



Leeds Trinity
University

Access Agreement

For students starting in 2015/16

Leeds Trinity University

Access Agreement 2015/16

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 2015/16 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 University and approved by the Board of Governors.

3.4 Existing students enrolled on programmes outlined in 3.2 before September 2015 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 University intends to charge all full-time undergraduate entrants programmes tuition fees of £9,000 per annum for 2015/16. It is estimated that around 1,000 new students will be charged this fee.
- 4.2 Leeds Trinity University intends to charge all foundation degree entrants tuition fees of £5,000 per annum for 2015/16. It is estimated that around 45 foundation degree students will be charged this fee.
- 4.3 Leeds Trinity University intends to charge all Postgraduate ITT entrants tuition fees of £9,000 per annum for 2015/16. It is estimated that around 70 students will be charged this fee.
- 4.4 Leeds Trinity University 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.
- 4.5 Leeds Trinity University anticipates applying any permitted annual increases on these fee levels for subsequent years.
- 4.6 Leeds Trinity University intends spending c. £1.3m on additional access and retention measures in 2015 /16. This represents approx 20% of the anticipated total additional fee income for 2015/16.

5. Current outreach activity and performance based on academic year 13/14

- 5.1 Leeds Trinity University 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 160 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 36 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 a residential summer school for up to 90 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 section provides statistical indicators of the institution's current performance.

- (a) Summary view of key statistical indicators demonstrating if the institution has delivered a relative increase in participation compared to prior year and against the current year benchmark performance.

Measure	Increased Participation Relative To:	
	Institution Prior Year	Current Year Benchmark *
% of students from state schools (young full time first degree entrants)	●	●
% of students from low socio economic groups (young full time first degree entrants)	●	●
% of students from low participation neighbourhoods (young full time first degree entrants)	●	●
% of students from low participation neighbourhoods (mature first degree entrants)	●	●
% of students in receipt of Disabled Students' Allowance (full time UG)	●	●
Non-continuation in higher education after year 1 (full time first degree)	●	●
Projected outcome (of full time first degree students achieving a degree)	●	●

* Where published a locally adjusted benchmark has been used.

Note sources of information are detailed alongside individual data tables for each measure below.

Key	
Relatively favourable	●
Equal	●
Relatively adverse	●

- (b) % of students recruited from state schools (young full-time first degree entrants)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2012/13	97.9%	96.0%	1.9	97.0%	0.9
2011/12	97.3%	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

- (c) % of students recruited from low socio economic classes (young full-time first degree entrants)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2012/13	43.9%	39.6%	4.3	42.4%	1.5
2011/12	42.2%	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

- (d) % of students recruited from low participation neighbourhoods (young full-time first degree entrants)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2012/13	22.8%	14.5%	8.3	19.9%	2.9
2011/12	20.3%	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

- (e) % of Mature Students from low participation neighbourhoods (first degree entrants)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2012/13	29.2%	15.1%	14.1	26.6%	2.6
2011/12	23.1%	14.6%	8.5	25.4%	-2.3
2010/11	22.9%	15.0%	7.9	23.9%	-1.0
2009/10	17.0%	12.4%	4.6	18.0%	-1.0

Source: HESA Performance Indicators Table 2a

- (f) % of Full-time undergraduate students in receipt of Disabled Students' Allowance

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance
2012/13	4.6%	6.2%	-1.6
2011/12	1.9%	5.6%	-3.7
2010/11	3.2%	4.9%	-1.7
2009/10	3.9%	4.5%	-0.6
2008/09	3.6%	4.2%	-0.6
2007/08	3.9%	4.1%	-0.2

(g) Non-continuation in higher education after year 1 (full time first degree students)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance
2011/12	7.7%	7.7%	0
2010/11	11.2%	8.3%	-2.9
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)
2012/13 Data is expected to be published by HESA in March 2015.

(h) Projected Outcomes (Likelihood of a full time first degree student achieving a degree)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance
2011/12	81.1%	79.9%	1.2
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
2012/13 Data is expected to be published by HESA in March 2015.

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.

5.4 In terms of retention, Leeds Trinity's continuation rates are improving with 2011/12 being the lowest non-continuation rate over the last 5 years and now being in line with the benchmark (as shown in table g).

5.5 Projected outcomes for 2011/12 have also improved to the highest level in the last 5 years and favourable to the benchmark result (as shown in table h). 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 University has an excellent track record with regards to developing and delivering innovative outreach initiatives, in 2013/14 Leeds Trinity University will further develop these initiatives by delivering the following outreach activity:

Outreach Activity	Description	Target 2015/16	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 University 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 and students 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 University Children's University	In response to OFFA guidance aiming at aspiration activity from lower age groups KS2 and KS3, Leeds Trinity University will investigate developing the Leeds Trinity University 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 6 primary schools to take part in the Children's University programme	6 targeted primary schools to be validated as "restricted learning destinations" 12 teachers to be trained as Children's University validators
		90 pupils to have achieved a Bronze award in the first year of the pilot	90 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	200 parents/carers and pupils to attend the annual Children's University lecture series

Outreach Activity	Description	Target 2015/16	Interim measures
Consolidate school / educational networks	Leeds Trinity University currently has working relationships with over 175 institutions comprising of Primary Schools, 11-16 schools, FE colleges and Academies. Leeds Trinity University will further develop this network of schools by increasing the number of working relationships by 10% to 175 prioritising those that meet widening participation criteria ¹ .	Increase school networks by 10%.	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 University Reward Residential	Leeds Trinity University 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 If students then apply to Leeds Trinity, the admissions process would be appropriately contextualised with 20 UCAS credits contributing to the required entry qualifications. Leeds Trinity University will be able to identify and monitor widening participation applications and evaluate the outcomes of the Reward Scheme further supporting those students once enrolled	90 students to take part in the Leeds Trinity University Residential	Promote the Leeds Trinity University Reward Scheme across the country targeting key widening participation schools
		70% of students who attend the Leeds Trinity University Reward Scheme apply to university	Pre attendance surveys sent to all students who are registered to attend the summer school Focus groups to take place during the summer school Post summer school questionnaires focusing university applications made by students who attended the summer school

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

Outreach Activity	Description	Target 2015/16	Interim measures
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>

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) until December 2015. HEARTs mission remains to work in partnership to improve access to, and achievement in, Higher Education to enhance individual and economic development.
- 7.2 HEARTs approach to engaging with LAYP/Care Leavers, working through the intermediaries (local authorities, social workers, foster carers and independent fostering agencies) continues to strengthen with a significant increase in activities and attendance at these activities. The network with all West Yorkshire local authorities LAYP/Care Leaver teams meets twice annually and is enabling HEART partners to potentially reach all young people in care (approximately 3,500) in the region. The network has supported development of activities such as coffee mornings for foster carers, attendance at foster carer support groups and 'foster family learning days' to be delivered shortly. The HEART Manager has also taken up the role as representative for Yorkshire and Humber on the National Network for the Education of Care Leavers.
- 7.3 Strategic target groups for collaborative activity are currently under review. The excellent work in relation to Looked After Young People (LAYP) and Care Leavers will continue together with relationships to the Leeds City Region (LCR) and Local Enterprise Partnership (LEP). Through this work we will address issues relating to mature and part-time learners. Other areas currently being considered are collaborative primary school activities and learners with disabilities.
- 7.4 The LCR LEP has clear objectives to create an environment for growth including the development of a skilled and flexible workforce and with particular emphasis on priority sectors of advanced engineering and manufacturing, creative and digital, finance and professional services, food and drink, health and life sciences and low carbon. HEART is working with the LEP to promote the awareness of these opportunities and continues to work in partnership to support the LEP in achieving these objectives. HEART has already established a Higher Level Skills Ambassador (HLSA) role recruiting and expanding numbers of local LCR business leaders who are able to spread the word about the value of higher education and higher level skills to their own workforce and throughout their business networks. A number of the HLSA have also engaged in outreach activities to secondary schools in Polar 3 high priority target areas.
- 7.5 Mature and part-time learner recruitment is a concern within West Yorkshire (as it is nationally). HEART represents the twelve partners on the LCR Skills Network, the provider group that reports into and through the Employment & Skills Panel to the LEP. A key challenge of the LCR work is to encourage greater investment in skills by businesses and individuals. HEART supports engagement in this agenda and has recently commenced a process of longitudinal analysis and reporting to the HEART Board on the quality of information provided by partners in respect of genuine part-time course offers with an aim to enhance the access to information for mature and part-time learners.
- 7.6 HEART sponsors the regional Adult Learners Week awards and has supported the introduction of the Adult Learners' Festival in 2014.

7.7 HEART continues to be monitored for effectiveness and impact by the Board (comprised of senior managers from all twelve partners and representatives from HEFCE and LCR) with strategy and priority activities 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).

7.8 Other collaborations include; the Children's University, the Catholic Transition Project and Partnerships with Schools and Colleges and are detailed in table 6: page 6.

7.9 With Leeds Trinity University's new SRM system due to be installed in August 2014 tracking of care leavers who successfully enrol.

8. Retention activity

8.1. Leeds Trinity University already has a number of support mechanisms in place to promote student retention and successful outcomes, which it intends to maintain and develop. 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. Progress has been made against Leeds Trinity University University's continuation measures. However, this has still remained a priority area. As such, in the 13/14 agreement, Leeds Trinity University committed to placing increased 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 considering options such as accelerated degrees. 18 new degree courses were launched for September 2013 with a significant emphasis on employability, the new degrees include a 2 year accelerated programme, allowing students to enter the workplace quicker and with less debt. The profile of applicants to this course and the success rates will be monitored closely, especially from under-represented groups. Two year accelerated programmes will be offered in two academic departments from next year.

8.2.2. Peer learning support – A pilot scheme of student mentors (peer learning assistants) has been launched. Level 5 students were recruited from a number of programmes across the University in summer 2013 and trained at the start of AY 13/14 to offer peer support to level 4 students. The PLAs are supported by academic staff. The programme is now up and running and being reviewed to consider how we can further encourage participants to the scheme following consultation with the current students attending the scheme, the PLAs, the Students' Union and the staff working closely with the PLAs.

8.2.3. Identification of support needs among students - In 13/14 Leeds Trinity University has used indices such as progression tutor reports and assignment results to identify students who may not be confident in their commitment to higher education and has discreetly alerted the

new Student Achievement Team to ensure these students receive attention. All students must be supported. A project to follow progress of students deemed at risk in AY 12/13 indicated that retention rates for that sub-group were comparable with the total cohort.

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

8.3.1. Enhanced strategic information on retention and success rates - Leeds Trinity University has a new Planning and Information Office (January 14) and is making appropriate arrangements with the planning team for improved data collection. We will build a profile of our students in terms of retention, by programme of study, gender, ethnicity, age, whether they reside on campus and previous qualifications. With the planning team we will enhance data collection, analysis and trend for monitoring of success rates, including reasons for non-continuation, degree classification attainment and employability. This information will be built into institutional indicators with a clear action plan in place to facilitate appropriate departmental responses and support improvements.

8.3.2. Engagement, attendance and attainment – We anticipate better student engagement through a range of activities in Intro Week and following on will lead to stronger engagement with studies and better attendance leading to improved attainment levels. Student attainment across the institution has been targeted as a strategic priority.

8.3.3. Peer Learning Assistants – Leeds Trinity University has in place plans to develop and expand the peer learning assistant scheme for all programmes at level 4 and 5. High performing students are providing revision and guidance sessions on a weekly basis for modules/levels they have completed. In addition, discussion has developed on provision of informal social study spaces to better support this initiative.

8.3.4. Student Achievement Advisers – Leeds Trinity University recognises the value of the personal tutor system as it offers a way to support students through their studies. Additional support for all students, as individuals or groups is now available in the appointment of the Student Achievement Team (SAT) who arrived in January 2014. The SA coordinator and the advisors support all academic departments to embed academic skills in the curriculum. They run workshops and provide bespoke sessions providing tutorials for every student who needs additional support to succeed on their programme. The University will undertake the review of the new system of academic support in AY14/15 to ensure it fully meets the needs of students from under-represented groups. Discussion has already begun around offering enhanced outreach support; learning support; pastoral guidance; careers and employability advice; and in particular the role of SAT support with raising degree classification attainment levels. We aim to expand the student achievement team to enhance the support we can offer, and further strengthen this with a graduate internship in AY14/15 and beyond.

8.3.5. Graduate Internships - With regard to student progression activity we have recently introduced a graduate internship scheme whereby our

most recent graduates may apply for a range of six-month paid positions at the University. The first six interns were appointed in January 2014 and we will support and extend the scheme in the future. Following the development of a number of exciting projects at the University we aim to recruit another group of interns in June for employment in AY14/15, with the scheme to continue into 15/16.

- 8.3.6. Mental Health – In common with the rest of the HE sector, Leeds Trinity University has experienced a substantial 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 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. Accordingly, Leeds Trinity University has augmented its counselling provision in order to underpin retention and attainment, but more development and expansion of the service is required during 15/16.
- 8.3.7. Student representation - Leeds Trinity University recognises the value of students' input and feedback about all aspects of their experience at the institution. Therefore Leeds Trinity University will continue to proactively and extensively elicit feedback from the student body via mechanisms such as focus groups, surveys and termly student forums. It commits to responding to comments and feedback in an action-orientated manner to foster on-going improvements. In addition, this year two 'voice-walls' were introduced to facilitate student feedback and dialogue with staff on their experiences.
- 8.3.8. 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 University will look to further enhance its communication of what it offers and what will be required of students in relevant publicity materials.
- 8.3.9. Transition to HE - In order to facilitate the transition into HE and settling in on academic work at university, Leeds Trinity University already runs "Intro Week" on an institution wide basis. This will be further developed, listening to what our current students have said about their own experiences, to build the sense of community and the programme engagement among cohorts. Recognising that under represented students may require an even greater level of support, Leeds Trinity University will look at more ways to explore an enhanced introductory experience such as targeted activities, pre-arrival on campus and pre-enrolment, and work to engage students in their programme through virtual activities and events in the summer prior to their arrival on campus. We recognise the need to help students adjust to their new social and academic life by supporting them in appropriate activities at the very start of their programme. For some programmes with particular issues of retention and progression, early engagement via residential courses is under consideration. Other programmes will feature early field trips and professional site-visits to promote inclusion and fostering genuine community of learners.

9 Financial support for students

- 9.1 Prior to September 2012 entry, Leeds Trinity University offered means tested bursaries to students enrolled on undergraduate programmes who were in receipt of either a full or partial Higher Education Maintenance Grant. This resulted in approximately 60% of students receiving a bursary and consequently was felt to not be effective in a targeted way.
- 9.2 Alternative systems of financial support were therefore reviewed and for students starting since September 2012 this was via the match-funding for students who were awarded a National Scholarship to ensure funds were targeted at those already identified as being most in need of financial support. In 2014/15, additional match funding was provided to guarantee a £2,500 award to every new student who met the national criteria and was on an undergraduate honours course.
- 9.3 The government's decision to end the National Scholarship Programme for entrants after 2014/15 has prompted a refocus of some previous NSP investment towards additional support for access, student success and progression activities. Consequently, the investment in financial support is lower than indicated in the previous access agreement, although it is still felt important to have an appropriate financial support package in a targeted way.
- 9.4 Two elements in the financial support package are a response to recently announced government changes. The first is to replace funding that would previously have been available to students through the Disabled Students Allowances (DSA) and the second is to provide additional hardship support where it is felt that the mainstreaming of the Access to Learning Fund (ALF) into HEFCE's student opportunity funding will leave a shortfall compared to need. In addition, targeted financial support is available for other priority groups, such as care leavers.
- 9.5 From 2015/16 entry (so for students starting from September 2015 onwards), a cash bursary will be provided to students in receipt of a full maintenance grant (the NSP group) to continue to target support at those identified as being in most need. This bursary will be a £1,000 award at Level 5 to students on an undergraduate honours course, so for 2015/16 entry the bursary will be paid in 2016/17. The decision to make the award at Level 5 rather than Level 4 was made in consultation with student representatives and aims to reflect that Level 5 is often a more difficult year financially as students move out of halls and off campus.
- 9.6 Full details of the financial support package will be available on the Leeds Trinity university 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 University 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 University Children's University	0 (12/13)	N/A	Recruit 6 primary schools; 90 pupils to achieve bronze
No. of school / college interventions	227 (12/13)	N/A	275 per annum
Leeds Trinity University Reward Residential	72 (12/13)	N/A	90 students to participate per annum
Catholic Transition Project	0 (12/13)	N/A	40% of students follow progression route
% students from SECs 4, 5, 6, 7.	43.9% (2012/13)	38.3% (2011/12)	Continue to outperform benchmark
% of students from state schools	97.9% (2012/13)	97% (2011/12)	Continue to outperform benchmark
% students from low participation neighbourhoods	22.8% (2012/13)	18.8% (2011/12)	Continue to outperform benchmark
% no longer in HE	7.7% (2011/12)*	7.7% (2011/12)*	Achieve benchmark by 2015
Projected outcomes (likelihood of UG students achieving a degree)	81.1% (2011/12)*	79.9% (2011/12)*	Continue to outperform benchmark
Employment indicator (inc further study)	90.8% (2011/12)	92.0% (2011/12)	To outperform benchmark

**2013/14 HESA Data*

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 and the Students' Union.

11.2 The Access and Success 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 Access and Success 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. Leeds Trinity is building an enhanced scope and availability of management information to support greater understanding of trends and performance. This incorporates providing greater internal visibility of performance in respect of Widening Participation characteristics.

12 Provision of info for prospective students

12.1 Leeds Trinity University 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 University will ensure that information about tuition fees is clearly and prominently communicated through all key channels with prospective students.

12.2 Examples of these communication channels 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 strategies 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 University is committed to working closely with Leeds Trinity Students' Union (LTSU) to improve the student experience for all students at Leeds Trinity. All Academic Board committees relating to the student experience include student representation; this enables students to be involved in the operational and strategic decision making processes and to have the opportunity to monitor progress.

14.2 The President and Vice President of Leeds Trinity Students' Union have been directly involved in the design and development of this Access Agreement through participation in a development workshop which took place in February 2014. Their input and involvement in Leeds Trinity's Widening Participation programme is significant and a contributory factor to its continued success.

14.3 In 2013/14 Leeds Trinity Students' Union piloted a Student Voice Week. This was an institution-wide initiative that engaged students and staff (service and academic) around the main theme of listening and responding to students. The event was a great success and will be repeated at regular intervals.

14.4 Student Forums are now embedded in the annual calendar, centred around key themes voted for by students. Key staff, including the Executive, attend all Student Forums and respond to questions. Students can pose questions directly or anonymously via the Students' Union President.

14.5 A student suggestions scheme is planned for 2014/15 building on the success of the Student Voice Walls introduced in 2013/14. Feedback is provided within 5 working days for any comment placed on the Student Voice Walls. All feedback is collated and fed back to key staff in order to implement change.

15 Conclusion

As an institution, we have always believed that education is a fundamental human right, regardless of background. We continue to make great strides in the widening of access to Higher Education to all. We will continue to focus on maximising access to our high quality educational experience, which is based

on a commitment to mutual respect, social justice and equality, enabling our students, alumni and staff to play a full part in the development of their respective communities and society at large.