



ACCESS AGREEMENT – 2012/13



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ACCESS AGREEMENT – 2012/13

INTRODUCTION

1. Northumbria University welcomes the invitation from the Office of Fair Access to submit its Access Agreement for approval. This document is valid for 'Home' full time undergraduate entrants in the academic year 2012-13 who will be required to pay tuition fees. The commitments to our entrants will be valid for the duration of their course.
2. The University supports OFFA's view that "fair access to higher education is about ensuring equality of opportunities for all those that have potential to benefit from it, irrespective of their background, schooling, or income", and welcomes the opportunity through its Access Agreement to demonstrate its long-standing commitment to these aims, and to make public its long track record of success.
3. The Access Agreement covers:
 - The context within which it has been developed.
 - An overview of Northumbria's current position.
 - Northumbria's 'Home' full time undergraduate tuition fees and the additional fee income we forecast will be generated.
 - Extensive coverage of our future commitments, including our outreach activities and the investment these will necessitate.
 - The levels of financial support we will provide to students from the least affluent socio-economic groups.
 - The targets we have set ourselves.
 - Our approach to the monitoring and evaluation of our activity.

CONTEXT

4. As is clear from our performance, widening participation has a high priority and is at the core of our approach to student recruitment. This ensures consistency of delivery of recruitment and admissions services, continuity and a seamless pre-entry journey for all potential students in schools, colleges, employers and the wider community. As a consequence we believe the University can be justifiably proud of its record in widening participation, and particularly its performance against its HESA widening participation benchmarks and sector-wide performance. Northumbria University has excellent academic standards, provides first class care and support for its students and is committed to the delivery of an outstanding student experience.
5. It is important, however, that OFFA and other readers of this Access Agreement understand two important contextual issues which underpin our approach to providing support for school pupils, 6th form and further education college students, our enquirers, applicants and students:
 - i) Because a significant proportion of the University's students fall into categories under-represented in higher education, widening participation is a core activity for Northumbria, not a bolt-on. In

practice we do not draw any distinction between our work to raise awareness and aspiration and our mainstream recruitment activity, because the former makes a vital and positive contribution to the latter. A team organisation chart showing the integrated nature of our Recruitment and Widening Participation support is enclosed as Appendix A.

ii) Despite the increasing demand for HE places, competition for students from under-represented groups has intensified considerably. However, raising the aspirations of students from such groups, and then ultimately recruiting them, requires profound and deep seated cultural change - by definition a long term process. It follows that this task still represents a significant challenge to all universities for whom recruitment of students from these groups is a core activity. It also means that as a University we recognise that we expend considerable staff and non-staff resource in enthusing applicants who ultimately will apply and progress to other universities.

6. Nevertheless, the University recognises that it can do more. In this Access Agreement we have maintained our focus on recruiting students from groups which are under-represented in higher education, mindful, of course, that the distance we have travelled in meeting and exceeding our current benchmarks means that further significant growth will continue to be a very considerable challenge. We propose to meet these targets in the following ways:

- (i) The maintenance of our already extensive and successful widening participation, outreach, fair access and retention activity.
- (ii) The introduction of new outreach activity including: targeted 'compact' schemes; enhanced collaboration with other stakeholders across the region; and additional support for mature learners.
- (iii) Refocused and retargeted financial support.
- (iv) Detailed monitoring and evaluation to inform continuous improvements in the service we provide.

CURRENT POSITION

7. Northumbria has a consistently strong record:
- Investing in outreach to deliver widening participation and fair access.
 - Providing students with generous financial support.
 - Retaining students and supporting them during their time with us.

In our 2010 Widening Participation Strategic Assessment, we reported investment in bursaries of £7.729m during 2009/10, with a further £1.6m invested in outreach and £1.836m on student support, representing a total investment of £11.166m.

8. This package of support is provided in an environment where the principles of fair access and ongoing support are focused in our Widening Participation & Fair Access Plan and our Student Wellbeing Plan. In particular we uphold the five key principles of the 2004 Review: *'Fair admissions to higher education'*:

- Transparency.
- Selection for merit, potential and diversity.
- Reliability, validity and relevance.
- The minimising of barriers.
- Professionalism.

9. Adherence to the above principles is ensured by the integrated approach that Northumbria takes to ensuring fair access. Widening participation and student recruitment activity are based in one team

and co-located with admissions and marketing communications staff in one over-arching department. This enables all staff engaged in the pre-entry phase of the student journey to maintain close working relationships and to deliver a consistent and high quality service to enquirers and applicants.

As reported in the Northumbria 2010 Widening Participation Strategic Assessment, the University invests £1.12m per year in staffing to support the recruitment of students from under-represented groups.

10. Outreach activity, as indicated by the levels of investment already in place, is a significant commitment for Northumbria. In 2010/11, we will deliver activities to over 44,000 individuals via over 1900 events. In 2011/12, this will grow to over 48,000 contacts and nearly 2000 events.

Activities include: health road shows and subject-specific workshops for Year 5 and 6 pupils in primary schools; award winning initiatives such as *'Star Student'* (Years 6-8) and *'West Side Story'* (Year 9); student shadowing, professional guidance services and taster courses for mature students. A summary of our activity is shown in Table 1.

Table 1.

Target Group	Recipients 2010/11	Recipients 2011/12
Pre-16	16500	18050
Yr 12/13	22300	24450
Teachers/Careers Advisers	500	500
Parents	1500	1600
Mature students	3200	3600
Disabled students	200	200
Total	44200	48400

11. Effective collaboration is also a key factor in Northumbria's success. The University has chaired the Tyne & Wear/Northumberland Aimhigher Area Partnership Committee for some years and through this works closely with Newcastle and Sunderland universities, the Open University, six further education colleges, six local authorities and the Connexions Service. The coordination this has enabled has been extremely valuable and is something we will seek to continue following the end of the Aimhigher initiative in the summer of 2011.

In addition, Northumbria works with other HEIs and key stakeholders in the North East region, such as professional sports clubs, to raise aspirations and the awareness of the benefits of educational attainment and higher education in particular.

12. Together with collaborative working with key stakeholders, Northumbria works in partnership with schools and colleges across the region. Our *Students into Schools* programme, operated in conjunction with Newcastle University, has Northumbria students working in over 170 local schools with over 10000 school pupils of varying ages. In addition our Aimhigher Associates programme sees students working in a further 8 schools. Our approach to partnership working will be extended as we expand our programme of outreach support.

FEES AND FEE INCOME ABOVE £6,000

13. For the academic year commencing in September 2012, Northumbria University will charge a single tuition fee of £8,500 per year for 'Home' full time undergraduate first degree entrants. Fees for PGCE programmes will be confirmed once information concerning the funding of education programmes is clarified.
14. Students who join from September 2012 who are subject to the above fee and who subsequently take a sandwich/placement year will be required to pay 25% of the tuition fee (£2,125) during their placement year.
15. The estimated number of entrants per year, from September 2012, who will be charged the above fee is 4950.
16. Students who join in September 2012 will pay the fee of £8,500 for the first year of their course with the fee for subsequent years subject to the annual permitted increase as advised by the Government. The tuition fee for entry in future years will be set each year by the University's Board of Governors who reserve the right to increase/decrease the fee as necessary.

EXPENDITURE ON ADDITIONAL ACCESS AND RETENTION MEASURES

17. We estimate our total expenditure on **additional** access and retention compared to that reported in Northumbria's 2010 Widening Participation Strategic Assessment (WPSA) to be **£3.456m**. This will increase our overall commitment to access and retention to **£14.622m** per annum compared to the current figure of **£11.166m** as reported in the 2010 WPSA.

Our investment of £14.622m, which equates to 13.1% of our **total projected fee** income and 44.4% of our projected **additional fee income**, does not include £1.100m of other recruitment and outreach activity and £0.782m of student support and retention activity delivered to a wide range of students.

Our calculations of the additional investment we propose are as follows.

OFFA-countable bursaries	£13.432m	<i>As noted in paragraph 34.</i>
Academic scholarships	£ 0.340m	<i>As noted in paragraph 34. We have included 34% of academic scholarship expenditure as this equates to the proportion of the intake from NS-SEC groups 4-7.</i>
Outreach:		
current	£ 0.500m	<i>The estimated proportion of total outreach expenditure focused on under-represented and disadvantaged groups - as reported in Northumbria's 2010 WPSA, As noted in paragraphs 21-31.</i>
additional	£ 0.300m	
Retention:		
additional	£ 0.050m	<i>As noted in paragraph 32, pt. lii)</i>
TOTAL	£14.622m	<i>As reported in Northumbria's 2010 WPSA.</i>
Current Expenditure	£11.166m	
Total Additional Expenditure	£ 3.456m	

18. As noted above, included are the following sums which relate to **additional activity** which we will put in place.

- i) Outreach A further £300k, which when added to the £0.500m already committed equates to total annual investment in outreach of £0.800m. In addition the University will invest a further £1.100m in 'non-countable' outreach activity.
- ii) Retention £50k (excluding investment in bursaries to support living expenses). In addition the University will invest a further £1.836m in 'non-countable' student support and retention activity.

In addition to the above, the University will invest £50k of transitional year funding in 2011/12 to support the continuation of post-Aimhigher regional collaborative arrangements and will fill a funding gap of £310k generated by the demise of the Aimhigher programme.

Further details on how this additional expenditure will be invested are given in paragraphs 21-32.

Northumbria's assessment of its access and retention record

19. The approach we have taken to widening participation and retention has delivered success. Our recruitment is strong; regional recruitment has grown; our activities receive positive evaluation from beneficiaries (including parents and teachers) and we have delivered a strong performance against the key HESA performance indicators.

Details of Northumbria's performance against the key HESA widening participation benchmarks are given in Table 2.

Table 2.

Recruitment:		Actual	Benchmark
1. State schools/colleges	Northumbria	92.2	91.8
2. Social classes NS-SEC 4, 5, 6, & 7	Northumbria	34.0	35.0
3. Low participation neighbourhoods (LPNs)	Northumbria	14.2	10.7
4. Mature (no previous HE from LPN)	Northumbria	14.8	10.4
5. BME	Northumbria	7.0	-
6. Disabilities	Northumbria	3.2	4.9
Retention			
7. % of young entrants not continuing in HE	Northumbria	6.2	7.6

NB. All figures expressed as percentages of intake.
 Performance indicators 1-4 and 6 reflect the 2009/10 latest information.
 Indicators 5 and 7 reflect 2008/09.

The figures in Table 2 show that in absolute terms, Northumbria performs well against most HESA recruitment and retention indicators:

- i) On recruitment, Northumbria's figures are:
 - 92.2% from state schools/colleges.
 - 34.0% from the less-affluent socio-economic classes.
 - 14.2% from low participation neighbourhoods.
 - 14.8% of recruitment from mature age groups from low participation neighbourhoods.

We believe our success in recruiting mature students and those from LPNs places us in the upper quartile in the sector in England and Wales. Nonetheless we will seek to make further improvements to raise our performance and to achieve the relevant location adjusted benchmarks.

- ii) Recruitment of students eligible to receive Disabled Students Allowance (DSA) is less strong; however, we believe this is not a true reflection of our performance. Each year we invest in outreach to potential students with disabilities. Some of our activity is specific to disabled groups; all of our activity is fully inclusive. In addition, each year Northumbria provides individual, targeted support to over 1200 students with a wide range of disabilities, including many who are assessed as dyslexic. This amounts to over £331k of targeted support per year to disabled students, as reported in our 2010 Widening Participation Strategic Assessment.
- iii) Our relative access performance is strong. We exceed the standard benchmark for recruitment from state schools/colleges, LPNs and for mature students. For recruitment from less-affluent groups we miss benchmark by 1%. For all of these benchmarks we exceed the mean performance across the HE sector.
- iv) In terms of retention, we are also strong. Our performance exceeds benchmark and the sector mean.

Overall we believe our record is good and we are seeking to maintain it through our further investment in targeted outreach, on-programme support, fee waivers, bursaries and scholarships.

ONGOING COMMITMENTS

- 20. We will maintain our current outreach programme which is already extensive and includes work across different ages and groups under-represented in higher education groups. Full details, including costs per beneficiary and outcomes from our evaluation are attached as Appendix C.

Overall our ongoing activity amounts to over 21,000 contacts across 466 schools and an investment of £252,000 in activity costs (excluding staffing) with a cost per beneficiary of £11.90. In addition a further 27,000 contacts will be made at events and activities at which, given their nature, it is impossible to accurately collect specific widening access beneficiary data but which nonetheless make an important overall contribution to our outreach commitments.

ADDITIONAL ACCESS MEASURES

- 21. We recognise our role in raising the aspirations of potential students from all backgrounds. We also recognise the need to continue to develop and, where possible, expand the breadth and depth of our outreach activity.

In developing our programme for 2012/13 and beyond, we will build on our success to date and will seek to:

- Develop further the successful collaborative approach that has flourished as part of the Aimhigher programme.
- Explore new opportunities for collaboration and partnership working that adds value.
- Develop our programme of interventions with younger learners (KS1/2).
- Deliver further summer school opportunities that enable targeted groups to experience higher education.
- Develop 'compacts' with local schools that raise awareness, aspiration and achievement, and ultimately progression to higher education.
- Improve the quality and availability of professional guidance support in key schools and colleges.
- Grow further our links with further education colleges, including additional support for IAG, to support the progression of full and part-time mature learners.
- Explore opportunities to run summer school activities for mature learners.

- Support the National Scholarship Programme.
- Develop further the range of on-programme initiatives which support the retention of students, particularly those from under-represented groups.

Consequently, we are proposing the following initiatives which will add to our already strong position and ensure we continue to meet or exceed our widening participation benchmarks. Additional access interventions are summarised in Table 3 with greater detail provided in the paragraphs that follow.

Table 3

Activity	No. of events	Beneficiaries	Investment /yr
Higher Education Progression Partnership (HEPP)	N/A	N/A	£50,000
Newcastle Eagles & Newcastle United collaborations	150	4500	£20,000
Subject-specific support for years 6-8	15	450	£60,000
Northumbria Compact Scheme	Var	4000	£70,000
Summer Schools	2	300	£70,000
School of Law 'Pathway' Pilot Project	Var	50	-
Higher Education Foundation Programme	Var	500	-
Mature students Summer School	1	150	£30,000
Further retention communication and support	Var	Var	£50,000
Work with employers	Var	250	-
TOTAL			£350,000

Further collaboration – the Higher Education Progression Partnership (HEPP)

22. Building on the success of Aimhigher we will work with partners to develop the Higher Education Progression Partnership (HEPP). This will act in a coordinating capacity to encourage the sharing of best practice; enable optimum efficiencies to be achieved in the delivery of activities; and support the delivery of simple, clear communications to schools, colleges, their students and to groups across our community. The HEPP will also provide a valuable monitoring resource, which will support all partners to gauge the value and impact of the work in widening access to HE. Partners will include: Northumbria, Newcastle and Sunderland universities; the Open University; further education colleges; schools; local authorities; the Connexions Service; and other stakeholders.

We anticipate that a small infrastructure will be necessary to drive developments forward and, given the changes to funding arrangements, we accept that the lead HEI partners should fund this.

We therefore anticipate an investment of £50,000 per year from 2012/13 onwards from each of the lead HEI partners, plus an additional £50,000 during the 2011/12 transitional year.

Collaboration with other partners

23. We recognise the high profile and inspiring role that can be played by professional sportspeople. As a result we will work with Newcastle United FC and Newcastle Eagles Basketball Club to deliver awareness and aspiration-raising activities for primary school pupils and their families. This will see Northumbria working in over **150 schools** delivering key messages and encouragement relating to health and fitness, educational attainment and the benefits of higher education to approximately **4500 pupils**.

We anticipate an investment of £20,000 per annum in this activity to support communications activity, the production of materials and to fund student ambassadors to work alongside the sporting clubs.

24. Sport also plays a major role at Northumbria, not just in supporting the wider student experience, but also in adding value to our community engagement and outreach work by providing a range of activities under four main headings:

- Engagement with NEET (Not in Education, Employment or Training) and other disadvantaged groups.
- Looked after children.
- Prisons and youth offenders.
- Schools and young people.

Through this work we will deliver over 500 individual events to 2200 beneficiaries, many of whom will attend more than one event. Northumbria already funds this activity via a range of sources and we have not counted it as additional expenditure. It will still, however, support the University's overall outreach activity.

Subject-specific activity for Years 6-8

25. Our STEM (science, technology, engineering and mathematics) activity, a project delivered jointly by Northumbria, Newcastle, Teesside and Sunderland universities, was a great success in 2008-10. 150 pupils benefitted from the range of activities, delivered in school and on-campus, with the evaluation provided by pupils and their teachers testament to the programme's success. We will now seek to build on this success and to continue the strong progress that has been made by maintaining our STEM activity and by introducing a range of similar activities in other subject areas, such as literacy and numeracy.

We estimate an investment of £60,000 per year to deliver a programme of support in 15 targeted schools to approximately **450 pupils** from disadvantaged backgrounds.

The Northumbria 'Compact' Scheme

26. We aim to establish 'compact' schemes with specifically targeted schools (those with the largest number of pupils in under-represented groups), initially within Tyne & Wear/Northumberland and subsequently throughout the North East region. We will recognise the value of contextual data and will specifically target students with the potential to succeed in HE but who come from backgrounds that historically have presented significant barriers.

Benefits to the school students and their schools will include:

- **A guaranteed place at Northumbria** – for programmes where we do not interview and where the applicant applies on or before the 15 January UCAS deadline and is predicted to and then achieves the published entry tariff.
- **A guaranteed interview/assessment** - for programmes where we interview/audition/assess a portfolio and where the applicant applies on or before the 15 January UCAS deadline and is predicted to achieve the published entry tariff.
(Both of the above exclude non-HEFCE-funded programmes, predominantly in health, where students receive a bursary and do not pay tuition fees.)
- **Tariff point credit during the August confirmation period** - for students who take Northumbria as their firm choice, thereby enabling some students to gain entry to courses with traditionally a higher entry tariff, for example, Law.

- Participating schools will be given first option to book places for their students on our range of outreach events, some of which are heavily over-subscribed.
- We will also, when necessary, make a contribution to and potentially cover the transport costs incurred by schools in arranging for their pupils to attend our events.
- Pupils will be issued with a Northumbria Smartcard which will enable them to use Northumbria's Library facilities at our Newcastle City and Coach Lane campuses.
- **Professional advice and guidance support** – to supplement the support provided at school and to aid decision making in year 9 (GCSE options), year 11 (A level or equivalent options) and year 13 (progression to HE).
- Pupils will receive regular personalised communications (by post, email, SMS) to address their concerns and promote the benefits of HE. In particular we will ensure that all pupils and their parents will be fully aware of the financial commitments involved in studying at university as well as the range of financial support that is available.

We anticipate the investment in this programme, which will target 20-25 schools and approximately 4000 year 12 and 13 students, to be £70k per year. This will cover the provision of peripatetic guidance support and necessary coordination and infrastructure costs.

Summer Schools

27. Northumbria will replace and develop the current Aimhigher summer school with two new ones – both residential on Northumbria's campus and each targeting 150 high potential students from under-represented groups. Summer schools will be led by Northumbria outreach staff and will be supported by current students with key contributions from members of academic staff.

Each summer school will focus on specific subjects:

- Arts, Computing, Built & Natural Environments, Engineering, Design.
- Business, Health & education, Law, Life Sciences.

In addition to the subject focus, summer school participants will have the opportunity to: receive further specialist information and guidance support; experience life as a student; take part in social and cultural activities; and learn more about the wider and enhanced employment opportunities offered by a university education.

We anticipate the investment in this programme will be £120,000 per year of which £70,000 will be additional.

Northumbria Law School 'Pathway' Project

28. This pilot project, which we believe will be unique among UK law schools, draws on experience from US universities (in particular City University New York) by implementing:
- A fully structured, content-rich pre-entry programme for aspirants from target schools from our 'compact' scheme (outlined above, paragraph 19).
 - A full Semester 1 academic support programme to ensure that transition into HE is successful and that retention is maximised.
 - A targeted careers support programme which develops employability skills and builds the foundations for long-term career success.

While this programme is in its pilot phase the University will cover the necessary investment from existing resources. We anticipate, however, that the necessary investment in this programme will be £120,000 per year of which we estimate £60,000 will be invested in outreach and £60,000 in the development of study skills and retention.

The Higher Education Foundation Programme

29. Northumbria will refocus its Higher Education Foundation Programme. This is already delivered in 10 further education colleges/adult learning centres and, for successful students, leads to the award of the Higher Education Foundation Certificate (HEFC) – a Northumbria-accredited Level 3 qualification aimed at adults who are returning to education. Successful completion of the programme is accepted for entry onto degree courses at Northumbria and, subject to their approach, at other HEIs.

We will seek to:

- Embed the programme further with our partners and throughout the community to support mature student progression to full-time and, increasingly, part-time programmes.
- Offer enhanced support and encouragement to mature learners.
- Grow the availability of the programme to other partners across the North East region.
- Develop further our links with the further education sector.

This includes a range of outreach-focused activities for which the university is already resourced. Should further resource become necessary we will address this need in a future access agreement.

Mature Summer School

30. Building on the success of our Aimhigher Summer School we will explore the potential for a non-residential mature student summer school. This will be similar in format with a range of subject-specific sessions available together with specialist advice and guidance sessions relating to choosing the appropriate course; finance and financial support; study support; learning skills; and student welfare.

The approximate cost of this activity will be £30,000 per year for 150 mature beneficiaries.

Work with employers

31. Northumbria is deeply committed to working closely with employers in the North East region and beyond and to developing flexible, work-based courses that are accessible and attractive to people who are already in employment. This enables the University to engage with a broad range of employee-learners, many of whom are mature students with no previous experience of higher education. Our work is supported by the delivery of our SDF Employer Engagement programme supported by HEFCE through which the University is already committing over £2m in the form of matched funding (2009-12).

In the future we will explore how we can draw upon our considerable experience of flexible, part-time work-based programmes to develop 'learn and earn' programmes aimed at younger learners who may wish to study at a slower rate while remaining in employment.

In addition, we will look to strengthen further our partnerships with employers across the whole engagement spectrum to increase potential placements, work-experience, internships and other employability activity.

The University will continue with a range of exploratory 'pilot' initiatives which will be funded from current resources before seeking to expand successful activity in future years.

STUDENT RETENTION AND SUCCESS

Retention support

32. Northumbria's performance is already good, particularly when analysed in its context as a university with a significant proportion of its intake originating from under-represented and lower socio-economic groups. In the most recent HESA performance indicators (2008/09) Northumbria was measured as retaining 93.8% of its students against a benchmark of 92.4%.

Given the integrated nature of this support across the University it is not possible to disaggregate accurately the financial investment involved from the other facets of our support for learning and teaching. Where this is possible it is noted below.

We will build on our success by focusing on 10 key factors (identified following extensive research undertaken at Northumbria) which make an important contribution to overall student retention.

- (i) *Students must feel valued as individuals.*
- (ii) *Students should be supported to ensure they make effective preparation for university.*
- (iii) *Students should have realistic expectations about the university experience.*

Personalised communication is at the core of our pre-entry activity. All potential students will receive up to 12 separate, personalised contacts in the year prior to entry. The communications they receive will focus on imparting key information, but will also include 'social' communications such as birthday cards and good luck cards (exams), as well as opportunities to ask specific questions of our Northumbria 'friends' – current students employed as informal advisers.

This approach will ensure that prospective students:

- Feel valued and 'wanted'.
- Fully understand the benefits of higher education.
- Fully appreciate all aspects of student life, including the pressures of independent learning/study and the support structures and services available to all students.

The anticipated cost of this communications programme is £50,000 per year to generate approximately 150,000 individual communications.

- (iv) *Students should receive a strong induction and early support.*
- (v) *Should receive support to aid social integration and friendship groups.*

Our induction support is already well developed and we will maintain this important activity, which our research has shown to aid retention. Key elements of our plans will include:

- A minimum of 6 weeks of activity to include a range of welcome and orientation events, early course engagement, study skills, social engagement and information about support services.
- Sessions which will be routinely timetabled to ensure induction is thorough and effective.
- A permanent standing Induction Working Group which will monitor induction activities, including regular reviews of pre-entry literature such as the Student Handbook.
- On-line induction activities and information.
- The development of mentoring or 'buddying' schemes for new students.

- (vi) *Students should be able to access high quality student support.*

Northumbria's Student Support & Wellbeing Team delivers an integrated service comprising: Welfare and International Support; Counselling and Mental Health; and Disability Support; and the Careers and Employment Service. We will continue to enhance the already high quality service provided and in particular we will:

- Enhance plans to communicate to students the range of available services by using a broad range of media, including printed media, online and social media channels.
- Closely monitor and evaluate student usage and satisfaction.
- Continue to undertake a planned programme of research into the student experience, including the role provided by effective student support.

(vii) Students should be able to access specialist advice to develop their study skills.

(viii) The University should take steps to ensure that students are fully engaged with their course and that they adopt good study habits from the outset of their HE experience.

(ix) The University should monitor attendance and should put in place procedures to ensure early follow-up and the quick resolution of issues.

Northumbria has already introduced detailed mechanisms to ensure that monitoring of attendance is undertaken. The information collected is used to trigger a series of follow-up activities including the potential referral for: additional learning support; specialist counselling; and access to the appropriate range of support services. In addition, our pilot 'Pathways Project', outlined in paragraph 22, will explore new ways of delivering study skills and retention support to students from under-represented groups.

(x) The University should put in place a well-targeted and effective model of financial support.

While research has shown that poorly targeted bursaries have little or no impact on recruitment, we believe they provide an effective aid to retention for students from under-represented and lower socio-economic groups. This is for two reasons.

- They provide important support to such students with their day-to-day living expenses.
- Bursary provision relieves some of the pressure for students to work while studying. This in turn enables students to commit fully to their course and in doing so engage in some of the learning-related factors highlighted above in points (vii), (viii) and (ix).

The full extent of Northumbria's proposed package of financial support is contained in paragraphs 32 and 33.

FINANCIAL SUPPORT FOR STUDENTS

Support for the National Scholarship Programme

33. Northumbria's provisional allocation as part of the National Scholarship Programme (NSP) is for 217 scholarships at a cost of £651,000. As part of our commitment to providing financial support for the least advantaged members of society, we are happy to give our unequivocal support to the National Scholarship Programme and will match 1:1 the investment provided from central government funds. Support will be provided to the 217 NSP students as part of our wider financial package of financial support which is outlined in paragraph 33.

Bursaries and scholarships

34. Our financial support package will consist of 2 elements: means-tested bursaries and scholarships awarded for academic excellence. Our investment in these elements is summarised overleaf.

Table 4

Total Students	13,170		Tuition Fee	£8,500	
MEANS-TESTED BURSARIES	Family income levels				
	<£16k	£16k - £25k	£25,001 - £40,000	>£40,000	TOTAL
% of students	15.3%	9.0%	13.8%	61.9%	
Estimated student numbers	2015	1185	1817	8153	13170
Fee waiver bursary	3000	2000	0	0	
Cash bursary	1000	1000	1000	0	
Total Bursary	£8.060m	£3.555m	£1.817m	£0	£13.432m
Academic Scholarships	1000 students (333 per year) @ 1000 per year				£1.000m
Contingency					£2.000m
TOTAL FINANCIAL SUPPORT					£16.432m

The above illustrative figures are based on current student numbers (excluding placements) and family income profiles. Our overall additional investment in outreach, retention and financial support of £3.456m (as noted in paragraph 18) only includes 34% of our investment in academic scholarships. This equates to the current proportion of Northumbria's intake from NS-SEC groups 4-7.

TARGETS AND MILESTONES

35. As is widely acknowledged, widening access is a largely local/regional issue. Within this context Northumbria's performance is already good. However, the University sits in the smallest region in England (in terms of its population) with the lowest post-16 and HE progression rates. This means that as a university with a Home full time undergraduate intake each year of approximately 5300 we face considerable challenges to grow our widening participation cohort significantly above the level it has currently reached.

Nonetheless we are committed to the task of widening access further and have therefore set the following five-year targets which we believe are both challenging and realistic.

Targets against HESA Performance Indicators

36. Table 5 details the key milestones we will seek to achieve to support our continued drive to widen access and which will see gradual improvements to ensure the University improves its performance and achieves its location-adjusted benchmark.

Table 5

Recruitment		2011/12 (Base)	2012/13	2013/14	2014/15	2015/16	2016/17
Young full-time 1 st degree entrants	From state schools or colleges (%)	92.2	92.5	92.5	93	93.5	94
	From LPNs (%)	14	14.5	15	15.5	16	17
	From age-adjusted NS-SEC classes 4-7 (%)	34	35	35.5	36	36.5	37
Mature full- time undergraduate entrants	1 st degree (%)	15	15.5	15.5	16	16.5	17
Minority ethnic groups (%)		7	8	8	9	9	10
Students with disabilities (%)		3.0	3.5	4.0	4.5	5.0	5.0
Retention							
Non-continuation of students after their 1 st year (%)		6.2	6.0	6.0	6.0	5.5	5.0

NB. LPN = low participation neighbourhood

School (subject)-level targets

37. To support our drive to continue to widen access we have analysed recruitment performance against the main HESA performance indicators for our 8 academic schools. This has enabled us to identify priority areas and to set school-based targets as follows:

- For schools currently performing well (those higher than the University mean) we will aim to maintain their good performance.
- For schools currently performing less well (those below than the University mean) we will aim to improve their position to that of the current University mean.

The impact of this, once our targets are achieved, will be to drive up overall University performance.

We will review targets and our performance on an annual basis and will publish the results as part of our regular monitoring and evaluation.

The University will undertake similar school-level analysis of our retention performance and once complete we will set appropriate targets using the same principles.

Applications, offers and acceptances

38. Our starting point for target-setting is provided by the HESA PIs, we acknowledge, however, that these do not take account of applications, offers or acceptances. We have therefore set targets in these areas, given our stated Admissions Policy aim to treat all applicants fairly and equally irrespective of their background, which reflect our aims for new entrants.

Our targets for the proportions of applications, offers or acceptances from under-represented groups are detailed in Table 6.

Table 6

Recruitment		2011/12 (Base)	2012/13	2013/14	2014/15	2015/16	2016/17
Young full-time 1 st degree entrants	From state schools or colleges (%)	92.2	92.5	92.5	93	93.5	94
	From LPNs (%)	14	14.5	15	15.5	16	17
	From age-adjusted NS-SEC classes 4-7 (%)	34	35	35.5	36	36.5	37
Mature full-time undergraduate entrants	1 st degree (%)	15	15.5	15.5	16	16.5	17
Minority ethnic groups (%)		7	7	8	8	9	9
Students with disabilities (%)		3.0	3.0	3.5	4.0	4.5	5.0

Volume of outreach activity

39. We will aim to achieve outreach volumes that deliver the depth and reach of activity necessary to support the achievement of our wider objectives.

From 2012/13 we will deliver a minimum of 2500 outreach events in support of a minimum of 52,200 potential learner/beneficiary and key stakeholders contacts in the following target groups:

Table 7

Target Group	Beneficiaries
Pre-16	18500
Years 12 & 13	25000
Teachers/careers advisers	500
Parents	1750
Mature students	4000
Disabled students	250
Disadvantaged groups in the community	2200
TOTAL	52200

As part of our outreach we will develop ‘compact’ schemes, as outlined in paragraph 20, with local schools with a high proportion of disadvantaged groups, relatively low academic attainment and consequently low HE progression.

- Target number of ‘compact’ schools 25
- Target beneficiaries per year 2500

Outcomes of outreach activity

40. In addition to activity volumes, we will also monitor outcomes. This is already embedded within our current work with activities delivering evaluation in the range 70-100% in response to the following standard question:

“As a result of this activity are you more interested in or more likely to apply to higher education?”

From 2012/13 we will seek to achieve a minimum positive response to our standard question of 80% for all outreach activity.

MONITORING & EVALUATION ARRANGEMENTS

41. Performance will be monitored against all of our targets on an annual basis by the Vice-Chancellor’s Executive Group and ultimately by the University’s Board of Governors, which contains both student and staff representatives.

In addition, the University will report in our annual Widening Participation Strategic Assessment and Access Agreement Monitoring Return. Internally our Marketing, Recruitment & Admissions Service, together with our Finance & Planning Service, will work with our academic schools to support improvements in performance and the achievement of stretching targets.

42. In addition to this monitoring and evaluation, we will:

- i) Introduce a longitudinal tracking study – where will increase our data capture and begin to track individual learners, from their initial point of contact and throughout the period in which they engage with the University (on- or off-campus), to gauge the progression they make and the factors which impact on their decision to enter higher education.
- ii) Further develop value-for-money monitors to ensure activity remains cost-effective and well-targeted.
- iii) Study the impact of our package of financial support to ensure it is targeted appropriately and supports the recruitment and retention of students from under-represented groups.

43. The senior person responsible for the delivery of this agreement will be the Deputy Vice-Chancellor. Operational responsibility will lie with the Director of Student Services.

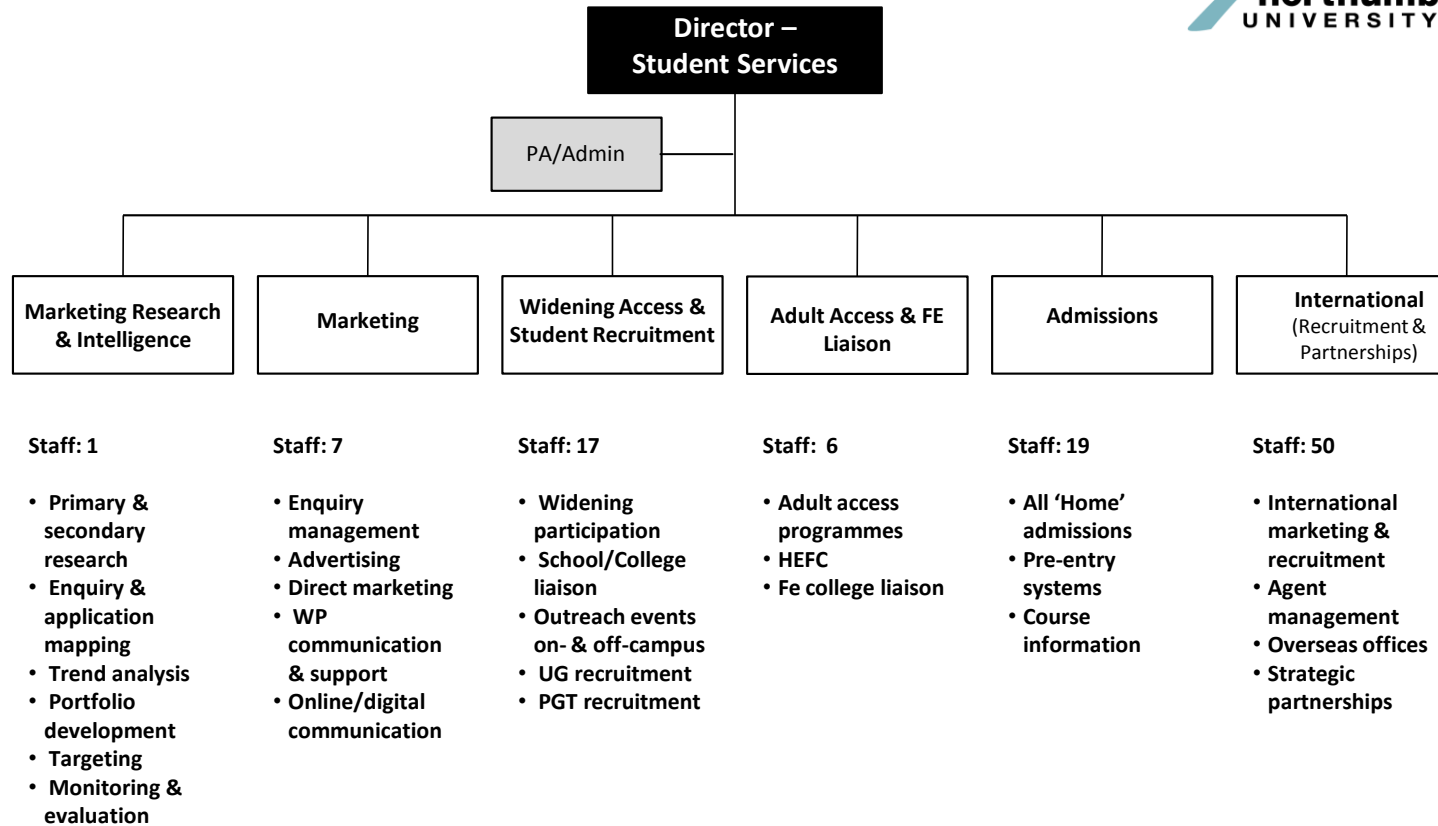
CLOSING STATEMENT

44. We are pleased to submit this Access Agreement to the Office of Fair Access and we look forward to receiving feedback as appropriate.

Once received we will publish this document on our website, www.northumbria.ac.uk , and in addition will also make available a shorter statement of the commitments it contains for prospective students, their families, teachers and all other stakeholders.

This Access Agreement was approved and adopted by the Governors of the University of Northumbria at Newcastle on 4th April 2011.

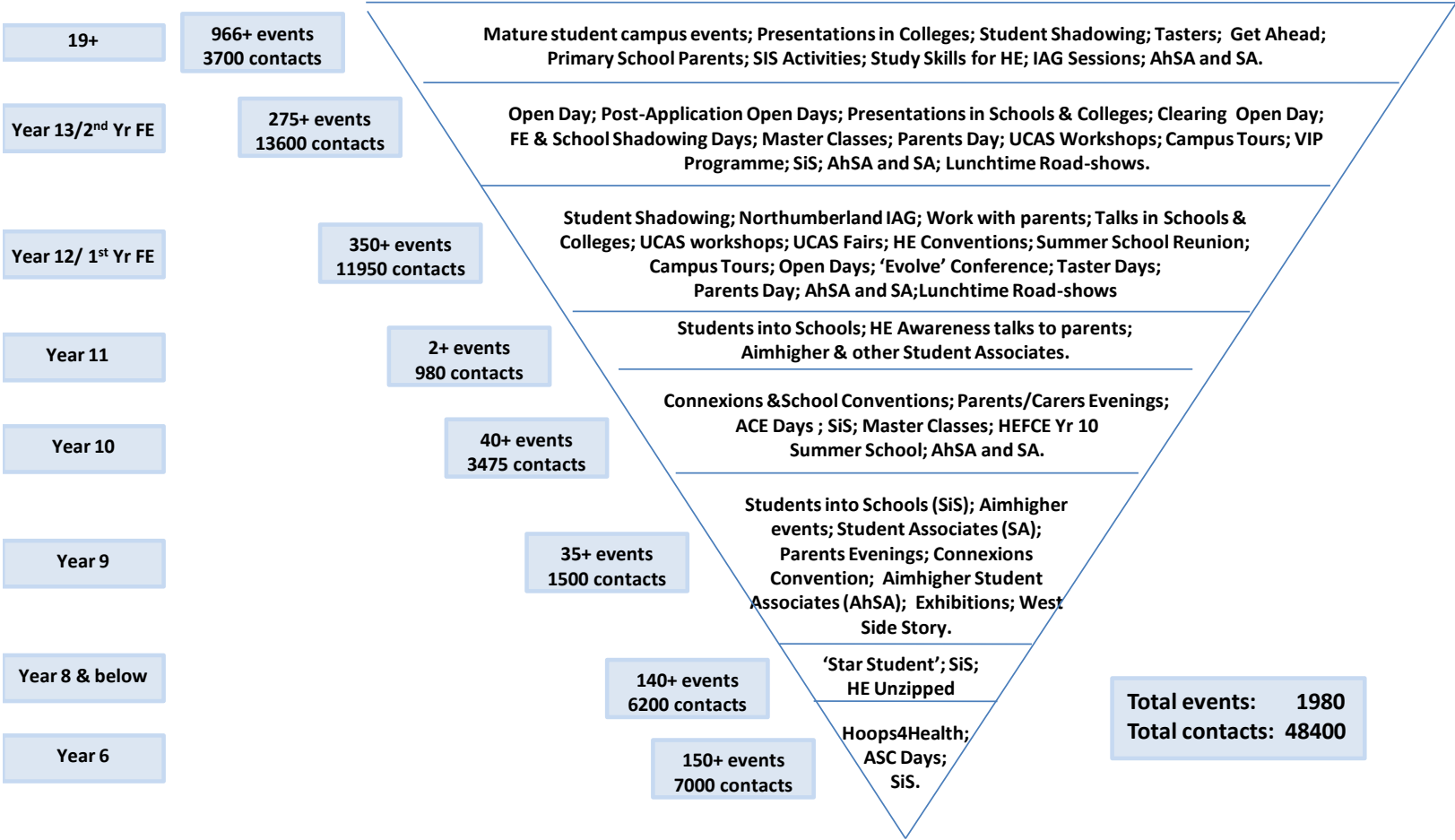
Staffing & Organisational Structure: Student Services



Total staff engaged in widening participation and fair access – 52.



SUMMARY OF WP/STUDENT RECRUITMENT INTERVENTIONS



NB. No. of events excludes SiS/AhSA/SA visits into schools/colleges but includes resultant contacts

ACTIVITY – DESCRIPTION, COSTS, BENEFICIARIES AND OUTCOMES									
<p>Aiming for a College Education (ACE) Days: Beneficiaries learn to recognise that choices made in school are related to their progression into HE and their chosen career. In addition they consider the ways in which HE might fit into their overall career plan and begin to understand the benefits of studying at university. They also learn: how to access and interpret information on HE subject choices; some understanding of the costs associated with HE and the financial support available; and, they are made aware of the importance of budgeting. Finally, students learn to compare and contrast HE with the school experience.</p> <table> <tr> <td>Target Group:</td> <td>Year 10</td> </tr> <tr> <td>Beneficiaries:</td> <td>1093 from 30 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£14.7k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£13.46</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 95% of beneficiaries rated ACE days as enjoyable; • 80% felt more positive about their future; • 85% said they were more likely to apply to university. 		Target Group:	Year 10	Beneficiaries:	1093 from 30 schools	Total Cost:	£14.7k	Cost/Beneficiary:	£13.46
Target Group:	Year 10								
Beneficiaries:	1093 from 30 schools								
Total Cost:	£14.7k								
Cost/Beneficiary:	£13.46								
<p>Aimhigher Associates Northumbria students work in schools over a 20-week period and work with school students in small groups. Beneficiaries learn about the differences between school and university. They consider ways to deliver and receive information and how they can recognise and use the benefits they gain through their education.</p> <table> <tr> <td>Target Group:</td> <td>Year 10 & 12</td> </tr> <tr> <td>Beneficiaries:</td> <td>320 from 8 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£46.3k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£144.69</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 81% of beneficiaries said their experience had helped them understand the link between their education and future career success; • 86% said their experience had made them more interested in going to HE; • Of the Yr 10 learners. 87% said they were more interested in staying at school post-16. 		Target Group:	Year 10 & 12	Beneficiaries:	320 from 8 schools	Total Cost:	£46.3k	Cost/Beneficiary:	£144.69
Target Group:	Year 10 & 12								
Beneficiaries:	320 from 8 schools								
Total Cost:	£46.3k								
Cost/Beneficiary:	£144.69								
<p>Apprentice Students on Campus (ASC) Days By engaging pupils in a range of fun, interactive activities related to learning and assisted by current university students, they had the opportunity to find out about HE and how it will be available to them when they finish school. Additionally, pupils saw how HE enables people to explore their own personal interests while gaining qualifications, in order to pursue a particular career path.</p> <table> <tr> <td>Target Group:</td> <td>Year 6</td> </tr> <tr> <td>Beneficiaries:</td> <td>575 from 18 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£13.2k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£22.96</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 81% of beneficiaries felt more positive about their future and more motivated towards school; • 77% said they were more likely to go to university. 		Target Group:	Year 6	Beneficiaries:	575 from 18 schools	Total Cost:	£13.2k	Cost/Beneficiary:	£22.96
Target Group:	Year 6								
Beneficiaries:	575 from 18 schools								
Total Cost:	£13.2k								
Cost/Beneficiary:	£22.96								
<p>Choices Together Gives 'Looked After Children' the opportunity to experience university life and work with current undergraduate students. They were able to find out about HE and how it is available as an option for them. Many of the students took part in a residential activity giving them the opportunity to self-manage and gain extra confidence about their ability to succeed in HE.</p> <table> <tr> <td>Target Group:</td> <td>Years 10/11</td> </tr> <tr> <td>Beneficiaries:</td> <td>23 from 23 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£2.6k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£113.00</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • Very positive with a key outcome being a renewed focus on career paths. 		Target Group:	Years 10/11	Beneficiaries:	23 from 23 schools	Total Cost:	£2.6k	Cost/Beneficiary:	£113.00
Target Group:	Years 10/11								
Beneficiaries:	23 from 23 schools								
Total Cost:	£2.6k								
Cost/Beneficiary:	£113.00								

ACTIVITY – DESCRIPTION, COSTS, BENEFICIARIES AND OUTCOMES									
<p>Evolve Beneficiaries participate in activities to help them identify their strengths, weaknesses, preferences and ambitions. This then enables them to relate their findings to potential HE options. They are also given information relating to the HE application process and the selection requirements of chosen courses which may contribute to them making well-informed decisions.</p> <table> <tr> <td>Target Group:</td> <td>Year 12 (College)</td> </tr> <tr> <td>Beneficiaries:</td> <td>1099 from 14 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£6.9k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£6.25</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 95% of beneficiaries enjoyed their day; • 89% said they were more likely to go to university. 		Target Group:	Year 12 (College)	Beneficiaries:	1099 from 14 schools	Total Cost:	£6.9k	Cost/Beneficiary:	£6.25
Target Group:	Year 12 (College)								
Beneficiaries:	1099 from 14 schools								
Total Cost:	£6.9k								
Cost/Beneficiary:	£6.25								
<p>HE Journey School pupils spend a day at the University participating in interactive sessions relating to HE. They access and interpret relevant information in relation to the subject choices they make in school and their long-term career aspirations. Activities are facilitated by current students, who demonstrate the benefits of going to university. In addition, pupils learned how HE enables the exploration of interests while gaining valuable qualifications.</p> <table> <tr> <td>Target Group:</td> <td>Year 9</td> </tr> <tr> <td>Beneficiaries:</td> <td>714 from 19 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£13.1k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£18.35</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 85% of beneficiaries said they felt more positive and motivated; • 89% said they were more likely to go to university. 		Target Group:	Year 9	Beneficiaries:	714 from 19 schools	Total Cost:	£13.1k	Cost/Beneficiary:	£18.35
Target Group:	Year 9								
Beneficiaries:	714 from 19 schools								
Total Cost:	£13.1k								
Cost/Beneficiary:	£18.35								
<p>HE Unravelled A 1-day event designed to give adults the opportunity to discover the opportunities available in HE, talk through their ideas, ask questions and thereby make informed choices. Students were encouraged to question the barriers to HE and the information given was designed to help overcome such barriers.</p> <table> <tr> <td>Target Group:</td> <td>19+</td> </tr> <tr> <td>Beneficiaries:</td> <td>60</td> </tr> <tr> <td>Total Cost:</td> <td>£0.4k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£5.92</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 95% of beneficiaries said they felt more positive and motivated; • 87% said they would apply to university. 		Target Group:	19+	Beneficiaries:	60	Total Cost:	£0.4k	Cost/Beneficiary:	£5.92
Target Group:	19+								
Beneficiaries:	60								
Total Cost:	£0.4k								
Cost/Beneficiary:	£5.92								
<p>HE Unzipped Pupils were engaged in a specifically-designed, interactive drama related to learning and choices, facilitated by current students, and had the opportunity to find out about the opportunities available in HE and the career opportunities these would lead to.</p> <table> <tr> <td>Target Group:</td> <td>Year 7</td> </tr> <tr> <td>Beneficiaries:</td> <td>26 from 1 school</td> </tr> <tr> <td>Total Cost:</td> <td>£0.6k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£23.07</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 100% of beneficiaries said they felt more positive and motivated. 		Target Group:	Year 7	Beneficiaries:	26 from 1 school	Total Cost:	£0.6k	Cost/Beneficiary:	£23.07
Target Group:	Year 7								
Beneficiaries:	26 from 1 school								
Total Cost:	£0.6k								
Cost/Beneficiary:	£23.07								
<p>Information, Advice & Guidance (IAG) Adults are supported in their decision making about entry to HE, through the provision of appropriate individual or group IAG and have been provided with clear guidelines as to the steps they need to take to achieve their aims.</p> <table> <tr> <td>Target Group:</td> <td>19+</td> </tr> <tr> <td>Beneficiaries:</td> <td>477</td> </tr> <tr> <td>Total Cost:</td> <td>£13.1k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£27.46</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 100% of beneficiaries were happy with the support they received; • 78% said they would apply to university. 		Target Group:	19+	Beneficiaries:	477	Total Cost:	£13.1k	Cost/Beneficiary:	£27.46
Target Group:	19+								
Beneficiaries:	477								
Total Cost:	£13.1k								
Cost/Beneficiary:	£27.46								

ACTIVITY – DESCRIPTION, COSTS, BENEFICIARIES AND OUTCOMES									
<p>Masterclasses</p> <p>Subject-focused support for Year 11 pupils which: enhance subject knowledge; motivate students towards future studies and GCSE exams; offer an experience of university style teaching; and, offer the opportunity to work with students with similar abilities</p> <table> <tr> <td>Target Group:</td> <td>Year11</td> </tr> <tr> <td>Beneficiaries:</td> <td>261 from 36 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£0.8k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£3.07</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 92% of beneficiaries enjoyed their Masterclass; • 70% said they felt more positive about the future and would apply to university. 		Target Group:	Year11	Beneficiaries:	261 from 36 schools	Total Cost:	£0.8k	Cost/Beneficiary:	£3.07
Target Group:	Year11								
Beneficiaries:	261 from 36 schools								
Total Cost:	£0.8k								
Cost/Beneficiary:	£3.07								
<p>Parent activity</p> <p>Provided parents and carers with the opportunity to visit the university, find out more about the activities that their children can participate in and ways in which they can encourage and support them. In addition they had access to more detailed information about HE and the wide range of courses available to them as adults.</p> <table> <tr> <td>Target Group:</td> <td>19+</td> </tr> <tr> <td>Beneficiaries:</td> <td>200</td> </tr> <tr> <td>Total Cost:</td> <td>£4.7k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£23.50</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • 91% of beneficiaries enjoyed the event; • 93% said they found it useful. 		Target Group:	19+	Beneficiaries:	200	Total Cost:	£4.7k	Cost/Beneficiary:	£23.50
Target Group:	19+								
Beneficiaries:	200								
Total Cost:	£4.7k								
Cost/Beneficiary:	£23.50								
<p>Passport to Northumbria</p> <p>Students at the participating college had the opportunity to gain UCAS tariff points by taking part in a range of activities designed to aid an understanding of how the skills gained are important and how they will relate to similar activities in HE and elsewhere.</p> <table> <tr> <td>Target Group:</td> <td>Year 12 (College)</td> </tr> <tr> <td>Beneficiaries:</td> <td>177</td> </tr> <tr> <td>Total Cost:</td> <td>£12.5k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£70.63</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • This activity was insufficiently supported for it to continue. As a result it will be replaced by the Northumbria Compact Scheme. 		Target Group:	Year 12 (College)	Beneficiaries:	177	Total Cost:	£12.5k	Cost/Beneficiary:	£70.63
Target Group:	Year 12 (College)								
Beneficiaries:	177								
Total Cost:	£12.5k								
Cost/Beneficiary:	£70.63								
<p>School Visits 16-19</p> <p>Students were given the opportunity to develop an awareness of the extent and diversity of the opportunities available in HE. They were given information about applications and selection requirements on selected courses and had the opportunity to work and talk with current students to find out about the reality of student life, including recognising some of the freedoms, opportunities, responsibilities and potential pressures.</p> <table> <tr> <td>Target Group:</td> <td>Year 12</td> </tr> <tr> <td>Beneficiaries:</td> <td>287 from 7 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£1.3k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£4.64</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • No formal evaluation completed due to the nature of the event. 		Target Group:	Year 12	Beneficiaries:	287 from 7 schools	Total Cost:	£1.3k	Cost/Beneficiary:	£4.64
Target Group:	Year 12								
Beneficiaries:	287 from 7 schools								
Total Cost:	£1.3k								
Cost/Beneficiary:	£4.64								
<p>Students into Schools (SiS)</p> <p>The SiS Project, which is an assessed academic module, enables current students to work in primary and secondary schools alongside pupils from a wide range of backgrounds, introducing them to the concept of HE and learning beyond school. SiS students act as positive role models, sharing information about their own experience and aspirations and how HE is an option for the pupils to consider when they are older.</p> <table> <tr> <td>Target Group</td> <td>Pre-Year 8</td> </tr> <tr> <td>Beneficiaries:</td> <td>10,000 (approx) from 171 schools</td> </tr> <tr> <td>Total Cost:</td> <td>£4.7k</td> </tr> <tr> <td>Cost/Beneficiary:</td> <td>£0.47</td> </tr> </table> <p>Evaluation:</p> <ul style="list-style-type: none"> • No formal evaluation by school pupils or their teachers, but the success of the model is evidenced by its sustainability over more than 10 years. 		Target Group	Pre-Year 8	Beneficiaries:	10,000 (approx) from 171 schools	Total Cost:	£4.7k	Cost/Beneficiary:	£0.47
Target Group	Pre-Year 8								
Beneficiaries:	10,000 (approx) from 171 schools								
Total Cost:	£4.7k								
Cost/Beneficiary:	£0.47								

ACTIVITY – DESCRIPTION, COSTS, BENEFICIARIES AND OUTCOMES	
Skills for Health	
Events for people with a specific interest in careers in the Health professions. Beneficiaries participated in activities to: help them identify their strengths and weaknesses, preferences and ambitions; and, to begin to relate this to potential HE options. There were given information relating to the HE application process and the selection requirements of chosen courses enabling them to prepare strong applications.	
Target Group:	Yrs 11-13
Beneficiaries:	83 from 6 schools
Total Cost:	£3.1k
Cost/Beneficiary:	£36.77
Evaluation:	<ul style="list-style-type: none"> • 86% of beneficiaries said they felt more positive and motivated; • 78% said they would apply to university.
Star Student	
The award-winning STAR-Student game encourages pupils to aspire to HE by introducing them to the social, academic and financial elements of Higher Education in an enjoyable and unthreatening way. By playing the STAR Student game, participants find out that university can be fun and begin to understand how what they do at school relates to their future choices of Higher Education. Pupils work with current students and gain a greater understanding of the purpose of going to university.	
Target Group:	Year 8
Beneficiaries:	4680 from 46 schools
Total Cost:	£10.6k
Cost/Beneficiary:	£2.27
Evaluation:	<ul style="list-style-type: none"> • 100% of pupils enjoyed playing the game and said they would consider going to university.
STEM	
Our STEM activity introduced pupils to HE and Northumbria University by giving them the opportunity to engage in a range of interactive activities based around STEM subjects. Pupils attended a diverse range of STEM related workshops to increase their understanding and support activity in the school curriculum	
Target Group:	Year 6-8
Beneficiaries:	150 from 5 schools
Total Cost:	£16.2k
Cost/Beneficiary:	£108.04
Evaluation:	<ul style="list-style-type: none"> • 90% of beneficiaries said they felt more positive about STEM subjects.
Student Shadowing (Schools)	
By shadowing current students, participants had the opportunity to attend lectures, seminars and workshops, and gained an understanding of student life.	
Target Group:	Yrs 12 & 13
Beneficiaries:	298 from 34 schools
Total Cost:	£8.6k
Cost/Beneficiary:	£28.77
Evaluation:	<ul style="list-style-type: none"> • 97% of beneficiaries enjoyed their experience; • 85% said they were more likely to go to university.
Student Shadowing (Adult)	
Participants were provided with help towards decision making and preparation for potential entry to HE. Participants worked with current students and gained a greater understanding of the application process.	
Target Group:	19+
Beneficiaries:	130
Total Cost:	£2.1k
Cost/Beneficiary:	£16.33
Evaluation:	<ul style="list-style-type: none"> • 100% of beneficiaries said they felt more positive and motivated.

ACTIVITY – DESCRIPTION, COSTS, BENEFICIARIES AND OUTCOMES

Summer School (residential)
Beneficiaries enjoyed a real experience of life as an HE student. They learned how to make informed decisions and to recognise that choices should be related to career aspirations and personal strengths. In addition they became aware of the financial, social and practical implications of HE study, and developed their self-esteem, confidence, motivation and ambitions to progress to HE.

Target Group:	Year 12
Beneficiaries:	155 from 35 schools
Total Cost:	£35.2k
Cost/Beneficiary:	£227.36

Evaluation:

- 94% of beneficiaries said they would apply to university;
- 78% said their summer school experience had been influential in their decision.

Taster Courses
Adults considering returning to HE or those considering HE for the first time were given the opportunity to sample a taste of HE study through a range of specifically designed courses.

Target Group:	19+
Beneficiaries:	217
Total Cost:	£3.5k
Cost/Beneficiary:	£16.03

Evaluation:

- 82% of beneficiaries were happy with their ‘taster course’ experience;
- 77% said they would consider applying to university.

‘West Side Story’
Participating pupils, specially selected as having the potential to progress to HE and from under-represented backgrounds, were involved in a group project with pupils from other local schools and were mentored by professional performers, current students and previous participants. They all took part in a showcase performance of the piece at the internationally renowned *Sage, Gateshead* which introduced many of them to live performance and how societal issues can be addressed through cultural activity. Pupils gained an understanding of the impact of knife crime and gang culture, and how education can offer alternative perspectives. They also gained a much greater understanding of the scope of HE opportunities available and how these could link with future career options.

Target Group:	Year 9
Beneficiaries:	215 from 13 schools
Total Cost:	£38.6k
Cost/Beneficiary:	£179.36

Evaluation:

- 78% of beneficiaries had never visited a university before;
- 76% said they felt more positive and motivated;
- 100% of teachers judged the project as useful, informative and extremely beneficial to their pupils.

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	
State School (HESA Table T1a)	HESA Table 1a - % of young FT 1st degree students recruited from state schools/colleges	2009/10	0.922	0.925	0.925	0.93	0.935	0.94	The current proportion of students recruited from state schools is above the sector average and is already relatively high. We will, however, attempt to raise this further to 94% by 2016/17
NS-SEC (HESA Table T1a)	HESA Table 1a - % of young FT 1st degree students recruited from lower socio-economic groups	2009/10	0.34	0.35	0.36	0.36	0.37	0.37	Current performance is below the location-adjusted benchmark and we believe a gradual increase to 37% (the location-adjusted benchmark) is a stretching but achievable target.
LPN (HESA Table T1a)	HESA Table 1a - % of young FT 1st degree students recruited from LPNs	2009/10	0.14	0.15	0.15	0.16	0.16	0.17	Recruitment from LPNs is good but is below the location-adjusted benchmark. We will therefore aim to achieve the location-adjusted benchmark by 2016/17.
Mature	HESA Table 2a - % of FT 1st degree students recruited who are mature, from LPNs and with no previous experience of HE.	2009/10	0.15	0.16	0.16	0.16	0.17	0.17	Current HESA statistics show 15.0% of entrants as mature from LPNs with no previous experience of HE. We will aim to increase this gradually to 17% by 2016/17
Ethnicity	% of FT 1st degree students recruited from minority ethnic groups	2008/09	0.07	0.07	0.08	0.08	0.09	0.09	Performance has improved markedly in recent years and we will seek to maintain this improvement. This is a stretching target as the North East of England is relatively mono-cultural.
Disabled	HESA Table 7 - % of FT 1st degree students recruited who are eligible to receive Disabled Students Allowance (DSA)	2009/10	0.03	0.03	0.035	0.04	0.045	0.05	Recruitment of students eligible to receive DSA appears to be relatively poor, however we believe this does not truly reflect our performance. We will endeavour to make gradual improvements while at the same time ensuring that current reporting more accurately reflects the efforts which we make.
Non continuation: Young (HESA Table T3a)	HESA Table 3 - % of young FT 1st degree students not continuing with their course after 1 year.	2008/09	0.067	0.065	0.06	0.06	0.055	0.05	Current retention performance is close to benchmark and we will continue to make improvements to achieve a non-continuation figure of 5% in 2016/17
Applications	% of young FT 1st degree students from state schools/colleges			0.925	0.925	0.93	0.935	0.94	To ensure fair admission we will aim to attract applications in the same proportions as our HESA entrant milestones
Applications	% of young FT 1st degree students from lower socio-economic groups			0.35	0.36	0.36	0.37	0.37	To ensure fair admission we will aim to attract applications in the same proportions as our HESA entrant milestones
Applications	% of young FT 1st degree students from LPNs			0.15	0.15	0.16	0.16	0.17	To ensure fair admission we will aim to attract applications in the same proportions as our HESA entrant milestones

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

Name of institution	NORTHUMBRIA UNIVERSITY
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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.

Northumbria's position in relation to access and retention for ITT students is consistent with that stated in its current access agreement and covers ITT provision delivered in three categories:

- Full time undergraduate – BA (Hons) in Early Primary Education: this is a 'standard' full time undergraduate programme and is included with other undergraduate programmes in the current access agreement.
- Full time postgraduate certificate of education (PGCE: Primary Education; and Art, Craft & Design (Secondary education)
- Secondary education school-centred initial teacher training (SCITT) postgraduate certificate of education (PGCE) – Design & technology; and Physical education.

PGCE and SCITT programmes are delivered on a full time basis and require as a minimum entry requirement a good honours degree (2:1 or above) from a UK university or a recognised equivalent qualification. By definition these courses cannot be regarded as contributing to widening access as all students possess a higher education qualification on entry; however, we acknowledge the importance of recruiting a student body which is balanced, representative of society and will be able to make a positive contribution to the teaching profession.

Consequently we will strive to recruit such a balanced student body and will monitor both our applications and our student intake against the following criteria:

- Original home postcode – to establish coverage of low-participation neighbourhoods (LPNs);
- Type of school attended (prior to undergraduate study);
- Ethnicity;
- Disability;
- Age.

Where necessary we will use this analysis, together with data from the full student body, to ensure that recruitment to ITT programmes is effective, well-targeted and is undertaken to ensure that applicants from non-traditional backgrounds are encouraged to consider a career in 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.

ITT programmes at Northumbria are delivered on a full time basis and fees have been set as follows:

- Full-time undergraduate BA (Hons) in Early Primary Education £8,500
- Full-time postgraduate (PGCE) in Primary education £8,500
- Full-time postgraduate SCITT (PGCE) £8,500
(both Design & Technology and Physical Education routes)

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.)

The University is committed to invest £12.761m per year in access and retention. This investment comprises:

NSP institutional spend	£1.953m
Bursaries and scholarships	£5.397m
Fee waivers	£4.561m
Outreach	£0.800m
Retention	£0.050m

The above figures reflect the latest and most accurate position based on the framework and commitments detailed in the current access agreement.

As stated in our current access agreement we calculate this to be 11.4% of our total projected fee income and 38.8% of our projected additional fee income. It is important to note that:

- Undergraduate ITT is covered by current access agreement arrangements;
- For the reasons stated in our response to question A, we do not regard PGCE and SCITT programmes as contributing to widening access;
- Our current level of investment in access, outreach and retention is already in excess of OFFA guidelines.

As a consequence we do not propose to add to the levels of investment to which the University has already committed.

The table below sets out our calculations.

Current projected additional fee income (over £6,000)	£32.925m
Investment in outreach (including activities, fee waivers, bursaries and retention)	£12.761m
% of additional fee income	38.8%
Total projected fee income	£111.945m
% of total fee income	11.4%
Projected additional fee income from PGCE/SCITT ITT	£0.488m
Total projected additional fee income	£33.413m
Projected % of additional fee income invested in outreach	38.2%

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.

i) Undergraduate

Students on the BA (Hons) in Early Primary education degree are already eligible for benefits as detailed in our current access agreement. In brief these are:

- Means-tested fee waiver and bursary packages of between £1000-4000 per year. We estimate these will be available to 38% of the University's full time undergraduate intake.
- Academic scholarships of £1000 per year.

ii) PGCE/SCITT

The above package of benefits (the Northumbria Bursary) will now be extended to PGCE/SCITT students who will be required to register with the Student Loans Company (SLC). Eligibility for a Northumbria Bursary will be via means-testing (through the SLC) and will be undertaken in the same manner as for undergraduate students. In addition we will take into account the value of the government-funded bursary that each student will receive. At Northumbria, given the minimum 2:1 entry requirement and the type of PGCE/SCITT training delivered, all students are expected to receive a government-funded bursary of at least £5000. This will be in addition to any Northumbria Bursary awarded.

Our calculations indicate that, taking the government bursaries into account, approximately 31% of Northumbria's PG ITT intake will be eligible to receive a Northumbria bursary. We estimate this will amount to additional support of £135k per year.

(The above approach is subject to formal University approval by the Vice Chancellor's Executive Group and, if necessary, its Board of Governors).

Part three: outreach and retention

E. Outreach and retention work

If you are proposing to introduce additional outreach or retention work in respect of ITT, over and above the outreach/retention work you have committed to in your existing 2012-13 access agreement, please include details here.

Alternatively, please indicate where your outreach or retention work in respect of ITT is already covered by your main agreement.

For the purposes of an access agreement, outreach work includes any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years.

By retention, we mean the additional (new) retention measures you commit to put in place to improve student retention and success (ensuring that trainees from under-represented groups access the full benefits of higher education).

Our outreach and retention work, as detailed in our current access agreement, already covers the majority of our ITT provision.

However, in addition to our current activity we will:

- Undertake targeted direct marketing activity with undergraduate students;
- Hold a series of information and recruitment events – both at the university and at other venues;
- Utilise our strong links with the further education sector, particularly through our own Higher Education Foundation Certificate (HEFC) programme, to encourage progression to higher education with a longer term view to entering the teaching profession.

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 HEBSB 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.

Northumbria's current access agreement contains the following targets for the recruitment of full time undergraduate students and which therefore already apply to its full time BA (Hons) in Early Primary Education degree.

Recruitment		2011/12 (Base)	2012/13	2013/14	2014/15	2015/16	2016/17
Young FT UG 1 st degree entrants	From state schools or colleges (%)	92.2	92.5	92.5	93	93.5	94
	From LPNs (%)	14	14.5	15	15.5	16	17
	From age-adjusted NS- SEC classes 4-7 (%)	34	35	35.5	36	36.5	37
Mature FT UG entrants	1 st degree (%)	15	15.5	15.5	16	16.5	17
Minority ethnic groups (%)		7	8	8	9	9	10
Students with disabilities (%)		3.0	3.5	4.0	4.5	5.0	5.0
Retention							
Non-continuation after the 1 st year (%)		6.2	6.0	6.0	6.0	5.5	5.0

These targets will now, where appropriate, be used to monitor the recruitment of postgraduate ITT students. For example, we will monitor the recruitment of students who:

- Originally attended a state school/college – target 92% of entry rising to 94%;
- Originally came from a low participation neighbourhood – target 14% rising to 17%;
- Are from a minority ethnic group – target 7% rising to 10%;
- Have a disability – target 3% rising to 5%.

Specific postgraduate ITT targets are detailed in Annex B of this submission.

G. Your monitoring arrangements

In your existing 2012-13 access agreement, you set out how you intended to monitor your fulfilment of your agreement. If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

Monitoring will be undertaken as set out in our current access agreement (paragraphs 41-43).

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.

As stated in our current access agreement, the university is committed to the provision of clear, timely and transparent information for all prospective and current students, their families and key stakeholders. In particular we will ensure that students are fully aware of:

- entry requirements and methods of selection;
- the content of the course and its methods of delivery and assessment;
- any financial commitments to be incurred;
- the types and level of financial support available;
- any other information relevant to the course, for example, employability statistics.

