Agreement with the Office for Fair Access Full Time Students 2016-17

Introduction

This OFFA agreement covers students who start on full time courses in the academic year 2016-17 and has been developed in conjunction with a new institutional plan and primary strategies covering the period 2015-2020. This has allowed for the alignment of Key Performance Indicators (KPIs) and the cascade of these to academic Schools and student facing central departments.

Given that the general election is imminent and the potential impact on HEIs, the University would wish to maintain a capacity for flexibility in the implementation of this 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, retention and student success which is evidenced as follows:

- The University has an outstanding track record on access with 98.8%[1] of new full–time entrants coming from state schools and 27.4%[1] from low participation neighbourhoods. The University has consistently performed better than its benchmarks[2] and is nationally recognised as a sector leader in raising aspirations.

- The University has continued to make substantial improvements in all of its performance indicators which relate to retention and student success.

- The University has increased the percentage of full-time undergraduate students receiving DSAs from 4.8% in 2009-10 to 6.9% in 2013-14[3].

[1] 2013-14 University Target 2 T1a [2] 2013-14 University Target 2 T1a benchmark State Schools 96.8% & POLAR3 low participation neighbourhoods 23.5% [3] 2013-14 UniversityTarget 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 2. It is also formed by the University's Institutional Plan, Equal Opportunities Policy and Equality Action Plan, and by the primary university strategies.

Institutional Plan

The plan states that by 2020 Teesside University will have consolidated, and further enhanced, its position as a well-regarded, broad-based, 'substantial', financially stable and resilient university maintaining its excellent reputation as a 'good place to work'. The principal focus of the University will be on providing the excellent learning and research opportunities necessary to both:

- enable students to fulfil their personal and employment potential; **and**

- provide employers with access to the higher skills, innovation and support necessary to deliver economic success.

All students will be experiencing a knowledge-rich and business-connected student experience aimed at producing confident, creative, adaptable and articulate graduates capable of achieving success in their lives and careers, and contributing to both their communities and the economy. The University will have extended its reputation, and reach, as an internationally-networked and globally connected university. Whilst closer to home, the University's extensive partnership with FE colleges within the Tees Valley, the wider North East and Yorkshire will continue to be a national flagship for the delivery of franchised and validated HE within and FE setting.

Investment in research will be focussed upon a combination of investing in both: areas of existing and emerging world class excellence within the University; and areas where the industry, infrastructure and resources of the Tees Valley make Teesside an ideal 'test bed' for future, distinctive and 'high impact' research development.

Academic Strategy

The academic strategy (2015-2020) states that the University's ambition is to deliver transformative educational experiences which enable our graduates to realise their aspirations in contributing to society, culture and the economy; to achieve this we will

Become the destination of choice for students and staff who share our ambition

Teesside University's history is founded on a pledge to offer opportunities to people. Through our commitment to widening participation in higher education, working with business in knowledge exchange partnerships, or striving to help our students achieve their aspirations, Teesside provides transformative opportunities through outstanding teaching, purposeful research, and enriched educational experiences.

Offer a distinctive student experience through innovative curricula and inspirational teaching in stimulating learning environments

Learning and teaching has always been at the centre of what we do and remains our core purpose. Teesside University is already committed to offering innovative and inclusive education programmes and student experiences that genuinely transform lives.

Provide a research-engaged academic experience for all students and staff

Teesside University prides itself on its emerging reputation for research excellence. In the future, where the discovery of new knowledge and the creative use of that knowledge becomes increasingly vital to personal and economic success, we recognise the importance of linking teaching and research ever more closely.

Be recognised as one of the highest performing universities of the UK for student satisfaction

The heart of Teesside University lies in its relationship with its students. Attracting high rates of student satisfaction in recent years, we know that we have much to learn from our students. Moving forward, we will build on this strong foundation by positioning the student experience at the centre of all our activities.

Be deeply connected with our locality and its communities and be known nationally and globally for our commitment to partnership working with students, the community, and business

A sense of location and community lies at the heart of our mission. As an integral part of that location Teesside exists to serve and engage its local, regional, and global communities in reciprocal learning to our mutual benefit.

Become an increasingly culturally diverse and inclusive community

Teesside University is committed to offering leading edge learning opportunities for a global future. Developing a diverse University community which embraces the full spectrum of social and cultural perceptions and experiences is vital to our social and economic well-being.

Be recognised nationally and globally for our pre-eminence in key disciplines

In seeking to build on our longstanding commitment to outstanding teaching and learning, we nevertheless recognise that the pace of change in the coming years will be swift. In order to respond to these challenges we must ensure that the nature and scope of the University's provision is aligned to the future.

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.

Both the academic and the learning, teaching and student experience strategies have been developed collaboratively with students and staff and discussed with employers in terms of approaches which foster co-design and production and involvement in co-delivery of key elements of these strategies.

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.

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.

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. A particular emphasis is placed on working with 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. 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

Full Time 2016-17

- The University will charge £9,000 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 £6,000 per annum.

- Fees for the first year of degree programmes with a foundation level year will be £6,000 instead of the normal fee of £9,000. The fourth year of MEng programmes will also be discounted from £9,000 to £4,500.

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 given in Annexe B.

Part Time 2016-17

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 and retention and student success 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 2013-14 performance, the University has an exemplary record in providing access to Higher Education for groups which have been under-represented in the past. It ranks equal first in the HE sector for young full-time entrants from low participation neighbourhoods and 14th in the HE sector 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 the following categories.

Table 1

Access Performance Indicator (%)	2013-14	
	Benchmark	**Performance**
T1a Young Full Time degree entrants		
From state schools	96.8[1]	98.8
From socio-economic classifications 4 to 7	42.6[1]	48.1
From POLAR low participation neighbourhoods	23.5[1]	27.4
T2a Mature Full Time undergraduate entrants		
First degree entrants		
% of entrants who are mature	n/a	37.1
% of mature who are from POLAR low participation neighbourhoods and have no experience of HE	21.2[1]	22.8
All undergraduate courses		
% of entrants who are mature	n/a	37.9
% of mature who are from POLAR low participation neighbourhoods and have no experience of HE	20.4[1]	22.1
T7 Participation of students in receipt of DSAs		
Full-time undergraduate	7.4	6.9

[1] location adjusted

3.2.   Retention and Student Success

T3a Non-Continuation Following Year of Entry

The University exceeds its benchmarks in all areas of non-continuation following year of entry and its performance continues to improve year-on-year.

Table 2

Retention and Student Success Performance Indicator (%)	2012-13	
	Benchmark	**Performance**
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	8.4	8.9
Mature entrants		
Continuing or qualifying	n/a	87.4
Not found at any HE institution	12.0	11.6
All entrants		
Continuing or qualifying	n/a	88.9
Not found at any HE institution	9.5	9.8

3.3. Conclusion

Based on the preceding analysis and commentary, the University can demonstrate an excellent record on access and in retention and student success, when measured against externally set benchmarks.

In 2011, the University was the UK's best new university for student experience (Times Higher Education survey 2011). In 2014, Teesside University was awarded University of the Year for Student Retention (Times and Sunday Times, 2014). The percentage of Teesside students not completing their course is 9% compared to a national average of 17%.

The University has invested significant resources in access and retention and student success in recent years and will continue to do so. Successful strategies include:

1. Personal development planning embedded within curricula
2. Appointment of Retention Support Officers, who work with students in a variety of ways to support attendance and engagement.
3. Attendance monitoring and early interventions to provide timely support to students.
4. Tracking of students identified as vulnerable and targeted interventions (e.g. restudy students).
5. Introduction of Learning Hub in Library and Information Services
6. Volunteering opportunities
7. International placements
8. Students as Researchers Scheme
9. Paid summer placements
10. Graduate internships
11. Get Ahead Portal
12. Partnership with the Students' Union to provide students with an experience that is rich in pastoral and social support.

4. Targets and Milestones

The University has reviewed the targets established under this agreement through to 2019-20. This review has lead 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 3

Target No.	Access Performance Indicator	Benchmark 2013-14 %	Performance 2013-14 %	Target 2019-20 %
1	**Ensure that the University continues to achieve or exceed all of its HESA location adjusted WP benchmarks for social inclusion** *T1a Young full time first degree entrants by **POLAR 3** low participation marker*	23.5[1]	27.4	29.9
2	**T7 Percentage of students in receipt of DSAs**	7.4	6.9	8.5

[1] location adjusted

(In the case of T7, the University will aim to consolidate recent progress through to 2020. However, the University will need to review the use of this indicator as an appropriate measure for the participation of disabled people in HE.)

Table 4

Target No	Retention, Student Success and Attainment Performance Indicators	Benchmark 2013-14 %	Performance 2013-14 %	Target 2019-20 %
3	**Percentage of students achieving qualification aim**	n/a	80.7	90.0
4	**Percentage of entrants to FT First Degree programmes continuing or qualifying following year (2 year time delay)**	*n/a*	*91.9*	*95.0*
5	**Percentage of graduates in work or study 6 months after graduation** **E1a** *Leavers obtaining Non continuation following year of entry full time first degree by age marker and continuation status*	n/a 91.7	84.8 86.7	88.0 -
6	**Percentage of graduates in professional or managerial jobs 6 months after graduation**	n/a	46.8	49.0

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

Performance Indicator	Performance (most recent data) %	Target 2016-17 %	Target 2017-18 %	Target 2018-19 %	Target 2019-20 %
Ensure that the University continues to achieve or exceed all of its HESA location adjusted WP benchmarks for social inclusion **T1a** *Young full time first degree entrants by* **POLAR 3** *low participation marker*	27.4	28.4	28.9	29.4	29.9
T7 *Percentage of students in receipt of DSAs*	6.9	7.5	7.9	8.2	8.5
Percentage of students achieving qualification aim	80.7	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)	91.9	93.1	93.8	94.4	95.0
Percentage of graduates in work or study 6 months after graduation	84.8	86.1	86.7	87.4	88.0
Percentage of graduates in professional or managerial jobs 6 months after graduation	46.8	47.7	48.1	48.6	49.0

5.   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 students on programmes that are covered by the Access Agreement and the overall institutional performance at undergraduate level.

Table 6 Ethnicity
Percentage

Performance Indicator		Institutional performance (most recent) %	White Performance %	BME Performance %	BME difference from white
Students achieving qualification aim	1	80.7	80.8	79.0	**-1.8**
	2	79.5	79.5	78.5	**-1.0**
Entrants to FT First Degree programmes continuing or qualifying following year (2 year delay)	1	91.9	92.2	89.3	**-2.9**
	2	92.1	92.4	89.2	**-3.2**
Graduates in work or study 6 months after graduation	1	84.8	85.0	82.4	**-2.6**
	2	83.0	83.1	82.8	**-0.3**
Graduates in professional or managerial jobs 6 months after graduation	1	46.8	47.5	39.2	**-8.3**
	2	38.0	38.2	37.1	**-1.1**

[1] Institutional performance
[2] Performance of full-time undergraduate fee regulated students

Table 7 Gender
Percentage

Performance Indicator		Institutional performance (most recent) %	Male Performance %	Female Performance %	Female difference from male %
Students achieving qualification aim	1	80.7	78.0	82.6	**+4.6**
	2	79.5	74.3	85.5	**+11.2**
Entrants to FT First Degree programmes continuing or qualifying following year (2 year delay)	1	91.9	91.3	92.4	**+1.1**
	2	92.1	91.6	92.8	**+1.2**
Graduates in work or study 6 months after graduation	1	84.8	79.2	89.0	**+9.8**
	2	83.0	78.9	87.3	**+8.4**
Graduates in professional or managerial jobs 6 months after graduation	1	46.8	46.4	47.1	**+0.7**
	2	38.0	45.2	30.7	**-14.5**

[1] Institutional performance
[2] Performance of full-time undergraduate fee regulated students

Table 8 Disability / DSA
Percentage

Performance Indicator		Institutional Performance (most recent data) %	Not Disabled Performance %	Disabled		DSA	
				Performance %	Difference from non-disabled %	Performance %	Difference from non-disabled %
Students achieving qualification aim	1	80.7	81.1	76.4	-4.7	78.9	**-2.2**
	2	79.5	79.5	79.3	-0.2	83.7	**+4.2**
Entrants to FT First Degree programmes continuing or qualifying following year (2 year delay)	1	91.9	91.9	92.3	+0.4	91.7	**-0.2**
	2	92.1	92.2	91.9	-0.3	91.6	**-0.6**
Graduates in work or study 6 months after graduation	1	84.8	85.4	79.7	-5.7	77.2	**-8.2**
	2	83.0	83.8	77.5	-6.3	75.6	**-8.2**
Graduates in professional or managerial jobs 6 months after graduation	1	46.8	46.9	45.8	-1.1	48.5	**+1.6**
	2	38.0	38.2	36.9	-1.3	43.3	**+5.1**

[1] Institutional performance
[2] Performance of full-time undergraduate fee regulated students

There are two strands 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. 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.

Hypotheses:

- Targeted and localised interventions will increase male attainment and redress the gender imbalances in achievement of qualification aim.
- Targeted and localised interventions will increase attainment and progression from students from BME backgrounds and redress the imbalances in achievement of qualification aim.
- Targeted and localised interventions will increase rates of employment for male students, students from BME backgrounds and students in receipt of DSA.
- Targeted and localised interventions will increase the numbers of female students in professional or managerial jobs 6 months after graduation.

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 *retention and student success* 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.

In its work on *progression to further study or within employment* the University's strategic priorities will be to develop:

- 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.

Table 9 Activities Supported under this agreement

The attached table identifies activities in four strands

- o Improving access
- o Improving retention and student success
- o Progression to further study or to/within employment, and
- o 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

Strand	Total Spend	OFFA reportable spend
Improving Access	**£900k**	**£900k**
Improving retention and student success	**£995k**	**£819k**
Progression to further study or to/within employment	**£1,352k**	**£1,113k**
Targeted support for specific groups	**£775k**	**£775k**
Total	**£4,022k**	**£3,607k**

Improving Access

Heading	Project	Indicative activities	Target Group (% included)	Spend (£K)
Close liaison with partnership and feeder organisations	Educational Partnerships • Higher Education Business Partnership • Wider partnership with sixth forms and schools	• Raising aspirations • Developing local provision • Providing ladders of progression	Under-represented groups *(100)*	**140**
	Schools/colleges liaison work Raising aspirations in feeders and local communities	Work in Schools and Colleges to raise aspirations	Under-represented groups *(100)*	**220**
Targeted recruitment activity	Pre 16 aspiration raising	• Pre-16 awareness raising • Financial understanding • Children's University	Under-represented groups *(100)*	**55**
	Financial outreach work	• Information provision • Individual guidance • Information sessions • Careers evenings and parents events	Under-represented groups *(100)*	**75**
	Future Champions	Collaboration with county sports, local authorities and NGBs to raise attainment and aspiration in young people	Under-represented groups *(100)*	**10**
	Targeted recruitment	• Master Classes • Parents Evenings • Open days • Careers Events • Taster Events	Under-represented groups *(100)*	**250**

		• Community Events		
	Ambassadors into Schools	Students working in schools to support learner development and aspiration	Under-represented groups *(100)*	**40**
	HEAT Tracker	Tracking interventions with young people to evaluate effectiveness	Under-represented groups *(100)*	**20**
Participation in the NE Raising Aspirations Partnership (RAP) to support pre-16 recruitment activity	Strategic collaboration with other North East Universities to raise asprations	Support for collaborative fairs, schools and colleges visits and programme of activity	Under-represented groups *(100)*	**90**
Total spend in area				**900**
Of which OFFA Countable			100%	**900**

Improving Retention and Student Success

Heading	Project	Indicative activities	Target Group (% included)	Spend (£K)
Support for transition into HE	Summer University	Pre-university study to address learning and skills deficits and raise confidence	All students (82.3%)	150
	Induction processes	Activities intended to settle students into course and school and foster belonging • Social events • Information provision • Cohort building at course level	All students (82.3%)	50
	Welcome events	• Introduction to the University • Information for parents and supporters • Events to foster friendship and interaction	All students (82.3%)	15
	Information provision	Provision of essential information in accessible and targeted forms	All students (82.3%)	25
	Re-Induction Programmes	Renewing information about support, expectations and further opportunities for returning students	All students (82.3%)	20
	LIBQuest	Maintenance of game-based interactive guide to library and information services	All students (82.3%)	15

	Reintegration after interruption	Special support for students who have interrupted for personal compelling reasons	All students (82.3%)	**10**
	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%)	**100**
Provision of information, advice and guidance	Advice and Information Services	Provision of information, advice and guidance on any issue that affects students	All students (82.3%)	**220**
	One stop for living support	A project to enhance clearer pathways for students to access support and development opportunities	All students (82.3%)	**50**
	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%)	**50**
Development of cohort cohesion	Building community in residences	The aim is to foster belonging and community • Training and support for Wardens • Programme of activities – sport and cultural	All students (82.3%)	**50**
	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%)	**25**

		belonging and enhance student skills • Professional support for student societies • Direct funding • Enhancing student engagement		
	Sport participation programme	Programme to encourage activity and engagement – enhancing attachment and social bonding	All students (82.3%)	**50**
Support for targeted innovative and developmental practice	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%)	**100**
	Peer Assisted Student Support (PASS)	Training and supporting students to support others in learning and development	All students (82.3%)	**65**
Total spend in area				**995**
Of which OFFA countable			82.3%	**819**

Progression to further study or to/within employment				
Heading	**Project**	**Indicative activities**	**Target Groups (% included)**	**Spend (£K)**
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	Learning Hub	Extra and co-curricular provision to support student development through a hub and spoke model to address student skills concerns	All students (82.3%)	**100**
	Succeed@tees	Development of information skills in students • The development of liaison networks • Specific provision and student development programme • Enhanced roles of Library staff	All students (82.3%)	**200**
	Curriculum Development	The development of an inclusive and accessible curriculum • Work on a specific project to identify and transfer good practice around inclusive learning, teaching and assessment • Workshops on course design • Events to transfer practice • Use of consultancy to	All students (82.3%)	**150**

		enhance practice		
	'Lunch and Learn' staff development	Focussed short staff development sessions examining issues of student diversity	All students (82.3%)	**20**
Provision of skills development programmes, which are embedded within curricula and supported by a spiral of co-curricular activities from central departments	'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%)	**100**
Embedding employability skills development in curriculum	Careers Adviser Work	Detailed work with course teams to tailor interventions to support particular cohort needs in relevant labour markets.	All students (82.3%)	**175**
	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%)	**75**
Extensive programme of co and extra-curricular activities	Get Ahead Portal	Maintenance and development of clear web portal to guide students and staff into opportunities for development	All students (82.3%)	**15**
Provision of volunteering, mentoring and paid work experience opportunities	VolunTees	Programme of volunteering development • Identifying appropriate partner organisations • Generating student interest	All students (82.3%)	**120**

		• Identifying student need and matching • Monitoring and rewarding participation • Developing curriculum		
	DiversiTees	Providing appropriate mentors for disabled, BME and mature students to develop skills and awareness	All students (82.3%)	**25**
	Graduate Internships	Supported 12 week placements for recent graduates	All students (82.3%)	**125**
	Summer Placements	Supported 5 – 6 week placements for first and second year students	All students (82.3%)	**175**
	Enterprise Programme	Development of student skills in business and social enterprise skills	All students (82.3%)	**72**
Total spend in area				**1352**
Of which OFFA countable			82.3%	**1113**

Targeted Support for specific groups				
Heading	**Project**	**Indicative activities**	**Target Groups (% included)**	**Spend (£K)**
Provision of individual advice and guidance	Disability support	Support for disabled applicants and students • Aspiration raising • Work with feeders organistions • Support for applicants • School-based support	Disabled applicants and students *(100)*	**160** (after specific SOF allocation)
	Care Leavers support	• Outreach work with local authorities • Dedicated advisory support • Financial support for students	Care Leavers *(100)*	**50**
	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 *(100)*	**10**
	Technological Support	Provision of basic level technology requirements to ALL disabled students	Disabled applicants and students *(100)*	**50**
	Targeted employability work	Dedicated Careers Unit support and specialist workshop based interventions to address inequalities in DLHE outcomes	BME, disabled and gender inequalities *(100)*	**75**

	Community engagement work	Raising University profile and relationship with community • Work with BME groups to provide support and venue for activities • Community engagement through legal clinic and voluntary activity • Sponsorship and engagement with community events	BME, disabled and gender inequalities *(100)*	**10**
	Enhancing access to support for psychological wellbeing	Developing clearer pathways for vulnerable students including those with mental health concerns. Developing • clearer support mechanisms • faster referral processes • broader service	Disabled students *(100)*	**100**
	Graduate Internships	Supported 12 week placements for recent graduates Specific strand to address issues related to differential outcomes identified for BME, gender and disability	BME, disabled and gender inequalities *(100)*	**125**
	Summer Placements	Supported 5 – 6 week placements for first and second year students Specific strand to address issues related to differential	BME, disabled and gender inequalities *(100)*	**175**

		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 *(100)*	**20**
Work in collaboration with external agencies	Developing links and understandings with organisations working in disability, mental health, local authorities, communities etc.			
Total spend in area				**775**
Of which OFFA countable			100%	**775**

6. 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.

7. Implementation and Development

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.
In addition, a subsequent series of meetings were held 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

Student representatives have been consulted regularly as members of the Student Access and Support Strategy Working Group and the Student Union Executive Officer for Education has been a member of the planning group and has been involved in discussions and decisions throughout the development of this agreement.

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.

Operational Management

The strategic development and operational management of matters relating to this agreement will be the responsibility of the Deputy Vice-Chancellor (Academic).

The Deputy Vice-Chancellor will be supported by a cross-university Steering Group which will include extensive membership from across the student body. This group will be an important component in the development of further agreements, the refinement and further development of an evaluation strategy and the monitoring of the University's performance against the agreements.

This group will be 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 will report into the University's management structure through the University's Corporate 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.

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 Deputy 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	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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young Full-time first degree entrants from POLAR3 low participation neighbourhoods	No	2013-14	27.4%	27.9%	28.4%	28.9%	29.4%	29.9%	
T16a_02	**HESA T7** - Students in receipt of DSA (full-time, first degree entrants)	Participation of students in receipt of Disabled Student Allowance (Full-time undergraduate)	No	2013-14	6.9%	7.2%	7.5%	7.9%	8.2%	8.5%	
T16a_03	**Other statistic** - Other (please give details in the next column)	Students achieving their original qualification aim	No	2013-14	80.7%	82.6%	84.4%	86.3%	88.1%	90.0%	
T16a_04	**HESA T3a** - 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	91.9%	92.5%	93.1%	93.8%	94.4%	95.0%	
T16a_05	**Other statistic** - 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	2012-13	84.8%	85.4%	86.1%	86.7%	87.4%	88.0%	
T16a_06	**Other statistic** - 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	2012-13	46.8%	47.2%	47.7%	48.1%	48.6%	49.0%	

Notes

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

Table 7b - Other milestones and targets.

Reference Number	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)
						2015-16	2016-17	2017-18	2018-19	2019-20	

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.