Agreement with the Office for Fair Access (OFFA)

Full Time Students 2014-2015

Introduction

Teesside University has an outstanding track record on Widening Participation with 98.5% of new full–time entrants coming from state schools and 24.9% 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 2014-15.

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.

Collaboration
The University is not part of any formal collaboration but feels its informal collaboration on areas of work such as pre 16 is exemplary. On an operational level University staff belong to organisations which support the widening participation agenda, NEON, NASMA, HELOA, NORTHCLASS (a collaboration of Northern HEI's and local authorities to support Care Leavers) and the Buttle Trust and through these organisations work with colleagues across the sector.

However, 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. A particular emphasis is placed on working with our sponsored Academies and their 'Feeders' in relation to this work.

Additionally, the University has extended its HE in FE College network to include FE Colleges from across the North East region at these Colleges request. This will lead to enhancement of the whole networks/activities in the areas of outreach and student success through the sharing of best practice and effective resource utilisation.

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 and people from BME communities;
- 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.

1. Fees Levels

Full Time 2014-15

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

> £8,450 for programmes in
> > Science and Engineering
> > Design
> > Journalism
> > Animation, Games and Computer Graphics
> > Web and Multimedia
>
> £7,950 for all other programmes

Sandwich placements and study years abroad will have a tuition fee of 15% of the lowest fee (i.e. £1193) charged for an ordinary year of the programme.

For Foundation degrees and other undergraduate programmes the tuition fee will be £5,750 per annum.

Fees for Foundation programmes will be discounted so that students will pay £5,750 instead of the normal fee of £8,450. The fourth year of MEng programmes will also be discounted from £8,450 to £4,450.

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.

The University has reviewed its part-time fee structure and is committed to ensuring that from 2014 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 no longer needs to apply to part-time students.

2. Analysis of access and retention activities

2.1 Full -Time

In preparing the Access agreement for 2012 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 for the 2014 Access Agreement.

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 2nd in the entire HE sector for young full-time entrants from low participation neighbourhoods and 10th 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 most recent data for 11/12 is shown in the table below.

Access Performance Indicator	Location Benchmark %	11/12 %
T1a Young Full Time degree entrants		
From state schools	96.3	98.5
From socio-economic classifications 4 to 7	40.9	42.8
From POLAR low participation neighbourhoods	22.4	24.9
T1b Young Full Time undergraduate entrants		
From state schools	96.5	98.7
From socio-economic classifications 4 to 7	41.5	44.0
From POLAR low participation neighbourhoods	23.2	25.6
T2a Mature Full Time undergraduate entrants		
First degree entrants		
% of entrants who are mature	n/a	30.6
% of mature who are from POLAR low participation neighbourhoods and have no experience of HE	19.1	20.3
All undergraduate courses		
% of entrants who are mature	n/a	32.4
% of mature who are from POLAR low participation neighbourhoods and have no experience of HE	19.6	19.6

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

T7 Participation of students in receipt of DSAs	6.5 *	6.4

* not location adjusted

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's performance 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 10/11 is shown below.

Retention Performance Indicators	Benchmark %	10/11 %
T3a Non continuation following year of entry		
Full time first degree entrants		
Young entrants		
Continuing or qualifying	n/a	87.8
Not found at any HE institution	9.7	10.6
Transfer to other HE institution	n/a	1.6
Mature entrants		
Continuing or qualifying	n/a	87.6
Not found at any HE institution	12.2	11.5
Transfer to other HE institution	n/a	0.9
All entrants		
Continuing or qualifying	n/a	87.8
Not found at any HE institution	10.4	10.9
Transfer to other HE institution	n/a	1.3
T5 Projected Learning Outcomes		
Full time first degree		
Degree	73.8	75.6
Other Award	5.0	8.3
Transfer to another HEI	4.9	3.5
Neither Award nor Transfer	16.3	12.6

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, the University recognises that further work is needed in both the outreach and student success areas.

1. Outreach

   Therefore, during this period our engagement with the Tees Valley five local authorities, and other organisations working with care leavers and students with disabilities will be strengthened to focus on:-

   - Earlier and sustained interventions with care leavers in terms of raising aspirations, IAG and a structured, supportive programme of activities.
   - Student Services will expand and enhance existing work with students who disclose a disability to increase the uptake of the DSA to include a programme of structured assistance once the assessment processes are completed.

2. Student Success

   The University addresses academic achievement and graduate employability via each academic School's Learning, Teaching and Student Experience (LTSE) annual implementation plans which cross reference to the key deliverables of the institution's LTSE and Academic Strategies.

   The plans are informed by on-going scrutiny of cohort data at subject discipline level, including internal and external student satisfaction feedback and drive local interventions within our overall framework. Increasingly data is being presented in relation to specific student groups within each cohort to enable more targeted interventions.

   Graduate employability is a key concern of the University but cannot be divorced from the global economic context and with particular reference to the North East. Therefore, although 'employability skills' are embedded within the curricula the University is offering a series of co-curricula activities/opportunities to students across all years of programmes. These include customised workshops delivered by external agencies, structured volunteering activities, paid placement opportunities, and a variety of other interventions all aimed at enhancing skills development and nurturing enterprise. These are organised as a spiral of activities. Some activities are universally offered others are competitive and every opportunity is brought together in the University's 'Get Ahead' portal; which employers can also access.

The impact of these interventions will be evaluated, in part through the established metrics but also utilising case studies longitudinal alumni data and employer feedback.

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 24.6% of the additional fee income to

- the National Scholarship Programme (NSP), and
- discount the fees for Foundation level components of four year programmes and MEng programmes
- new additional activities to maintain fair access, and
- new activities to improve retention and student.

In 2017/18, in steady state the University will commit

- £1.692M to National Scholarships;

- £586K to discounted Foundation year programmes (of which 81% (£475K) will support OFFA countable students);

- £72K to discounted fees for the final year of MEng programmes of which 81% (£58K) will support OFFA countable students);

- £530K on Outreach and collaborative activities;

- £250K on activities targeted at encouraging the participation and success of underrepresented groups; and

- £1.05M on activities to support retention and student success ((of which 81% (£850K) will support OFFA countable students).

This will be a total spend of £4.18M. Of this, £3.855M will benefit OFFA countable students. This represents 25.7% of the estimated additional fees income of £14.969M.

4.   Targets and Milestones

4.1   Full-time 2014 entrants

For the 2014 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 by 2017.

In the case of the two indicators in T1b and T2a, the University already matches or exceeds its benchmark. The University will aim to improve upon this already outstanding performance.

This will be a challenging task because of

- 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 %	11/12 %	Target 2017 %
T1b Young full time undergraduate entrants			
from socio-economic classifications 4-7	41.5	44.0	45
from POLAR low participation neighbourhoods	23.2	25.6	30
T2a Mature full time undergraduate entrants			
Entrants with no previous HE experience and from POLAR low participation neighbourhoods	19.6	19.6	24
T7 Percentage of students in receipt of DSAs	6.5	6.4	6.5

4.1.2 Retention Targets

The University is committed to achieving improvements 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.

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

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

- increasing the percentage of students achieving an intended first degree from the 2010/11 level of 75.6% to 80% by 2017;

- reducing the percentage achieving an *'other award'* from 8.3% to 7%; and

- reducing the percentage in the category of *"Neither award not transfer'* from 12.6% to 9% within the same time frame.

Retention Performance Indicators		Benchmark %	10/11 %	Target 2017 %
T3a	**Non continuation following year of entry**			
Full time first degree entrants				
	All entrants			
	Continuing or qualifying	n/a	87.8	91.0
	Not found at any HE institution	10.4	10.9	8.0
	Transfer to other HE institution	n/a	1.3	1.0
T5	**Projected Learning Outcomes**			
Full time degree entrants				
	Degree	73.8	75.6	80.0
	Other Award	5.0	8.3	7.0
	Transfer to another HEI	4.9	3.5	4.0
	Neither Award nor Transfer	16.3	12.6	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

5.   Additional Activities

Context

The context for the University's additional activities is formed by the analysis of its performance over recent years outlined in Section 2. It is also formed by the University's Institutional Plan, Equal Opportunities Policy and Equality Action Plan, and by the University Strategies.

Institutional Plan

Teesside University aims to be a caring, fair and supportive institution where everyone takes a shared pride in its mission and achievements.

The University seeks to optimise and enhance the experience of its staff, students, partners and external clients by:
- encouraging and embracing diversity, equality of access, esteem and opportunity, and actively opposing and eradicating prejudice
- empowering individuals to develop themselves and enhance their contribution to the future aims and strategic direction of the University
- communicating openly and effectively in all directions
- being open, transparent, honest and reflective
- valuing teamwork and the expertise and contribution of individuals
- celebrating and promoting individual contributions, and the achievements and wider successes of the University
- working proactively and flexibly with all stakeholders and the wider community
- working in partnership to welcome, own and adapt to change
- fostering creativity, innovation and enterprise
- being committed to sustainability and protecting our environment.

Academic Strategy

The University's vision is:
To achieve regional, national and international recognition as the UK's leading university for working with business, and to be among the UK's top institutions of HE in relation to:
- being a vibrant and effective learning community with students at the heart of everything that we do
- enhancing academic and professional standards, and producing highly employable graduates for the benefit of individuals and organisations
- contributing effectively to the economic, social and cultural success of the communities that we serve
- demonstrating a real and continuing commitment to social inclusion.

This academic strategy will ensure that Teesside University is recognised for its commitment to the student experience by the provision of:
- high-quality, innovative teaching
- supportive learning environments

- opportunities for positive engagement with industry, communities, enterprise and research activities, which will produce highly employable graduates and postgraduates.

Learning Teaching and Student Experience Strategy

The University has recently reviewed its Learning Teaching and Assessment Strategy and redefined it to be broader as a Learning Teaching and Student Experience Strategy.

The Strategy states:

> *The University experience, whatever its guise is one in which learning happens in many ways outside the formal curricula. This new strategy therefore seeks to acknowledge that wider set of potential learning opportunities, create new learning opportunities and develop a culture in which all engagements become possible spaces in which learning can happen. We seek to develop a culture in which students engage fully with their own learning and development and all staff are concerned with the learning of each individual student in whatever capacity they interact. The clear goal of striving for all our students to become confident, critical, creative, adaptable, articulate and aspiring will be the key to finding ways of individually as well as collectively enhancing the students' experiences.*

Equality and Diversity

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

Our commitment to Equality and Diversity is reflected in our values of:
- encouraging and embracing diversity, equality of access, esteem and opportunity and actively opposing and eradicating prejudice
- empowering individuals to develop themselves and enhance their contribution to the future aims and strategic direction of the University
- communicating openly and effectively in all directions
- being open, transparent, honest and reflective

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 outlined in this agreement is in support of this framework.

Additional Activities

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

Careful analysis of that population indicates that 81% of Teesside students can be regarded as countable for OFFA purposes. Of the student full-time home undergraduate and liable for fees, 10.2% have declared a disability; 9.6% are from BME backgrounds; a further 22.0% are from POLAR 1 low participation neighbourhoods; and a further 17.9% are from NSEC backgrounds 4 – 7. Of the remaining student population, 21.3% have household incomes below £42,611.

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.

For this reason there are two strands to the work that the University undertakes in connection with this agreement – a strand that seeks to address broad issues across the whole applicant and student population and a strand that seeks to develop particular interventions at tightly targeted groups where there are identifiable characteristics which influence participation, progression and attainment.

Strand	Resources	Target	General		
			Project	Indicative Activities	Success Measures
Outreach	470K	T1b T2a	Demystifying Funding	Participation in Open day; Parents evenings and School events, and enhanced information. Individual guidance and information	Maintain household income profile of entrants. Maintaining NSEC profile
		T1b T2a	Mentoring Schemes, Discovery Days and Open Days	Comprehensive outreach programme with feeder schools and colleges to raise aspirations and engage learners with HE	Maintain number of applicants from NE to Teesside University. Maintaining number of applications from feeders to HE
		T1b T2a	Passport	Enhance general awareness of HE, increase subject knowledge, and increase parental awareness to support informed decision-making	Maintain current levels of institutional Passport membership. Maintaining annual individual membership of 2,500.
Collaboration	60K	T1b T2a	Sponsorship of Academies	Raise aspirations and progression into HE by sponsoring and working closely with two academies	Increase applications to HE from learners at Teesside University sponsored academies
		T1b T2a	HEBP	Partnership to build progression ladders and deliver accessible HE in communities across the Tees Valley	Maintain number of applicants from NE to Teesside University. Maintain number of applications from feeders to HE
		T1b T2a	Professional organisations	Participation in training, development and liaison workshops by professional bodies whose role is to promote best practice in	Ensure staff are aware of best practice.

				widening access, retention and the student experience	
Transition into HE	250K	T3a T5	Summer University	Short modules to support learners in developing their skills for HE, address specific knowledge deficits and develop confidence	Enhanced progression into HE and through first year of participants.
		T3a T5	Before Uni	Events held before start of course to develop cohort strength, focus expectations and develop confidence	Enhanced progression into HE and through first year of participants.
		T3a T5	Enhanced Induction	Enhanced and extended induction running through early stages of course to foster belonging, address confidence and skills issues, focus expectations and identify support mechanisms	Reduction in first term and first year withdrawal rates.
Retention and Progression	400K	T3a T5	Peer Mentoring	Support the development of peer mentoring schemes which foster mutually supportive learning and social communities (Also relevant to Student Success)	Formative evaluation Enhanced progression of participants.
		T3a T5	Equality and Diversity	Promotion of mutually respectful and diverse community. Identification of barriers to participation and success of groups with protected characteristics. Celebrate and promote diversity.	Enhanced participation and progression of students with protected characteristics.
		T3a T5	Skills Development	Enhanced support for learning and academic skills development.	Improved retention and progression.
		T3a T5	Retention Support	Retention support in Schools of study. Promotion and monitoring of student engagement. Individual support and guidance for	Improved retention and progression.

Strand	Resources	Target		Targeted	
				students. Review and strengthening of pastoral support mechanisms in Schools.	
		T3a T5	e-support	Development of interactive self-help materials to support personal and academic skills development and resilience. Improved information.	Formative evaluation and improved retention and progression.
Student Success	400K	T3a T5	Skills development and Employability	Development of attributes identified (confident, critical, creative, adaptable, aspiring and articulate) in the LTSES through programme of work experience opportunities, specialist skills sessions, volunteering opportunities, mentoring schemes and personal effectiveness programme.	Enhanced progression and attainment of participants.
Strand	**Resources**	**Target**		**Targeted**	
Disability	150K	T7		Work with feeder schools and colleges; staff development activities and individual support. Support transition into HE and access to appropriate support through enhance pre-enrolment guidance. Specialist support for students with mental health concerns and or social communication disabilities. Development of enhanced guidance on inclusive curriculum.	Increase numbers of disabled applicants. Increase in applicants accessing support through DSAs.
Care Leavers	20K			Work with local authorities, the Buttle Trust and other agencies to raise aspirations and awareness.	Increase in the number of care leavers entering Teesside.

				Provision of financial support and individual advice and guidance.	
BME	50K			Specialist support. Develop links with local communities Individual guidance and support.	Increase the retention and progression of BME students.
Mature Learners	30K			Special events to foster community and belonging. Specialist advice and information work.	Increase the retention and progression of mature learners.

6. Financial Support for Students

Full-time (2014 entrants)

6.1 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.

6.2 New Students 2014/15

The University's financial support for students commencing their studies in 2014/15 will be provided through the National Scholarship Programme (NSP).

The government contribution to the NSP in 2014/15 will be £468,000. The University will match and increase this contribution in order to provide 1,080 scholarships of £2,000 each. The University's contribution will be £1,692,000.

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 and scholarships will be awarded up to the maximum number on income criteria.

Successful students will receive a fee waiver of £2,000 in their first year.

6.3   The University will discount the fees of Foundation level programmes from £8,450 to £5,750 to encourage students to undertake the four-year programmes. It will also discount the fee for the final year of the MEng programme from £8,450 to £4,450 in order to encourage students to undertake these programmes.

7. Monitoring and Evaluation

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

The Deputy Vice Chancellor will be supported by a Steering Group which will include membership from the Students' Union. This group will monitor actions under the Implementation Plan. In particular this will regularly:

- 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 within the strands – particularly in the light of emergent data on the student profile;
- Ensure that successful practice emerging from the work undertaken in the project strands 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;
- Identify clear objectives for all aspects of activities in the implementation plan and monitor performance against them.

The group will also
- Ensure that appropriate committees and processes at School and Institutional level scrutinise their activities in the light of the Implementation Plan;
- Review the Implementation Plan annually and refocus it as appropriate given progress and in the light of trends and changes in data on student profile and progress;
- Report progress annually 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

(This section will be reviewed in the light of subsequent guidance issued in the form of a National Framework for Evaluation).

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 2014/15 - Annexes B & C

Institution name: Teesside University

Institution UKPRN: 10007161

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative 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 maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	NS-SEC (location adjusted) (HESA Table T1b)	Young F/T undergraduate entrants from socio-economic classifications 4 - 7	No	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.
2	LPN (location adjusted) (HESA Table T1b)	Young F/T undergraduate entrants POLAR low participation neighbouhoods	No	2009/10	28.8	29	29.2	29.4	29.6	30		The University is starting from and extremely high baseline (top perfoming university in the sector) and the target reflects this position.
3	Mature	T2a Mature F/T undergratuate entrants with no previous HE experience and from POLAR low participation neighbouhoods	No	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.
4	Disabled	T7 Percentage of students in receipt of DSA	No	2009/10	4.8	5	5.3	5.6	6	6.5		
5	Non continuation: All (HESA Table T3a)	Continuing or qualifying following year of entry	No	2008/09	89.2	89.5	89.75	90	90.5	91		
6	Projected outcomes (HESA table T5)	Degree	No	2008/09	74.2	74.5	75	76	78	80		
7		Other Award	No	2008/09	11	10.6	10.3	9.6	8.3	7		
8		Transfer to another HEI	No	2008/09	3.8	4	4	4	4	4		
9		Neither Award nor Transfer	No	2008/09	11	10.9	10.7	10.4	9.7	9		

Table 5b - Other milestones and targets

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

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative 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 maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1												
2												
3												

Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.	