Agreement with the Office for Fair Access (OFFA)

Full Time Students 2013-2014
Part Time Students 2012-13 and 2013-14

Introduction

Teesside University has an outstanding track record on Widening Participation with 98.4% of new full–time entrants coming from state schools and 28.8% from low participation neighbourhoods. The University has consistently performed better than its benchmarks and is nationally recognised as a sector leader in raising aspirations.

This OFFA agreement covers students who start on full time courses in the academic year 2013-14 and students who start on part-time courses in 2012-13 and 2013-14.

Consultation with students
In developing this agreement the University undertook consultation with students. This took the form of a presentation and discussion with student representatives at Student Experience Committee and a subsequent discussion with student representatives about options for supporting students. 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.

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 overlap with the targets established in this agreement – in particular the commitments to
- increase the participation and success of disabled people;
- improve the retention and success of all students and to look carefully at the retention of students with protected characteristics;
- develop a supportive and respectful community which gives students a sense of belonging and well being.

Full time 2013-14

The agreement for 2013-14 full-time students remains substantially the same as the 2012-13 agreement. The University does not believe that significant change would be possible or desirable until the full impact of funding changes on the 2012 entry cohort are clearer.

Part time 2012-13 and 2013-14

The agreements for 2012-13 and for 2013-14 are tentative. The University anticipates significant changes in the number and profile of its part-time student population in this period. The University is engaged in a process of re-modelling its part-time provision to develop more part-time degrees and to reduce the number of smaller courses. This will mean a reduction in the headcount but an increase in the average FTE. This in turn is likely to have significant impact upon the nature of the student population.

1. Fees Levels

Full Time 2013-14

The University will charge the following fees for full-time undergraduate degrees:

£8,450 for programmes in
   Science and Engineering
   Design
   Animation, Games and Computer Graphics
   Web and Multimedia

£7,950 for programmes in
   Computing
   Psychology
   Sport
   Media
   Fine Art
   Social Work

£7,450 for programmes in
   History
   English
   Law
   Criminal Investigation
   Sociology and Youth Studies
   Education
   Business
   Performing Arts

Sandwich placements and study years abroad will have a tuition fee of 25% of the fee charged for an ordinary year of the programme. Sandwich year fees may be subject to change following government legislation.

For Foundation degrees and other undergraduate programmes the tuition fee will be £5,500 per annum.

It is anticipated that all fees will be increased, year on year, in line with the parameters defined by the government each year.

The details of estimated number of entrants at each fee level are given in Annexe B.

Part time 2012-13 and 2013-14

The University will charge the following fees for *part-time undergraduate degrees* (all expressed as 1 FTE):

£5,400 for programmes in
   Media Production
   Design
   Multimedia Journalism
   Animation, Games and Computer Graphics

Web and Multimedia

£5,040 for programmes in
Computing
Psychology
Sport
Media
Social Work

£4,620 for programmes in
History
English
Law
Criminal Investigation
Sociology and Youth Studies
Education
Business
Journalism
Science and Engineering

The University will charge the following fees for *part-time foundation degrees* (all expressed as 1 FTE):

£4,620 for programmes in
Web Design
Design

£4,200 for programmes in
Computing - Networking
Counselling
Sport and Exercise

£3,900 for programmes in
Computing
Education
Business and Management

The University will charge the following fees for *part-time HNC/Ds* (all expressed as 1 FTE):

£4,620 for programmes in
Building and Engineering

£3,900 for programmes in
Education

2. Analysis of access and retention activities

2.1 Full -Time

In preparing the Access agreement for 2012 entrants the University analysed the data relating to key performance indicators over a six year period in respect of both access and retention activities.

This analysis was utilised to inform management decisions regarding; milestones and targets in each area; the appropriate level of funding to commit to target interventions; and the establishment of an evaluative framework for this activity. We have opted to retain these baselines.

2.1.1 Access

The University has an exemplary record in providing access to Higher Education for groups which have been under-represented in the past. It ranks 1st in the entire HE sector for young full-time entrants from low participation neighbourhoods and 8th of English universities for young full-time entrants from socio-economic classifications 4-7.

Over the years it has consistently exceeded its location adjusted benchmarks and exceeded the sector averages in *all* the following categories. The data for 09/10 is shown in the table below and has been used as a baseline.

Access Performance Indicator	Location Benchmark %	09/10 %
T1a Young Full Time degree entrants		
From state schools	96.7	98.1
From socio-economic classifications 4 to 7	39.6	41.5
From POLAR low participation neighbourhoods	23.8	27.0
T1b Young Full Time undergraduate entrants		
From state schools	97.0	98.4
From socio-economic classifications 4 to 7	41.1	42.8
From POLAR low participation neighbourhoods	24.9	28.8
T2a Mature Full Time undergraduate entrants		
First degree entrants		
% of entrants who are mature	n/a	31.2
% of mature who are from POLAR low participation neighbourhoods and have no experience of HE	18.0	19.8
All undergraduate courses		
% of entrants who are mature	n/a	35.9
% of mature who are from POLAR low participation neighbourhoods and have no experience of HE	21.7	23.6

The only representation performance indicator in which the University has not exceeded its benchmark is

T7 Participation of students in receipt of DSAs	5.5 *	4.8

<div align="right">* not location adjusted</div>

2.1.2 Retention

Retention is a more complex and demanding area for the University with no clear trends to account for the variability in performance against T3a and T5.

T3a Non-Continuation Following Year of Entry
The University currently exceeds its benchmark, although during the last six years performance has been variable. Closer analysis reveals that the record with mature entrants is excellent, but it is less consistent with young entrants.

T5 Projected Learning outcome
In the projected *'Degree'* outcome the University had, in the past, dipped below its benchmark, but has now returned to a position where it currently exceeds it.

In the projected *'Other Award'* outcome, the University figure has consistently been significantly above the benchmark figure. This has reflected the University's mission, values and practice which are reflected in the Learning and Teaching Assessment Strategy which aimed to recognise student achievement.

The University adopted an internal *'Overall positive outcomes'* measure in T5 (which united *'Degree', 'Other Award'* and *'Transfer to other HEI'* in a single measure.) Performance against this benchmark has been consistently good.

The University has performed considerably better than its benchmark in the *'Neither Award nor Transfer'* category.

The data for 08/09 is shown and has been used as a baseline.

Retention Performance Indicators	Benchmark %	08/09 %
T3a Non continuation following year of entry		
Full time first degree entrants		
Young entrants		
Continuing or qualifying	n/a	89.6
Not found at any HE institution	9.3	8.3
Transfer to other HE institution	n/a	2.1
Mature entrants		
Continuing or qualifying	n/a	88.5
Not found at any HE institution	13.6	11.0
Transfer to other HE institution	n/a	0.5
All entrants		
Continuing or qualifying	n/a	89.2
Not found at any HE institution	10.7	9.2
Transfer to other HE institution	n/a	1.6
T5 Projected Learning Outcomes		
Full time first degree		
Degree	73.3	74.2
Other Award	4.1	11.0

Transfer to another HEI	6.2	3.8
Neither Award nor Transfer	16.4	11.0

2.1.3 Conclusion

The University has invested significant resources in access and retention activities in recent years and will continue to do so.

Based on the preceding analysis and commentary, the University can demonstrate an excellent record on access and a satisfactory performance in retention, when measured against external benchmarks. However, when overall recognition of student achievement (*'Other Award'*) is factored in, the University's performance is stronger still.

2.2 Part-time

2.2.1 Access

The data available on part-time students is less comprehensive and more volatile. However the University has performed creditably.

There are far fewer external benchmarks. In terms of the two that are relevant to part-time access the University does not quite meet the benchmark T2b – Mature part-time entrants who are from low participation neighbourhoods with no HE experience. The shortfall against T7 – students in receipt of DSAs is more significant.

The University has also considered internal data to assess the relative participation of all students from low participation neighbourhoods with no previous experience of HE by type of programme studied. This shows some variation. The University has not included an analysis of the participation of students studying on other undergraduate programmes since it anticipates that almost all of this provision will disappear in the new funding system. (

Access Performance Indicator	Location Benchmark %	10/11 %
T2b Mature Part time entrants		
% of mature who are from POLAR low participation neighbourhoods and have no experience of HE	12.3	12.1
All Part time entrants		
% of all p/t who are from POLAR low participation neighbourhoods and have no experience of HE	N/A	14.6
On degree	N/A	8.3
On foundation degrees	N/A	18.6
On HNC/Ds	N/A	17.8
T7 Participation of students in receipt of DSAs	2.5	1.7

2.2.2 Retention

There are no external benchmarks for part-time retention and completion.

However, analysis of internally available data shows the following. This data relates to students studying of degrees, foundation degrees and HNC/Ds and excludes data relating to 'other undergraduate' programmes because the University does not believe that this provision will continue into 2012-13.

Retention Performance Indicators	10/11 %
Part time	
Pass/Progress	85.4
Withdraw	3.8
Other award	5.3
Interrupt	2.5
Fail/ repeat	3.0
Completion	76.7
(students achieving their qualification aim or another at the same level)	

3. Expenditure on additional access and retention activities

The University is committed to

- improving its performance on retention, and
- maintaining a sustainable and effective outreach programme, and
- enhancing the quality of the student experience and the student support infrastructure.

To achieve this, the University will commit 24.5% of the additional fee income to

- the National Scholarship Programme (NSP), and
- new additional activities to maintain fair access, and
- new activities to improve retention, student success and employability.

3.1 Full-time (2013 entrants)

In the *first year* of this scheme it is anticipated that the University will receive £12.62m from additional full-time fees income (both 'old' and 'new' system).The University will spend

- £1.016m on bursaries for students under previous commitments identified in earlier OFFA agreements (including commitments made in the 2012 full-time agreement);
- £395k on activities continuing from the 2011-12 OFFA agreement;
- £1.074m on matching the government's contribution to full-time students under the NSP;
- £120k on new outreach activities;
- £1m (from an overall commitment of £1.5m) on additional activities on retention, student success and employability relating to underrepresented groups.

This is a total commitment of £3.605m or 28.5% in the first year of this 2013-14 agreement.

By 2016-17, it is anticipated that this will have changed and the projected additional full-time fees income will be £12.7m .
The University will spend

- £395k on activities continuing from the 2011-12 OFFA agreement;
- £1.611m on matching the government's contribution to full-time students under the NSP;
- £120k on new outreach activity;
- £1m (from an overall commitment of £1.5m) on additional activities on retention, student success and employability relating to underrepresented groups.

This is a total commitment of £3.126m– or 24.6%.

3.2 Part-time (2012 and 2013 entrants)

In 2012 the University will receive additional fee income above the £4.5k part-time threshold of £10.2k.

The University will provide NSPs for part time students and will match the government allocation that it has set aside for this purpose. This will cost the University £201k. The University does not intend to offer NSPs for part-time students after the 2012 entry. It will instead use the whole allocation for full-time entrants. It will, however, review this decision in the light of a greater understanding of the effects of the changed funding on part-time participation.

By 2016-17 the University will receive additional fee income above the £4.4k part-time threshold of £25.4k. It would not specifically seek to identify any particular activity which will be funded from this income – but much of its existing work in raising aspirations, outreach and encouraging the participation of disabled people will also have the effect of encouraging part-time study.

4. Targets and Milestones

4.1 Full-time 2013 entrants

For the 2013 full-time access agreement the University would wish to retain the targets and milestones which were identified in its 2012 agreement.

4.1.1 Access Targets

The University will maintain its current access record at a minimum of 1% above its benchmark in all the following performance indicators relating to access,

> *T1a   Young full time degree entrants*
> *From state schools or colleges*
> *From socio-economic classifications 4 to 7*
> *From POLAR low participation neighbourhoods*
>
> *T1b   Young full time undergraduate entrants*
> *From state schools or colleges*
> *From socio-economic classifications 4 to 7*
> *From POLAR low participation neighbourhoods*
>
> *T2a   Mature full time undergraduate entrants*
> *First degree entrants*
> *Entrants with no previous HE experience and from POLAR low participation neighbourhoods*
> *All undergraduate entrants*
> *Entrants with no previous HE experience and from POLAR low participation neighbourhoods*

Additionally, the University will place particular emphasis on maintaining and enhancing its performance in the following key indicators:

T1b   from socio-economic classifications 4-7
from POLAR low participation neighbourhoods

T2   % entrants to all undergraduate courses who are mature

T7   Percentage of students in receipt of DSAs

This emphasis is consistent with the performance indicators that the University has used in its Widening Participation Strategic Assessment for HEFCE.

The University will commit to improving its absolute performance against these indicators over the period of this agreement.

In the case of T7, the University will aim to move to above its benchmark and increase the proportion of disabled students in receipt of DSAs to 6.5% by 2017. This is consistent with the overall access targets of 1% above benchmark.

In the case of the two indicators in T1b and T2a, the University already exceeds its benchmark by considerably more than 1%. The University will aim to improve upon this already outstanding performance.

This will be a challenging task because of

- The withdrawal of a universal and clear entitlement to Education Maintenance Allowance, and

- The debt-adverseness of these potential applicants,[1] and
- Additional challenges to the enrolment of mature adults.

The University believes that there may be a dip in its performance against these targets in the early years of this agreement until the new funding system has been established and the outcomes of the additional work that the University plans have become apparent. By the end of this period the University intends to have recovered and improved upon its position.

Access Performance Indicator targets		Location Benchmark %	09/10 %	Target 2017 %
T1b	**Young full time undergraduate entrants**			
	from socio-economic classifications 4-7	41.1	42.8	45
	from POLAR low participation neighbourhoods	24.9	28.8	30
T2a	**Mature full time undergraduate entrants**			
	Entrants with no previous HE experience and from POLAR low participation neighbourhoods	21.7	23.6	24
T7	**Percentage of students in receipt of DSAs**	5.5	4.8	6.5

4.1.2 Retention Targets

The baseline data (2008/09) indicates that the University's position is improving. The University is committed to achieving further improvement in this area through a targeted focus on student experience, progression, achievement and employability.

Targeted retention activities will be specifically focussed on

- supporting transition through the student life cycle,
- building personal and academic confidence and competence,
- the development of supportive social networks and team working skills, and
- the acquisition of employability, enterprise and interpersonal skills.

In relation to T3a, the University aims to improve the retention of new entrant first degree students at the end of the first year to 91% by 2016/17 (which will relate to the 2014/15 cohort); and to reduce the percentage *'not found'* at any HEI to 8% within the same period.

Furthermore, the University will seek to adjust the balance between elements of the projected outcomes for first degree entrants (T5) by

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[1]. Attitudes to Debt, Claire Callender (2003) (UUK)

- increasing the percentage of students achieving an intended first degree from the 2008/09 level of 74.2% to 80% by 2017;
- reducing the percentage achieving an *'other award'* from 11% to 7%; and
- reducing the percentage leaving *'without an award'* or '*transferring'* from 11% to 9% within the same time frame.

Retention Performance Indicators		Benchmark %	08/09 %	Target 2017 %
T3a	**Non continuation following year of entry**			
Full time first degree entrants				
	All entrants			
	Continuing or qualifying	n/a	89.2	91.0
	Not found at any HE institution	10.7	9.2	8.0
	Transfer to other HE institution	n/a	1.6	1.0
T5	**Projected Learning Outcomes**			
Full time degree entrants				
	Degree	73.3	74.2	80.0
	Other Award	4.1	11.0	7.0
	Transfer to another HEI	6.2	3.8	4.0
	Neither Award nor Transfer	16.4	11.0	9.0

4.1.3 Milestones in Years of Agreement

The data available in any access agreement year will relate to an earlier cohort and this table indicates the year in which the cohort started.

Access Agreement Year		**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
Cohort Start Year		**11-12**	**12-13**	**13-14**	**14-15**	**15-16**
T7	**In receipt of DSAs**	5.0	5.3	5.6	6.0	6.5

Access Agreement Year		**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
Cohort Start Year		**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
T3a	**Continuing or qualifying following year of entry**	89.5	89.75	90.0	90.5	91.0
T5	**Projects learning outcomes**					
	Degree	74.5	75.0	76.0	78.0	80.0
	Other Award	10.6	10.3	9.6	8.3	7.0
	Transfer to another HEI	4.0	4.0	4.0	4.0	4.0
	Neither Award nor Transfer	10.9	10.7	10.4	9.7	9.0

4.2 Part-time 2012 and 2013 entrants

The University believes that any targets established for part-time students around access and retention must be very tentative. The University is engaged in a remodelling of the whole of its part-time provision and anticipates a decline in the headcount number of part-time students which it enrols and a significant decline in the FTE number. These changes will inevitably be reflected in the socio-economic profile of the student population and conceivably in their overall achievement. These targets can only use baselines derived from data about a student population that is set to undergo radical change.

4.2.1 Access Targets

The University would seek to establish two targets for access for part-time students

1.   **% of p/t students who are from a POLAR low participation neighbourhood and have no experience of Higher Education who are studying for an undergraduate degree.**

This target would apply to undergraduate degree study. The percentage of students from this background studying on Foundation degrees and HNC/Ds is already relatively high and this target identifies the need to improve access to first degrees.

This target would reflect the University intention to grow this area of its part-time provision and reflect that participation of students from these low participation neighbourhoods is less good than on other types of University programme.

2.   **T7 Participation of students in receipt of DSAs**

The University is underperforming on its benchmark and this target would be consistent with a full-time target.

Access Performance Indicator targets	Benchmark %	10/11 %	Target 2017 %
% of all p/t who are from POLAR low participation neighbourhoods and have no experience of HE	N/A	14.6	
On degree	N/A	8.3	12
T7 Participation of students in receipt of DSAs	2.5	1.7	2.6

4.2.2 Retention

There are no external benchmarks for part-time retention and completion.

However, analysis of internally available data shows the following. This excludes data relating to 'other undergraduate programmes because the University does not believe that this provision will continue into 2012-13.

Retention Performance Indicators	10/11 %	Target 2017 %
Part time		
Pass/Progress	85.4	88
Withdraw	4.0	
Other award	5.3	
Interrupt	2.3	
Fail/ repeat	3.0	
Completion	76.9	80
(students achieving their qualification aim or another at the same level)		

5. Additional Activities

5.1 Full-Time (2013 entrants)

5.1.1 Outreach

The University will build upon its investment in sustainable targeted outreach activities which raise aspirations and support progression into Higher Education from low participation neighbourhoods, particularly within the Tees Valley.

This work has included substantial collaboration with the FE sector, Sixth Form Colleges and feeder schools in order to raise the aspirations and participation of those who have the potential to succeed in and benefit from Higher Education and who come from lower socio-economic groups and low participation neighbourhoods. This work will be extended under this new agreement – in particular to develop strong relationships with the new University sponsored academies[2], to develop aspirations raising work and transition support for disabled learners, and to extend work to demystify the new student funding arrangements.

Continuing Activities

The University will continue activities to which it is already committed through existing OFFA agreements (i.e prior to 2012 entrants) such as

- Widening participation activities, including Open Days, Discovery Days, Passport and Mentoring Schemes.

- Financial information, advice and guidance for applicants to support applicants through the process.

- Dedicated support for Care-leavers and additional resources in University Schools to support underrepresented applicants.

Additional Activities arising from additional funding

- **Sponsorship of Academies***
  The University works with its sponsored Academies and their Secondary and Primary *'feeder'* schools to develop and deliver a programme of joint activity to support and enhance student experience, progression and success and to enhance recruitment. Raising the profile of the Academies in their local communities has been a major focus this year and parents and the local community have enjoyed opportunities to visit the schools for a range of activities. Both Academies have been working with Teesside University to develop an innovative Post 16 programme which centres around the Academy specialisms of Business and Enterprise and Digital Media. In addition the Academies have benefitted from continued engagement with staff and students from the University, including visits, workshops and talks to help young people aspire to HE learning in the future.

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* Freebrough and Thornaby Academies draw 84.4% and 91.6% of their intake from areas defined as amongst the most deprived 40% in the country in the Indices of Multiple Deprivation.

Teesside University

- An enhanced focus on raising the aspirations of disabled learners and supporting their transition into HE.
- The introduction of trained student ambassadors to work with partner Schools and Colleges.
- Enhancement of careers advisors, parental and employer engagement activities.
- Enhanced multi-media information on fees and the NSP scheme options.
- Increased provision of information, advice and guidance to potential applicants and their influencers about the funding arrangements for students.
- Creation of a network of Passport FE Ambassadors in local feeder schools and colleges to work with University students and staff to promote the benefits of HE study
- Support Care Leavers access to HE by creating a 'travel fund' to allow access for care leavers and their guardians to attend pre-entry activity to inform HE decision making

- **Links with Schools & Colleges**
  The University continues to work with its sub-regional and regional partners for the delivery of outreach activity as detailed in the previous section through our formal relationships such as the Passport Scheme, the sponsorship of University Academies and Trust Schools and through the network of schools previously engaged in Aimhigher activity. In addition to our extensive outreach work the University continues to support these schools & colleges through the hosting of termly events and focus groups to ensure the engagement of disadvantaged young people in university activity.

- **Collaborative Outreach**
  The University has a number of collaborative partnerships which seek to widen participation. Though primarily with Higher and Further Education institutions, they also incorporate sponsorship of two Academies, and joint work with professional bodies to assist in the promotion of particular subject areas or expertise. Collaborative Outreach strategies include:

  o The Higher Education Business Partnership in the Tees Valley. The University's long standing partnership with five Further Education colleges delivers Higher Education student numbers on each of the five campuses. This partnership sits at the heart of the University's strategy for widening participation in the sub-region, with the key aims of widening access to higher education opportunities through joint work on raising aspirations, building confidence by creating visible HE centres in all partner colleges, providing programmes at locations in the Tees Valley which are accessible to a wide range of learners (in particular adults who wish to study part-time), creating a ladder of learning opportunities and facilitating flexible progression from FE to HE. Aims also include working innovatively with

employers and their workforces to address the higher skills agenda, and creating a strong collective voice for higher education and training in the Tees Valley. The University has invested in the provision of a dedicated HE facility within each of the colleges.

- o Collaboration with North East Universities
  Northclass – a collaboration with Sunderland, Northumbria, Newcastle & Durham universities working with local authorities across the region to share information, provide information, advice and guidance within activities to support young people leaving care.
- o SUNEE – the North East Universities collaboration on Sporting activity, which includes Tees Valley Sport (an initiative to widen participation through the promotion of sport within Tees Valley schools and supporting talented young people via the Future Champions programme).
- o STEM Activities – The University participates in regional activity with the four regional universities to support awareness raising for STEM subjects and supports STEMNET activity delivered on the University campus.
- o Royal Institution of Mathematics – collaboration with the Institution and local secondary schools and academies to support gifted and talented pupils with an aptitude for Mathematics through the provision of Masterclasses.
- o Participation in a national network - Mathematics Education Special Project. Teesside's work covers the area of South Durham, Tees Valley and North Yorkshire and staff from the national network of universities participate in the programme of raising aspirations in Mathematics from primary schools to revision courses for A levels. This network facilitates collaboration between HEI's delivering aspects of the mathematics curriculum.
- o Higher Education Liaison Officers Association – A national network for staff working in Schools & Colleges Liaison. Teesside is part of the North East regional group of 16 Universities – this regional network of Universities collaborates on large HE fair/school open evening events within the North East Region. The group annually produce an information leaflet to support this collaborative work.

5.1.2 Retention and Student Success

This will be the main focus for the University's activity during the time of this agreement as reflected in the funding commitment profile.

The key aim is to enhance student retention and success and to develop student employability. The University will build on the best practice identified in pilot initiatives and extend and embed practice from these initiatives across all academic programmes.

The University conducts an annual systematic and thorough review of its performance in retention, student success and employability. This examines

data at programme level and looks at performance by type of student and leads to the development of strategic University and School based action plans which

- address specific areas of concern;
- consider the specific outcomes for students from underrepresented groups;
- identify potential areas for enhancement of the student experience and student success; and
- establish a framework for the further development of student employability.

An important component of these plans is enhanced scrutiny and monitoring which will inform both the future development of the action plans and the evaluation of the Access Agreement. The intention will be that developments are embedded into the curriculum and learning and teaching practice.

The indicative additional activities identified below will be developed to support the implementation of these action plans and may be delivered as an element of a School's plan, and as stand-alone activities intended to address the needs of particular groups of cross-university students.

The University plans to spend £1.5m on additional activities relating to retention, student success and employability by 2014/15.

£250k of this additional expenditure relates to measures which will directly support underrepresented groups (additional support for disabled students and students with complex needs; pre-arrival activities for disabled, mature and first–generation students; additional induction activities for mature students; the development of peer-mentoring schemes for 'vulnerable' students.)

The remaining £1.25m will be used to enhance the success of all students.

Data from the Student Loans Company indicates that approximately 60% of Teesside students come from households where the income level is below the threshold which means that they receive an element of grant. The University and OFFA have used this as an indicator of students who are 'countable' under these agreements. This means an additional expenditure of £750k.

This would mean a total £1m of additional expenditure in this agreement on the engagement and success of students from underrepresented groups.

There are three interrelated strands to these new activities.

Strand One – Skills Development

This strand recognises the importance of students acquiring effective life and learning skills. It seeks to supplement existing activity by greater support for the delivery of these skills within the curriculum and by the establishment of a complementary programme of activities and services intended to broaden opportunities and address specific issues with particular groups.

The focus of this strand is on the transition into HE and the development of 'self' in terms of confidence, team working, leadership, interpersonal and other

skills such as time management. It also focuses on academic enabling skills including study and presentation skills and information literacy and management.

Activities will include:

- Pre-sessional workshops and modules to help students develop their skills and identify their own learning styles. (Targeted at - but not limited to - students from low participation neighbourhoods, disabled students and mature entrants);

- Engaging students in developing mutually supportive learning and social communities;

- Recognising and supporting the contribution to personal development provided through engagement with extra-curricular activities, and developing confidence, self-esteem and other skills through leadership and motivational activities; and

- Enhancing the learning hub in the Library to support students in developing their academic and problem solving skills, and ensuring effective liaison between this and skills development activities in Schools.

Strand Two – Enhanced Student Experience

This strand is focussed on improving retention and progression by increasing the engagement of students with their programme and peers; and by providing easy access to effective support mechanisms.

Activities will include:

- Strengthening current induction processes with additional programme based events and by the addition of targeted activities for particular groups;

- Establishing a peer assisted learning programme and extending peer mentoring programmes;

- Delivering more intensive support for students with complex needs;

- Enhancing transitional support programmes for all returning students; and

- Establishing an electronic one-stop-shop for students and applicants to access information about University and other support and interactive self-help materials.

Strand Three – Achievement, Employability and Entrepreneurship

This strand is concerned with enhancing and extending opportunities for students to develop and practice skills which will enable them to succeed after their studies. It complements. and is related, to the University's work on employability and enterprise.

Activities will include:

- Implementing a structured programme of work experience including action based learning in work settings; project based placements,

extended volunteering opportunities and graduate internships. All of these will be supported by clear processes which enable students to reflect and learn from their experience and identify the skills that they have developed as a consequence of it.

- Extending and enhancing Employability week events and other targeted activities.
- Supporting the development of enterprise skills in students and supporting social and economic entrepreneurship.
- Providing support for all unemployed or underemployed graduates for one year after graduation to assist in updating and maintenance of their employability skills.

5.2 Part-time (2012 and 2013 entrants)

5.2.1 Outreach

Continuing Activity
The majority of the University's part time cohort live in a travel to work distance of 40 minutes. Due to the high number of current students who work in a range of public sector organisations, the university anticipates that because of the recession this previously high number will reduce significantly for the 2012/13 and 2013-14 cycles, despite a consolidated part time campaign to attract part time students. The University has to date undertaken the following outreach activity to attract potential part time students.

- Continue to deliver information advice and guidance sessions to support specific subject areas and disciplines e.g. Local History groups, Arts Centres and organisations which support groups under- represented in HE
- Provide opportunities to inform potential part time students of the opportunities for HE study through information evenings and open days
- Deliver awareness raising sessions at partner college part time evening programmes
- Continue to promote the Summer University programme as a progression route to part time study
- Encourage those individuals under –represented in HE to engage with the university through our Digital City Initiative to support on-line communities (Community groups, ethnic women, under- achieving groups in schools)
- Participate and support Adult Learner's Week activities in local colleges and community venues
- Publish a part time prospectus and distribute sub regionally to community based organisations

Additional Activities 2013-14

In addition in 2013-14 the University will undertake the following activities to support part time study:

- Publish a schedule of school based and corporate part time events such as Discovery Days, Open Evenings, Open Days at the Middlesbrough and Darlington Campus to promote the part time offer and funding support
- Introduce additional awareness raising sessions on part time fees and funding for staff in local colleges, employers & students
- Engage in activity with local Community Learning Trusts to support learning and progression to HE by groups under-represented in HE
- Develop a part time version of a 'virtual open day' to provide information, advice and guidance on part time study and the funding offer
- Provide employment sector specific twilight sessions for potential students wishing to embark on HE study (employees and employers)

5.2.2 Retention and Student Success

The University is not planning any special measures aimed specifically at part-time students that are not already described in the section under full-time students. However, it is believed that the remodelling of the University's part-time provision and the creation of more distinctive part-time pathways and enhancing the student experience will support retention and success by enabling the development of greater cohesion amongst student cohorts.

6. Financial Support for Students

6.1 Full-time (2013 entrants)

6.1.1 Continuing Students

Students who began their studies under previous Access Agreements with OFFA will continue to receive the bursaries as set out in those Agreements.

For students who commenced in 2010/11, the terms are:

- Students with a household income of £31,000 p.a. or less on entry will receive a bursary of £750 per year of study.[3]
- Students who come to the University from a care background will be given an additional bursary of £1,000 per year of study.

For students who commenced in 2011/12, the terms are:

- Students with a household income of £31,000 p.a. or less on entry will receive a bursary of £500 per year of study.
- Students who come to the University from a care background will be given an additional bursary of £1,075 per year of study.

These bursaries will be payable to all full-time home and EU students who are liable for tuition fees at the full rate of £3,375 and who meet the above criteria. All bursaries will be paid in cash and these bursaries will rise in line with inflation throughout the period of study.

The household income used to determine bursary allocations will be taken directly from the income provided for the assessment of student support funding provided through the HEBSS system.

Students who commenced in 2012 and received the Tees Extra Award, will continue to receive an annual fee waiver of £1,500, subject to satisfactory progression.

6.1.2 New Students 2013/14

The University's financial support for students commencing their studies in 2013/14 will be provided through the National Scholarship Programme (NSP).

The government contribution to the NSP in 2013/14 will be £1,074,000. The University will match this contribution in order to provide 716 scholarships of £3,000 each.

Scholarships will be available to students who are paying fees above £6,000 on three or four year first degree courses (excluding NHS students).

Students will be eligible if they have a household income below £25,000

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[3] The value of the bursary is stated at the rate that applied on entry. All bursaries have been increased by inflation and will continue to be, according to the terms established by the relevant agreements.

Priority will be given to applicants who:

- are from a POLAR low participation neighbourhood;
- have no household income for the purposes of statutory funding;
- meet, in full, the academic conditions of any offer from the University;
- applied in the main cycle;
- firmly accepted their offer from the University.

Successful students will receive a fee waiver of £3,000 in their first year.

6.2   Part time 2012 entrants

The University will offer NSPs to part-time students for entry in 2012. The University will match the government contribution that it has set aside for this purpose. The total available for part time NSPs will be £402K. The number of scholarships available will be determined by the intensity of study of the applicants and so it is not possible to identify a number available. The scholarships will be between £750 and £3,000 in value and will be given in the form of a fee waiver in the first year only

Students will be eligible if they have a household income below £25,000

Priority will be given to applicants who:

- are from a POLAR low participation neighbourhood
- have no previous experience of HE
- are studying for a undergraduate degree
- Have a household income below £16,190

Part time 2013 entrants

The University does not currently propose to offer any financial support for part time students from 2013. It will switch all NSPs to full time students.

It will however review this decision in the light of further information about the effects of the change in its provision and in student funding on the part time student population

7. Monitoring and Evaluation

The University will monitor and report on its access, retention and achievement statistics at the relevant School and University level committees at predetermined points in the academic year. These reports will draw on both quantitative and qualitative data at subject and course level utilising internal and externally validated data sets. They will inform the future development of action plans.

The University will produce a report in November of each year for inclusion in the HEFCE Annual monitoring statements of HEIs which will draw upon:

- An analysis of the HEFCE performance indicators identified above;
- A commentary on the additional outreach activity against the defined milestones.

The report will be presented to the Vice-Chancellor's Executive and to the University's Board of Governors.

The operational management of matters relating to this agreement will be the responsibility of the Deputy Vice-Chancellor (Learning and Student Experience).

8. Information for Students

The University will continue to ensure that all prospective students are informed of the aggregate amount of fees that the institution will charge for the completion of the course.

The University will expand its provision of Information, Advice and Guidance to ensure that potential applicants are aware of how the student funding system works and how it will affect them.

The provision of information to students will complement the existing highly respected and successful forms of advice and guidance.

The University will communicate with potential applicants in the following ways.

- Face to face activities through the recruitment team at Higher Education Fairs, Parents' Evenings and Careers and Options events – locally, regionally and nationally.

- Targeted applicant support communications using on-line and digital media.

- Information directly into Schools via local, regional and national mailings for distribution to students.

- Development of web-based information for key influencers such as parents and subject teachers, FAQs etc.

- Development of the University website to include Key Information Sets for the use of key influencers and prospective applicants.

- Information and events targeted at professionals in the advice and guidance and subject specialists (Heads of Sixth Forms/Heads of Careers/Subject Teachers).

- Standard printed and on-line publications which reach a wide audience e.g. prospecti and newsletters, course specific information.

- Pre-entry activities delivered into schools/colleges and on-campus via our Passport Scheme e.g. Discovery Days, Lecture Series, Transition activities, Open Days, Applicant Open Days and Visit Days.

The University has introduced a student funding element into all information and pre-entry activities and has enhanced its provision of individual advice and guidance to applicants through the extension of its financial advice services. This provides additional information about the costs of study (including tuition and living costs), the availability of funding to support study and support in developing money management skills.

OFFA Access Agreement 2013/14 - Annexes B & C

Institution name: Teesside University

Institution UKPRN: 10007161

Table 6 - Milestones and targets

Validation checks:

10. A reason for changing any prefilled data must be recorded in column L for both tables 6a and 6b.

Validation check passed.

Notes:

These tables have been pre-populated using the information you provided to us in your 2012-13 access agreement.

You will, however, need to consider whether you wish to amend or add targets to reflect:
• the inclusion of part-time and/or ITT courses within your access agreement
• any significant changes to the nature and size of your cohort, for example in response to changing student number controls
• more joint targets around collaborative outreach work
• targets to improve equality and diversity in your access agreement

Table 6a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2012-13	2013-14	2014-15	2015-16	2016-17	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.
NS-SEC (location adjusted) (HESA Table T1b)	Young F/T undergraduate entrants from socio-economic classifications 4 - 7		2009/10	42.8	42	41	42	43.5	45	Due to current trends in the data we anticipate there will be a dip in performance in the early part of the agreement before the measures outlined are able to have an impact.	
LPN (location adjusted) (HESA Table T1b)	Young F/T undergraduate entrants POLAR low participation neighbouhoods		2009/10	28.8	29	29.2	29.4	29.6	30	extremely high baseline (top perfoming university in the sector) and the target reflects this position.	
Mature	T2a Mature F/T undergratuate entrants with no previous HE experience and from POLAR low participation neighbouhoods		2009/10	23.6	23	22.5	23	23.5	24.5	Due to current trends in the data we anticipate there will be a dip in performance in the early part of the agreement before the measures outlined are able to have an impact.	
Disabled	T7 Percentage of students in receipt of DSA		2009/10	4.8	5	5.3	5.6	6	6.5		
Non continuation: All (HESA Table T3a)	Continuing or qualifying following year of entry		2008/09	89.2	89.5	89.75	90	90.5	91		
Projected outcomes (HESA table T5)	Degree		2008/09	74.2	74.5	75	76	78	80		
	Other Award		2008/09	11	10.6	10.3	9.6	8.3	7		
	Transfer to another HEI		2008/09	3.8	4	4	4	4	4		
	Neither Award nor Transfer		2008/09	11	10.9	10.7	10.4	9.7	9		
Part-time	POLAR low participation neighbourhood and have no experience of Higher Education and are studying for an undergraduate degree		2010/11	8.3	7.5	8	9	10	11	We anticipate the percentage will drop initially until the changes to funding are embedded.	Inclusion of Part-time targets and milestones
Part-time	T7 Percentage of students in receipt of DSA		2010/11	1.7	1.7	1.9	2.1	2.3	2.6		
Part-time	Retention - Pass/Progress		2010/11	85.4	85.4	86	86.6	87.3	88		
Part-time	Retention - Completion		2010/11	76.9	76.9	77.4	77.9	78.4	79		

Table 6b - Other milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborqative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.
					2012-13	2013-14	2014-15	2015-16	2016-17		