increasing our provision of £3,000 to £6,000 for the first year of study. This additional investment in year 1 will offer less risk and greater incentive to study at Leeds for those most sensitive to the perceived cost of higher education and (for those choosing this option) provide free student accommodation (across all halls and residences) so that students can more successfully become part of the Leeds community, building broad friendship groups and discovering their own independence.
- Students from households assessed as 'no income' will qualify for the National Scholarship Programme at Leeds again with enhanced financial support to the value of £6,000 for their first year of study with £3,000 in subsequent years. In accordance with NSP regulations students in their first year will be able to access only £1,000 of the £6,000 available as a cash award. In subsequent years they will have free choice. As funding for the NSP increases we will extend this scheme to other low income groups.

The Government and University contribution to the scholarship (that is £6k) will be provided in their first year of study.

As the NSP provision will work across all students assessed as 'no income' it will not require a separate application process. The scholarships will be allocated to all students who are assessed by the SLC as 'no income' and are within the broader

eligibility criteria established by the Government⁵.

Our estimates are that there are approximately 300 students in this category currently which will approximate to the 272 scholarships provisionally allocated to the University of Leeds. The additional scholarships required will be funded within our student financial support package.

Students on a Foundation Year with incomes below £25,000 will receive a full fee waiver (which will be part of the National Scholarship Programme). This enables us to offer a fee-free foundation year for students from disadvantaged backgrounds. There will be a reduced fee of £4,500 for students from households with incomes between £25,000 and £42,600. We will consider further the financial support for mature students as part of our Foundation Year review.

With respect to non-English UK domiciled students we will review the level of support we make available, taking account of the final support arrangements available to such students from the devolved administrations. This is to ensure that the overall package of financial assistance is equitable and that best use is being made of the funding we have available for supporting students in most need.

Thus our financial support package provides support that can be tailored to individual preferences and circumstances. It has been enthusiastically received when tested with students and will provide us with unique intelligence on what students want and need during their studies.

One of our principles for our financial support package is that it is simple and easy to understand. However, we recognise that for many young people and adults the new financial support system available in universities and nationally might be difficult to understand. We will invest further in our communications and outreach and provide:

- Enhanced financial information on our website – which will include an interactive calculator, advice on how to manage your money and a ‘find your support’ filter for scholarships and bursaries at Leeds
- Dedicated parent and advisor information via the web and through newly established conferences and sessions at Open Days
- Integrated messages regarding finance in all communications with prospective students
- A Money Guide which will be regularly updated and used in outreach and during Open Days and HE Fairs
- Individual financial literacy support (including budgeting) for students on our talent-spotting schemes
- A new financial literacy programme in schools and colleges.

We will provide the relevant information to UCAS and SLC, to populate their applicant-facing web services.

Ongoing Support at Leeds

We are committed to ensuring all our students have high quality academic and pastoral support and a wide variety of opportunities available to them to ensure their success not just in their studies but also into employability. We are proud of our retention rates of 95.7%⁶ for all young and mature home/EU undergraduate students against a benchmark of 95.4%.

⁵ See paragraph 40 and 44 of National Scholarship Programme 2012-13. Guidance for Institutions. (HEFCE 2010/10).

⁶ 2008/9 published HESA data and benchmarks

As part of our policy to monitor the success of students from low socio-economic backgrounds, the retention and completion rates of these students are measured against the rates for all home/EU undergraduate students. The results show a difference of 2% for those from low socio-economic groups. To address this we will build on our innovative on-course support for students from disadvantaged backgrounds. To date this support has been focused on our widening participation scholars (typically from one of the most disadvantaged groups) and has proved highly effective, with retention rates of 96% (equal to the University average). The support has involved:

- Pre-registration orientation days
- One-to-one staff support
- Peer mentoring
- Employability sessions.

We will invest further in this area and expand to include more students from disadvantaged backgrounds such as those on the enhanced bursary packages and A2L entrants.

Infrastructure and Management Information

During 2011-12 we will invest in the appropriate systems and tools to enable us to respond to the new market and ensure we identify and recruit talented people from disadvantaged backgrounds. To enable the University to do this effectively and efficiently we will:

- Enhance our financial support systems to be able to provide a responsive and efficient payment system for students
- Establish a single contact and relationship management tool for schools/colleges, young people and their parents to improve targeting, streamline communications and reduce duplication and inefficiencies
- Use market analysis to understand our gaps in outreach provision to ensure we are targeting appropriate schools and colleges
- Understand our performance and investigate the usefulness of an income based measure rather than social-economic classification (a response to current figures, according to which over 24% of our students are on incomes of £25k or less, but only 18.8% are from low socio-economic groups).

Targets and Milestones

Our high level targets are:

What we will do	Our milestones 2012/13	Our outcomes 2016/17
23% ⁷ of our first year, full-time home/EU students (under 21) will be from a low socio-economic background (using the HESA PI)	19.5%	22%
Continue to exceed our 2008/09 HESA benchmark for retention of 95.4% for first degree full-time home/EU students	Maintain 95.7%	96.0%
Continue to meet and then exceed our 2009/10 HESA benchmark of 16.8% of mature entrants with no previous HE and from low participation neighbourhoods	Maintain 16.8%	17.2%
Meet and then exceed our 2009/10 HESA benchmark of 3.9% participation of students who are in receipt of the Disabled Students Allowance.	3.85%	4.0%

In order to achieve this we will:

What we will do	What the outcomes will be
Changing Futures	
<p>Engage young people, their influencers, schools/colleges to raise aspirations and awareness of higher education by annually:</p> <ul style="list-style-type: none"> Working with 41,000 young people Engaging 500 influencers (parents, teachers and advisors) of young people Placing 400 students as ambassadors in schools Delivering three large scale 'Festivals' e.g. The Leeds Festival of Science Offering a series of 'Discover' days across disciplines Providing an intensive partnership with 10 schools identified by less than 45% GCSE A*-C pass rate and by 66% of population from the lowest super-output areas. 	<p>Of those we work with:</p> <p>90% of young people in years 5-8 are aware of higher education</p> <p>75% of young people in years 9-11 will see university study as a realistic option.</p> <p>70% of young people in years 12-13 will consider the University of Leeds or other higher education institution</p> <p>Contribute to an increase in 5 A*-C GCSE pass rates of students in partner schools.</p>

⁷ We will reach 23% by 2017/18.

What we will do	What the outcomes will be
<p>Bespoke support for the City's young people with a disability or those from a care background.</p>	<p>Of those we work with: 60% view higher education positively and see it as a viable option for them 80% have increased confidence through exposure to new and challenging experiences.</p>
<p>Engaging with adults from low socio-economic groups to consider higher education we will deliver non-accredited adult education in a range of curriculum areas in order to encourage progression to further FE study and to raise awareness of higher education as a longer-term option.</p>	<p>Annually, of those we work with: 500 adults will be engaged in non-accredited activities 300 will indicate an interest in progression to higher education.</p>
<p>Pathways to Leeds</p>	
<p>To support the 'most able, least likely' we will annually:</p> <ul style="list-style-type: none"> • Work with 600 young people in years 12 and 13 supporting them to apply to a research-intensive university (Reach for Excellence and in subject specific talent programmes. • Provide a guaranteed scholarship to 200 young people progressing to the University of Leeds. 	<p>Of those we work with:</p> <p>45% apply to a selective university 35% apply to the University of Leeds</p>
<p>Grow the numbers of students on our admissions pathways through:</p> <ul style="list-style-type: none"> • 1000 direct applications to Access to Leeds (A2L) • Enhancing our three Foundation Year programmes. 	<p>We will achieve:</p> <p>400 A2L students per year at the University</p>
<p>For adults who have achieved FE Level 3/HE Level 0 (or equivalent) we will provide activities to raise aspirations, support academic development and independent Matrix-accredited Information, Advice and Guidance (IAG).</p> <p>To increase the number of adults studying at (FE) level 2 (or equivalent) to progress to Leeds we will engage 400 adults in activities (including a summer school, HE tasters and</p>	<p>We will achieve:</p> <p>200 successful applications to University of Leeds from Level 3 or HE Level 0 mature students from low socio-economic groups or under-represented BME groups.</p> <p>250 adults directed to other HE provision. 240 actively seeking to progress to HE.</p>

What we will do	What the outcomes will be
8 campus study days).	
Success at Leeds	
<p>We will offer bespoke targeted retention measures to ensure the support and success of disadvantaged students, for example young people leaving public care and our scholars.</p>	<p>To achieve this we will:</p> <ul style="list-style-type: none"> Offer support to all scholars from pre-entry to graduation Maintain our high retention rate at circa 96% Maintain employability rates for students from low socio-economic backgrounds comparable with the whole cohort.

Monitoring and Evaluation

Over the last few years we have introduced a series of measures to ensure that we understand the effectiveness of our outreach and admissions practices. Our model combines day-to-day evaluation with in-depth research studies (such for the independent evaluation of Reach for Excellence by NfER and the Sutton Trust, and of STAR by the Centre for Evaluation and Monitoring at the University of Durham). We ensure all our research informs practice and our additional investment detailed in this Agreement is based on robust evaluative findings.

We will measure our institutional improvement in admissions through key performance indicators and estimate the impact of our outreach initiatives using a mixture of qualitative and quantitative data.

In terms of meeting our main HESA benchmark for entrants from low socio-economic groups (23%), our contextual admission processes identify those students who both meet an academic standard and come from an educationally or socially disadvantaged background. Supporting this, we set out annually planned numbers at faculty level to assist the institution to meet its benchmark in this performance indicator. Our progress towards this benchmark is monitored annually through our own internal management data relating to first-year, full-time home/EU entrants. At the same time, data on student retention and completion (by socio-economic group), entrants 21 years old and over, and students leaving local-authority care are monitored annually at university, faculty and academic school levels.

The milestones are part of an operational management plan which will be the responsibility of Access and Community Engagement and the Lifelong Learning Centre, reporting to the pro-Vice-Chancellor for Student Education. They will be reviewed regularly and progress monitored in year.

To estimate the impact of our outreach work across all activities (for primary, secondary and adult learners), we use standard questionnaire templates designed to establish the effectiveness of aspiration and achievement raising activities and to facilitate the development of comparative data across the University. In addition, case studies are gathered and this evidence is supported by in-depth evaluation of key projects in order to share best practice across the institution and, where appropriate, the sector.

Within the University of Leeds the responsibility for managing fair access and widening participation lies with Access and Community Engagement (predominantly focussed on young people) and the Lifelong Learning Centre (predominantly focussed on adult learners). Both report to the Pro-Vice-Chancellor for Student Education and through University committees, including Admissions and Widening Participation Committee, Taught Student Education Board and ultimately to Senate.

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	
Operational targets	working with young people and their influencers to raise aspirations and achievement towards higher education and the University of Leeds	2009/10	40985	41000	41000	41000	41000	41000	Following cessation of Aimhigher we will maintain our broad outreach programme to raise aspirations to higher education and the University of Leeds. However our additional investment and areas of growth will be directed towards targeted, long term interventions with identified individuals.
Outreach / WP activity (other - please give details in the next column)	place 400 students as ambassadors in schools and other educational settings	2009/10	433	400	400	400	400	400	With the cessation of Aimhigher Associates Scheme we will set our target at 400 students annually.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	working in an intensive long term partnership with schools identified by less than 45% GCSE A*-C pass rate and by 66% of population from the lowest super output areas	2009/10	5	5	7	10	10	10	We will also continue to maintain relationships with over 300 schools and colleges.
Outreach / WP activity (other - please give details in the next column)	90% of young people we work with in years 5-8 are aware of higher education.	2009/10	75	78	81	84	87	90	From our Estimating Impact Model to assess the effect of our outreach activity (set out in our Strategic Assessment) we are able to determine the impact in terms of outcomes on a broad institutional scale. We intend to continue and develop this work.
Outreach / WP activity (other - please give details in the next column)	75% of young people we work with in years 9-11 will see university study as a realistic option.	2009/10	71	72	73	74	75	75	
Outreach / WP activity (other - please give details in the next column)	70% of young people we work with in years 12-13 will consider the University of Leeds or other higher education institutions	2009/10	0.68	69	70	70	70	70	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	City, we will provide bespoke support for young people in public care and those with a disability. Of these, 60% view higher education positively and see it as a possible option for them in the future.	2009/10	50	52	54	56	58	60	Our work with young people in public care across the City is recognised nationally and brings together the Universities of Leeds, Leeds Social Services and the City Learning Centres. Building on this success we aim to establish a similar bespoke project for disabled youngsters in the City.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	through the Projects, 80% have increased confidence through exposure to new and challenging experiences.	2009/10	70	72	74	76	78	80	
Lifelong learning	We engage adults from low socio-economic groups to consider higher education through non-accredited adult education	2009/10	278	320	350	400	450	500	Non-accredited provision, predominantly community-based, will be utilised to engage with under-represented communities. These will be even more essential to adult outreach given the reduction in overall funding for adult education, which has a direct impact on the pre-Higher Education progression routes available.
Lifelong learning	Of those engaged, 300 will indicate an interest in higher education	2009/10	167	192	210	240	270	300	Our current tracking of adults who complete our non-accredited activity indicates that 60% express an interest in progressing to Higher Education, whether in the short or long term. By delivering clear messages about the benefits of HE and the financing of study, we intend to maintain this level of interest.

Lifelong learning	We will increase the number of adults who are studying at FE Level 2 engaging in progression activities e.g. summer schools, HE taster days and campus study days	2009/10	265	290	320	350	385	400	We will build on the successful Realise project and our summer schools which were previously Aimhigher-funded to work with adults studying in the community at FE Level 2 or equivalent to encourage and support their progression. This will include working with a range of education providers.
Outreach / WP activity (other - please give details in the next column)	To support the 'most-able least-likely' to apply we will work intensively with young people in years 12 and 13 to support them in applying to a research intensive University	2009/10	300	400	500	600	600	600	Building on a proven success rate, we aim to increase substantially our talent spotting schemes through additional outreach investment.
Outreach / WP activity (other - please give details in the next column)	Of those we work with through such talent spotting schemes, 45% will apply to a research intensive university and 35% will register at the University of Leeds	2009/10	45% and 35%	45% and 35%	45% and 35%	45% and 35%	45% and 35%	45% and 35%	
Contextual data	Expand the number of direct applications through Access to Leeds	2010/11	673	850	1000	1000	1000	1000	We will build on and expand our proved Access to Leeds Scheme.
Contextual data	Expand the number of students registering through Access to Leeds	2010/11	176	242	275	308	341	400	
Lifelong learning	For adults who have achieved FE level 3/HE Level 0 or equivalent we will seek to expand our successful applications to the University of Leeds	2009/10	165	165	170	180	190	200	activity we have a track record of supporting successful applications from Widening Participation cohorts. We are currently optimistic that clear messages on fees and the benefits of a degree from the University of Leeds will lead to an increase in these numbers.
Lifelong learning		2009/10	180	200	210	220	230	240	The University of Leeds may not be the appropriate destination for a proportion of the adults we work with and it is important that we are able to offer impartial information, advice and guidance on progression elsewhere.
Student support services	Support our scholars and vulnerable students through a series of bespoke targeted retention measures	2009/10	300	300	350	400	400	400	We will expand our scholar support mechanism to include care leavers and Access to Leeds
Outreach / WP activity (collaborative - please give details in the next column)	Through the Realising Opportunities collaboration with 11 other research intensive universities, the University of Leeds will work recruit 30 students per year until 2012/13.	2009/10	30	30					
Outreach / WP activity (collaborative - please give details in the next column)	Across the partnership of Excellence Hubs (a collaboration with the Universities of Sheffield, Hull and York) we will provide IAG decision making conferences for years 8/9, 11 and 12 students.	2010/11	0	1000	1000	1000			

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

Name of institution	University of Leeds
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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.

The University of Leeds is a national recruiter of students to its PGCE programmes, however recruitment is also typically high from our own undergraduate portfolio and is therefore influenced strongly by the composition of our undergraduate population.

Recent data trends suggest positive movements in our efforts to increase the percentage of BME students and male students studying PGCE. 26% of males are now studying primary PGCE at Leeds compared with 10% in 2006/7. 8.6% of students studying primary are from a BME background compared with 2.8% in 2005/6 and 17.8% of students studying secondary PGCE compared with 7.2% in 2005/6.

Building on this trajectory, the aims for our Access Agreement in terms of ITT are to encourage diversity across the cohort and support improvements in participation rates of underrepresented groups in our Primary and Secondary PGCE programmes.

Specifically, we will invest in activities to increase:

- representation of students from a low socio-economic background
- representation of students from a black and minority ethnic background
- high-achieving men into primary teaching
- high-achieving women into secondary Mathematics/Science teaching.

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.

The tuition fees for new postgraduate ITT entrants in 2012/13 will be £9,000 per annum.

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.)

We will invest a further £130k in total during 2012/13. As part of this our total spend on outreach and retention activity will increase by £80k to £1.24m.

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.

Leeds financial support eligibility

PGCE students with a Residual Household Income (RHI) of £25,000 or less will receive a bursary or partial fee waiver of £500. Students will choose between receiving the bursary or fee waiver. When assessing RHI any TDA training bursary received by the student will be counted as income. We estimate that we will spend an additional £50k on PGCE students through this scheme.

Scholarships

From the additional investment of £80k in outreach and retention, up to £30k will be set aside to provide scholarships and financial support to encourage high achieving students from

currently underrepresented backgrounds identified in Section A. Financial help in the form of scholarships will be targeted to attract a broader range of trainees from lower income backgrounds and in particular those from BME groups and to subject areas (e.g. men to primary teacher training and women into Maths and Science teaching). Financial support will also be aimed at supporting students with special learning needs and disabilities to improve greater diversity in the PGCE student body across all subjects.

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).

Outreach Activity

As recruitment is strong from the University's own undergraduate programmes it is expected that our broad programme of outreach will contribute and feed through to postgraduate ITT recruitment.

In addition to this we will focus £50k investment annually on activities to encourage traditionally under-represented groups into both primary and secondary teacher training and support their needs throughout their studies.

As stated above, the activity will focus on increasing:

- representation of students from a low socio-economic background
- representation of students from a black and minority ethnic background
- the number of high-achieving men into primary teaching,
- the number of high-achieving women into secondary Mathematics/Science teaching.

Activities to achieve these aims are:

- **Enhance links with the University's BA in Childhood Studies** programme from which the School has been historically successful in attracting graduates to progress onto our primary PGCE programme. The BA in Childhood Studies recruits well from lower socio-economic groups. We will invest resource in enhancing the links between the programmes to ensure similar students continue to be supported to progress successfully on to the PGCE primary programme.
- **Student volunteering and placements** - We typically place c300 undergraduate students on placement within schools or other educational environments either

through our volunteering programme or through 'Students into Schools' modules. This programme is critical in two ways:

- it is often the first contact a young person will have with a student and the University of Leeds and its potential for aspiration and achievement raising successes is set out within our Access Agreement
 - It gives existing students considering a career in teaching in-depth, supported experience of the secondary school environment to inform their subsequent decisions to study a PGCE.
- **Additional support provided for potential applicants from minority ethnic communities** to obtain work experience placement in our partnership schools prior to making their application for the PGCE programmes.
 - **Organising a diverse presence at recruitment events and fairs** and other activities as appropriate e.g. Attending the major national teacher recruitment events organised by the TDA (Train to Teach) and buying out teachers from minority backgrounds from our partnership schools to be present at these events. Additionally, we plan to use teachers from partnership schools to support recruitment events within the University aimed at current undergraduate students and others with appropriate qualifications to enter teaching as a career.
 - **Develop existing student Ambassadors** who can act as positive roles to support the recruitment of the under-represented groups identified in Section A.

In addition to these targeted activities aligned with our aims, we will:

- aim to improve the proportion of BME students coming into teaching at Leeds through ongoing activities started with the TC21 project based at Leeds.
- provide encouragement and support for learning for mature and career-change students, and students with disabilities and special learning needs to become teachers, building confidence and raising aspirations.
- provide additional on- course support, through workshops, for student teachers recruited from minority groups who often experience a range of additional barriers which results in higher non-completion rates.

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.

Our ITT trainees make up a very small proportion of our overall student body and therefore we have not set additional targets specific to this group.

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.

We will expect an annual report on progress from the School of Education aligning with the timetable for monitoring requirements for the Access Agreement (to be determined). This will be part of the University's overall monitoring arrangements.

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.

In line with arrangements for communicating all our fees and financial support.