

2012/13 Access Agreement

1. University of Southampton – an exceptional learning environment

We are proud of our strong record on access and widening participation: we are the best performer within the Russell Group universities in terms of exceeding our HESA benchmarks for the proportion of state school students we recruit. We have increased our recruitment from 80% in 2004/05 to 84.5% in 2009/10. This represents an absolute increase from an intake of 2,090 in 2004/05 to an intake of 2,605 in 2009/10. In 2009/10 the University had the best performance against location adjusted benchmarks of all Russell Group institutions

The University of Southampton has a global reputation for academic excellence in both its research and education. Ranked among the top 100 universities in the world, we are committed to attracting the most talented students, regardless of background, to benefit from our outstanding research-led education.

As a research-intensive university we are committed to offering a unique learning experience which is both research led and student centred. Students can expect to be taught and supervised by researchers at the cutting edge of their discipline, with the opportunity to study in and with some of the latest research facilities and equipment, from supercomputers to major historical archives, from a wind tunnel to a national concert hall.

Our programmes are designed to challenge our students, to develop critical thinking and independent learning, which are essential to them becoming future leaders and decision makers. We are transforming our education by opening up a wide range of choices and opportunities to enable our future students to personalise their learning.

Graduating with a degree is a lifelong investment. We are committed to working to ensure our students benefit from that value and are prepared to enter the highly competitive global labour market. Employability features strongly in our student experience and we have extensive links into business both regionally and internationally; we host five University Technology Centres with leading organisations: Microsoft, Airbus, RNLI, Lloyd's Register and Rolls-Royce, enabling intensive research, innovation, development and student opportunities.

In addition we offer some of the most flexible and dynamic art and design programmes in the UK, with a focus on the quality of creative ideas and applying them to today's world. Our students have had the opportunity to exhibit at London Fashion Week and our graduates have gone on to work across the creative industries from the Victoria and Albert Museum to Vivienne Westwood. With three of the UK's leading arts venues on campus – the John Hansard Gallery, The Nuffield Theatre and Turner Sims concert hall – our students benefit from enriching and inspiring experiences and the opportunity to network directly with artists, directors and producers.

We offer a broad range of opportunities for multidisciplinary working across our subject areas, from arts and social sciences to physics and engineering, enabling our students to address some of today's biggest global challenges, such as food and energy provision for a growing and ageing population.

Our graduates will have a lifelong relationship with the University. We aim to produce the leaders of tomorrow – whether in the private sector, public sector, academia or as entrepreneurs directly creating wealth and employment (we have a thriving student entrepreneurial society) – who will be able to trace their success in their careers to their time at Southampton.

2. Future arrangements: Fee limits and fee income above £6,000

Summary

The University of Southampton has a global reputation for academic excellence, and we are intent on providing an excellent learning experience for our students and attracting students nationally and locally based on their academic capability. We will prepare them for rewarding careers or as entrepreneurs directly creating wealth and jobs.

We will set the annual fee for full time undergraduate study at £9,000, for home/EU students from entry in 2012/13. This fee will apply to our Foundation Year courses, all years of study on Bachelors of Medicine courses and our four year integrated masters courses. ***After our generous package of fee waivers, the average fee charged per student would be £8,164.***

For students studying on courses requiring a compulsory 'year abroad' we will charge half fees for the year abroad – £4,500. The students will be eligible for a fee waiver in proportion to their fee if they meet the criteria for the fee waiver.

Our stated strategy is to transform the lives of our students as a result of their experience at Southampton, fully preparing them for employment in their chosen careers. We actively welcome students from all backgrounds, supporting them in removing any perceived constraints on their career choices through their learning and experience at a leading international university.

We have calculated that the changes in the public funding of Higher Education will reduce the University's recurrent teaching funding by £36 million and capital grant funding by £14 million in 2014/15 compared with 2010/11. This funding loss represents an average of £4,200 for each of our home/EU undergraduates.

The University's recurrent research support will reduce by £5.5 million over the same period. Our teaching is research led, and our students benefit from education in a research university in a wide variety of ways. This further loss of public funding would be equivalent to another £450 per home/EU undergraduate.

Taking the current tuition fee and rebasing to 2012/13 price levels would imply a fee of close to £3,500. Adding this level of fee to our per capita loss of public funding (excluding research support) would mean a fee of £7,700 to stand still, or just over £8,100 if the lost recurrent research support income is included.

The University has worked to reduce our cost base and has undertaken a number of projects to increase overall productivity since 2007. In the past year, the University has reduced the number of administrative staff by 150 and is saving £6 million in administrative salaries, as well as making procurement savings of £2 million per annum. These savings have been made to allow the University to invest a greater proportion of our funding in our academic mission. Central to our plans in the future is an increase in our academic staff numbers and as a direct consequence an increase in the contact time between students and academic staff.

The University supports the government's intention to increase the opportunities for students from non-traditional backgrounds and lower income groups to attend a leading University. In this agreement, the University of Southampton proposes a set of radical and generous proposals to improve access to the University, maintaining our excellent retention record, increase the life chances

of students and provide direct financial support to students. We estimate the total cost of these measures, in addition to existing expenditure, in 2012/13 to be £3.9 million. In addition, a further £360,000 will be spent to replace Aimhigher funding and enhance outreach activity in 2011/12. The additional spending in 2012/13 represents £900 per student (based on an undergraduate intake of 3,700 students).

Our total costs for student support mapped against our expected fee income are shown on the standard Annexe B to this agreement.

In 2012/13, the University will charge £9,000 for each full time course covered by this Access Agreement. While this is a one year Access Agreement and we will review the early effectiveness of our 2012/13 access proposals in time for the 2013/14 submission, it would be our intention to set a tuition fee at the legislative limit in 2013/14 and 2014/15, and this intention will be made clear to students. For students with a compulsory year abroad as part of their study, the fee will be based on half the standard fee of £9,000 (£4,500). Students entering the University in 2012/13 are likely to spend their year abroad in 2014/15.

On the basis of the current population of students who would come within the terms of the Access Agreement, 36% of our students would receive direct financial support through fee waivers. On this basis the total cost of the fee waivers in 2012/13 would be £3.1 million. ***This would reduce the average fee charged to students to £8,164.***

3. Expenditure on additional access and retention measures

Summary

The University's support for additional access and retentions measures will be worth £1.7 million per year by 2014/15

The University will restore the cut in Aimhigher funding from 2011/12 and will increase expenditure on outreach activities to £1million per annum by 2014/15.

The University will build on its established good practice and continue to develop innovative methods of enabling access, increasing retention and enhancing employment, including increasing our expenditure on our careers service by £1 million by 2014/15.

The University has been an active member of the Aimhigher Hampshire and Isle of Wight programme, with the three other local Universities.

We will continue to work with the Universities of Portsmouth, Winchester and Southampton Solent in delivering a co-ordinated programme of outreach activities across Hampshire and Isle of Wight, encouraging students to consider the most appropriate higher education offer.

We will maintain and deepen our links with the schools and colleges associated with the University under Aimhigher, and to expand our network both in Hampshire and the Isle of Wight and other areas. Our plans are described in section 6 below.

The University has already decided to restore the cut in Aimhigher funding for 2011/12 at a funding level of £360,000. In 2012/13, the additional spending from 2010/11 will increase to £500,000 and will reach £700,000 in 2014/15 resulting in a total spend of £1 million per annum.

We will be increasing spending on careers related activity to enhance employability by £1 million in 2014/15. This will start with an increase of £250,000 in 2012/13. We would want to evaluate what works best for our students, and will be looking at for example, direct support and help, internships and earlier links with our alumni network so that students can gain an early understanding of the opportunities presented by a Southampton education.

4. Financial Support for Students – fee waivers, bursaries, match funding for National Scholarship Programme

Summary

The University will significantly change the balance of its method of direct student support from bursaries to fee waivers. This decision is informed by the research of The Sutton Trust and others concerning the need to use bursaries more selectively to ensure greatest impact on participation.

For 2012/13, the University will provide partial fee waivers for 36% of our student population affected by the new fee regime (based on current student population). For students coming from households with an income less than £25,000 (21% of our current student population) the fee waiver will be £3,000 per annum of the course, bringing their real fee to £6,000 in 2012/13.

The NSP award will provide for less than 20% of the University's total of £3,000 awards.

Our fee waivers will apply for all years of study and therefore greatly exceed our obligations under the National Scholarship Programme.

We will replace our current bursary programme with a focussed scheme to support students from our network of schools and colleges

We will provide flexible bursary support for students whose circumstances change during the year or encounter particular financial difficulties to support retention

We will provide all students with a £300 'Southampton Entitlement' This will be a credit which can be used to pay for University services that form an important part of the wider student experience. We will also eliminate any hidden extra costs of academic courses (eg lab clothing, field trips) where the expenditure is essential to the course.

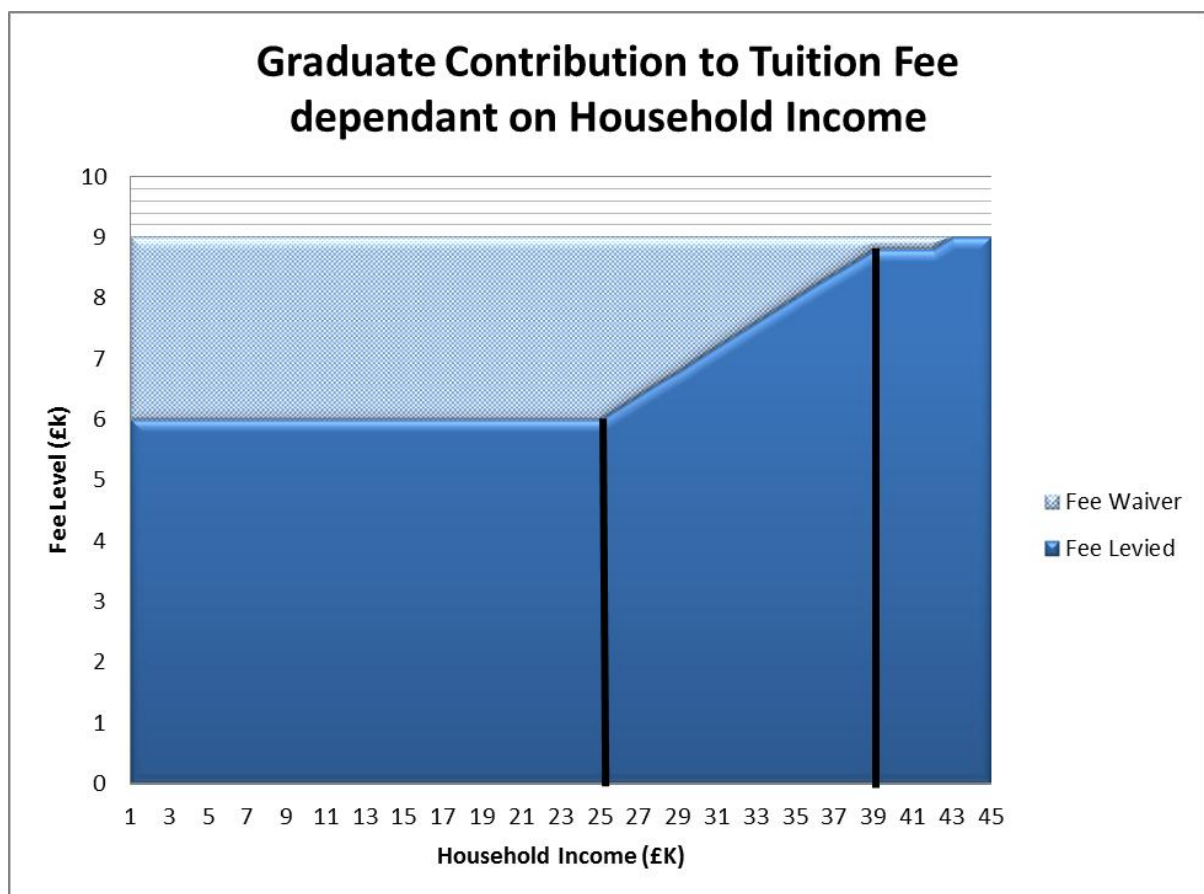
Fee waivers

The change in tuition fee charges may act as a deterrent to able students from applying to University or create a false impression that they could not afford to come to a University like Southampton. The University is therefore concentrating its student support spending on the granting of very generous and wide ranging fee waivers, rather than general bursaries. This decision is informed by the research of The Sutton Trust and others concerning the need to use bursaries more selectively to ensure greatest impact on participation. However, we are mindful that the change in tuition fees is untried and untested with students, and we may reflect that the balance between fee waivers and bursaries must be amended to better support our students in future years.

For 2012/13, the University will reduce the cost of tuition fees at Southampton for students coming from households with less than £25,000 income to £6,000 per annum. For these students, the cost of tuition fees at Southampton will be at the government's expected lowest level of fees throughout their period of study. The detailed proposals are set out below.

Table 1: Fee Waivers

Household Income	Annual Fee Waiver	Estimated % of Students	Estimated Entrant Number of Students 2012/13	Estimated Cost in 2012/13
£25,000 or less	£3,000	21%	790	£2,370,000
£25,001 – £38,000	Between £2,800 and £400, falling by £200 per £1,000 of household income	13%	470	£705,000
£38,001 – £42,600	£200	2%	95	£19,000
Totals		36%	1,440	£3,094,000



For students with a household income of between £25,001 and £38,000, we would apply a sliding scale of fee waiver, starting at £2,800 per annum for income between £25,001 and £26,000 and then reducing by £200 for each £1,000 increase in household income, ending with a fee waiver of £400 at household income between £37,001 and £38,000. Students with household income between £38,001 and £42,600 would receive a fee waiver of £200 per annum.

Where students are charged half the standard fee for their compulsory year abroad, they will be given a proportional fee waiver if they meet the criteria for fee waivers

We would aim to link the £3,000 fee waiver to the household income qualifying for the maximum government grant and the sliding scale fee waiver to the household income distribution covered by the partial government grant. However, if there is a significant change in government policy, we would review this linkage in future years.

Access to Southampton Bursary

The University will maintain provision for well focussed bursaries. We will introduce 300 bursaries of £1,000 each in year of entry for students with household income below £25,000 who progress from those schools linked to the University. As described above in section 3, we will be significantly expanding our outreach activity and widening our geographic spread of supported schools and colleges.

Flexible Bursary Support

We will introduce a new set of focussed bursaries to deal quickly with specific financial problems for our students. We will provide £200,000 of this flexible bursary funding in 2012/13 growing to £500,000 by 2014/15. This will allow us to retain students on their course when they may have had to leave because of financial pressures.

We will incorporate our Care Leavers Bursary into this fund, and maintain funding at £1,000 per annum for students who have left care.

Southampton Entitlement

Working with the Students' Union the University recognises that there are wider discretionary costs to enhance the student experience. In order to support students to engage with the wider student experience, we will introduce the 'Southampton Entitlement'. This is an annual allowance of £300 to all students paying the new tuition fees. The allowance can be used to pay for a range of discretionary University services – whether academically-related such as textbooks, or more socially based like Sport and Recreation membership, or an annual pass for the UniLink bus service. The card could be topped up in the knowledge that the student could spend the funds as they see fit on a clearly defined set of goods and services.

National Scholarship Programme (NSP)

The University has been provisionally allocated £468,000 from the National Scholarship Programme for 2012/13. This would support 156 awards of £3,000 to students. The University is intending to make 790 fee waiver awards of £3,000 (see above).

The NSP award will provide for less than 20% of the University's total of £3,000 awards.

Taking into account all the additional direct support for students coming from households with income less than £42,600, the University will be spending/allocating fee waivers of £2.9 million, so the NSP support would represent 16% of the direct additional support spending. In calculating the additional direct support spending, the University is deducting the bursary payments which would have been made under the old fee regime. The University is showing a 100% spending match in the

standard view of expenditure in Annex B with the balance of the funding shown under Non-NSP Expenditure (3.b)

Continuing students

For students covered by our 2011/12 Access Agreement, we would maintain the current level of bursary and other support as published in the agreement for their period of study.

5. Assessment of access record

Summary

In 2009/10 Southampton had the best performance against location adjusted benchmarks (LAB) of all English Russell Group institutions (+6%) for state school entrants

Since 2006/07 in all but one of the 14 indicators, the University has improved performance against the LABs. In 2009/10 the University outperformed the LABs for 7 of the 14 widening participation and access indicators.

Since 2002/03 HESA has measured and benchmarked all Higher Education Institutions against various different performance indicators, including 4 main measures of widening participation and access. These measures provide data and benchmarking about the participation of groups that are under-represented in Higher Education, relative to the population as a whole. Each year the University of Southampton carefully analyses latest performance against these indicators.

The University's performance against the key full time access indicators is shown below and compared with our HEFCE assessed Location Adjusted Benchmarks.

Table 2: Access Indicators (Full time students)

Indicator	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Access Indicators						
Full Time, Young, First Degree, State School - NUMBER	2,090	2,345	2,425	2,765	2,745	2,605
Full Time, Young, First Degree, State School - % of Total	79.9	82.7	83.2	84.4	84.5	84.5
Full Time, Young, First Degree, State School - Benchmark %	77.7	78.4	79.0	80.7	79.7	78.5
<i>% Above/(Below) Benchmark</i>	<i>2.2</i>	<i>4.3</i>	<i>4.2</i>	<i>3.7</i>	<i>4.8</i>	<i>6.0</i>
Full Time, Young, First Degree, Low participation - NUMBER	135	180	145	210	195	165
Full Time, Young, First Degree, Low participation - % of Total	5.6	6.4	4.9	6.2	5.9	5.3
Full Time, Young, First Degree, Low participation -Benchmark %	7.2	7.5	5.8	6.4	5.9	5.6
<i>% Above/(Below) Benchmark</i>	<i>(1.6)</i>	<i>(1.1)</i>	<i>(0.9)</i>	<i>(0.2)</i>	<i>0.0</i>	<i>(0.3)</i>
Full Time, Young, First Degree, Low SEC - NUMBER	465	515	520	673	625	545
Full Time, Young, First Degree, Low SEC - % of Total	19.1	20.0	19.9	20.2	22.1	20.1
Full Time, Young, First Degree, Low SEC - Benchmark %	20.4	21.3	21.7	21.6	23.3	21.0
<i>% Above/(Below) Benchmark</i>	<i>(1.3)</i>	<i>(1.3)</i>	<i>(1.8)</i>	<i>(1.4)</i>	<i>(1.2)</i>	<i>(0.9)</i>
Non-Continuation Rates						
Full Time, Young, First Degree - NUMBER	90	95	90	100	80	n/a
Full Time, Young, First Degree - % of Total	3.5	3.2	3.0	3.0	2.4	n/a

Full Time, Young, First Degree – Benchmark %	4.5	4.3	4.9	4.6	3.9	n/a
% Above/(Below) Benchmark	1	1.1	1.9	1.6	1.5	
Disability						
Full-Time, First Degree, in receipt of DSA – NUMBER	605	685	770	907	785	715
Full-Time, First Degree, in receipt of DSA – % of Total	5.8	6.3	6.9	7.2	6.6	6.1
Full-Time, First Degree, in receipt of DSA – Benchmark %	3.2	3.6	3.9	4.3	4.5	4.3
% Above/(Below) Benchmark	2.6	2.7	3.0	2.9	2.1	1.8

Other Measures						
Ethnicity						
UK First Year students (full person equivalent) with known ethnicity data from BME backgrounds				10.0	10.2	10.5

The performance statistics show an already good position for the University, but also highlight the areas most in need of improvement.

It should also be noted that the University has reconfigured some programmes, and will not be recruiting for Sport Studies degrees or Foundation Degrees in Children and Young People, Youth Work and Health & Social Care from 2011/12. In setting our targets for the future, we have taken account of these changes in our academic mix.

In addition changes made by the Department of Health in relation to the graduating qualification of Nurses will increase the entry requirements from 2011/12; we will keep under review the potential impact of these policy changes

In 2009/10 Southampton had the best performance against location benchmark of all Russell Group institutions for state school recruitment (+6%). Our performance has been consistently strong, in terms of the proportion of state school students recruited. We have exceeded the benchmark since 2004/05, and the trend shows an increasing out performance against the benchmark (+2.2% in 2004/05 and +6% in 2009/10).

More importantly, our proportion of state school students has increased (79.9% in 2004/05 and 84.5% in 2009/10) over a period when we have significantly increased our total number of students. In 2004/05, our intake of state school students was 2,090, in 2009/10 our intake of state school students was 2,605.

In terms of admissions of students from low participation neighbourhoods and lower socio-economic groups, we have closed the gap on our LABs. While we are now very close to our benchmarks, there is a clear signal to the University that we must look to improve our performance both in absolute terms and relative to our LAB. We have set out below how our outreach activity will address this issue.

The University has a successful record of supporting disabled students. We have consistently performed well recruiting students in receipt of the Disabled Students Allowance and will work to continue to exceed this benchmark

We recognise that we have not performed well in terms of recruitment of black and minority ethnic (BME) students from the UK and will be working to increase the proportion of suitably qualified BME students we recruit. Our Access to Southampton programme will play a key role in this, along with our relationship with Teachfirst.

Our non-continuation rates show a very strong absolute and relative performance. We aim to at least maintain and where feasible, improve these very low rates of non-continuation.

6. Additional access measures

Summary

The University has a strong track record of delivering high quality outreach and student retention programmes.

As part of our commitment to sustaining existing successful outreach programmes, we have committed to replace the cut to Aimhigher funding. We plan to embed the successful elements of current programmes and to expand and develop new interventions to create progression routes for students from a variety of backgrounds working in partnership with schools, colleges and community groups.

We expect to expand the Access to Southampton programme and have set challenging targets.

We will increase our investment in a range of activities to widen access, promote retention and enhance employability of students covered by this agreement

Overview of current activity

The University has a strong track record of delivering high quality outreach and student retention programmes, through the UK Student Recruitment and Outreach Team, Student Services Department and Faculties. A broad overview of our current investment in outreach and student retention is provided below and reflects the commitments made and reported upon in our previous Widening Participation Strategic Assessment¹(See Appendix 1)

Aimhigher

We are actively involved in the Aimhigher partnership with other universities in Hampshire and the Isle of Wight. From 2011/12 we plan to maintain the successful aspects of this programme by delivering the following activities in collaboration with Portsmouth, Southampton Solent, Winchester.

- Information, Advice and Guidance that provides the most appropriate progression routes for students in partner schools and colleges, linked to key decision points
- Support for looked after children and care leavers on progression to higher education
- Support for BME communities in Southampton in areas such as progression, retention and attainment
- Shared training of student ambassadors for placement in schools, colleges and community settings

Outreach

We currently provide a range of initiatives including taster days, primary school visits, placement of Student Associates and Mentors in schools and colleges, FE/HE Information, Advice and Guidance (IAG), aspiration raising and provision of student financial information and support.

The full range of our current outreach activities are available at:

<http://www.soton.ac.uk/schoolsandcolleges/secondary/index.shtml>

¹ <http://www.soton.ac.uk/schoolsandcolleges/secondary/index.shtml>

Access to Southampton

Our Access to Southampton programme (A2S)² is a key feature of our support for admission for some students who have experienced difficulties or hardship. The scheme aims to assist those talented students capable of studying at the University of Southampton through a pre-University entry scheme. Graduates from this scheme who do not achieve our entry requirements are encouraged to go on to study at other higher education providers.

<http://www.southampton.ac.uk/schoolsandcolleges/post16/a2s/whatisa2s.html>

Learn with US

To support transition to University we have developed the successful Learn with US programme³. Learn with US is a programme designed to stretch and challenge students in Further Education, support the Extended Project Qualification (EPQ), and help with the transition to Higher Education. Its leading edge research focus helps to give students a better impression of what it may be like to learn at a research intensive Russell Group institution. <http://www.learnwithus.southampton.ac.uk/>

Support for Admissions

In recent years the University has attracted in excess of 35,000 applications per annum and the institution selects and recruits well qualified applicants regardless of background. We are currently undertaking a review of outreach, admissions and recruitment and will implement any recommendations of the review in time for 2012/13

Student retention and success

Our approach to student retention is based on a number of key intervention and support elements:

Financial Advice and Support including information and workshops, leaflets and toolkits provided to prospective students and their supporter on budgeting and the financial support mechanisms available whilst studying at University <https://www.soton.ac.uk/sais/sfo/index.shtml>

An extensive range of highly ranked services and support for students with disabilities or specific learning needs including targeted outreach to teachers in schools and colleges to provide information about screening, assessment and reasonable adjustments available for teaching, learning and living at University of Southampton. The full range of our current activities is publicly available at <http://www.southampton.ac.uk/edusupport/index.shtml>

Our support for Minority Groups in HE (e.g. ethnic minority groups, mature students, genders in particular subject disciplines) includes targeted information and advice workshops in community groups to publicise courses, requirements and prospects. We offer an ambassador mentoring scheme and speed networking opportunities to aid transition into the University

² <http://www.southampton.ac.uk/schoolsandcolleges/post16/a2s/>

³ <http://www.learnwithus.southampton.ac.uk/>

For prospective students who are leaving care we invite them to attend a pre-intake meeting to discuss support needs (financial and academic), and an action plan is agreed with both support staff and the academic tutor to support transition into the University. We target support to students including additional bursaries, year round accommodation and a dedicated tutor.

We are proud to have received the Frank Buttle Quality Mark for Care Leavers⁴.

Employability

In recent year we have transformed our services to support students to enhance their employability, creating the Career Destinations service. This provides a wide range of services including opportunities for community volunteering, bespoke placement programmes, information, advice and guidance, and graduate job searches. This is all framed within our achievement record, the Graduate Passport award scheme which recognises students' engagement with extracurricular activities.

<http://www.southampton.ac.uk/careers/passport/index.html>

Through our partnership with Teach First, University of Southampton undergraduates have benefited from a programme of skills sessions and workshops to increase employability and an awareness of the requirements of graduate recruiters across a variety of sectors. We aim to develop these sessions and link them to the Graduate Passport.

We actively support the recruitment of graduates to Teach First, in particular those from widening participation backgrounds, who have the potential through Teach First to use their own experiences in a positive and meaningful way. Undergraduates are provided with sessions led by Teach First, on how to make a successful application and to prepare them for the Assessment Centre stage of the application.

The promotion of Teach First as a high profile employer and the activities above are supported by University of Southampton Students' Union.

Transition to the University of Southampton: Living and Learning Project

The Transition to Living and Learning Project was initiated by the PVC Education in collaboration with the University of Southampton Students' Union (SUSU). It aims to address the initial transition students must make in living and in learning as they start a programme of study at an HE institution. The driver for this work arises as a response to increases in the diversity and expectations of our student body. At undergraduate level, changes in the way we need to support students are driven the widening differences in educational and social culture between school and university.

http://www.soton.ac.uk/lateu/strategic_themes/transition_project.html

Increasing our investment in 2012/13

⁴ <http://www.buttleuk.org/index.php>

We support the government's stated policy to widen access to our top universities. Compared to our current arrangements in 2012/13 the changes to and increases in our outreach activity are set out below.

Outreach

We will introduce a range of new elements to our outreach activities that build on our existing widening participation programme. These are outlined in detail within our Widening Participation Plan (Appendix 1). Examples of new activities we will develop include:

- A targeted programme of on and off-campus generic and subject specific activities that link to the prospective student's learning journey from Year 6 to Year 13.
- Introduction of subject specific INSET incorporating aspiration raising for teachers and teaching assistants.
- Increased interaction with parents/carers throughout the compulsory educational years of their children, through to pre-application to HE, including development of a parent/carer ambassador scheme.
- Provision of student finance information, information, advice and guidance (IAG) and regular contact with prospective students and their parents/carers, and teachers through e-newsletters, client focussed events, workshops and a new website.
- Development of our student ambassador programmes to increase the skills, experience and employability of students and encourage increased retention, attainment and progression among school/college participants; and where relevant earn points for our students towards our 'Graduate Passport'.

By adopting a more strategic and structured approach to outreach and widening participation across the University, with other institutions, organisations and agencies, we will enhance communication (internally and externally), ensuring a better level of service to prospects/students, teachers, parents and carers. This will provide:

- Enhanced pre-application and post application support for those at high risk of exclusion and non progression (i.e. under represented groups – Black and Minority Ethnic groups, Care Leavers, students from low participation neighbourhoods).
- A more output focussed approach through working in a targeted way with less 'general' aspiration raising and a clear focus on driving up academic attainment, leading to a realistic aspiration to progress to Higher Education, and with Access to Southampton providing a direct pathway for prospects to this institution, supporting application, transition and retention.
- Increased retention rates on our pre-application programme by providing a more joined up approach, with the development of programmes such as the Transition Scheme, with particular focus on those who are statistically more likely to 'drop out'.
- Regular interaction and increased interaction with teachers, parents and carers, enhancing our relations with external partners (schools/colleges), and increased support both academically, pastorally and financially, for prospects over a longer, more sustained period of time.

Target Schools and Colleges

The schools and colleges we will target are based on the following criteria:

- Existing Aimhigher priority schools (Hampshire & the Isle of Wight Partnership) including and in addition to:
 - Students receiving Free School Meals
 - Schools with lower than average academic attainment based on GCSE performance
 - Schools/colleges with low progression rates to further/higher education
 - Students resident in POLAR 2 areas
 - Students from lower socio-economic groups (groups 4–8 in the National Statistics Socio-economic Classification, NS-SEC)
 - Under-represented groups and communities in Higher Education

We will also expand and develop our existing offer to primary and secondary schools/colleges on the Isle of Wight given the context of challenging educational attainment record of young people on the Island, our strategic agreement and partnership with the Isle of Wight Council.

Our Access to Southampton programme includes the above criteria and has a wider geographic spread beyond Hampshire and the Isle of Wight to include the regions currently covered by our strategic partner Teachfirst, including Inner London, East and West Midlands, North East, North West, and Yorkshire. By working with the Teach First Higher Education Access Programme for Schools (HEAPS) programme we are able to jointly support disadvantaged young people, providing a realistic opportunity for them to progress to Higher Education and a highly selective university.

Access to Southampton

We will expand and increase the scope of our Access to Southampton programme⁵, working with schools and colleges we aim to increase our cohort year on year as set out in table 3.

Table 3: Access to Southampton (A2S) future participation levels

Year* and planned entry cohort	Number of students registered on A2S	Number of students admitted to the University
2009 (2010/11 entry)	30 (actual)	12 (actual)
2010 (2011/12 entry)	85 (actual)	30 (predicted)
2011 (2012/13 entry)	100	50 (target)
2012 (2013/14 entry)	200	100 (target)
2013 (2014/15 entry)	300	150 (target)
2014 (2015/16 entry)	400	200 (target)

- Access to Southampton will in 2012/13 be rolled out as a national programme. Working in a unique partnership with Teachfirst, University of Southampton will support students in Teachfirst schools/colleges across England, encouraging and aiding their progression to Higher Education, and providing them with a dedicated pathway to this University.

⁵ <http://www.southampton.ac.uk/schoolsandcolleges/post16/a2s/>

- Through Access to Southampton, students benefit from academic support, aspiration raising activity, assistance with transition to Higher Education and financial support through the Access to Southampton bursary. As undergraduates, Access to Southampton students are offered additional support to ensure retention, develop their skills, employability and progression into graduate level employment.
- The University's Access to Southampton scheme will develop further its offer of paid internships to students who enter the University via this route. This will serve to increase opportunities for students from disadvantaged backgrounds who would not otherwise be able to undertake an internship to gain professional experience due to financial constraints.
- By developing our Access to Southampton programme into a national programme through our partnership with Teachfirst, we are able to support students from outside Hampshire and the Isle of Wight through aspiration raising events promoting to Higher Education in general, and with online resources, e-mentoring, visits, taster days to University of Southampton, encouraging geographic as well as social mobility; a particular difficulty faced by highly selective universities when recruiting from under represented groups.
- In recognition of the changing demography we will also develop an 'Access to Southampton' scheme for mature learners, linking to our developments in Lifelong Learning.

Learn with US

Building upon the success of our Learn with US programme⁶ we will increase and focus this activity by expanding the number of PhD students involved. This will provide the dual benefit of involving a wider range of subject disciplines, as well as providing a valuable opportunity for our doctoral students to enhance their education experiences.

Admissions

As part of commitment to access we will build on the key principles of our admissions policy and process and in particular we will:

Use an evidence based approach to inform the use of contextual data in our admissions process for admissions decision from the 2012/13 cycle and beyond.

Build on the success of our current provision to widen access into professions such as medicine and law⁷

Student retention and success

We will continue our approach to support our students to access the full benefits of higher education based on the current key interventions with increased monitoring of their effectiveness

Monitoring and evaluation

The role of institutional monitoring and evaluation will be enhanced to provide a more detailed analysis of our portfolio access activities. We will undertake this in partnership with the schools and colleges with whom we collaborate so that our research can support this development for students.

⁶ <http://www.learnwithus.southampton.ac.uk/>

⁷ Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions", Department of Business, Innovation and Skills, July 2009

As part of the Transitions Project we will continue to research the experience of transition for home undergraduate students. Our research will span two different first year cohorts (2010/11 and 2012/13) in the Faculty of Humanities, and will include questionnaires and focus groups exploring the implications of a variety of factors both pre and post arrival such as distance from home, living at home or in hall, type of subject, size of cohort, type of previous education, subjects and results at A level etc. The outcomes of this research will inform both our practice and the development of our future Access Agreements.

7. Targets and milestones

Summary

Over the period covered by this Access Agreement the University will focus its activities to address areas where we seek to maintain or improve performance in what will be an untested environment

We will enhance our capacity to monitor and evaluate the effectiveness of our activities to ensure an evidence based approach to future investment

Over the period covered by this Access Agreement the University will focus its activities to address areas where we seek to maintain or improve performance in what will be an untested environment. We have set the following targets, in collaboration with the Students' Union, to promote the inclusion of under-represented in higher education:

- Students from state schools: 5% above LAB
- Students from low participation neighbourhoods: marginally exceed the LAB
- Students from lower socio-economic groups (N-SEC 4-7): marginally exceed the LAB
- Students from Black and Minority Ethnic backgrounds: Improve from 10.5% to 13.5%
- Students in receipt of DSA: meet or exceed LAB

It should be noted that when setting milestones there are a number of contextual factors that create additional challenges. 75% of the current home students the University recruits come from locations that are no more than two counties away from Hampshire, for example Berkshire, Dorset, Devon, East Sussex, Somerset, Surrey, West Sussex, Wiltshire. The impact of recruiting from these relatively affluent areas can be seen in the University's performance in the HESA Performance Indicator for entrants from SEC backgrounds 4-7 and low participation neighbourhoods. We have therefore set what we believe to be a stretching target for both of these indicators.

Annual milestones have been set for these targets (Annexe B, Table 5a refers). These will be monitored on an annual basis and reported by the University Executive Group and University Council in our WP Strategic Assessment.

8. Monitoring and evaluation arrangements

Summary

We are committed to an evidence based approach to our outreach activities, ensuring that our access policies are effective and add value

Accountability for the achievement of the targets in this Access Agreement will be via the University Executive Group to the University Council

The Students' Union will continue to play an active and productive role to enable the delivery of this agreement

We are committed to an evidence based approach to our outreach activities, ensuring that our access policies are effective and add value. We will put in place a framework for monitoring and evaluation that will capture the impact of our portfolio of access activities, including collaborative activities to replace and go further than the existing Aimhigher partnerships. This will be reported annually via our WP Strategic Assessment report to OFFA. Monitoring will be based on our performance against HESA PIs. We welcome developments by OFFA with UCAS, HEFCE and the SLC to develop better central data that will monitor the impact of the changes. We will work to actively support and make use of the Unique Student Number to track the trajectory of students with whom we have interacted at secondary school & Further Education level.

Internally the senior leader responsible for this agreement will be the Pro Vice-Chancellor (Education). The governance framework will include the University Programmes Committee (QA) and the Education & Student Experience Advisory Group (Policy). The University Strategic Planning process with Faculties and Professional Services will fully embrace the achievement of the targets in this Access Agreement and report via the University Executive Group to the University Council who are the ultimate point of accountability.

The University Programmes Committee, the Education & Student Experience Advisory Group and the University Council all include within their membership representatives of the Students' Union, and we will continue the active, positive and productive relationship with the Southampton University Students' Union (SUSU) to enable the delivery of our plans.

The University will subscribe to the post-Aimhigher South East database, which will enable us to continue to target schools and young people, record activities and interactions, and monitor outcomes.

9. Provision of information to prospective students

Summary

The University is committed to clarity and transparency in all of its communications using a range of media and specifically we will highlight our tuition fees and the many ways we will support students

The University will provide information to current and prospective students, staff in schools and colleges as well as guardians in an accessible format that will clearly outline the fees that we will charge and the level of student support we will offer.

Information regarding fees, scholarships and bursaries and financial support will be clearly published in an accessible format for existing and potential students in a timely manner

In this exceptional year the University is taking additional steps to ensure that potential applicants can access the most current information in a timely manner. This activity will ensure that details of fees, bursaries and financial support are updated as soon as details become available and we will be alerting students to this fact. These initiatives include:

- An online build your own prospectus system which can be updated in real time and alert inquirers that updated information is available
- A Student finance calculator enabling users to assess the financial implications for them when choosing Southampton
- Mobile apps ensuring that details of financial package is available wherever potential applicants wish to access them
- Open days, trained staff and student assistants will promote Southampton, including our financial support packages as well as all of the above channels
- Developing case studies around current bursary holders/ students from disadvantaged backgrounds

Current activity which we are committed to continuing includes:

- Prospective students
- Comprehensive prospectus illustrating the breadth of our student body as well as the support and services we offer our students – financial and otherwise
- Communications are based upon market intelligence gleaned from applicants
- Proactive series of touch points with potential applicants before, during and after the application cycle to ensure that they can make an informed choice

- Provision of details of University financial packages and fees information as relevant to UCAS and SLC

Students

- Comprehensive information and advice service regarding financial support, including emergency financial support which is available online and face to face and is promoted to students throughout the campus
- Online student portal for advice about part-time work and careers, including progression into the professions and events to support all students in their professional aspirations
- Strong relationship between the student's union and student services who are responsible for service development in these areas

Both

- Unified messaging through all communications to ensure consistency of information regardless of the originating service or academic unit
- Clear signposting is embedded in all communications to enable users to readily access further information

Furthermore we will ensure that UCAS and the SLC are provided with timely information, where appropriate, so that they may populate their applicant facing web services with the most up to date information.

Our outreach activity will further develop wider information, advice and guidance to support students from underrepresented groups and across the student life cycle.

We will commence our programmes of communications with the submission of this agreement including a major summit with the Heads Teachers and Lead Governors from our network of schools and colleges.

APPENDIX 1

University of Southampton Volume Outputs for Access Agreement-related Widening Participation Activity:
2006/07 to 2010/11

Activity	Year	Beneficiaries	Number and type of activities	Number of participating schools	Number of participants
FE2HE	2006/07	Year 12 students	5 day residential in July and 3 day residential in September	16	100
	2007/08		5 day residential in July and 3 day residential in September	18	100
	2008/09		5 day residential in July, 1 day reunion event in September plus e-mentoring throughout Year 13	14	50
	2009/10		5 day residential in July, 1 day reunion event in September plus e-mentoring throughout Year 13	18	53
	2010/11		5 day residential in July, 1 day reunion event in September plus e-mentoring throughout Year 13	Projected 20	Projected numbers – 50-55
Primary	2006/07	Year 5 & 6 pupils	13 on campus visits for Year 5/6 and 11 school based workshops for Year 6	13	1031 (701 – Year 5 & 330 Year 6)
	2007/08		20 on campus visits for Year 5 and 24 school based workshops for Year 6.	21	1777 (1096 – Year 5 & 681 Year 6)
	2008/09		34 on campus visits for Year 5 and 23 school based workshops for Year 6	23	1854 (1028 – Year 5 & 826 – Year 6)
	2009/10		28 on campus visits for Year 5 and 37 school based workshops for Year 6	29	2007 (952 – Year 5 & 1055 – Year 6)
	2010/11		39 on campus visits and 28 workshops booked	27	2149 (1178 – Year 5 & 971 – Year 6)
Year 7	2006/07	Year 7 pupils	22 on campus visits by schools	6	625
	2007/08		19 on campus visits by schools	5	663
	2008/09		13 on campus visits by schools	6	460
	2009/10		31 on campus visits by schools	9	1011
	2010/11		27 on campus visits booked	7	Projected numbers – 1159

E-Mentoring	2006/07		E-Mentoring provided for students in following areas: health & social care (Years 10–12), engineering (Year 10) and general advice for Year 12 students at Hampshire colleges.	3 colleges (generic), 10 colleges (health care), 2 schools (engineering)	124 mentees – all schemes
	2007/08		E-Mentoring provided for students in following areas: health & social care (Years 10–12), engineering (Year 10) and general advice for Year 12 students at Hampshire colleges.	5 schools/ colleges (generic), 5 colleges (health care), 5 schools (engineering)	
BME	2006/07	Year 10	Attendance at community events. Year 10 Gifted & Talented Activity. Networking.	1 school	30 young people
	2007/08	Young people aged 5–16	Mentoring support for young people in the community – 60 supported hour long sessions and attendance at community events	3 community/ voluntary groups	70 young people
	2008/09	Young people aged 5–16	Mentoring support for young people in the community – 60 supported hour long sessions and attendance at community events	1 community group & 1 school	60 young people
	2009/10	Young people aged 11–16	Mentoring support for Somali young people in inner city, approx 780 hours of support. Also worked with local radio station targeting local BME community to develop student led programmes about University and attended local community festivals and events to promote HE.	1 community group	30 young people
	2010/11	Young people aged 11–16	Mentoring support for Somali young people in inner city, approx 780 hours of support. Also worked with local radio station targeting local BME community to develop student led programmes about University and attended local community festivals and events to promote HE.	1 community group	34 young people

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Outreach / WP activity (other - please give details in the next column)	Year 6	2010/11	27 participating schools	30 participating schools	35 participating schools	40 participating schools	45 participating schools	50 participating schools	Year 6 is a key year in terms of transition from primary to secondary school and we will provide a programme of support for pupils, parents/carers and teachers, including on and off-campus visits, support for INSET and IAG. We aim to deliver up to three interventions per school in 2012/13, rising to five in 2014/15. We will expand our programme to also include Isle of Wight schools in addition to those in Hampshire. The activities for the pupils will aim to 'demystify' higher education and specifically the University of Southampton.
	Year 7	2010/11	20 participating schools	24 participating schools	28 participating schools	32 participating schools	36 participating schools	38 participating schools	We will provide generic HE awareness raising activities, on-campus generic visits, hands-on interactive workshops, and a general University of Southampton presentation that will cover our Access to Southampton (A2S) programme. These activities will be targeted for gifted, able and talented pupils, and the programme will also provide support for parents/carers and teachers. We aim to provide up to six interventions per school in 2012/13, rising to 11 in 2014/15. One aim of these activities will be for the participants to increase their understanding of the opportunities available in higher education and the University of Southampton.
	Year 8	2010/11	25 participating schools	28 participating schools	31 participating schools	34 participating schools	38 participating schools	38 participating schools	We recognise that Year 8 is an important year in terms of pupils making GCSE option choices and we will provide subject taster events to support GCSE choices, along with a general university presentation to include A2S. Again, we will provide bespoke activities for pupils, parents/carers and teachers, based around IAG, INSET, mentoring/ambassador schemes and student financial support. We aim to provide up to eight interventions per school in 2012/13 rising to 16 in 2014/15. One result of the activities should be that the pupils make better-informed decisions about their GCSE option choices.
	Year 9	2010/11	25 participating schools	28 participating schools	31 participating schools	34 participating schools	38 participating schools	38 participating schools	We will deliver a range of subject specific Gifted, Able and Talented Master Classes in schools, backed up by mentoring support from our student ambassadors. The programme of support for pupils, parents/carers and teachers will continue. We aim to provide up to 6 interventions per school in 2012/13 rising to 10 in 2014/15.
	Year 10	2010/11	25 participating schools	28 participating schools	31 participating schools	34 participating schools	38 participating schools	38 participating schools	We will deliver a mentoring scheme in the form of our "Year 10 Challenge" combining face to face in school visits and e-mentoring, culminating in a visit to the University in February each year. We will continue to deliver a programme of support based around IAG/INSET for pupils, parents/carers and teachers, including sessions on student financial support. We aim to provide three interventions per school on 2012/13 rising to five in 2014/15.

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

Name of institution	University of Southampton
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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 currently recruits a broadly local cohort of students onto its ITT programmes, the majority of whom are from white british backgrounds. Our catchment area means that we recruit from regions that have relatively low proportions of students from BME backgrounds and, as referred to in our main Access Agreement, we recognise we have more work to do to recruit students from these groups. Our retention rates are healthy but we are not complacent about this.

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.

As with the rest of our courses we will be charging fees of £9,000 per year for ITT courses in 2012/13.

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 be allocating at least £90,000 per year on access measures from 2012/13, slightly more than the amount required by OFFA based on recruiting 294 students.

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.

Given the level of non-repayable support available to PGCE ITT students from the TDA, we would wish to concentrate our bursary funding on UK non ITT undergraduate students.

In addition to the TDA support, the financial support for PGCE ITT students will consist of providing all students with a £300 'Southampton Entitlement'. This will be a credit which can be used to pay for University services that form an important part of the wider student experience.

The students will also still be eligible to apply for emergency bursary support.

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).

As for the wider University we are not complacent about the composition of our ITT student body and we will be looking into developing an ITT-specific outreach programme that seeks to encourage under-represented groups to apply to higher education in general and ITT programmes at Southampton specifically. We will be looking to make an appointment to support outreach work with schools, colleges and community groups. This work will link closely to the University's 'Learn with US' and 'Access to Southampton' programmes which are based on sustained and long-term interventions.

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.

The targets we have set across the University in our main Access Agreement will also apply in broad terms to the ITT courses. Our main Access Agreement recruitment targets are:

- Students from state schools: 5% above Location-Adjusted Benchmark (LAB)
- Students from low participation neighbourhoods: marginally exceed the LAB
- Students from lower socio-economic groups (N-SEC 4-7): marginally exceed the LAB
- Students from Black and Minority Ethnic backgrounds: Improve from 10.5% to 13.5%
- Students in receipt of DSA: meet or exceed LAB

Over the coming years the key recruitment/retention aspects that we will be focusing on for our ITT programmes will be:

- Increasing the proportion of students from Black and Minority Ethnic backgrounds
- Maintaining our good performance in retaining students

We will also seek to strengthen ever more our already effective relationships with partner schools and colleges in Southampton and Hampshire.

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.

The monitoring arrangements will be the same as for our main Access Agreement, as follows:

We are committed to an evidence based approach to our outreach activities, ensuring that our access policies are effective and add value. We will put in place a framework for monitoring and evaluation that will capture the impact of our portfolio of access activities, including collaborative activities to replace and go further than the existing Aimhigher partnerships. This will be reported annually via our WP Strategic Assessment report to OFFA. Monitoring will be based on our performance against HESA PIs. We welcome developments by OFFA with UCAS, HEFCE and the SLC to develop better central data

that will monitor the impact of the changes. We will work to actively support and make use of the Unique Student Number to track the trajectory of students with whom we have interacted at secondary school & Further Education level.

Internally the senior leader responsible for this agreement will be the Pro Vice-Chancellor (Education). The governance framework will include the University Programmes Committee (QA) and the Education & Student Experience Advisory Group (Policy). The University Strategic Planning process with Faculties and Professional Services will fully embrace the achievement of the targets in this Access Agreement and report via the University Executive Group to the University Council who are the ultimate point of accountability.

The University Programmes Committee, the Education & Student Experience Advisory Group and the University Council all include within their membership representatives of the Students' Union, and we will continue the active, positive and productive relationship with the Southampton University Students' Union (SUSU) to enable the delivery of our plans.

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.

We remain conscious of the need for excellent communication and transparency and the approaches outlined within our main Access Agreement will also hold true for our ITT provision.

