

Draft 11

LEEDS METROPOLITAN UNIVERSITY

OFFICE FOR FAIR ACCESS (OFFA)

Access Agreement

2014 – 2015

1 Introduction

In our 2013 – 2014 Access Agreement we reported that we were in the process of refocusing our approach to access and social mobility and we are continuing to consolidate this process. Following a review of our broad-based outreach approach we have moved to set a more strategic and focussed agenda; principally routed through aligning our distinctive approach to employability and access to the professions with our emerging associate schools and colleges network to ensure that we are identifying and supporting disadvantaged students with the potential to succeed. We have also developed a more integrated approach to inclusive learning, teaching and support strategies. To support this we have strengthened our detailed monitoring and evaluation which informs continuous improvement and ensures effectiveness and efficiency.

2 Context and Background

2.1 Corporate Strategy

We have a long history of delivering life enhancing education which is relevant to employment. We welcome students with potential, whatever their backgrounds and help them achieve career success. Our vision is to “be acknowledged for our commitment to student success, our innovation and enterprise, our global reach and strong local impact”. This vision is underpinned by a set of six values; namely that we are: *Inspiring, Creative, Enterprising, Purposeful, Professional and Respectful*. These values constitute the principles which guide the way we do things.

2.2 Regional perspective

We have a strong track record of working with business through a range of enterprise and research activities and individual projects. We are committed to continuing to build upon this tradition of partnership with businesses and related organisations which help develop and improve their operations and in turn benefit the regional and national economy. Such links directly feed into the student experience by ensuring that our taught curriculum is both relevant and current and by providing work experience opportunities for our students at both undergraduate and postgraduate level.

2.3 Overall Targets

Last year we identified four interrelated targets which we believe mark an effective contribution to higher education and which will ensure that our student population is fully representative. We continue to work towards achieving these objectives.

- To meet all HESA benchmarks for the recruitment of students from:
 - State schools or colleges
 - Low socio-economic groups
 - Low participating neighbourhoods
- To continue to match or exceed our non-continuation HESA benchmarks
- To increase the proportion of students who achieve firsts and 2:1s

- To exceed our graduate employment HESA benchmark.

2.4 Current Institutional Performance

The satisfaction and success of our students is central to our approach and we measure this through a range of key performance indicators. We have seen significant progress in terms of the percentage of students expressing satisfaction with both their overall satisfaction and with the quality of teaching on their course as measured by the National Student Survey, which has risen from 78% in 2010 to 85% in 2012.

Equally the percentage of our students graduating with Good Honours improves year on year and we have exceeded our 2015 strategic plan KPI target. As our performance has improved, so has our HESA benchmark target and we continue to aim to exceed this.

The percentage of our graduates in graduate level jobs, at 63.1% is below the sector average of 69.3%. This is part reflects the nature of our portfolio, which contains relatively low levels of teacher and healthcare professional education, for example, and relatively high levels in courses in creative and related areas. We have developed and implemented a systematic approach to enhance graduate employability.

Our more focused and effective outreach programme will impact positively on our participation rates of those under-represented in higher education over the next couple of years and we aim to fulfil our strategic plan KPI for 2015 to match or exceed each of our HESA widening participation performance indicators.

Participation of under-represented groups in HE – young full time UG

	From State School/College		From NS-SEC classes 4, 5, 6 & 7		From Low Participation Neighbourhoods (POLAR2)	
	Percentage	Location Adjusted Benchmark	Percentage	Location Adjusted Benchmark	Percentage	Location Adjusted Benchmark
2006/07	92.6	93.4	32.5	36.6	14.6	15.8
2011/12	93.1	95.0	32.4	37.8	13.3	17.0

We continue to outperform our location adjusted benchmark across all categories in relation to non-continuation as set out in the table below.

Non-continuation following year of entry – full time first degree

	Young entrants		Mature entrants		All entrants	
	% not in HE	Benchmark	% not in HE	Benchmark	% not in HE	Benchmark
2005/06	7.8	8.8	11.2	16.2	8.7	10.7
2010/11	8.1	8.6	11.8	12.6	8.8	9.4

Informed by this data; comparative information; and by OFFA guidance; we propose to commit 22.5% of additional fee income to 'additional access and retention measures' by 2016/17. Given our performance data as set out in the above tables, our expenditure will be weighted to support outreach activities to ensure that our participation levels are enhanced. Since the last Access Agreement, we have undertaken significant evaluation of our NSP allocation methodology, including a consultation exercise with the recipients of the funds. The findings from this evaluation have led to an agreed change to our approach. Our students have indicated that they need financial support throughout their time at university and so we will be phasing this support through our match funded contribution. This will result in a reduction in the proportion of university expenditure in the first year of operation, but with concomitant increases thereafter.

3 Fees

3.1 Fee setting

We have set our fees so as to be able to maintain the academic and pastoral resource our students need to ensure success. We will not compromise the quality of our academic delivery nor reduce the effectiveness of our support for students. However, we recognise that the activities we undertake must deliver increasing levels of success and satisfaction and we will focus still further on our core business and activity that delivers success.

The fee for all Home/EU students beginning a full-time undergraduate Bachelor's degree at our university in the academic year 2014/2015 will be £9000. This same fee level will be charged on a pro rata basis for all Home/EU students beginning a part-time undergraduate Bachelor's degree at our university in the academic year 2014/2015. It is our intention to apply increases in line with the amount set in government regulations each year and to take account of inflation as set out in our previous Agreement.

If the student's course includes a placement year, there will be no charge to the student, to encourage students to invest in this experience. This is priced as 20% of full time fee, which is line with external requirements, which is then waived.

We have determined a single fee rate for our undergraduate provision and will not, therefore charge differential fees based on subject area. We are a university community in which every element of our professional portfolio plays an important role in enabling students to fulfil their career ambitions and we do not wish, at the present time, to create a differential contribution structure which may act as a barrier to some students following their professional career choice. We believe this pricing structure is simple to understand and to operate, and will have a neutral impact on students who choose to transfer courses.

3.2 Consultation with students/Students' Union

In discussion with our students/Students' Union we have stressed that we are sensitive to the fact that our continued investment in student support will be a key component of their success and therefore our success. We want our students (and staff) to be proud of the fact

that they are part of our university, by ensuring that our resources are focused on delivering academic excellence.

Students are represented at all levels of our academic governance structures and as such have been part of the discussions which have shaped our widening participation activity, strategy and associated key performance indicators; this has included re-shaping our support for Care Leavers and consideration of improvements to student support infrastructure through membership of our Student Experience Steering Group. As members of our Board of Governors, our students also play a part in shaping and agreeing our fees policy.

4 Student Financial Support

We wish to encourage students from backgrounds which traditionally do not participate in higher education but who have the ability to succeed in our challenging environment and who we believe can benefit from our employability focused curriculum. As such we have devised a programme of financial support as follows:

We are continuing with our High Achievers Bursary, a proportion of which will be allocated to support students identified as coming from categories related to our HESA widening participation performance indicators.

There is some evidence that of our more targeted bursaries such as those for Care Leavers might be significant; as are the funds which are distributed in response to evidenced circumstances of hardship. Following consultations with our Students' Union we carried out a benchmarking exercise and have, as a consequence, increased our bursaries for Care Leavers to £1500 per year.

We help students support themselves financially by offering a range of careers advice and guidance and by providing practical support into paid part time employment and internships through our well established Job Shop.

In response to changes in our NSP allocation we have worked on a new approach to enabling students from under-represented groups to access our university by developing a transition programme which supports prospective students from AS level right through to their first year in our university. The full detail of this project is set out at Appendix A. Alongside this, we have reviewed our entry criteria for students entering through our associate schools and colleges and have removed the tariff point barrier for those from under-represented groups, who traditionally may underperform at AS and A2 level but who have the potential and attitude to succeed.

We will continue to offer a £300 Leeds Met Bursary to students who join us from one of our associate schools or colleges and whose household residual income is less than £25k.

4.1 Provision of Information to Prospective Students

We aim to provide prospective students with a high quality experience of our university which includes access to clear, meaningful and unambiguous information about who we are and what we do. One of the aims of our Strategic Plan is to achieve the government Customer Service Excellence Standard, a key component of which is transparency and accessibility of information. Our Strategic Plan sets out that we will achieve this standard by 2015, however, the improvements that we have made in relation to outreach, student support and success, underpinned by accurate and relevant information has led us to submit for assessment this year.

Alongside the publication of Key Information Sets which are clearly signposted on our digital prospectus, we have reviewed and enhanced our mechanisms for ensuring prospective and enrolled students have access to financial information, advice and guidance. This included the establishment of an enhanced student financial advice service as part of our restructured Services for Students. We have significantly improved the range and accessibility of our online support services for our students with a fully integrated resource located within our Student Hub website at <http://www.leedsmet.ac.uk/studenthub/>

We have reviewed and improved our student induction process, including when we provide information to new students so that they are not overwhelmed in their first few days at university. Feedback from students this year has shown significant improvements in student satisfaction.

5 Outreach, access to educational opportunity and access to the professions

5.1 Outreach

As set out in our HESA performance indicators we have a good track record in relation to retention activities but need to see improvements in participation and will therefore allocate resource accordingly to provide additional funds to support outreach activity. Outreach will continue to form a vital part of our university's aspiration raising activity and we will build on our national reputation for our work with white working class boys and with Care Leavers. As set out in section four above we are also aligning our outreach activity with our strategic commitment to employability through programmes such as Access to the Professions.

We are continuing to deliver our progression module, one of the Access and Widening Participation team's flagship initiatives. This enables Year 12 students to take a structured approach to researching, choosing and applying to courses in Higher Education. In 2012 2,000 young people in the region registered onto the module making it one of the largest schemes of its kind in the UK.

Our work with faculties continues to be a key priority. We have devised two complementary schemes, Young Professionals for students in Y10/11, and Tomorrow's Professionals aimed at students in Y12. The projects introduce young people to degree courses in specific subject areas by enabling them to take part in Taster Days, Master Classes and Summer

Schools. Aimed at a targeted cohort of 200 students, the programme provides students with effective information, advice and guidance through the key decision making process between Key Stage 4 and 5.

Our programme kids@uni has continued this year with in-school workshops for Year 6 pupils in schools in low participation neighbourhoods. The sessions, facilitated by our graduate interns, took place in ten primary schools located across Leeds, benefitting close to 260 pupils. This year a virtual campus tour was produced to support the visits, featuring current undergraduates which enabled the pupils to see the campus on screen. All the schools taking part are invited to enter a project-based prize competition called 'Local Heroes' where they focus on an adult from their community who has studied successfully at university.

5.1.1 Collaborations and partnerships

Our approach to outreach has always been collaborative and based on partnership work with schools, colleges and community groups. We work with our partners to develop programmes that add value to the curriculum. As a member of the regional Higher Education Access Rewarding Transforming (HEART) partnership with universities and FE Colleges in West Yorkshire we are developing new arrangements for collaborative activity with schools, colleges and other stakeholders to deliver aspiration raising initiatives, improved attainment and important advice and information in targeted communities. As a partnership we have developed a common statement of purpose which is set out as Appendix B.

We are also engaged in a range of academic partnership activity, which focus on delivering benefits for the local community but also engage those communities in the consideration of Leeds Metropolitan University as a place to study. One such project is reflected through our existing partnership work with Hamara - a Leeds based healthy living centre that is the largest ethnic minority organisation in the city. A joint five-year programme of research and enterprise between Hamara and the Institute for Health and Wellbeing within our University is currently being developed with the goal of finding new, more effective and innovative ways that may impact on the health and health inequalities in local communities. A Strategic Partnership Steering Group between Hamara and Leeds Metropolitan University is being established. The benefit of this project is that it strengthens our links with local communities, particularly those experiencing disadvantage, thereby consolidating pathways for potential learners from these communities to the University.

Our partnership portfolio, developed over many years, has provided us with many opportunities to deliver high quality teaching in locations remote from our campus and have extended our widening participation routes. We believe in having provision that will serve the needs of our local community and provide access to higher education to students who might not otherwise consider this as an option. Following the refocus of our own undergraduate courses we invested in supporting our partner colleges to align their portfolio with ours. We continue to support opportunities for those students studying with our partners who wish to progress to our university and who have the ability to succeed.

5.1.2 Associate Schools and Colleges Network

We have identified 25 secondary schools and colleges whom we are working with to engage in our network. This builds on relationships that we have developed over a number of years through the delivery of our progression module. The collaborative programme includes:

- A progressive framework of engagement, including Summer Schools for targeted students in all Associate Schools and Colleges;
- A programme of engagement that will include advice and guidance and a targeted access programme of mentoring and study skills provision for 16 – 19 year old students in Associate Schools and Colleges;
- Associate Schools and Colleges will be given first option to book places for their students on our range of outreach events;
- Associate Schools and College students will be able to use our library facilities;
- Professional advice and guidance support to supplement the support provided at our Associate Schools and Colleges to aid decision making in year 9 (GCSE options), year 11 (A level or equivalent options) and year 12 (progression to HE);
- Students will receive regular personalised communications (by post, email, SMS) to address their concerns and promote the benefit of HE. In particular we will ensure all students and their parents and carers will be fully aware of the financial commitments involved in study at university as well as the range of financial support that is available.

5.1.3 Leeds Met Compact Agreement

We have enhanced the targeting of our outreach initiatives by making improved use of admissions data to support all of our widening participation work. As set out above, we have built on our existing progression module and are establishing our compact scheme with our Associate Schools and Colleges. We will recognise the value of contextual data and will specifically target students with the potential to succeed in higher education but who come from backgrounds that historically have under-represented in the sector. Benefits to students from schools and colleges within the Compact Agreement will include:

- A guaranteed place at our university – for courses where we do not interview and where the applicant applies on or before the 15th January UCAS deadline. Consideration will be given to predicted grades, interest in the subject and potential and attitude to succeed;
- A guaranteed interview/assessment – for courses where we interview/audition/assess a portfolio and where the applicant applies on or before the 15th January UCAS deadline and is predicted to and then achieves the published entry tariff.

(Both of the above exclude non-HEFCE funded courses, predominantly in Health and Teacher Education.

5.1.4 Summer Schools

We are continuing to build on our successful Summer Schools, carrying on with our established programmes and adding in opportunities for approximately 200 high achieving students from the Associate Schools and Colleges. Summer Schools are led by our experienced outreach team and are supported by current students with key contributions from members of academic staff. They cover the following academic areas:

- Sport, Leisure and Education
- Health & Social Sciences
- Creative Industries
- Business & Law

5.1.5 Contextual Data

As set out in our previous Agreement, we will maintain our fair access policy and in the life of this Agreement we are in the process of developing new systems and processes that will allow the use of contextual data during the admissions cycle. This work will be informed by the good practice guidance produced by Supporting Professionalism in Admissions (SPA).

6 Integrated Retention and Success

Our overriding focus is on student success. This has led us to consider the following interlinked stages:

6.1 Preparation for Higher Education

We are working closely with our Associate Schools and Colleges to help them prepare potential students so they are ready for university. We have introduced partnership programmes which can be tailored appropriately to the needs of each institution. We have also reviewed our UCAS tariff points, recognising that reasonable UCAS points coupled with assessment of potential and passion for the subject to be the best method for selecting students. Once admitted, we have high expectations of our students, whatever their background and continue to excel at helping them make up for such disadvantage.

6.2 Investment in Support

Our university invests significantly across the student life cycle; including: raising aspirations and outreach activity at pre-entry; supporting student retention and access; continual development and enhancement of the curriculum; and supporting professionalised employment on graduation.

We will be introducing a simple self-diagnosis tool for all students to use on arrival, to enable them to identify their personal strengths and also any gaps, for which they can then request appropriate support.

We reviewed our Services for Students in 2011/12 and have restructured to ensure our student support mechanisms and infrastructure are of the highest quality and fit for purpose. These developments ensure that we offer students excellent value for their investment in our courses. This led to the establishment of our Student Hubs, which were opened on each of our Campuses in August 2012. These centres provide students with a friendly welcome and help them to access high quality, professional support whatever their needs. Feedback from students so far has been extremely positive and a new Associate Director of Services for Students has recently joined with a remit to build on upon this early success. We have also reviewed our “Skills for Learning” resources to ensure more students are able to benefit from catch-up academic support.

We have reviewed our approach to outreach activities and have invested in realigning this activity within our Widening Participation Team into our wider Marketing and Communications Directorate. This has been enacted to ensure that our broader marketing activities are designed with our outreach aspirations in mind and that our outreach programmes benefit from the broader input of our marketing and communications professionals.

We reviewed our undergraduate portfolio in 2011-12 and have streamlined the range of content we offer in every undergraduate degree programme and have increased the efficiency and effectiveness of assessment. We are using our relationships with the professional bodies and employers to ensure our content is relevant and that all students experience meaningful and relevant work related learning embedded within their course. We have also recently reviewed our postgraduate taught portfolio using the same principles.

We continue to be a regional university offering a broad range of undergraduate courses for students from the region who want to study locally. We are very much part of their community. The refocusing of undergraduate courses in 2011 – 2012 ensured that we are running the right courses to meet student demand and that these core courses are being delivered to high academic standards, with commensurately high levels of student satisfaction and success.

6.3 Student Feedback

Student feedback is essential and we already have well-developed mid-module and module evaluation. We will develop both of these further so that students receive feedback on issues that matter to them promptly.

6.4 Monitoring Attendance

We will be rolling out the second phase of a project to allow us to identify students who may be having difficulty through tracking their attendance in more detail, which will enable us to address their issues in a timely way.

7 Employability

Our focus over the last eighteen months has been to use the opportunity of redesigning our undergraduate and postgraduate courses to embed employability and reposition our careers service and 'Job Shop'. Our focus over the next eighteen months is to move beyond delivering pockets of activities out with the course and develop a fully integrated and scalable programme that makes a real impact on our students and their career aspirations and choices. Our Access to the Professions programme is the first introduction to students in our associate schools and colleges network of our approach to employability.

This year we have introduced our Employability and Enterprise Fortnight (EEF) which provides students with the opportunity to prepare themselves for entering into employment or starting up their own business. Sessions held over the two weeks were hosted by potential and current employers and include such areas as CV writing and interview skills.

We have reviewed our postgraduate taught portfolio, the overall aim was to develop and deliver flexible courses with a professional focus and, wherever possible professionally accredited. Employer involvement in the form of mentoring, internships, guest lectures and attendance at Careers Fairs has been strengthened and embedded within our refocused postgraduate taught portfolio. In addition, students who are considering setting up their own businesses have increased opportunities to participate in tailored workshops and development opportunities provided by our Enterprise Office.

We recognise that learning takes place at different times, in different places and in different ways and we develop flexible approaches that enable students to learn in ways that are most effective for them. We are establishing options that will meet the needs of the majority of our students. Our postgraduate students are normally mature students and employed in one of the professions. The primary motivation is to enhance or progress their careers.

We are therefore developing modes that meet students' study needs and gives flexibility in their study methods in order to avoid conflict with their other commitments such as work and family. This includes delivery of week-end courses and distance learning.

Our postgraduate portfolio is largely rooted in professional courses that drive employability and career success. We work closely with employers and professional bodies, to make sure our courses meet, or indeed anticipate market demand.

8. Enterprise

We recognise that many of our students are interested in self-employment and we intend to increase the support we provide to encourage and develop our student entrepreneurs, both through expanding current initiatives and by helping more students to explore opportunities for creating their own businesses. Our aim is to add value for students by developing their awareness and readiness for enterprising careers and by supporting them to explore entrepreneurial opportunities. We are moving to a fully integrated programme that makes a real impact on students and their career aspirations

9 Equality and diversity

We recognise the expectations of OFFA and Hefce that institutions should more clearly align their widening participation and equality and diversity objectives and aspirations and we are working closely with colleagues to ensure a coherent approach to our broader diversity agenda.

We provide detailed demographic data each year to course teams as part of our annual quality review process. This includes data on progression and success for different categories of students. We recognise the sector issue of the attainment gap between students from different ethnic backgrounds and are benefitting from internal expertise located within Centre for Social and Educational Research across the Life Course to help us to address this within our own university. Our data in terms of the attainment gap is broadly in line with our benchmark group and for the last three year period indicates a trend of improvement in terms of Good Honours awarded, which we are continuing to address.

Good Honours (%) – Addressing the attainment gap

	2009/10	2010/11	2011/12
White students	55%	56%	59%
BME students	33%	36%	41%

Our retention rates for students from a black or minority ethnic background have remained broadly the same over a three year period (19%, 19.75% and 19.5% respectively) and are higher than for white students (16%, 16% and 15% respectively) and we are reviewing and addressing this as part of our integrated services for students support arrangements.

The development of this Agreement has been assessed by our Outreach and Student Success Working Group which also has responsibility for monitoring institutional performance indicators related to equality and diversity and for assessing any emerging impact assessments of policy and practice. Members of the Outreach and Student Success Working Group are also members of our University Equality and Diversity Committee to ensure consistency of thinking. We have used our Wiki service, developed by our Equality and Diversity Team, to impact assess this Access Agreement.

10 Monitoring performance

Performance against the targets set out above (2.3) will be monitored by the Vice Chancellor's Group (VCG); our Corporate Management Team (CMT); and the Board of Governors. The Deputy Vice Chancellor (Student Experience) has executive responsibility for the delivery of the agreement. Operational responsibility will be with the Director of Services for Students.

We have introduced a new evaluation strategy and have used this to shape our activities as set out above. Our strategy involves evaluation at four levels and the collection of qualitative and quantitative data. These are as follows:

Level 1

(i) Collecting core outreach participant data

A standard questionnaire will be developed to ensure the collection of core participant data. The outcome of the questionnaire will facilitate the scaling up and the estimation of outreach activity impact across our university. It will also facilitate the correct targeting of participation. This will be developed with the Access and WP unit and Faculties for use by both.

(ii) Collection of Data Related to Number of Outreach Events, Participants per Event and Costs

The above data will be collected to facilitate analysis of cost effectiveness and value for money.

Level 2

(i) Collection of case studies, narratives or the vignettes from participants

The Access and Widening Participation Unit will identify an activity each year to evaluate in-depth. They will be encouraged to consider the use of the following:

- Obtaining case studies, narratives or vignettes from participants.
- Interviews with school teachers involving pre-set questions.
- Reflective email statements obtained from revisiting an identified cohort of access project participants three to six months after the activity has ceased.
- The possible use of reflective journals or diaries for this use.

While the questionnaire under level 1 evaluation will give us a broad view of where our access activity is reaching the target groups and whether it is cost-effective, it will not facilitate in-depth university understanding. The above should enable the capturing of experiences, perceptions and personal views.

Level 3

The Access and Widening Participation Unit will liaise with our Associate Schools and Colleges to estimate the impact of our outreach activity on aspiration and achievement. We will be particularly keen to obtain attainment and progression data and impact on learners' aspirations and confidence.

Level 4

(i) Faculty Targets

Faculties will determine their own widening participation targets for intake from socio-economic groups 4 - 7. Peer data from HESA will be reviewed alongside progress of faculty targets.

(ii) Review of National Scholarship Programme Evaluation

Planning and Registry Services will collect demographic data relating to the allocation of our National Scholarships. This will be supplemented by survey data which will facilitate more in-depth analysis of issues, such as factors that influence the decision to accept our offer and subsequent retention on course.

(iii) Benchmarking

We will use HESA performance indicators and benchmarks to monitor non-continuation, achievement and graduate employment. This is supplemented by our internal monitoring data to interrogate the student information system to analyse the student profile at course level.

An annual assessment of our progress will be reported via the Corporate Management Team and to our Board of Governors.

Appendix A

National Scholarship Programme - Access to Professions Initiative

Background:

As part of our annual Access Agreement update we are required to set out our plans for spending the funds released by the reduction in our National Scholarship Programme allocation, a sum of £441,000, in 2014-15. It has been agreed that we will target £354,000 of this funding on additional outreach activity, with a specific focus on supporting students from under-represented groups to enter the professions. This proposal sets out how we will deliver the project in the period 2014-17. The remainder will be used to support outreach activity focused on students with the potential to achieve ABB grades or higher.

Project Outline:

The project will target resource and development activities at a selected group of partner school pupils with the aim of supporting wider participation, from under-represented groups, on HE courses which lead to employment in the professions. This longitudinal project will support targeted pupils over a three year period to support them in the key stages associated with the transition from school to Higher Education.

Working in our partner schools, we will employ a range of strategies including, aspiration raising, academic development and support, the provision of financial support for students, and additional pastoral/tutorial help where students enrol on target courses at our University.

Monitoring and evaluation will be undertaken throughout the project to support further enhancement and development, and to enable us to report progress on our WPSA and Access Agreement plans.

Key elements of the project include:

- Identification of courses leading to professions with low WP uptake. (HESA Data)
- Identification of partner colleges, schools and specific pupils for project participation and delivery.
- Agreement of KPIs for project and milestone targets.
- Bespoke project development, led by faculties, and designed to support entry to specific professions. Activities will include 1:1 Coaching, Master classes, HE Taster Events, Application support, Placement/Internship options. Targeted tutorial /pastoral support.
- Students entering the project will be able to access some limited financial support provided by us, where it is considered by the school and faculty that this would be of benefit, to help them make the school HE transition. Examples might include; help with transport costs, help with the cost of attending a placement, purchase of additional study materials.

KPIs and Milestones:

KPIs and milestones will be set and monitored by us and the partner schools. KPIs will reflect our ambition to increase participation from underrepresented groups, on HE courses leading to employment in the professions, and to support students to gain permanent employment or access further training in those professions.

Our milestones will reflect appropriate outcome measurements at key stages of the project. These measurements will take in account both quantitative and qualitative data.

Year 1 – AS Year

Project Development – Faculty Activity and Placement Support	£10,000
Project Development – Schools Liaison	£5,000
Delivery Costs – Project Management and Academic Activity	£40,000
Delivery Costs – Pastoral Support	£20,000
Resource Purchase	£10,000
Financial Support for Participants	£40,000
Review and Evaluation	£1,000
Total	£126,000

Year 2 (A2 Year)

Delivery Costs – Project Management, Academic Activity and Placement Support	£40,000
Delivery Costs - Pastoral	£20,000
Resource Purchase	£10,000
Financial Support for Participants	£40,000
Evaluation and Review	£1,000
Total	£111,000

Year 3 (First Year HE)

Delivery Costs – Project Management, Academic Activity and Placement Support	£40,000
Delivery Costs – Pastoral/Tutorial Support	£20,000
Resource Purchase	£6,000
Financial Support for Participants	£40,000
Retention Support Activity	£10,000
Evaluation and Review	£1,000
Total	£117,000

Total Spend at Year 3	£354,000
Cost Per Year at Year 4 and Beyond	£354,000

Appendix B

Leeds Metropolitan University is committed to the Higher Education Access Rewarding Transforming (HEART) partnership established by twelve HE providers in West Yorkshire (FE Colleges providing HE, HEIs and Universities).

Our Mission at HEART

We will work in partnership to improve access to, and achievement in, Higher Education to enhance individual and economic development.

During the first year of operation HEART refined the target groups for collaborative activity to focus on four key themes:

- Looked after children (LAC)/care leavers
- Learners with disabilities
- Adult learners and
- Enhanced relationships with Leeds City Region (LCR).

A new approach to engaging with LAC/Care Leavers has been developed with HEART partners working through the intermediaries engaged with this hard to reach group. A HEART led network with all West Yorkshire local authorities LAC/care leaver teams has been established, the first time that such a county wide approach has been taken. HEART will continue to work through this network of intermediaries to support shared understanding, remove silo thinking and support the target group by supporting those individuals that the LAC/care leavers turn to and trust so that they have accurate information on progression and support available and can signpost learners to key contacts within HEART partners. All stakeholders have agreed to meet twice annually and campus coffee mornings for carers, residential care teams and key workers to learn of the support available to those in their care are being delivered during 2013.

During the first year of operation partners supported a series of road shows and a campus event to support D/deaf learners (84 learners engaged). A similar approach to that taken with LAC/care leavers is being developed for working with learners with disabilities, i.e. forming a network with intermediaries: charities, agencies and advocacy services. Adult learner recruitment is a concern within West Yorkshire as it is nationally. Plans for 2013 include open days for adults at all partners during Adult Learner Week 2013, the first such coordinated series of open days targeted at adults; support from LCR Skills Network and Employment & Skills Board to recruit a new role of Higher Level Skills Ambassadors from the region's business leaders; enhancing networking activity with business to business networks across the region; and development of shared promotional material directed at businesses presenting the economic case for investing in employee skills at higher level.

These approaches are seen as a new model of collaborative working, aimed at connecting with learners via their trusted intermediaries. In all cases the activities are directed at improving participation in the sector as a whole rather than directly to partner institutions, and qualitative evaluation methods will be developed to monitor effectiveness.

HEART continues to be monitored carefully for effectiveness and impact by the Board (comprised of senior managers from all twelve partners and representatives from HEFCE, LCR and the Local Schools/Children's Services) and strategy and priority activities are informed and agreed by the Board.

Operational activity is overseen and guided by members of HEART planning groups (comprised of senior practitioners working in outreach/widening participation and business engagement). Continuous improvement in partnership practice is one of our four core values and we are planning shared staff development/practice sharing workshops/seminars and have agreement in principle to work collaboratively with neighbouring partnerships in York/North Yorkshire and South Yorkshire. A shared staff development event has been scheduled to consider how best to support mature learners, especially Access to HE learners, in understanding the implications of the introduction of the 24+ Advanced Learning Loan. We are also reviewing approaches to engaging learners at an earlier age and in particular key stage 2 and 3.