

## Agreement with the Office for Fair Access Full Time Students 2017-18

### Introduction

This OFFA agreement covers students who start on full time courses in the academic year 2017-18 and builds upon the 2016 -17 agreement.

This agreement sets out the institutional context and details the University's priorities. The University remains committed to building upon its excellent work in access, and student success and progression which is evidenced as follows:

- The University has an outstanding track record on access with 99.3%<sup>1</sup> of new full-time entrants coming from state schools and 26.3%<sup>1</sup> from low participation neighbourhoods (POLAR3). The University has consistently performed better than its benchmarks<sup>2</sup> and is nationally recognised as a sector leader in raising aspirations.
- The University has continued work to make substantial improvements in all of its performance indicators which relate to student success and progression.
- The University has increased the percentage of full-time undergraduate students receiving DSAs from 4.8% in 2009-10 to 8.8% in 2014-15<sup>3</sup>.

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<sup>1</sup> 2014/15 University Target 1 T1a

<sup>2</sup> 2014/15 University Target 1 T1a benchmark State Schools 97.2% & low participation neighbourhoods (POLAR3) 23.6%

<sup>3</sup> 2014/15 University Target 2 T7

# 1. Institutional Context

The context for the University's activities is formed by the analysis of its performance over recent years outlined in Section 3. It is also formed by the University's Institutional Plan, Equal Opportunities Policy and Equality Action Plan, and by the primary university strategies.

## 1.1 Institutional 2020 Vision

### Vision

Teesside will be a leading University with an international reputation for academic excellence that provides an outstanding student and learning experience underpinned by research, enterprise and the professions.

### Mission

Teesside University generates and applies knowledge that contributes to the economic, social and cultural success of students, partners and the communities we serve. Through education enriched by research, innovation, and engagement with business and the professions, we transform lives and economies.

### Values

At Teesside University we seek to enhance the experience of all our students, staff and external partners by:

- Delivering excellence in learning, research and enterprise
- Empowering individuals and teams to enhance their contribution to the University
- Fostering creativity, enterprise and innovation
- Embracing diversity and actively opposing prejudice
- Communicating openly, honestly and respectfully at all times
- Committing to sustainability and the protection of our environment
- Taking responsibility and demonstrating leadership

## 1.2 University Strategic Aims and Outcomes

The following aims and outcomes outline the focus and ambitions of Teesside 2020 and provide the strategic coherence to underpin the five-year strategic plans.

### Student and Learning Experience

To be the preferred choice for a diverse range of students and professionals by providing a stimulating learning environment and innovative curricula that provides an outstanding student and learning experience.

*This will be delivered through the learning and teaching strategy to:*

- Create a learning culture and an innovative curriculum with inspirational teaching informed by research and employer engagement and the professions
- Collaborate with employers and organisations to develop graduate skills, work experience, and relevance to ensure real-world impact

- Create a stimulating learning environment that provides the space, facilities and technology for effective learning and personal development
- Develop professional high-quality staff that deliver to student expectations

## **Research and Innovation**

To achieve an increase in the volume and quality of world leading and internationally excellent research in selected areas of strength that informs learning and teaching, partner activity and knowledge transfer.

*This will be delivered through the research and innovation strategy to:*

- Develop high-quality research in selected disciplines and cross-disciplinary themes that has real-world impact
- Integrate research into teaching and knowledge transfer to develop real world application
- Use research to support scholarship and personal development for every member of academic staff
- Grow postgraduate study and research skills

## **Enterprise and Business Engagement**

To provide client-focused knowledge services for industry, businesses and the professions that inform student learning and research to support innovation, regeneration and economic growth.

*This will be delivered through the enterprise business engagement strategy to:*

- Develop a network of global business and academic partnerships to enhance enterprise and business engagement
- Grow continuous professional development activity and corporate learning partnerships to generate enterprise and consultancy income
- Increase the numbers of graduate placements and employability rates
- Grow the number of student start-ups and spin-out companies using University knowledge and research

## **International Strategy**

To be an international university with a global network of partnerships that attracts high-quality students and staff from across the world.

*This will be delivered through the international strategy to:*

- Grow international student numbers on campus to create a culturally diverse learning community
- Create opportunities for international experience within the curriculum and promoting cross-cultural understanding
- Grow transnational education opportunities to facilitate student and staff exchange and diversify income streams
- Facilitate international research and knowledge transfer

## Resources and Business Management

To ensure the University is financially resilient, sustainable and investing significantly in the student experience. Strategic and professional services are best in class, fully supporting the student experience and driving University business management and commercial activities through a model of service excellence.

*This will be delivered through a resources and business management strategy to:*

- Ensure the financial resilience, sustainability and investment capability of the University
- Maintain effective leadership, development and motivation of the workforce
- Grow student numbers and revenue on and off campus
- Deliver and maintain a high-quality campus and associated infrastructure to maximise the student experience
- Develop and deliver best-in-class strategic and professional services through a model of service excellence

***The Learning and Teaching Strategy states that:***

The central aim of this strategy is to ensure that *all* of our students develop skills and understandings that will enable them to enhance their lives, their communities and their society. This will be achieved through supporting them in a learning community that enables them to flourish and grow through knowledge and skill development. The architecture for this strategy is that of a *high quality student experience integrating an education-facing learning strategy*. Generation Z students increasingly demand high quality service, akin to excellence in customer service. Within this context, therefore, in addition to a core focus on learning, teaching and pedagogy, a key component of this strategy is the enhancement of the learning environment and experience. Students will be at the centre of what we do.

## 1.3 Equality and Diversity

The University believes individuals should be able to achieve their full potential. Within the University this means providing development opportunities and removing barriers.

The University's policy and strategy framework therefore identifies characteristics of student success; establishes targets and performance indicators; and maintains a commitment to ensuring equality and diversity.

These objectives will be served by the fostering of a diverse and supportive environment for students alongside specific and targeted interventions intended to address the particular needs of groups with specific characteristics.

The work undertaken as a consequence of this agreement aligns with the University's Equality Action Plan (2016 -2020) which includes (amongst others) the following objectives.

## **Objective 6**

To narrow gaps in participation, retention, attainment and outcome for students with protected characteristics.

Steps to achieve

- Analysis of data to identify areas for action against University's standard key performance indicators for student performance.
- Further develop specialist support for applicants and students with protected characteristics.
- Develop targeted interventions and special initiatives to address specific concerns.
- Link work to University planning and review process and to work related to the agreement with the Office for Fair Access.

## **Objective 7**

Further develop an inclusive curriculum which both addresses issues of equality and diversity and develops accessible learning and teaching methods.)

- Deliver a learner-centred curriculum
- Deliver a curriculum that recognizes the diversity of starting points, identities, learning styles and experiences of all students
- Deliver a holistic student experience through cross institutional collaboration
- Provide students with a clear overview of their course and the course expectations to help them to plan and effectively participate in their own learning journey
- Use flexible and blended learning approaches to increase equality of access and opportunity.

## **1.4 Collaboration**

Teesside University has an established collaborative network with all the Tees Valley FE Colleges (The Higher Education Business Partnership) and Sixth Form Colleges; and also works extensively across the primary and secondary schools sector within the Tees Valley in terms of outreach activities. Additionally, the University has extended its HE in FE College network to include FE Colleges from across the North East region. This supports the enhancement of networks and enriches outreach and student success activities through the sharing of best practice and resources.

As part of the National Networks for Collaborative Outreach Teesside has joined with the four other universities in the North East to form the North East Raising Aspirations Partnership (NE: RAP). The aim is to build on existing work and partnerships to create a single point of contact for the region enhancing access to pre-16 outreach activity for Schools.

## **2. Fees Levels**

### **2.1 Full Time 2017-18**

- The University will charge £9,250 a year for full-time undergraduate degrees.
- Sandwich placements and study years abroad will be free.
- For Foundation degrees and other undergraduate programmes the tuition fee will be £6,150 per annum.
- The final year of integrated masters programmes will also be discounted from £9,250 to £4,625.

Fees will be increased in line with guidance rules established by the government each year.

The details of estimated number of entrants at each fee level are included in the Resource plan.

### **2.2 Part Time 2017-18**

The University is committed to ensuring that no part-time student following a programme in a manner as designed and intended will be liable for a full-time equivalent fee of more than £4,500. This means that this agreement does not apply to part-time students.

### 3. Analysis of access, student success and progression activities

The University has analysed the data relating to key performance indicators in respect of both access and retention and student success.

#### 3.1. Access

Based 2014-15 performance, the University has a good record in providing access to Higher Education for groups which have been under-represented in the past. Teesside University ranks 3rd in the HE sector for young full-time entrants from low participation neighbourhoods (POLAR3).

Over the years it has consistently exceeded its location adjusted benchmarks and exceeded the sector averages in the following categories.

Table 3.1

| Access Performance Indicator (%)   | 2014-15           |             |
|--|-------------------|-------------|
|  | Benchmark         | Performance |
| <b>T1a Young Full Time degree entrants</b>   |                   |             |
| <i>From state schools</i>  | 97.2 <sup>1</sup> | 99.3        |
| <i>From POLAR low participation neighbourhoods</i>   | 23.6 <sup>1</sup> | 26.3        |
| <b>T2a Mature Full Time undergraduate entrants</b>   |                   |             |
| First degree entrants  |                   |             |
| <i>% of entrants who are mature</i>  | n/a               | 37.7        |
| <i>% of mature who are from POLAR3 low participation neighbourhoods and have no experience of HE</i> | 23.7 <sup>1</sup> | 24.2        |
| All undergraduate courses  |                   |             |
| <i>% of entrants who are mature</i>  | n/a               | 38.2        |
| <i>% of mature who are from POLAR low participation neighbourhoods and have no experience of HE</i>  | 22.7 <sup>1</sup> | 23.2        |
| <b>T7 Participation of students in receipt of DSAs</b>   |                   |             |
| All undergraduate courses  |                   |             |
| <i>% of entrants who have declared a disability</i>  | n/a               | 12.6        |
| <i>% of entrants in receipt of DSAs</i>  | 7.7               | 8.8         |

<sup>1</sup> location adjusted

### 3.2. Student Success and Progression

#### *T3a Non-Continuation Following Year of Entry*

Table 3.2

| Retention and Student Success Performance Indicator (%) | 2014-15          |                    |
|---|------------------|--------------------|
|   | Benchmark        | Performance        |
| <b>T3a Non continuation following year of entry</b>     |                  |                    |
| <i>Full time first degree entrants</i>                  |                  |                    |
| <i>Young entrants</i>                                   |                  |                    |
| <i>Continuing or qualifying</i>                         | n/a              | 88.3               |
| <i>Not found at any HE institution</i>                  | 9.2              | 10.2               |
| <i>Mature entrants</i>                                  |                  |                    |
| <i>Continuing or qualifying</i>                         | n/a              | 86.8               |
| <i>Not found at any HE institution</i>                  | 11.8             | 12.2               |
| <i>All entrants</i>                                     |                  |                    |
| <i>Continuing or qualifying</i>                         | n/a              | 87.8               |
| <i>Not found at any HE institution</i>                  | 10.2             | 10.9               |
| <b>E1a Employment indicator</b>                         | <b>2013-14</b>   |                    |
|   | <b>Benchmark</b> | <b>Performance</b> |
| <i>All first degree full-time entrants</i>              |                  |                    |
| <i>% in work or further study</i>                       | 93.0             | 88.1               |

### 3.3. Conclusion

The University performance is below its in benchmark on employability and has fallen below its benchmark in terms of those 'Not found at any institution' It is working to address these issues through the development and implementation of its principal strategies and the measures outlined as components of this agreement will support these intentions.

## 4. Strategic Priorities

In its work to support **access** the University's strategic priority will be to maintain the demographic and socio-economic profile of its student population and to raise aspirations among those groups under-represented in HE. It will:

- maintain, and seek to extend and enhance, its partnerships and collaborations with targeted organisations locally and nationally.
- provide positive, encouraging and demystifying information and individual guidance and advice to support effective choices by potential entrants; and
- encourage intellectual and social development in pre-HE learners working through the NE:RAP and also separately.

In its work on **student success and progression** the University's strategic priorities will deliver a targeted focus on student experience, progression, and achievement. It will:

- support transition through the student life cycle;
- support the development of cohort identity and a sense of association with the University;
- build personal and academic confidence and competence; and
- support the development of supportive social networks and team working skills.
- student acquisition of employability, enterprise and interpersonal skills; and
- provide real experience of work settings and the opportunity to reflect and learn from these experiences.

In all of this work, the University will consider **equality and diversity** by scrutinising the data available to it to identify differences in outcomes between different groups of students and prioritise work to equalise outcomes.

## 5. Targets and Milestones

The University has reviewed the targets established under this agreement through to 2019-20. This review has led the University to amend its targets so that they align with the Key Performance Indicators (KPIs) that are agreed within the institutional plan to measure progress. As such they have a currency within the University and are widely understood and used throughout the University's planning and monitoring processes.

**Table 5.1**

| Target No. | Access Performance Indicator   | Benchmark 2014-15 % | Performance 2014-15 % | Target 2019-20 % |
|------------|--|---------------------|-----------------------|------------------|
| 1          | Ensure that the University continues to achieve or exceed all of its HESA location adjusted WP benchmarks for social inclusion<br><i>T1a Young full time first degree entrants by POLAR 3 low participation marker</i> | 23.6 <sup>1</sup>   | 26.3                  | 29.9             |
| 2          | T7 Percentage of students in receipt of DSAs   | 7.7                 | 8.8                   | 8.5              |
| 2a         | Percentage of students declaring a disability  | n/a                 | 13.8                  | 16               |

<sup>1</sup> location adjusted

Overtime, target 2 will be replaced by target 2a

**Table 5.2**

| Target No | Student Success and Progression -Performance Indicators   | Benchmark 2014-15 % | Performance 2014-15 % | Target 2019-20 % |
|-----------|---|---------------------|-----------------------|------------------|
| 3         | Percentage of students achieving qualification aim  | n/a                 | 76.7                  | 90.0             |
| 4         | T3a Percentage of entrants to FT First Degree programmes continuing or qualifying following year (2-year time delay)                        | n/a                 | 87.8                  | 95.0             |
| 5         | Percentage of graduates in work or study 6 months after graduation (1-year time delay)<br><i>E1a Leavers in employment or further study</i> | 93.0                | 88.1                  | 92.0             |
| 6         | Percentage of graduates in professional or managerial jobs 6 months after graduation (1-year time delay)                                    | n/a                 | 50.6                  | 57.0             |

### 5.3 Milestones in years of agreement

The data available in any access agreement year will relate to an earlier cohort (the latest available for the relevant indicator at the time of writing the agreement).

**Table 5.3**

| Performance Indicator   | Performance (most recent data) % | Target 2016-17 % | Target 2017-18 % | Target 2018-19 % | Target 2019-20 % |
|---|----------------------------------|------------------|------------------|------------------|------------------|
| <b>Ensure that the University continues to achieve or exceed all of its HESA location adjusted WP benchmarks for social inclusion</b> |                                  |                  |                  |                  |                  |
| <i>T1a Young full time first degree entrants by POLAR 3 low participation marker</i>  | 26.3                             | 28.4             | 28.9             | 29.4             | 29.9             |
| <i>Percentage of new entrants who have declared a disability</i>  | 13.8                             | 14               | 15               | 15.5             | 16               |
| <b>T7</b> <i>Percentage of students in receipt of DSAs</i>  | 8.8                              | 7.5              | *                | *                | *                |
| Percentage of students achieving qualification aim  | 76.7                             | 84.4             | 86.3             | 88.1             | 90.0             |
| Percentage of entrants to FT First Degree programmes continuing or qualifying following year (2-year time delay)                      | 87.8                             | 93.1             | 93.8             | 94.4             | 95.0             |
| Percentage of graduates in work or study 6 months after graduation (1-year time delay)  | 88.1                             | 89.5             | 90.0             | 91.0             | 92.0             |
| Percentage of graduates in professional or managerial jobs 6 months after graduation (1-year time delay)                              | 50.6                             | 53.0             | 54.0             | 55.0             | 57.0             |

\* this KPI will be phased out as changes in DSAs are effected.

## 6.Actions supported by this agreement

In developing these plans the University has had regard to detailed evidence about its student population, progression and attainment.

An analysis of the current full-time undergraduate fee regulated student population indicates that 82.3% of Teesside students can be regarded as countable for OFFA purposes.

The very high level of participation by traditionally under-represented groups means that many measures are most effectively addressed at whole cohorts of students particularly given that one of the principal factors influencing student participation and success is the identification of the student with programme and institution.

Effective work to foster community, mutual respect and the value of diversity is also only possible on a universal basis.

However, the University has also identified that there are different outcomes within some of the performance measures for students with different characteristics. It wishes to address these imbalances.

The following table indicates the performance of students which the University wishes to prioritise in the first instance (students from BME backgrounds, gender differences and students in receipt of disabled students' allowances). The table shows the difference in outcomes between student groups with particular characteristics.

In each case the table identifies the overall institutional performance and the performance against that target of students with particular characteristics. In each case the final column identifies the difference between the performances of those with a given characteristic compared to those who do not have that characteristic.

The tables also distinguish between the overall institutional performance at undergraduate level and the performance of students on courses other than health related programmes because of the different profiles and outcomes in these areas..

**Table 6.1 Ethnicity**

| Performance Indicator  |   | Institutional performance % | White Performance % | BME Performance % | BME difference from white |
|--|---|-----------------------------|---------------------|-------------------|---------------------------|
| Students achieving qualification aim (2014-15)   | 1 | 76.7                        | 76.8                | 77.0              | 0.2                       |
|  | 2 | 76.8                        | 76.7                | 77.4              | +0.7                      |
| Entrants to FT First Degree programmes continuing or qualifying following year (2013-14, 2-year delay) | 1 | 87.8                        | 87.8                | 87.6              | -0.2                      |
|  | 2 | 88.0                        | 88.0                | 88.2              | +0.2                      |
| Graduates in work or study 6 months after graduation (2013-14, 1 year delay)                           | 1 | 88.1                        | 88.2                | 87.1              | -1.1                      |
|  | 2 | 86.5                        | 86.5                | 86.4              | -0.1                      |
| Graduates in professional or managerial jobs 6 months after graduation (2013-14, 1 year delay)         | 1 | 50.6                        | 51.7                | 38.1              | -13.6                     |
|  | 2 | 41.1                        | 41.8                | 33.3              | -8.5                      |

<sup>1</sup> Institutional performance

<sup>2</sup> Performance excluding health provision

**Table 6.2 Gender**

| Performance Indicator  |   | Institutional performance (most recent) % | Male Performance % | Female Performance % | Female difference from male % |
|--|---|---|--------------------|----------------------|-------------------------------|
| Students achieving qualification aim (2014-15)   | 1 | 76.7                                      | 71.0               | 80.7                 | +9.7                          |
|  | 2 | 76.8                                      | 71.4               | 82.7                 | +11.3                         |
| Entrants to FT First Degree programmes continuing or qualifying following year (2013-14, 2-year delay) | 1 | 87.8                                      | 84.6               | 90.2                 | +5.6                          |
|  | 2 | 88.0                                      | 84.3               | 92.2                 | +7.9                          |
| Graduates in work or study 6 months after graduation (2013-14, 1 year delay)                           | 1 | 88.1                                      | 83.9               | 91.3                 | +7.4                          |
|  | 2 | 86.5                                      | 83.2               | 89.8                 | +6.6                          |
| Graduates in professional or managerial jobs 6 months after graduation (2013-14, 1 year delay)         | 1 | 50.6                                      | 48.0               | 52.5                 | +4.5                          |
|  | 2 | 41.1                                      | 46.1               | 36.0                 | -10.1                         |

<sup>1</sup> Institutional performance

<sup>2</sup> Performance excluding health provision

**Table 6.3 Disability / DSA**

| Performance Indicator  |   | Institutional Performance (most recent data) % | Not Disabled  | Disabled      |                                | DSA           |                                |
|--|---|--|---------------|---------------|--------------------------------|---------------|--------------------------------|
|  |   |  | Performance % | Performance % | Difference from non-disabled % | Performance % | Difference from non-disabled % |
| Students achieving qualification aim (2014-15)   | 1 | 76.7   | 77.2          | 71.8          | -5.4                           | 76.8          | <b>-0.4</b>                    |
|  | 2 | 76.8   | 77.8          | 70.0          | -7.8                           | 75.6          | <b>-2.2</b>                    |
| Entrants to FT First Degree programmes continuing or qualifying following year (2013-14, 2-year delay) | 1 | 87.8   | 87.7          | 88.2          | +0.5                           | 90.6          | <b>+2.4</b>                    |
|  | 2 | 88.0   | 88.0          | 88.0          | +0.0                           | 90.2          | <b>+2.2</b>                    |
| Graduates in work or study 6 months after graduation (2013-14, 1 year delay)                           | 1 | 88.1   | 88.9          | 81.8          | -7.1                           | 84.1          | <b>-4.8</b>                    |
|  | 2 | 86.5   | 87.4          | 79.5          | -7.9                           | 81.6          | <b>-5.8</b>                    |
| Graduates in professional or managerial jobs 6 months after graduation (2013-14, 1 year delay)         | 1 | 50.6   | 50.8          | 49.3          | -1.5                           | 50.8          | <b>+0.0</b>                    |
|  | 2 | 41.1   | 41.0          | 42.1          | +1.1                           | 41.7          | <b>+0.7</b>                    |

<sup>1</sup> Institutional performance

<sup>2</sup> Performance excluding health provision

There are three components to the work that the University undertakes in connection with this agreement:

1. an institutional approach that seeks to address broad issues across the whole applicant and student population and builds on our successes to date, and
2. targeted work to raise aspirations, engagement and applications to HE from particular groups, including
  - I. Young men from backgrounds with no experience of Higher Education (defined by neighbourhood participation)
  - II. People on the autistic spectrum or with mental health conditions
  - III. BME communities
3. localised interventions that are targeted at groups where there are identifiable characteristics, which influence participation, progression and attainment. The institutional data conceals local variations in courses and Schools. These targeted interventions will therefore be based on an in depth interrogation and analysis of our current data and will seek to redress the imbalances in the following areas:
  - I. Attainment, progression and employment of BME students
  - II. Students in receipt of DSA in work or study 6 months after graduation
  - III. Male students achieving qualification aim
  - IV. Male students in work or study 6 months after graduation
  - V. Female students in professional or managerial jobs 6 months after graduation.

## **7. Activities Supported under this agreement**

The attached table identifies activities in four strands

- Improving access
- Improving retention and student success
- Progression to further study or to/within employment, and
- Targeted support for specific groups

The table identifies elements which support each of these strands; projects which seek to deliver those elements; indicative activities contained within those projects; the intended target groups for those activities and the costs associated with the project.

Some of these activities, in strands 2 and 3, will benefit the whole student population. Others are more clearly targeted at OFFA countable students.

In the case of the latter the University has identified 100% of the costs as reportable under the OFFA agreement: in the case of the former, the University has identified

82.3% of the costs as reportable under the OFFA agreement as this represents the percentage of the University's student population that is OFFA countable. (The percentage for each project is indicated in the column which identifies target groups).

## Summary Resource allocation

| <b>Strand</b>   | <b>Total Spend</b> | <b>OFFA reportable spend</b> |
|---|--------------------|------------------------------|
| <b>Improving Access</b>                                     | <b>£1,086k</b>     | <b>£1,086k</b>               |
| <b>Improving retention and student success</b>              | <b>£1,109k</b>     | <b>£913k</b>                 |
| <b>Progression to further study or to/within employment</b> | <b>£1,467k</b>     | <b>£1,207k</b>               |
| <b>Targeted support for specific groups</b>                 | <b>£843k</b>       | <b>£843k</b>                 |
| <b>Total</b>  | <b>£4,505k</b>     | <b>£4,049k</b>               |

| <b>Improving Access</b>  |  |   |                                       |                       |
|--|--|---|---------------------------------------|-----------------------|
| <b>Heading</b>   | <b>Project</b>   | <b>Indicative activities</b>  | <b>Target Group<br/>(% included)</b>  | <b>Spend<br/>(£K)</b> |
| <b>Close liaison with partnership and feeder organisations</b> | Educational Partnerships <ul style="list-style-type: none"> <li>• Higher Education Business Partnership</li> <li>• Wider partnership with sixth forms and schools</li> </ul> | <ul style="list-style-type: none"> <li>• Raising aspirations</li> <li>• Developing local provision</li> <li>• Providing ladders of progression</li> </ul>                               | Under-represented groups <i>(100)</i> | <b>170</b>            |
|  | Schools/colleges liaison work<br>Raising aspirations in feeders and local communities  | Work in Schools and Colleges to raise aspirations   | Under-represented groups <i>(100)</i> | <b>286</b>            |
| <b>Targeted recruitment activity</b>                           | Pre 16 aspiration raising  | <ul style="list-style-type: none"> <li>• Pre-16 awareness raising</li> <li>• Financial understanding</li> <li>• Children's University</li> </ul>  | Under-represented groups <i>(100)</i> | <b>70</b>             |
|  | Financial outreach work  | <ul style="list-style-type: none"> <li>• Information provision</li> <li>• Individual guidance</li> <li>• Information sessions</li> <li>• Careers evenings and parents events</li> </ul> | Under-represented groups <i>(100)</i> | <b>75</b>             |
|  | Future Champions   | Collaboration with county sports, local authorities and NGBs to raise attainment and aspiration in young people   | Under-represented groups <i>(100)</i> | <b>10</b>             |
|  | Targeted recruitment   | <ul style="list-style-type: none"> <li>• Master Classes</li> <li>• Parents Evenings</li> <li>• Open days</li> <li>• Careers Events</li> <li>• Taster Events</li> </ul>                  | Under-represented groups <i>(100)</i> | <b>325</b>            |

|  |   |  |   |              |
|--|---|--|---|--------------|
|  |   | •Community Events  |   |              |
|  | Ambassadors into Schools  | Students working in schools to support learner development and aspiration              | Under-represented groups <small>(100)</small> | <b>40</b>    |
|  | HEAT Tracker  | Tracking interventions with young people to evaluate effectiveness                     | Under-represented groups <small>(100)</small> | <b>20</b>    |
| <b><i>Participation in the NE Raising Aspirations Partnership (RAP) to support pre-16 recruitment activity</i></b> | Strategic collaboration with other North East Universities to raise aspirations | Support for collaborative fairs, schools and colleges visits and programme of activity | Under-represented groups <small>(100)</small> | <b>90</b>    |
| <b><i>Total spend in area</i></b>  |   |  |   | <b>1,086</b> |
| <b><i>Of which OFFA Countable</i></b>  |   |  | 100%  | <b>1,086</b> |

| <b>Improving Retention and Student Success</b> |                         |  |                                      |                       |
|--|-------------------------|--|--------------------------------------|-----------------------|
| <b>Heading</b>                                 | <b>Project</b>          | <b>Indicative activities</b>   | <b>Target Group<br/>(% included)</b> | <b>Spend<br/>(£K)</b> |
| <b>Support for transition into HE</b>          | Summer University       | Pre-university study to address learning and skills deficits and raise confidence  | All students<br>(82.3%)              | <b>160</b>            |
|  | Induction processes     | Activities intended to settle students into course and school and foster belonging <ul style="list-style-type: none"> <li>• Social events</li> <li>• Information provision</li> <li>• Cohort building at course level</li> </ul> | All students<br>(82.3%)              | <b>60</b>             |
|  | Welcome events          | <ul style="list-style-type: none"> <li>• Introduction to the University</li> <li>• Information for parents and supporters</li> <li>• Events to foster friendship and interaction</li> </ul>                                      | All students<br>(82.3%)              | <b>20</b>             |
|  | Information provision   | Provision of essential information in accessible and targeted forms  | All students<br>(82.3%)              | <b>25</b>             |
|  | Re-Induction Programmes | Renewing information about support, expectations and further opportunities for returning students  | All students<br>(82.3%)              | <b>20</b>             |
|  | LIBQuest                | Maintenance of game-based interactive guide to library and information services  | All students<br>(82.3%)              | <b>15</b>             |

|   |   |   |                      |            |
|---|---|---|----------------------|------------|
|   | Reintegration after interruption  | Special support for students who have interrupted for personal compelling reasons   | All students (82.3%) | <b>10</b>  |
|   | Retention Support Officers  | Staff based in Schools of study monitoring attendance and engagement and investigating concerns and referring as appropriate to professional services                                     | All students (82.3%) | <b>140</b> |
| <b><i>Provision of information, advice and guidance</i></b> | Advice and Information Services   | Provision of information, advice and guidance on any issue that affects students  | All students (82.3%) | <b>250</b> |
|   | One stop for living support   | A project to enhance clearer pathways for students to access support and development opportunities  | All students (82.3%) | <b>68</b>  |
|   | Revised support for individual students in course and schools                                       | Resources and staff development to enhance academic based guidance and support through course teams and school structures   | All students (82.3%) | <b>50</b>  |
| <b><i>Development of cohort cohesion</i></b>                | Building community in residences  | The aim is to foster belonging and community <ul style="list-style-type: none"> <li>• Training and support for Wardens</li> <li>• Programme of activities – sport and cultural</li> </ul> | All students (82.3%) | <b>50</b>  |
|   | Enhancing the student experience by supporting students in self-organised activities through the SU | Fostering the development and effectiveness of student-lead activity to support cohort development, sense of  | All students (82.3%) | <b>25</b>  |

|  |  |   |                      |              |
|--|--|---|----------------------|--------------|
|  |  | belonging and enhance student skills<br>• Professional support for student societies<br>• Direct funding<br>• Enhancing student engagement  |                      |              |
|  | Sport participation programme                                | Programme to encourage activity and engagement – enhancing attachment and social bonding  | All students (82.3%) | <b>50</b>    |
| <b><i>Support for targeted innovative and developmental practice</i></b> | Special projects through Department for Learning Development | Projects identified through the planning and monitoring processes which address emergent concerns. Projects will have deliverable and transferable outcomes which change student experience | All students (82.3%) | <b>101</b>   |
|  | Peer Assisted Student Support (PASS)                         | Training and supporting students to support others in learning and development  | All students (82.3%) | <b>65</b>    |
| <b><i>Total spend in area</i></b>  |  |   |                      | <b>1,109</b> |
| <b><i>Of which OFFA countable</i></b>                                    |  |   | 82.3%                | <b>913</b>   |

| <b>Progression to further study or to/within employment</b>   |                        |   |                                       |                       |
|---|------------------------|---|---------------------------------------|-----------------------|
| <b>Heading</b>  | <b>Project</b>         | <b>Indicative activities</b>  | <b>Target Groups<br/>(% included)</b> | <b>Spend<br/>(£K)</b> |
| <b>Work to embed the University's Learning and Student Experience Strategy and to ensure that <u>all</u> students develop the key attributes identified in the strategy</b> | Learning Hub           | Extra and co-curricular provision to support student development through a hub and spoke model to address student skills concerns   | All students<br>(82.3%)               | <b>100</b>            |
|   | Succeed@tees           | Development of information skills in students <ul style="list-style-type: none"> <li>• The development of liaison networks</li> <li>• Specific provision and student development programme</li> <li>• Enhanced roles of Library staff</li> </ul>  | All students<br>(82.3%)               | <b>200</b>            |
|   | Curriculum Development | The development of an inclusive and accessible curriculum <ul style="list-style-type: none"> <li>• Work on a specific project to identify and transfer good practice around inclusive learning, teaching and assessment</li> <li>• Workshops on course design</li> <li>• Events to transfer practice</li> </ul> | All students<br>(82.3%)               | <b>150</b>            |

|  |                                     |  |                      |            |
|--|-------------------------------------|--|----------------------|------------|
|  |                                     | <ul style="list-style-type: none"> <li>• Use of consultancy to enhance practice</li> </ul>   |                      |            |
|  | 'Lunch and Learn' staff development | Focussed short staff development sessions examining issues of student diversity  | All students (82.3%) | <b>20</b>  |
| <b><i>Provision of skills development programmes, which are embedded within curricula and supported by a spiral of co-curricular activities from central departments</i></b> | 'Get Ahead' Programme               | Programme of additional activities and short courses which support student development and the use of students to promote employment activities                                | All students (82.3%) | <b>82</b>  |
| <b><i>Embedding employability skills development in curriculum</i></b>   | Careers Adviser Work                | Detailed work with course teams to tailor interventions to support particular cohort needs in relevant labour markets.   | All students (82.3%) | <b>175</b> |
|  | Employability leads in Schools      | Specialist roles to support development of employability by co-ordination of extra, co and in curriculum activities  | All students (82.3%) | <b>100</b> |
| <b><i>Extensive programme of co and extra-curricular activities</i></b>  | Get Ahead Portal                    | Maintenance and development of clear web portal to guide students and staff into opportunities for development   | All students (82.3%) | <b>15</b>  |
| <b><i>Provision of volunteering, mentoring and paid work experience opportunities</i></b>  | VolunTees                           | Programme of volunteering development <ul style="list-style-type: none"> <li>• Identifying appropriate partner organisations</li> <li>• Generating student interest</li> </ul> | All students (82.3%) | <b>120</b> |

|                                |                      |  |                         |              |
|--------------------------------|----------------------|--|-------------------------|--------------|
|                                |                      | <ul style="list-style-type: none"> <li>• Identifying student need and matching</li> <li>• Monitoring and rewarding participation</li> <li>• Developing curriculum</li> </ul> |                         |              |
|                                | DiversiTees          | Providing appropriate mentors for disabled, BME and mature students to develop skills and awareness  | All students<br>(82.3%) | <b>25</b>    |
|                                | Graduate Internships | Supported 12 week placements for recent graduates  | All students<br>(82.3%) | <b>200</b>   |
|                                | Summer Placements    | Supported 5 – 6 week placements for first and second year students   | All students<br>(82.3%) | <b>200</b>   |
|                                | Enterprise Programme | Development of student skills in business and social enterprise skills   | All students<br>(82.3%) | <b>80</b>    |
| <b>Total spend in area</b>     |                      |  |                         | <b>1,467</b> |
| <b>Of which OFFA countable</b> |                      |  | <b>82.3%</b>            | <b>1,207</b> |

### Targeted Support for specific groups

| <b>Heading</b>                                     | <b>Project</b>               | <b>Indicative activities</b>  | <b>Target Groups<br/>(% included)</b>          | <b>Spend<br/>(£K)</b>                         |
|--|------------------------------|---|--|---|
| <b>Provision of individual advice and guidance</b> | Disability support           | <ul style="list-style-type: none"> <li>Support for disabled applicants and students</li> <li>• Aspiration raising</li> <li>• Work with feeders organisations</li> <li>• Support for applicants</li> <li>• School-based support</li> </ul> | Disabled applicants and students<br>(100)      | <b>200</b><br>(after specific SOF allocation) |
|  | Care Leavers support         | <ul style="list-style-type: none"> <li>• Outreach work with local authorities</li> <li>• Dedicated advisory support</li> <li>• Financial support for students</li> </ul>  | Care Leavers<br>(100)                          | <b>50</b>                                     |
|  | Orientation for ASC students | Special pre-start programme for spectrum applicants to familiarise with University, identify skills needs and identify support requirements   | Disabled applicants and students<br>(100)      | <b>10</b>                                     |
|  | Technological Support        | Provision of basic level technology requirements to ALL disabled students   | Disabled applicants and students<br>(100)      | <b>63</b>                                     |
|  | Targeted employability work  | Dedicated Careers Unit support and specialist workshop based interventions to address inequalities in DLHE outcomes   | BME, disabled and gender inequalities<br>(100) | <b>75</b>                                     |

|  |   |  |   |            |
|--|---|--|---|------------|
|  | Community engagement work                               | <p>Raising University profile and relationship with community</p> <ul style="list-style-type: none"> <li>• Work with BME groups to provide support and venue for activities</li> <li>• Community engagement through legal clinic and voluntary activity</li> <li>• Sponsorship and engagement with community events</li> </ul> | BME, disabled and gender inequalities<br><i>(100)</i> | <b>25</b>  |
|  | Enhancing access to support for psychological wellbeing | <p>Developing clearer pathways for vulnerable students including those with mental health concerns. Developing</p> <ul style="list-style-type: none"> <li>• clearer support mechanisms</li> <li>• faster referral processes</li> <li>• broader service</li> </ul>  | Disabled students <i>(100)</i>                        | <b>100</b> |
|  | Graduate Internships                                    | <p>Supported 12 week placements for recent graduates</p> <p>Specific strand to address issues related to differential outcomes identified for BME, gender and disability</p>   | BME, disabled and gender inequalities<br><i>(100)</i> | <b>125</b> |
|  | Summer Placements                                       | <p>Supported 5 – 6 week placements for first and second year students</p> <p>Specific strand to address issues related to differential</p>   | BME, disabled and gender inequalities<br><i>(100)</i> | <b>175</b> |

|  |  |   |                                       |            |
|--|--|---|---------------------------------------|------------|
|  |  | outcomes identified for BME, gender and disability                                    |                                       |            |
|  | Pre-arrival days – B4Uni, 21+  | Provision of specific information and guidance, development of cohorts and confidence | Under-represented groups <i>(100)</i> | <b>20</b>  |
| <b><i>Work in collaboration with external agencies</i></b> | Developing links and understandings with organisations working in disability, mental health, local authorities, communities etc. |   |                                       |            |
| <b><i>Total spend in area</i></b>                          |  |   |                                       | <b>843</b> |
| <b><i>Of which OFFA countable</i></b>                      |  |   | 100%                                  | <b>843</b> |

## **8. Financial Support for Students**

The University will also continue to provide additional generous financial support for students in the form of scholarships outside this agreement.

## **9. Implementation and Development**

### **9.1 Consultation with students**

In developing this agreement the University undertook consultation with students in a number of different ways. This took the form of a presentation and discussion with student representatives at Student Experience Sub-Committee, which in turn reports to the Learning and Student Experience Policy Committee.

The University has also undertaken focus group work with potential applicants and has used the understandings gained from this to inform the development of its outreach work, particularly in relation to the explanation of the new funding system

The Students' Union Vice-President for Education has been a member of the planning group and has been involved in discussions and decisions throughout the development of this agreement.

### **9.2 Equality and Diversity**

The University has taken care to ensure that its commitments under this agreement and its duties and objectives under the Equality Act are aligned. The objectives developed for the Equality Action Plan 2016 align with the targets established in this agreement.

### **9.3 Operational Management**

The strategic development and operational management of matters relating to this agreement will be the responsibility of the Pro Vice-Chancellor (Learning and Teaching)

The Pro Vice-Chancellor is supported by a cross-university Steering Group which includes student members. This group is responsible for ensuring that the actions arising from this agreement are properly aligned with the University's strategies and other processes and structures within the University. This group reports into the University's management structure through the University's Executive Team and into the University's academic governance structure through the Learning and Student Experience Policy Committee.

The development of agreements and the implementation of the actions which they describe are closely aligned to the University's planning, monitoring and review processes. This ensures that the objectives and actions set out in the agreement are clearly translated into the plans of Schools and Departments within the University and are reflected in their Implementation Plans.

## 9.4 Monitoring and Evaluation

The Steering Group monitor actions under this agreement. In particular this will regularly:

- Identify clear objectives for all aspects of activities and monitor performance against them.
- Receive data on progress towards the overall targets and relevant key performance indicators;
- Consider progress against the identified success measures;
- Monitor expenditure and activity;
- Commission new projects – particularly in the light of emergent data on the student profile;
- Disseminate and ensure that successful practice is embedded across the university;
- Receive information on the formative evaluation of all aspects of this work and ensure that that evaluation informs further development;

The group will also

- Ensure that appropriate committees and processes at School and Institutional level scrutinise their activities in the light of this agreement;
- Report progress through the Pro Vice Chancellor to the Vice-Chancellor's Executive and to the University's Board of Governors;
- Co-ordinate the submission of information and monitoring reports for OFFA and HEFCE.



**Table 7 - Targets and milestones**

**Institution name: Teesside University**

**Institution UKPRN: 10007161**

**Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body**

| Reference number | Stage of the lifecycle (drop-down menu) | Target type (drop-down menu)   | Description (500 characters maximum)  | Is this a collaborative target? (drop-down menu) | Baseline year (drop-down menu) | Baseline data | Yearly milestones (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) |
|------------------|---|--|---|--|--------------------------------|---------------|--|---------|---------|---------|---------|--|
|                  |   |  |   |  |                                |               | 2016-17  | 2017-18 | 2018-19 | 2019-20 | 2020-21 |  |
| T16a_01          | Other/Multiple stages                   | <b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)        | Young Full-time first degree entrants from POLAR3 low participation neighbourhoods                              | No   | 2014-15                        | 26.3%         | 28.4%  | 28.9%   | 29.4%   | 29.9%   | 29.9%   | University strategy currently covers the period to 2019/20   |
| T16a_02          | Access                                  | <b>HESA T7</b> - Students in receipt of DSA (full-time, first degree entrants)                               | Participation of students in receipt of Disabled Student Allowance (Full-time undergraduate)                    | No   | 2014-15                        | 8.8%          | 7.5%   | 7.9%    | 8.2%    | 8.5%    | 8.5%    | University strategy currently covers the period to 2019/20   |
| T16a_03          | Student success                         | <b>Other statistic</b> - Other (please give details in the next column)                                      | Students achieving their original qualification aim   | No   | 2014-15                        | 76.7%         | 84.4%  | 86.3%   | 88.1%   | 90.0%   | 90.0%   | University strategy currently covers the period to 2019/20   |
| T16a_04          | Student success                         | <b>HESA T3a</b> - No longer in HE after 1 year (All, full-time, first degree entrants)                       | Full-time first degree all entrants continuing or qualifying following year                                     | No   | 2013-14                        | 87.8%         | 93.1%  | 93.8%   | 94.4%   | 95.0%   | 95.0%   | University strategy currently covers the period to 2019/20   |
| T16a_05          | Progression                             | <b>Other statistic</b> - Progression to employment or further study (please give details in the next column) | Graduates (obtaining first degrees from full-time courses) in work or study 6 months after graduation           | No   | 2013-14                        | 88.1%         | 89.5%  | 90.0%   | 91.0%   | 92.0%   | 92.0%   | University strategy currently covers the period to 2019/20   |
| T16a_06          | Progression                             | <b>Other statistic</b> - Progression to employment or further study (please give details in the next column) | Graduates (obtaining first degrees from full-time courses) in professional level jobs 6 months after graduation | No   | 2013-14                        | 50.6%         | 53.0%  | 54.0%   | 55.0%   | 57.0%   | 57.0%   | University strategy currently covers the period to 2019/20   |
| T16a_07          | Other/Multiple stages                   | <b>Other statistic</b> - Disabled (please give details in the next column)                                   | Percentage of new entrants who have declared a disability   | No   | 2014-15                        | 13.8%         | 14.0%  | 15.0%   | 15.5%   | 16.0%   | 16.0%   | University strategy currently covers the period to 2019/20   |

**Table 7b - Other milestones and targets.**

| Reference Number | Select stage of the lifecycle | Please select target type from the drop-down menu                               | Description (500 characters maximum)  | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones (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)  |
|------------------|-------------------------------|---|---|---------------------------------|---------------|---------------|--|---------|---------|---------|---------|---|
|                  |                               |   |   |                                 |               |               | 2016-17  | 2017-18 | 2018-19 | 2019-20 | 2020-21 |   |
| T16b_01          | Access                        | Outreach / WP activity (collaborative - please give details in the next column) | Collaborative NE Raising Aspirations Partnership participation numbers  | Yes                             | 2014-15       | 9000          | 18150  | 19965   | 21000   | 21000   | 21000   | Total numbers for the partnership. NE RAP currently runs until 2017-18 therefore targets only agreed to this date but other are included as indicative because it is anticipated that the partnership will continue |
| T16b_02          | Access                        | Outreach / WP activity (other - please give details in the next column)         | Activities specifically targeted to support raising aspirations and applications from underrepresented groups | No                              | 2014-15       | 15            | 20   | 22      | 24      | 26      | 30      |   |