

THE UNIVERSITY OF SHEFFIELD



ACCESS AGREEMENT

DECEMBER 2004
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ACCESS AGREEMENT

1. The Achievement of Fair Access: Impact of the University's Initiatives

The University of Sheffield has a long-standing commitment to widening participation and fair access, not only to its own programmes of study, but also to the HE experience in general. It is committed, through both its Learning and Teaching and Widening Participation Strategies, to the recruitment of students of the highest intellectual potential regardless of their background, and to provide support to give students the best opportunities to fulfil that potential.

It is in this context that the University has developed its Access Agreement to cover the five-year period 2006-11. Supplementary information is provided for 2005/06, when the cohort for 2006 entry will make its applications.

The University's overall goal is to help to ensure that students from under-represented groups have the capacity, motivation and resources to benefit from higher education, and to complete their studies successfully. The availability of funds from higher tuition fees represents an important opportunity further to enhance the University's excellent track record in this respect.

Key Indicators

The University will:

- contribute to the Aimhigher South Yorkshire initiative to improve the performance of pupils at GCSE level (measured by the percentage of pupils achieving five A*-C grades);
- increase the number of participants in the University's outreach activities, from around 12,000 per annum (2004/05) to around 25,000 in 2008/09 and beyond;
- contribute to an increase of 5% over five years in the proportion of pupils from South Yorkshire achieving 300+ UCAS points;
- contribute to increasing the proportion of 18-19 year old students from South Yorkshire applying to UCAS, from 21% in 2003/04 to 28% in 2010/11;
- increase, by 20%, the share of young first degree entrants coming from low participation neighbourhoods as a proportion of all such entrants admitted to the University, by 2010/11, and
- provide financial assistance to all eligible students from households with incomes less than £33,000 (estimated at 4,250 students by 2010/11).

Implementation

The University will achieve these key outcomes by:

- expanding its existing outreach activity to continue to raise awareness and aspirations;
- prioritising the development of existing and new achievement-raising initiatives up to GCSE and also at post-16 study;
- introducing a new bursary scheme which provides financial assistance to students from households with incomes less than £33,000;

- offering enhanced support for transition into the University through a series of targeted programmes, and
- providing clear and targeted information to prospective and registered students about the financial and non-financial support available to them.

2. Background: the University's track record of achievement

The provision of a fully-developed programme of widening participation activities is a key theme of the University's Learning and Teaching Strategy. Key successes to date include:

- an excellent record of recruiting students from state schools: 82.6% of registered students in 2002/03, a relatively constant percentage over the past five years and a very favourable comparison with the University's primary reference point, the Russell Group (ranking 4th);
- 9th in the Russell Group for recruitment from lower socio-economic groups: in 2004/05, of 12,799 home/EU undergraduate students, 10.1% (1129) are from low-income households. For part-time students this proportion is 23%;
- recruiting 9.5% of young full-time first degree students in 2002/03 from low participation neighbourhoods, placing the University 8th in the Russell Group;
- exceeding the benchmark regarding continuation of young, full-time first degree entrants from low participation neighbourhoods, with only a 3.1% dropout rate against a HESA benchmark of 5.2%;
- good performance in attracting mature students with no previous HE background and from low participation neighbourhoods into full-time undergraduate study, meeting or exceeding the HESA benchmark in both categories;
- a nationally-recognised Outreach and Compact Scheme, established since 1989, which makes a strong contribution to raising student awareness and aspirations across the South Yorkshire region and beyond, working with 159 schools across 21 different schemes and programmes. Over 12,000 school pupils per year participate in the University's outreach programmes including 2,000 pupils per year attending school visits to the University requested by the schools themselves¹;
- dedicated programmes within the University's Institute of Lifelong Learning, based in the School of Education, which lead to part-time degrees and attract a high number of mature learners from the local community;
- strong Nursing and Midwifery provision which recruits high numbers from the South Yorkshire region. Of more than 2,300 students in training, over half are from low socio-economic groups and approximately 40% are admitted through mature access routes;
- approximately 800 students declaring a disability, with a specialist Disabled Support Unit providing pastoral and academic support from within the recently-opened Hillsborough Centre;
- provision of targeted support for students post-admission, to give them the best opportunity to progress through their programme of study and achieve a class of degree commensurate with their abilities;
- the University has been a key partner in the creation of Longley Park Sixth Form College, the first purpose-built sixth form college to be built in England for over 10

¹ Appendix 1 provides details of this activity, by LEA as well as numbers of participants within each scheme.

years. The College was formally opened in December 2004 and is located in north-east Sheffield, in an area with low post-16 educational participation rates. The University will thereby engage with 800 pupils of the college from 2006 onwards;

- the Sheffield Outreach and Access to Medicine Scheme (SOAMS) provides support and guidance to Y9-13 pupils from local schools who have an interest in medicine or science, through activities designed to raise awareness, aspirations and levels of achievement. The School of Medicine and Biomedical Sciences was awarded 20 additional places by HEFCE on the MB,ChB programme for pupils who successfully complete the scheme;
- following the early success of the SOAMS programme, the approach has been expanded into other professions through the University's Professions Partnerships Programme, which aims to attract applicants from under-represented groups to professions such as Accountancy, Architecture, and Law;
- a willingness to undertake outreach activities that are innovative in their design and focus. An example is a pilot with Bedford School, an independent school which now hosts a series of aspiration-raising events such as guest lectures from staff and student representatives from the University, attended by pupils from local state schools;
- the University allocates approximately 150 bursaries per annum, funded from a number of sources, with values of between £200 and £2000. These are awarded to students from widening participation backgrounds, including the Compact Scheme and where there is low household income or no previous experience of HE.
- The University of Sheffield and Sheffield Hallam University also work closely as part of the South Yorkshire Aimhigher partnership, offering complementary activities. The two universities are working towards the presentation of co-ordinated guidance to local schools and colleges about the range of outreach activities offered across the region from both institutions.

This Access Agreement builds on the above track record by demonstrating how the University will use an appropriate proportion of its income from tuition fees further to enhance its practical delivery of the Widening Participation Strategy.

3. Strategic priorities in widening participation

The University is in the process of preparing a revised widening participation strategy, building on the experiences and achievements outlined above, and framed around the following six core activities:

- a) building **awareness** of what HE is about and what it might offer;
- b) stimulating **aspiration** to enter HE;
- c) enhancing **achievement** to attain the qualifications to enter HE;
- d) encouraging the process of **application** to enter HE;
- e) ensuring fair **admission** to HE, and
- f) providing **assistance** to maximise potential within HE.

The University will continue to progress initiatives under all six of the above themes. Funding from higher tuition fees will enable new activities to be undertaken as set out later in this document.

To date the University has given particular emphasis to working with schools and colleges to raise *awareness* of, and *aspirations* towards, HE-level study (regardless of

whether the students subsequently progressed to study at the University itself). In view of the extensive and long-standing programme in this regard, the University's strategic priority for new initiatives will now be that of raising *achievement*, so that potential university students have both the aspiration and the qualifications to progress into further or higher education.

4. Awareness, Aspiration and Achievement

Objective: To raise awareness, aspirations and achievement of school pupils from under-represented groups, with a specific focus on raising achievement.

Target geographical area: South Yorkshire

Key performance indicators:

- contribute to the regional target set by Aimhigher South Yorkshire, of improving the performance of pupils at GCSE level (measured by the percentage of pupils achieving 5 A*-C grades at this level);
- contribute to the regional target set by Aimhigher South Yorkshire, of increasing the proportion of 18-19 year old students from the region applying to UCAS, from 21% in 2003/04 to 23% in 2005/06 and to extrapolate this annual increase to a target of at least 28% in 2010/11;
- contribute to increasing the proportion of students from the region achieving 300+ UCAS points by 5% by 2010/11;
- increase the number of students participating in outreach activities offered by the University, from around 12,000 students per annum (2004/05) to around 25,000 students in 2008/09 and beyond.

Rationale – Target Group: South Yorkshire

Through the implementation of its Widening Participation Strategy 2001-04, and its involvement with the South Yorkshire regional Aimhigher partnership, the University has concentrated primarily, but not exclusively, on raising awareness, aspirations and achievement in schools within the South Yorkshire region. As a leading HEI in that region, the University is committed to prioritising the area and fulfilling its regional responsibility to support the significant need for continued improvement in engagement with HE in many sections of the population. Recognising the wider role of Sheffield as a city, the University has also been involved in outreach activities in neighbouring areas, primarily in Derbyshire and Nottinghamshire, and will continue this involvement.

The education gap in South Yorkshire is illustrated by the GCSE performance across its four LEA districts. Whilst this has improved significantly in recent years, results in each district remain below the national average of 52.9% achieving five or more A*-C grades, with Rotherham pupils achieving 44.4%, Sheffield 43.2%, Doncaster 40.2% and Barnsley just 39.3%.

In addition to the area-wide activity, the University has a further focus on young people from particular target groups within the region. The University will prioritise activities that support refugee groups within the City of Sheffield, such as the Somali community. There are approximately 1,100 Somali students within the Sheffield LEA, and attainment within this community is particularly low, with only around 20% of students achieving five or more A*-C grades at GCSE. The University is currently in discussions to provide additional support to these students through community groups. Similar engagement is also planned with the Yemeni community, which is experiencing comparable issues regarding non-participation.

Whilst Sheffield has close to the national average of graduates amongst the adult population (14%), the other three South Yorkshire districts all have less than 10% and fall into the lowest quartile of districts in Great Britain in this respect. This highlights the need to support local first-generation students and their parents.

Rationale - Thematic Focus: Raising Achievement

The University will continue to maintain and develop its extensive programmes of awareness- and aspiration-raising, but will focus new activity around the theme of raising achievement. Raising GCSE achievement is a key Aimhigher target within South Yorkshire, and there is a close correlation between GCSE performance in schools and the HE participation rates of their electoral wards, suggesting that improved performance at 16 should lead to increased participation in higher education². A second key priority for South Yorkshire is to raise the levels of progression into post-16 full-time education, from 64.9% towards the national average of 72.0%.

Implementation plan

The University will therefore continue its existing outreach activity to raise GCSE achievement, with particular emphasis on supporting borderline students to achieve five C grades at GCSE level. It will enhance its support for raising achievement at the post-16 level, particularly to increase the number of students achieving three Bs or above at A-Level (or equivalent), thereby increasing their likelihood of progressing into HE at the University of Sheffield or a peer institution.

Three new initiatives will be introduced from 2005/06, specifically targeted at raising achievement:

Student tutoring scheme

- undergraduate students will provide support in the classroom, on a subject-specific basis;
- working towards raising the achievement of pupils across a broad age band (primarily Y10 to Y13, but lower in some cases);
- supporting the regional agenda by contributing to achievement at both GCSE and post-16 levels.

Parent initiatives

- providing advice and guidance relating to all aspects of higher education to parents who may not have had any previous experience of the university system;
- enabling parents to be better informed and therefore more positive about the concept of higher education;
- the above leading to a further positive impact upon students themselves.

Collaborative projects with NAGTY

- developing a series of Masterclasses targeting gifted and talented young people from under-represented groups (Y9 to Y13) through the NAGTY Higher Education Gateway for the Gifted and Talented;
- providing students with an opportunity to extend their knowledge or deepen their understanding, through contact with University staff at the cutting edge of their disciplines;
- encouraging young people with the ability to succeed to apply to Russell Group and other universities.

² Source: Aimhigher Assessment of Position in SY and HEFCE POLAR data.

Further information regarding these initiatives, plus the new engagement with Longley Park Sixth Form College, is included in Appendix 2.

5. Application and Admission

Objective: To increase the share of entrants, to the University of Sheffield, from low participation neighbourhoods, especially to first degree programmes.

Target group:– Potential young first degree entrants from low participation neighbourhoods.

Key performance indicator:

- increase, by 20%, the share of young first degree entrants coming from low participation neighbourhoods as a proportion of all such entrants admitted to the University by 2010/11.

The approach that underlies the six core themes of the widening participation strategy at Sheffield articulates closely with the University's admissions strategy. Although applicants who have completed the Compact Schemes may be given a reduced offer, most students from under-represented groups are recruited on the basis of their A-Level (or equivalent) achievements in direct competition with any other student. This approach also recognises that many students who have participated in the University's outreach activities apply not to the University of Sheffield, but to other institutions. Nevertheless, by focusing on increased participation of under-represented groups within the South Yorkshire region with a high quality programme of outreach activity, the offer of an attractive bursary package and appropriate post-entry support, the University aims to increase the number of students from under-represented groups.

The University is committed to fair admissions and fully supports the principles outlined in the Schwartz Report. Through its Recruitment and Admissions Sub-Committee, it is undertaking a comprehensive review of its admissions policy and procedures in the light of the report, with the intention of applying these principles as rigorously as possible.

6. Fees

From September 2006, the University proposes to charge Home students deferred fees of £3,000 per annum for all full-time undergraduate programmes and for the Postgraduate Certificate in Education (PGCE).

7. Bursaries and other financial support for students

Objective: To offer financial assistance to all eligible students from low-income backgrounds.

Target group – Eligible students from households with annual incomes below £33k.

Key performance indicators:

- all eligible students to receive targeted financial support from the University bursary scheme, estimated at 4,250 students in 2010/11 (35% of the University's relevant Home/EU undergraduate population).

Rationale - Target Group – Household incomes of less than £33,000

The University's approach to the provision of bursaries from 2006 is informed by its substantial market research undertaken in the summer of 2004. This explored the potential impact of higher tuition fees and bursaries on applicants and their

parents/guardians in the context of their broader reasons for choosing to apply to Sheffield. The research indicated that students from the income range £15,001 to £30,000 were more likely to say that a fee would have an effect upon choices than those in the lowest income band of up to £15,000. This has informed the University's decision to offer support to both income ranges. The bursary scheme will particularly help under-represented groups.

The value of the bursaries takes account of the particularly low costs of living in Sheffield, which significantly reduce the total cost of studying for a degree. The 2004 Royal Bank of Scotland student living index survey identified Sheffield as the least expensive place to study in England, with weekly living costs under £155. Over 38 weeks of study, a student in Sheffield would therefore save £1,445 compared to a similar student living in, for example, Nottingham, where weekly costs were reported as £198.

Implementation

In addition to the bursaries already offered, outlined in section 2, the University will introduce a new bursary scheme that supports students from low income households from 2006.

The University has set its bursary scheme to offer financial support of up to £2,950, which represents approximately 50% of the estimated living costs for a 38 week academic year in Sheffield. The scheme supplements the Government's HE Maintenance Grant, and has the following features:

- it is *focused on financial need* – 47% of the total value of the scheme is aimed at applicants from the lowest-income households;
- all awards are for the *full length of a programme*, even where this is longer than three years;
- it is wholly *cash-based* – giving the student absolute discretion over its use.

The University's scheme is structured under three categories:

- (a) **income bursaries** for all Home students from households with incomes below £33,000, at levels which ensure that the shortfall between the £3,000 tuition fee and the full £2,700 HE Maintenance Grant (2006 figures) is exceeded. PGCE students will also be eligible for this category of bursary.
- (b) **prior-achievement bursaries** for high-achieving students from lower income households gaining one or more A grades at A-Level (or equivalent), with higher awards being made to students taking national shortage subjects;
- (c) **outreach bursaries** for applicants from access schemes including, but not limited to, the Compact Scheme, the Sheffield Outreach and Access to Medicine Scheme, the Professions Partnerships Programme, the Access to Dental Occupations: Practice and Tutoring Scheme and the English Programme.

The table below summarises the bursaries available, based upon 2006/07 projected household income bands. These will be adjusted annually in line with the Retail Price Index from 2007/08 onwards. An eligible student, other than PGCE, can receive bursaries from all three categories. Students who have their course fees paid by the NHS, but who can also apply to the Student Loan Company in order to fund their studies, are not eligible for this scheme.

Income Bursaries (per annum)		
Household Income	<£16K	£16-33K
All Subjects	£650	£400
Estimated student numbers benefiting (2010/11)	1520	2730

Prior-achievement Bursaries (per annum)				
Household Income	<£16K	£16-33K	<£33K	<£33K
A-Level performance (or equivalent)	AAA		AA	A
National Shortage subjects	£1,550	£1,550-750*	£500	£250
Other Subjects	£1,550	£1,550-100*	0	0
Estimated student numbers benefiting (2010/11)	182	435	91	111

Outreach Bursaries (per annum)		
Household Income	<£16K	£16-33K
All Subjects	£750	£750-100*
Estimated student numbers benefiting (2010/11)	300	

* tapered based upon levels of household income

As an example, an applicant from the lowest income-band, with three A grades at A-level, and entering from the University's Compact scheme, would receive £2,950 per year, made up of £650 + £1,550 + £750. This totals £8,850 over a three-year programme which, in addition to a HE grant of £8,100, would provide total non-repayable support of £16,950 at 2006/07 price levels.

The University's scheme includes specific support for a number of graduate shortage subjects, identified by the UK Government³ as presenting national issues concerning the number and quality of graduates entering the workplace. These subjects include Engineering, Mathematics, Physics, Chemistry, and Computer and Information Studies. For example, the value of the Prior Achievement bursary for applicants with three A-grades at A-level, in the household income band £16,000-£33,000, tapers off more slowly for graduate shortage subjects than for other subjects. The University's approach complements other Government initiatives such as the special payments for graduates entering teaching in selected subjects.

The projected cost to the University of the bursary scheme for 2006/07 is estimated at £966K, rising to £3,234K in 2010/11 as the full scheme rolls out. This represents 14.2% of the projected additional income from tuition fees, and breaks down as follows:

³ Clarke, Charles (2004) *Requests for Funding Council Advice* [letter] To: Higher Education Funding Council for England Sent 2004, 1 December Available online at <http://www.hefce.ac.uk/news/hefce/2004/stratsubj/> Last accessed 15 December 2004

- Income Bursaries £2,294K (71%)
- Prior-achievement Bursaries £835K (26%)
- Outreach Bursaries £105K (3%).

These total costs have been indexed from 2006/07 to 2010/11 at 2.5% per year for forecasting purposes. In practice, bursaries will be increased in line with the Retail Price Index.

In its first year of operation (2006/07), the scheme will benefit approximately 1,300 students, increasing to 4,250 in 2010/11 as the scheme rolls out. This represents approximately 35% of the University's relevant Home/EU undergraduate population.

8. Provision of information to students

Objective: To provide prospective students with clear information about the financial support available through the University's bursary scheme, in order to encourage applications from lower-income groups and enable an informed choice.

Target group: prospective and existing students.

Key performance indicators:

- from 2006/07, to include information about fees and bursaries within the University prospectus;
- provide all applicants with a "Guide to Fees, Finance and Cost of Living";
- offer financial information in a variety of formats including paper, web, and DVD;
- offer a web-based "ready reckoner" enabling an individual to identify their prospective level of bursary, based upon their own specific circumstances.

The provision of information to both prospective and existing students is based on the principles that information will:

- explain the benefits of the scheme clearly, to assist applicants, parents and advisers;
- be available in a range of formats which are easy to use and access;
- where possible provide illustrations using the personal experience of peers, and other examples which directly relate to the student's own profile;
- integrate the provision of facts and context in supporting materials, with the additional availability of advice and explanation from a real person, and
- be provided at appropriate stages of the application process.

Prospective students

The University is committed to innovation in communications and is working with the Schwartz group on a concordat on ethical marketing for HE providers. This will provide a context for the ongoing search for improved and effective ways to provide useful, accessible, reliable and accurate information on financial support to targeted groups.

A broad range of methods will be employed to provide this information to potential students from the point at which they consider university choice. The following table maps the approach at each stage of the recruitment process. This builds on the work outlined earlier in this document to widen participation, and reinforces it in the key months leading up to University application.

Audience	Time in Cycle	Communication	Timespan
Schools	Pre- and post-application	Guidance notes	Continuous, mailed out April
	Pre- and post-application	Finance web pages for schools	Continuous
	Pre-application	Talks	Annual schedule
Prospective UGs and parents	Pre-application	UG Prospectus: introduction to fees and finance	Mailed out to schools in March and then throughout the year
	Pre- and post-application	Finance web pages, illustrative examples, and 'ready reckoners'	Continuous
	Pre- application	Guide to Fees, Finance and Cost of Living	March-September mailed with Open Day information
	Pre-application	DVD: Value for Money and employability sections	Mailed throughout the year
	Pre-application	Finance talks, advice shops	Open days: April-September
Prospective UGs	Post-application	Guide to Fees, Finance and Cost of Living	Distributed at post-application Open Days
	Post-application	Finance talks, one-to-one advice	Post-application Open Days: October-February

From the outset, the University has planned a co-ordinated set of guidance for both prospective and existing students. This programme of information will be developed further in future years, incorporating illustrative examples of student experiences.

Registered students

In addition to having access to materials identified above, all registered students will benefit from further enhancement of existing student communications, including:

- the use of email, backed up by a student messaging system activated each time students use the University computer system;
- tailored financial support web-pages;
- a new student newspaper produced by the University, containing concise and helpful information relating to the student experience;
- ongoing use of the University's Student Services Information Desk, and the Union of Students' Student Advice Centre, which provide drop-in advice centres for students on matters relating to finance and hardship, backed up by 'roadshows' at key times of the year. This function is already trusted for its experience and independence, providing, for example, support for tenancy agreements and acting as an on-campus Citizens' Advice Bureau;
- The University's Hillsborough Centre for the support of students with disabilities will provide additional funding advice.

9. Assistance

Objective: To support students from under-represented groups to make the transition into university life.

Target group: First year students from under-represented groups.

Key performance indicators:

- reduce the University's drop-out rate for young, full-time first degree entrants from low participation neighbourhoods;
- increase the proportion of students from under-represented groups achieving First or Upper Second Class degrees to a rate comparable with the overall proportion for the University.

Target Audience – First year students from under-represented groups

The University regards widening participation as an ongoing responsibility that does not stop at the admissions stage. It is committed to ensuring that students from under-represented groups are given access to appropriate support and assistance throughout their programme of study, providing them with the best opportunity to fulfil their potential.

As stated earlier, the University already performs well against its benchmark regarding continuation of young, full-time first degree entrants from low participation neighbourhoods. However the drop-out rate is still higher than that of other groups and the University is keen to reduce this figure further. Particular emphasis will be placed on the start of the first year, when the drop-out rate is higher than at other times. This emphasis also arises from the experiences of staff supporting first-year students in the period before the Christmas vacation: such staff have found that many of those presenting with issues relating to isolation and an inability to settle are the first generation in their family to enter University.

The current programme of induction and orientation is appreciated particularly by such students. They feel that they are coming to a university which has thought about their apprehensions beforehand. The proposed additional support programme would expand on this as well as introduce new elements. Based upon the specialist support currently offered to mature and commuting students, additional support will be offered to all students who have come through the various outreach schemes, during their induction to the University. This will include a series of one-day inductions, mentoring support, study skills support and a range of useful information presented using diverse media including paper-based, DVD and web-based. The programme is intended to ensure that incoming students feel adequately supported in their early days at University and, through publicising this support, to encourage students from under-represented groups to apply to the University where their needs are catered for in a thorough and professional manner.

Beyond Level 1, analysis of the 2003/04 degree classifications shows that fewer students from low socio-economic groups achieve First or Upper Second Class degrees at the University than do those from higher socio-economic groups (70.0% compared with 74.3%). This supports the University's intentions to maintain and enhance the provision of targeted support throughout such students' studies, including access to a study skills programme as well as enhanced personal support within academic departments.

10. Institutional monitoring arrangements

The University monitors admissions data, student performance and the quality of the student experience very carefully. This includes reflection by all departments on the performance of students from under-represented groups as part of the Annual Review of Teaching Quality, a core component of the University's internal quality assurance process.

Milestones and targets relating to the Access Agreement will form part of the Widening Participation Strategy and other internal key performance indicators, and will be incorporated in the University's ongoing risk analysis activity. Monitoring of progress against plans and milestones set out in the Access Agreement will be undertaken specifically by the Learning and Teaching Development Group, which is responsible for overseeing the development and implementation of both the University's Widening Participation Strategy and its Learning and Teaching Strategy. The Learning and Teaching Development Group is a sub-committee of the Learning and Teaching Committee which in turn reports to the University's Senate. Further monitoring and reporting will be undertaken as part of the Corporate Planning process and reported to the University's Strategic Planning Committee and Council.

Progress against milestones identified within the Agreement will be submitted to HEFCE via the University's Annual Monitoring Statement at the end of each academic session.

GLOSSARY

ACE – Aiming for College Education

Aimhigher - The Aimhigher Programme (formerly Excellence Challenge) supports a range of activities including collaborative working between schools, colleges and higher education institutions in order to increase the educational attainment and aspirations of young people from disadvantaged backgrounds.

Compact Scheme - The University of Sheffield Compact Scheme offers 'special consideration' to eligible applicants from participating Schools and Colleges in the region. Participants are identified as pupils whose studies have been disrupted or adversely affected by circumstances in their personal, social or domestic life and/or whose only Higher Education option is to attend one of their local universities, and who are therefore more dependent than most on an offer from the University of Sheffield.

G&T – Gifted and Talented – pupils who demonstrate potential for high achievement

HE – Higher Education

HEFCE – Higher Education Funding Council for England

HEI – Higher Education Institution

HESA – Higher Education Statistics Agency

LEA – Local Education Authority

NAGTY – National Academy of Gifted and Talented Youth

Outreach – Activities to raise aspirations and achievement and to encourage more applications from under-represented groups

PPP – the University's Professions Partnerships Programme – which aims to attract applications by under-represented groups to study for professions such as Accountancy, Architecture, and Law

Russell Group - A group of 19 similar universities, comprising the Universities of Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, Manchester, Nottingham, Newcastle-upon-Tyne, Oxford, Sheffield, Southampton, Warwick, Imperial College, King's College London, University College London and the London School of Economics and Political Science.

SOAMS - Sheffield Outreach and Access to Medicine Scheme - provides support and guidance to Y9-13 pupils from local schools who have an interest in medicine or science through activities designed to raise awareness, aspirations and levels of achievement

South Yorkshire – made up of four Local Education Authorities: Barnsley, Doncaster, Rotherham and Sheffield

UCAS – Universities and Colleges Admissions Service

WP – Widening Participation

**ACCESS AGREEMENT
DISTRIBUTION OF EXISTING OUTREACH ACTIVITY BY SCHEME AND LEA**

SCHEME OF ACTIVITY	ACE Days	School Visits In	Early Outreach	Building for Success	Strive for Excellence	Birley Family of Schools	RHEMA	Achievement Awards	Aimhigher Masterclasses	Derbyshire Dales Programme	Doncaster Programme	Doncaster Mentoring	Engineering Summer School	PPP1 - Law	PPP1 - Accountancy	PPP1 - Architecture	PPP2 - Law	PPP2 - Accountancy	PPP2 - Architecture	SOAMS	Compact Scheme	TOTAL SCHOOLS ACROSS LEA
LEA																						
Secondary & Post 16 Sector																						
Barnsley	1	1	1						1				1	2			2			8	3	15
Cheshire	1																			4	1	4
Derbyshire	9		1	1	1					10			5				1			9	15	22
Doncaster	2								5		18	4	1	2	2	1	8	6	5	6	15	18
Lincolnshire	1																			1	1	1
Notts	9	1	8	2	2															15	21	27
Rotherham	5		1						8				2	5	4	5	5	5	4	12	11	21
Sheffield	12	1	10		1		8	8	14	2			3	13	8	8	10	7	4	30	20	40
Wakefield	1		3					3	3											1	2	3
Primary Sector																						
Nottinghamshire	1																					1
Lincolnshire		2																				2
Derbyshire		1																				1
Sheffield						4																4
Total schools & colleges	42	6	24	3	4	4	8	11	31	12	18	4	12	22	14	14	26	18	13	86	89	159
No of participants	3500	2000	1056	100	100	300	70	3500	350	340	160	225	80	75	60	25	116	85	27	330		12499
HEFCE Summer School																						80
South Yorks Mentoring																						75
Total number of participants	3500	2000	1056	100	100	300	70	3500	350	340	160	225	80	75	60	25	116	85	27	330		12654

EXISTING OUTREACH ACTIVITY

Scheme title	Activities	Target groups	Reach / Numbers involved	Funding source
Birley Family of schools programme	Awareness raising activities.	Year 6, pupils and parents.	300 pupils.	Schools.
ACE Days	Team building and awareness raising activities.	Year 9, Whole year groups or WP pupils.	3,500 pupils.	LEA / Aimhigher.
Early Outreach, Building for Success & Strive for Excellence Programmes	Team building activities with current university students.	WP cohorts, low achieving schools.	28 schools, 1250 pupils.	University of Sheffield / Aimhigher.
Achievement Awards	2 year programme reward attendance, punctuality.	Year 9 – 11, all ability / backgrounds.	12 schools, 3500 pupils.	University of Sheffield.
School visits-in	Campus tours, hall tours.	Mixed groups, some WP, some G&T.	2,000 pupils.	University of Sheffield.
Barnsley Programme	Various, Engineering Days.	Year 10 WP cohorts.	80 pupils.	Barnsley Aimhigher.
Aimhigher Summer School	Residential experience.	Year 11, WP cohorts.	80 pupils.	Aimhigher South Yorkshire.
Engineering Summer School	Residential Experience.	Year 11 WP & G&T pupils.	80 pupils.	University of Sheffield, external sponsors.
Rotherham programme	Various, Engineering Days, English revision & exam technique.	Year 9 – 13, mixed ability.	80 pupils.	Aimhigher.
Derbyshire Dales Programme	Various, ACE Days, Masterclasses, English revision & exam techniques.	Year 9 – 13, WP & G&T.	340 pupils.	Derbyshire Aimhigher & University of Sheffield.
Rotherham e-mentoring	Collaborative project – schools, FE & HE.	Y11 WP cohorts, GCSE C/D borderline plus Y12 pupils.	80 pupils.	Rotherham Aimhigher.
Doncaster Programme	Various, ACE Days, Engineering Days Masterclasses, English revision & exam techniques.	Starts in Year 9 with whole Year group, becomes more targeted to Year 12, focusing on WP / G&T pupils.	160 pupils	Doncaster Aimhigher.
Ethnic minority pilot programme	Supporting learning in community group settings.	Established ethnic minority support groups.	Pilot groups to be defined.	Aimhigher South Yorkshire.



Scheme title	Activities	Target groups	Reach / Numbers involved	Funding source
Mentoring Schemes (Sheffield, Barnsley & Rotherham project and Doncaster Project)	Face to face mentoring.	Year 11 (GCSE C/D borderline) & Year 12 pupils, WP cohorts.	300 pupils.	Aimhigher, Learning and Skills Council, DEC.
Progressions Partnership Programme.	Various, raise profile of professions that do not tend to attract under-represented groups in HE – Accountancy, Architecture, Law.	Year 11 – 13 WP cohorts (some G&T) from 83 schools.	388 pupils.	Aimhigher Partnerships for Progression
Masterclasses	16 subject areas, different levels.	Primarily G&T & WP pupils, Y12 13.	350 pupils.	Aimhigher
SOAMS (Sheffield's Outreach & Access to Medicine Project)	Various – medical related activity to raise aspirations and extend knowledge and ability. Ring fenced places on the University's Medicine programme.	Year 9 – 13 WP pupils only, 90 schools targeted.	Approx 90 pupils in each of Y9, 10 & 11 and 30 in each of Y 12 & 13. 20 ring-fenced places annually.	University of Sheffield
Video-conferencing scheme	Attainment raising.	Yr 12 WP pupils.	500 pupils.	TBA.

**ACCESS AGREEMENT
NEW OUTREACH ACTIVITY**

Programme Title	Activities	Target Groups	Reach / Numbers involved	Funding source
Student Tutoring Scheme.	UoS students will provide support in the classroom, on a subject specific basis.	11 to 18 year old pupils in schools and colleges in South Yorkshire.	Growing from 900 pupils to 10,800	From additional fee income.
NAGTY Gateway to HE.	Provide Masterclasses.	Y 9 to Y13 Gifted and Talented pupils who meet the widening participation criteria.	Growing to 450 pupils.	From additional fee income.
Parent initiatives.	Host campus-based events specifically designed for parents.	Parents of pupils who would be the first generation into HE, or who view the cost of university as a deterrent.	Growing to 900 pupils.	From additional fee income.
Transition into HE programme.	Targeted pastoral and study skills support to support "settling in".	Incoming UG students from WP backgrounds.	Maximum of 1300 pupils. (based on anticipated number of WP first year students 06/07)	From additional fee income.
Longley Park initiative.	Delivering the whole widening participation agenda in a new Sixth Form college.	All pupils in a college with over 50% non-white registrations, in an educational priority area.	800 pupils.	From additional fee income.