



Leeds Trinity  
University

# Access Agreement

For students starting in 2014/15

# Leeds Trinity University

## Access Agreement 2014/15

### 1. Background and context

Leeds Trinity University has a successful history and strong track record in the recruitment of students from under-represented groups. The Catholic social mission of the University is played out in our desire to empower individuals, regardless of their background or route into higher education, to achieve their true potential and reach the highest standards possible.

### 2. Objectives

Leeds Trinity University recognises the opportunities in the implementation of this agreement in providing a focus for it to further strengthen its record of supporting the widening of access to higher education. The objectives of this agreement build on existing work in key areas and are as follows:

- Develop and sustain appropriate partnerships with schools, colleges, employers, local authorities and other bodies in order to support aspiration raising and access to higher education
- Further extend outreach activities focussing on low socio-economic areas for all courses, and for Primary Education courses males and BME students
- Provide enhanced support, particularly for new arrivals, for students from under-represented groups to enhance retention and, ultimately, achievement
- Improve access to clear and direct information assuming no prior knowledge of the HE sector
- Establish mechanisms for robust data collection and analysis to provide evidential base for success in widening participation activities

### 3. Duration and Scope

3.1 As outlined in the OFFA guidance this agreement covers the academic year 2014/15 only.

3.2 This agreement relates to setting of fees for UK and EU students including:

- 3.2.1 Full-time and part-time undergraduate (including ITT) honours programmes
- 3.2.2 Full-time and part-time foundation programmes
- 3.2.3 Postgraduate ITT programmes

3.3 Other postgraduate provision, international (non EU) students and all other courses will be determined by Leeds Trinity and approved by the Board of Governors.

3.4 Existing students enrolled on programmes outlined in 3.2 before September 2014 will continue to be subject to arrangements for fees and bursaries as laid out in the previous access agreements.

#### **4. Fee levels and additional access expenditure**

- 4.1 Leeds Trinity intends to charge all full-time undergraduate entrants on three year programmes tuition fees of £8,500 per annum for 2014/15. It is estimated that around 900 new students will be charged this fee.
- 4.2 Leeds Trinity intends to charge all full-time undergraduate entrants on two year programmes tuition fees of £9,000 per annum for 2014/15. It is estimated that around 30 new students will be charged this fee.
- 4.3 Leeds Trinity intends to charge all foundation degree entrants tuition fees of £2,250 per annum for 2014/15. It is estimated that around 70 foundation degree students will be charged this fee.
- 4.4 Leeds Trinity intends to charge all Postgraduate ITT entrants tuition fees of £9,000 per annum for 2014/15. It is estimated that around 70 students will be charged this fee.
- 4.5 Leeds Trinity may charge part-time students above the basic fee of £4,500 but will not charge more than £6,750 in any academic year in line with the fee regulations.
- 4.6 Leeds Trinity anticipates applying any permitted annual increases on these fee levels for subsequent years.
- 4.7 Leeds Trinity intends spending c. £1.5m on additional access and retention measures in 2014 /15. This represents approx 28% of the anticipated total additional fee income for 2014/15.

#### **5. Current outreach activity and performance based on academic year 12/13**

- 5.1 Leeds Trinity has an excellent track record in terms of the extent and success of its widening participation strategy. Notable points include:
  - a. A dedicated Schools and Colleges Liaison Team
  - b. Extensive reach with schools and colleges in West Yorkshire, with relationships with over 130 institutions, together with a highly-targeted approach to prioritise schools with high ratios of under-represented pupils
  - c. An intensive and structured school partnership programme, including formalised partnership agreements with over 33 schools and colleges
  - d. A comprehensive menu of activity including pupil talks and workshops on topics such as “why go to university”, “making the most of your personal statement”, “student finance”, and “preparing for your interview”, with over 250 events held every year
  - e. A structured programme of HE “taster days”, academic focus days, and residential summer schools for up to 200 learners
  - f. High take-up of offers to attend at careers fairs and parents’ evenings, in particular with our target schools
  - g. Effective use of current students acting as Student Ambassadors and mentors to under-represented pupils in schools and colleges
  - h. Collaborative working with both FE and HE institutions to raise aspirations and attainment in under represented groups
  - i. A focus on transparency and sharing knowledge for under represented groups in Primary and Secondary Education focused through dedicated publications, visits to campus and presentations in schools/colleges

5.2 The following tables indicates the institution's current performance against several key statistical indicators:

(a) % of students recruited from state schools

Reporting Year	Leeds Trinity Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2011/12	97.30%	95.3%	2.0	95.9%	1.4
2010/11	96.8%	95.3%	1.5	95.9%	0.94
2009/10	97.0%	95.0%	2.0	96.2%	0.8
2008/09	95.9%	95.1%	0.8	95.7%	0.2
2007/08	97.4%	94.4	3.0	95.4	2.0

Source: HESA Performance Indicators Table 1a

(b) % of students recruited from low socio economic classes

Reporting Year	Leeds Trinity Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2011/12	42.20%	36.5%	5.7	38.3%	3.9
2010/11	43.3%	36.5%	6.8	38.3%	5.0
2009/10	38.0%	36.1%	1.9	37.1%	0.9
2008/09	41.1%	39.6%	1.5	40.6%	0.5
2007/08	36.6%	35.8%	0.8	36.7%	-0.1

Source: HESA Performance Indicators Table 1a

(c) % of students recruited from low participation neighbourhoods

Reporting Year	Leeds Trinity Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2011/12	20.30%	13.4%	6.9	18.8%	1.5
2010/11	18.7%	13.4%	5.3	18.8%	-0.1
2009/10	22.7%	12.9%	9.8	18.5%	4.2
2008/09	20.9%	13.3%	7.6	19.0%	1.9
2007/08	18.8%	11.9%	6.9	16.1%	2.7

Source: HESA Performance Indicators Table 1a

(d) Non-continuation in higher education after year 1

Reporting Year	Leeds Trinity Performance	Benchmark	Variance
2010/11	9.8%	7.7%	-2.1
2009/10	10.4%	9.4%	-1.0
2008/09	10.9%	8.9%	-2.0
2007/08	11.4%	9.5%	-1.9

Source: HESA Performance Indicators Table 3a (all entrants)  
2010/11 Data will be published 21/03/13

(e) Projected Outcomes (Likelihood of an UG student achieving a degree)

Reporting Year	Leeds Trinity Performance	Benchmark	Variance
2010/11	76.8%	79.4%	-2.6
2009/10	78%	77.5%	0.5
2008/09	77.7%	78.1%	-0.4
2007/08	77.3%	77.7%	-0.4

Source: HESA Performance Indicators Table 5  
2010/11 Data will be published 21/03/13

(f) UG ITT – Males

Reporting Year	Leeds Trinity	National	Variance
2010/11	15%	18%	-3.0
2009/10	11%	16%	-5.0
2008/09	10%	15%	-5.0
2007/08	17%	15%	2.0

Source: TA Performance Profiles Dataset (First year trainees)

(g) UG ITT – BME

Reporting Year	Leeds Trinity	National	Variance
2010/11	6%	9%	-3.0
2009/10	4%	9%	-5.0
2008/09	8%	9%	-1.0
2007/08	6%	9%	-3.0

Source: TA Performance Profiles Dataset (First year trainees)

(h) PG ITT – BME

Reporting Year	Leeds Trinity	National	Variance
2010/11	13%	14%	1.0
2009/10	17%	14%	3.0
2008/09	19%	14%	5.0
2007/08	16%	15%	1.0

Source: TA Performance Profiles Dataset (First year trainees)

5.3 From these tables, it can be concluded that Leeds Trinity's outreach activities are very successful in attracting HEFCE funded students and PG ITT students from under-represented groups. However table f and g show a need to widen participation in UG ITT for BME and male students.

5.4 In terms of retention, Leeds Trinity's continuation rates are improving, although still under benchmark (as shown in table d). Projected outcomes have seen a decline (as shown in table e). Further targeted investment will be made against continuation rates and projected outcomes as detailed below.

## 6. Additional access measures

As highlighted in section 5.1, Leeds Trinity has an excellent track record with regards to developing and delivering innovative outreach initiatives, in 2012/13 Leeds Trinity will further develop these initiatives by delivering the following outreach activity:

Outreach Activity	Description	Target 2014/15	Interim measures
Extend WP outreach to pupils under 14 years, including primary schools	OFFA guidance has suggested exploring the opportunities around activities aimed at lower age groups – i.e. longer-term targets. Leeds Trinity is well placed to do this as every year it places 560 Primary Education students into schools, and will launch a resource pack for students to use on placement in schools and encourage staff volunteers to raise awareness and aspiration with younger pupils.	Have in place a resource pack for Primary Education students to use when on placement in primary schools highlighting the benefits of higher education  50% of the placement students to pilot the resource pack	Pre workshop evaluations and post workshop evaluations with pupils who have taken part in the activity.  Online tracking of resource pack usage.
		Staff from across the University to volunteer at targeted primary schools. 100 interventions to take place over the academic year.	Manually track interventions on schools & colleges database. Qualitative feedback from staff.
Leeds Trinity Children's University	In response to OFFA guidance aiming at aspiration activity from lower age groups KS2 and KS3, Leeds Trinity will investigate developing the Leeds Trinity Children's University, a national initiative which will work with primary schools across the Leeds City Region in particular targeting primary schools with high ratio of under-represented pupils. Children's University activity will include attainment and aspiration raising programmes which support out-of-hours learning.	Recruit 30 primary schools to take part in the Children's University programme	30 targeted primary schools to be validated as "restricted learning destinations" 30 teachers to be trained as Children's University validators
		150 pupils to have achieved a Bronze award in the first year of the pilot	150 pupils to attend the first graduation ceremony Pre/Post evaluations to be carried out with each pupil Tracking of the pupils using FFT data and the National Children's University
		Deliver an annual Children's University lecture series for pupils and parents	300 parents and pupils to attend the annual Children's University lecture series

Consolidate school / educational networks	Leeds Trinity currently has working relationships with over 130 institutions comprising of Primary Schools, 11-16 schools, FE colleges and Academies. Leeds Trinity will further develop this network of schools by increasing the number of working relationships by 20% to 156 prioritising those that meet widening participation criteria <sup>1</sup> .	Increase school networks by 20%.	Monitored and tracked on schools & colleges database.
Educational Partnerships	Continue to work with targeted schools and colleges with high ratio of students from under-represented groups, and develop meaningful partnerships that will raise aspirations and attainment of students.	4 new partnerships per year	Number of signed partnerships
Leeds Trinity Reward Residential	<p>Leeds Trinity Reward Scheme Residential is a summer school for all widening participation students in the UK, promoting collaboration and social mobility. The scheme supports individuals, who meet defined WP and academic criteria, to register on to Reward Scheme summer school. During the summer school pupils have access to targeted workshops regarding various aspects of higher education, key academic areas and study skills</p> <p>If students then apply to Leeds Trinity, the admissions process would be appropriately contextualised with 20 UCAS credits contributing to the required entry qualifications.</p> <p>Leeds Trinity will be able to identify and monitor widening participation applications and evaluate the outcomes of the Reward Scheme further supporting those students once enrolled</p>	200 students to take part in the Leeds Trinity Residential	Promote the Leeds Trinity Reward Scheme across the country targeting key widening participation schools
		Aim for 90% of students who attend the Leeds Trinity Reward Scheme apply to university	<p>Pre attendance surveys sent to all students who are registered to attend the summer school</p> <p>Focus groups to take place during the summer school</p> <p>Post summer school questionnaires focusing university applications made by students who attended the summer school</p>

<sup>1</sup> E.g. Domicile address within top 13,000 super-output areas recognised through IMD, high proportion of no family history in HE

Catholic Transition Project	<p>Leeds Trinity University accepted the project lead on the previously named East Leeds Project through WYLLN to create Progression Agreements linking Cardinal Heenan High School, Corpus Christi College and Mount St May's High School to Notre Dame and then on to Leeds Trinity University.</p> <p>The project continues to grow and develop to respond to Leeds Trinity's commitments to outreach and participation in higher education. The project seeks to improve retention, improve conversion and improve attainment across all vocational and widening participation identified students taking part.</p>	Ensure that 40% of the pupils who take part in the project follow the progression agreement routes.	<p>Continued evaluation of the project through surveys and focus groups</p> <p>Track students through a database for the project.</p>
Further develop Outreach Work in the area of initial teacher training	<p>Deliver the Pathways to Teaching programme with 5 key priority secondary schools with high ratio of BME students.</p> <p>The Pathways to Teaching programme consist of 3 workshops which take place in September, November and December. Students who take part in the programme will have the opportunity to attend all 3 workshops and then submit an academic piece of writing, if they pass this they will be guaranteed an interview.</p>	50 students to participate in the Pathways to Teaching programme	<p>Pre / Post evaluation questionnaires sent to all the students who participate in the programme.</p> <p>Monitor applications to Leeds Trinity</p>

## **7. Collaborative Outreach**

- 7.1. Leeds Trinity 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).
- 7.2. Our Mission at HEART is to work in partnership to improve access to, and achievement in, Higher Education to enhance individual and economic development.
- 7.3. During the first year of operation HEART refined the target groups for collaborative activity to focus on four key themes.
  - a. Looked after children (LAC)/care leavers
  - b. Learners with disabilities
  - c. Adult learners and
  - d. Enhanced relationships with Leeds City Region (LCR).
- 7.4. 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.
- 7.5. 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.
- 7.6. 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.
- 7.7. 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.

- 7.8. 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.
- 7.9. 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.

## **8. Retention activity**

- 8.1. Leeds Trinity already has a number of support mechanisms in place to promote student retention and successful outcomes, which it intends to maintain. Examples include a student support centre offering facilities such as counselling and financial advice, an Employability and Careers service, including an employer partnership office, and a robust system of progress tutors.
- 8.2. Whilst progress has been made against Leeds Trinity's continuation measures, Leeds Trinity continues to under-perform against its benchmarks. In the 12/13 agreement the Leeds Trinity committed to placing more emphasis on this area. This has included the following activity:
- 8.2.1. Programme development – It is recognised that the new funding arrangements may deter some students from applying for traditional three or four year full-time study programmes, especially from under-represented groups. An extensive review of course provision was carried out in 11/12 considering options such as accelerated degrees. In 12/13 18 new degree courses were launched for September 2013 with a significant emphasis on employability, the new degrees include a range of 2 year accelerated programmes, allowing student to enter the workplace quicker and with less debt. There has been substantial interest in these courses. The profile of applicants to these courses and the success rates will be monitored closely, especially from under-represented groups.
- 8.2.2. Peer support – A pilot scheme of student mentors was launched in 12/13. Level 5 and 6 students were recruited and trained to offer support to level 4 students. The programme is now running and being reviewed and refined to see how we can further encourage participants to the scheme following consultation with the with current students and the Students' Union.

8.2.3. Identification of threshold students - In 12/13 Leeds Trinity has identified students who may not be confident of their commitment to higher education and has discreetly alerted progress tutors to ensure these students receive attention. Threshold student progress is being monitored and retention rates for that sub-group are comparable with the total cohort.

8.3. Leeds Trinity will further develop retention and progression rate initiatives by delivering the following activity:

8.3.1. Enhanced strategic information of success rates - Leeds Trinity will make arrangements to enhance the data collection, analysis and trend monitoring of success rates, including reasons for non-continuation, degree classification attainment and employability. This will be built into institutional indicators with a clear action plan in place to support improvement.

8.3.2. Attendance & Attainment Monitoring – Attendance is manually and individually monitored at module level with plans to systematise processes and coordinate results. Student attainment across the institution has been targeted as a strategic priority.

8.3.3. Student Learning Assistants – Leeds Trinity is developing plans to put in place student learning assistants (formalised “study-buddies”) for almost all modules at Level 4 and 5. High performing students will be selected and paid for providing revision and guidance sessions on a weekly basis for modules they have completed. In addition, discussion has started on provision of informal social study space to support this initiative.

8.3.4. Academic Liaison Officers – Leeds Trinity recognises the value of the personal tutor system it offers students as a way to support students through their studies. The University will undertake to review the current system of academic support to ensure it fully meets the needs of students from under-represented groups. Discussion has begun around roles that could offer enhanced outreach support; learning support; pastoral guidance; employability advice; and support with raising degree classification attainment levels.

8.3.5. Mental Health – In common with the sector, Leeds Trinity has experienced an unrelenting increase in student presentations for Counselling, including higher than average referrals from under-represented groups such as mature and disabled students, as well as a concentration of complex domestic situations and chronic pre-existing mental health conditions. At the same time, reduced external services and charities now routinely advise clients to access University services as a priority and the anxieties created by higher fees will spread across all years. Accordingly, Leeds Trinity will seek to augment its minimal Counselling provision in order to underpin retention and attainment.

8.3.6. Student representation - Leeds Trinity recognises the value of students' input and feedback about all aspects of their experience at the institution. Therefore Leeds Trinity will continue to proactively elicit feedback from the student body via mechanisms such as focus groups,

polls and forums. It commits to responding to comments and feedback in an action-orientated manner to foster on-going improvements.

8.3.7. Expectation management - It is crucial that students considering HE have a clear idea of what their student experience will be like and the expectations that will be made of them (e.g. the level of academic work required on vocational courses), as failure to do this can lead to disengagement. Therefore Leeds Trinity will look to further enhance its communication of what it offers and what will be required of students in all its publicity materials.

8.3.8. Transition to HEI - In order to facilitate the transition into HE, Leeds Trinity already runs "Intro Week" on an institution-wide basis. Recognising that under-represented students may require an even greater level of support, Leeds Trinity will consider ways to offer an enhanced introductory experience such as targeted activities pre-enrolment.

## **9 Financial support for students**

9.1 Prior to September 2012 entry, Leeds Trinity offered means tested bursaries to students enrolled on undergraduate programmes who were in receipt of either a full or partial Higher Education Maintenance Grant.

9.2 Approximately 60% of students received a bursary and there appeared to be little evidence that these bursaries were effective at attracting and retaining under-represented students in a targeted way.

9.3 Leeds Trinity has therefore reviewed alternative systems of financial support. For students starting in the 2012/13 and 2013/14 academic year, this was via the match-funding for students who are awarded a National Scholarship to ensure funds are targeted at those already identified as being most in need of financial support.

9.4 The National Scholarship awards will continue in 2014/15 with the allocation from the government reaching its presumed steady state level. Leeds Trinity has reviewed its approach to the National Scholarships in order to assist a wider number of students than the number of scholarships awarded by the government.

9.5 Leeds Trinity will provide additional match funding in order to guarantee a £3,000 award to every new student who meets the national criteria and is on an undergraduate honours course. As around 40% of our students would meet the criteria, we estimate that around 400 students will receive an award in 2014/15.

9.6 Full details on criteria for eligibility and the process for awarding scholarships will be available on the Leeds Trinity website.

9.7 We will have evaluation programmes in place to capture how our financial support is helping to achieve our aims.

## 10 Targets and milestones

10.1 Leeds Trinity intends to make progress against the following milestones and performance indicators:

	Leeds Trinity's Base	HESA Benchmark (Location Adjusted)	Leeds Trinity's Targets (2014/15)
Enhanced use of student volunteers in primary schools	N/A	N/A	50% of placement students in primary schools will be using the primary school outreach package.
Leeds Trinity Children's University	0 (12/13)	N/A	Recruit 30 primary schools; 150 pupils to achieve bronze
No. of school / college interventions	178 (11/12)	N/A	320 per annum
No. of WP target institution partnerships	33 (12/13)	N/A	4 new partnerships per year
Leeds Trinity Reward Residential	0 (12/13)	N/A	200 students to participate per annum
Catholic Transition Project	0 (12/13)	N/A	40% of students follow progression route
ITT targeted BME outreach work	0 (12/13)	N/A	50 students participate in pathways into teaching programme
% students from SECs 4, 5, 6, 7.	42.2% (2010/11)	38.3% (2010/11)	Continue to outperform benchmark
% of students from state schools	97.3% (2011/12)	95.9% (2010/11)	Continue to outperform benchmark
% students from low participation neighbourhoods	20.3% (2011/12)	18.8% (2010/11)	Continue to outperform benchmark
% no longer in HE	10.4% (2009/10)*	9.4% (2009/10)*	Achieve benchmark by 2015
Projected outcomes (likelihood of UG students achieving a degree)	78% (2009/10)*	77.5% (2009/10)*	Continue to outperform benchmark
Employment indicator (inc further study)	93.0% (2011/12)	90.4% (2010/11)	Continue to outperform benchmark
Male students recruited onto UG ITT courses	14.9% (2010/11)	N/A	20% by 2016/17
BME students recruited onto UG ITT courses	5.8% (2010/11)	N/A	11% by 2016/17
BME students recruited onto PG ITT courses	13% (2010/11)	N/A	20% by 2016/17

\*2010/11 Data will be published by HESA 21/03/13

## **11 Monitoring and evaluation**

- 11.1 Promoting access to under-represented groups is, and will continue to be, an institution-wide responsibility with active engagement from academic and support staff.
- 11.2 A Widening Participation Steering Group (which includes student representation) review the agreement in accordance with OFFA guidance, determine an appropriate action plan and monitor progress accordingly. This steering group reports to the Academic Board (which also includes student representation) under the guidance of the Vice Chancellor. This also includes the related monitoring of Leeds Trinity's Widening Participation Strategic Assessment.
- 11.3 There are a series of interim evaluation measures in place which help the University address the strategic questions about the extent to which we are making a difference to access and success. These interim measures feed into the targets and milestones outlined in section 10 and are monitored by the Widening Participation steering group. Some of these methods of evaluation include:
- 11.3.1 Pre and post activity surveys to monitor student attitudes, awareness and aspirations and attainment;
  - 11.3.2 Staff activity feedback surveys;
  - 11.3.3 Analysis of external data sets – HESA, UCAS etc.
  - 11.3.4 Analysis of internal data sets – Student satisfaction, retention, success, employability etc.
- 11.4 The following methods of research are under development to further enhance evaluation and planning of activity:
- 11.4.1 Longitudinal tracking of student progression rates;
  - 11.4.2 Assessing performance in schools;
  - 11.4.3 Assessing attitudes and impact of staff in schools;
  - 11.4.4 Deeper analysis of internal and external data sets.

## **12 Provision of info for prospective students**

- 12.1 Leeds Trinity appreciates how important it is that prospective students have all the relevant information about the fees an HEI will charge them, and that it is an important part of the consideration and selection process. Therefore Leeds Trinity will ensure that information about tuition fees is clearly and prominently communicated on all key interfaces with prospective students in a timely fashion.
- 12.2 Examples of these communication vehicles include the prospectus and other collateral material aimed at prospective students, the web site, Open days, information given at UCAS fairs and other similar public conventions. UCAS will also be supplied with information regarding fees promptly.

## **13 Equality & Diversity**

- 13.1 Leeds Trinity's Strategic Plan 2012 is based on the values of dignity, respect and inclusivity; it is on these values that Leeds Trinity's Equality and Diversity Strategy and Widening Participation Strategy are based. Both of which have been used to frame this Access Agreement.

13.2 Leeds Trinity's Equality and Diversity Policy sets the practical context and basic principles for the Equality Strategy. The Policy was approved by the Board of Governors in October 2010.

13.3 The Equality and Diversity Strategy aims to define Leeds Trinity's approach to promoting equality across all protected characteristics as defined in the Equality Act (2010) from strategic to operational level across all its core activities. It specifically states that; *'In order to foster a positive reputation regarding equality, the University needs to demonstrate its inherent inclusive nature in which all individuals, regardless of their background, status and personal circumstance, are actively encouraged and supported to achieve their full potential.'*

13.4 Activity is coordinated through an annual Equality and Diversity action plan which addresses all the protected characteristics and overlaps with the activities in the University Access agreement and Widening Participation action plan. This includes areas such as targeted BME outreach work; overt promotion of support for disabled students; targeted partnership work with mature Access course providers; and retention activity which specifically supports the protected characteristic groups.

#### **14 Consulting with Students**

14.1 Leeds Trinity is committed to working closely with Leeds Trinity Students' Union (LTSU) to improve the student experience for all students at Leeds Trinity. The Widening Participation Steering Group which reports to Academic Board includes student representation; this enables students to be involved in the operational and strategic widening participation decision making processes and to monitor progress at least 3 times per annum.

14.2 The President and Vice President of LTSU have been directly involved in the design and development of this Access Agreement through participation in a development workshop which took place in February 2013.