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Introduction

The University of Bath has set a series of principles to underpin its Access Agreement, they are to:

- work closely with schools and colleges to raise aspirations and attainment;
- work in partnership with Further Education Colleges and other strategic partners to facilitate access;
- provide financial support for those in greatest need;
- provide support for students from under-represented groups to enhance retention.

Within the parameters of these principles, the University has identified three core priorities for its Access Agreement for 2012-13:

- improve recruitment from our target groups currently under-represented in higher education;
- further develop collaboration and links with Further Education Colleges and schools;
- undertake more targeted, long-term outreach activity as a collaborative activity.

In subsequent Access Agreements (from 2013-14 onwards) the University will endeavour to further resource support for students from under-represented groups to enhance retention, at which the University currently performs strongly, but the immediate focus must be on making the University more socially inclusive.

We will therefore be developing a new package of fee waivers to encourage more applications from students from low income families[1], specifically those with household incomes under £16,000 per annum. We will also:

- review our approach to admissions to include consideration of contextual information and to enhance progression frameworks for those with vocational entry qualifications;
- significantly extend our outreach activities in a targeted manner;
- develop collaborative links with the Universities of Oxford, Bristol and Exeter to deliver widening participation.

1. Fee limits and fee income above £6,000

Fee limits
The University intends to charge:

- a fee of £9,000 for all campus-based full undergraduate programmes and for the campus-based Foundation Degree Sport (Sports Performance). Assuming intake targets that are consistent with the current year, we estimate 2,085 entrants on £9,000 programmes;
- a fee of £7,500 for all Foundation Degrees offered by partner organisations. We estimate 219 entrants on £7,500 programmes;
- a fee of £4,500 for placements undertaken during the course of the degree programme started in 2012-13 for the following programmes:

    BSc Business Administration
    BSc Accounting and Finance
    BSc International Management and Modern Languages
    MChem Chemistry with Industrial Training
    MChem Chemistry for Drug Discovery with Industrial Training
    MPharmacology;

- a fee of £2,500 for placements on all other programmes;

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[1] We will use 'median equivalised net income by household type (Source SILC)' from Eurostat to determine household income eligibility.

- placement fees for students undertaking "thin" sandwich placements will be pro-rata over the years of placement to reflect the periods of study/placement, e.g. a normal fee will be charged for 6 months (£4,500) and then the placement fee for the remaining 6 months (either £1,250, or £2,250 for placements as part of the degree programmes specified above) or part thereof.

These fees do not include part-time and PGCE students.

The University will apply annual increases, in line with the amount set by the Government, to all fees.

Fee income
Based on the recruitment assumptions above, fee income under the new scheme will generate £20.5 million in 2012-13. Of this £6.6 million is income above the base fee of £6,000.

2. Expenditure on additional access and retention measures

The OFFA Guidance indicates that as our fee is £9,000 the University will need to spend at least £900 per new "fee". This equates to £1.975 million for the year 2012-13 of the initial Access Agreement rising to a total of £5.9 million when all students present at the University are on the new fee regime (based on 2010-11 FTEs).

The University has a significant commitment to bursary support from the previous Access Agreement amounting to £1.6 million before any new expenditure is accounted. However, much of the activity required going forward will need to be established as soon as possible to enable the University to meet its targets, requiring additional expenditure in 2011-12 and 2012-13.

A number of posts and non-staff costs are referred to in the text of this Access Agreement. The following level of expenditure indicates the level of activity that is envisaged by 2015-16:

- £3 million on fee waivers;
- £1.2 million on bursaries;
- £1.7 million on outreach and retention including evaluation. This will include a number of new posts (a head of widening participation, student experience officers in each faculty, peer mentoring co-ordinator, data co-ordinator, progression officer) and the continuation of the Aimhigher posts, together with extensive outreach activity.

The main aim of our original Access Agreement was to eliminate any significant differential between the proportion of students applying from the lower socio-economic groups (SEGs) and the proportion subsequently joining the University. Our work to support this objective will be significantly extended through a range of new access measures and the University will set stretching new targets that will contribute to an increase in the participation of these groups.

Our HESA widening participation performance indicators reveal that those in the lower SEGs (NS-SEC classes 4-7) are under-represented in our student population: 17.9% in 2009-10 compared with a location adjusted benchmark of 21.6%, as are those from Polar 2 low participation neighbourhoods (5.1% compared with a location adjusted benchmark of 6.3%). Therefore the immediate focus of our financial support packages will be on these two target groups.

3. Additional access measures

Outreach
The University's existing commitments to outreach and fair access are considerable. In addition to our participation in the Aimhigher West Partnership and in the Western Vocational Lifelong Learning Network (WWVLN), Bath's programme of outreach activity has focused on the provision of expert advice to schools, colleges, parents and advisors on student finance issues and on opportunities for those interested in vocational pathways into Higher Education (HE). Bath has also been developing innovative approaches to curriculum enrichment. The University's Widening Participation Strategic Assessment annual report shows that our

outreach activities, including subject enrichment, University taster days, summer schools, school visits and our mentoring and tutoring programme has involved 2,000 pupils since 2004. Under the framework of our new Access Agreement, we will build on and significantly enhance this work.

There will be three strands to Bath's outreach and access strategy from 2012-13:

- a new focus on targeting under-represented groups as part of admissions;
- an extended and re-focused core institutional outreach programme;
- new collaborative outreach projects.

Access and Admissions

Activity will be focused on the recruitment of students from target groups which are under-represented in our student population. All incoming applications will be checked for relevant indicators of under-representation based on the contextual data sets UCAS will be providing for 2012 entry. Applications with relevant indicators will be flagged and monitored throughout the decision-making process, and candidates will be offered alternative methods of assessment of potential where appropriate.

A key role within this new framework will be that of a new Progression Officer. This post-holder will work closely with our partner Further Education Colleges (FECs) to identify students who would not normally apply, but who would benefit from a University of Bath education. Progression routes for those with the potential to succeed at Bath will be established and managed on a case-by-case basis. The lessons learned from the early stages of this work will be passed back to partner college managers.

Our use of contextual data will be in line with the National Council for Educational Excellence[2] recommendation that universities should use all the information available to them to identify "the best students with the greatest potential and ability to reach the highest academic achievement". Our scheme has been designed with reference to SPA guidance[3] on best practice in this area and will make appropriate use of the new data UCAS will provide for 2012-13 entry.

The University will closely monitor the impact of this approach and will also carry out research (possibly in collaboration with Bristol's Widening Participation Research Cluster[4]) on the use of contextual data in admissions. In order to evaluate the University's use of contextual data for admissions we will employ a new Data Co-ordinator (Widening Participation).

Core Institutional Outreach Programme

The University is strongly committed to maintaining and extending its existing expertise in relation to aspiration and attainment-raising activities. The University will embed those roles currently funded through Aimhigher, but will re-focus them to support a new programme aimed at identifying and nurturing the academic talent of under-represented young people within our region. Unlike the Aimhigher programme, this work will support learners as young as Year 5. In the primary years, activities and events will be largely inclusive. Progressively, through the secondary and tertiary years, initiatives will target those whose levels of attainment suggest clear potential for admission to a selective institution, but whose achievements may be enhanced through specific intervention and support.

Given that many reports[5] have found that prior attainment is a significant factor in application and retention rates in HE, the University is committed to subject enrichment activity,

[2] National Council for Educational Excellence: Recommendations, Department for Children, Schools and Families, 2008 www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00803-2008
[3] www.spa.ac.uk/contextual-data/principles-contextual-data.html
[4] www.bristol.ac.uk/academicregistry/raa/wpur-office/wprc/
[5] Staying the Course: the retention of students in higher education, National Audit Office, 2007 www.nao.org.uk/publications/0607/retention_of_students_in_he.aspx
Widening participation in higher education, National Audit Office, 2008 www.nao.org.uk/publications/0708/widening_participation_in_high.aspx
Report to the National Council for Educational Excellence. Increasing higher education participation amongst disadvantaged young people and schools in poor communities, The Sutton Trust, October 2008

particularly in relation to science and technology subjects. Maths is a key area to develop, as the Teaching and Learning Research Programme[6] determined. The University, in partnership with local FECs, will support Level 3 students in further education to achieve grades in subjects required for selective universities.

In addition to these plans, the Department of Sports Development and Recreation, Institute of Contemporary Interdisciplinary Arts, and especially the Students' Union will continue to develop and extend their sustained partnerships with schools and colleges. They will further develop campus visits and will contribute to new summer schools as part of the core outreach programme.

Collaborative Projects

The University already has extensive experience of working with and leading significant regional collaborative networks. Bath will maintain key aspects of this approach whilst ensuring that those participating in its outreach and access initiatives are more clearly identified as having the potential to benefit from the HE provision we, and other highly selective higher education institutions (HEIs), offer. In the medium-term, outreach activity will be focused on collaborative work with other universities: Exeter, Bristol, and Oxford; and with industrial partners such as O2. This will include schools outreach such as providing information, advice and guidance (IAG) in 6th forms, and working with teachers and advisors, and especially parents; and running residential schemes. We are in early discussion with the University of Oxford and with Bristol University over activity to support pre-16 students in areas and postcodes with limited progression to HE. Additionally we are part of a local partnership, the Bath Education Trust, launched in 2010, with three local schools, Bath Spa University, The City of Bath College and Rotork, an industrial partner, which provides students with the opportunity to access a wide range of courses and enrichment activities within the partner institutions. This partnership will help facilitate WP activities in the Bath area.

These activities have been shown to be successful in other 1994 Group institutions[7]. Universities UK report[8] that according to a number of evaluative studies of outreach work the most effective method of raising aspirations and encouraging pupils to consider selective HE is a long-term partnership between a school or college and a university or a set of similar universities.

It has been reported[9] that summer schools are particularly effective in raising the aspirations of students. Application and entry rates to selective universities for pupils that have been on Sutton Trust summer schools are considerably higher than those for students in comparator groups with similar attainment, and participants at Aimhigher summer schools have application rates to HE in general that are twice the national average. Sustained action[10], delivered over a number of years and co-ordinated so that there is no duplication of effort with others, has a greater impact than isolated, or uncoordinated, interventions. We will increase the scope of our current activity in this area, working collaboratively with our HEI partners and charitable organisations such as Villier's Park Educational Trust. Where we work alongside other HEIs, we will develop data-sharing schemes and other common tracking approaches which will enable us to monitor the impact of this work more effectively.

www.suttontrust.com/research/report-to-the-national-council-for-educational-excellence
Widening Participation and Fair Access: An Overview of the Evidence, Higher Education Policy Institute, 2003
www.hepi.ac.uk/466-1117/Widening-Participation-and-Fair-Access-An-Overview-of-the-Evidence.html
[6] Widening participation in higher education. A Commentary by the Teaching and Learning Research Programme, TLRP, 2008
www.tlrp.org/pub/documents/HEcomm.pdf
[7] Widening participation through targeted outreach programmes, 1994 Group, 2010
www.1994group.ac.uk/documents/public/Publications/Widening%20Participation%20through%20targeted%20outreach%20programmes%20policy%20brief.pdf
[8] Higher education engagement with schools and colleges: partnership development, Universities UK, 2009
www.universitiesuk.ac.uk/Publications/Documents/HEengagementwithschools.pdf
[9] What more can be done to widen access to highly selective universities?, Sir Martin Harris, 2010
www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf
[10]Universities UK, *op cit.,* Sir Martin Harris, *op cit.*

The University of Bath chairs the WVLLN and its successor the Western Vocational Progression Consortium (WVPC) which contributes to its widening participation strategy. The WVPC comprises the 7 HEIs in the northern sub-region of the South West and their FEC partners. The work of the consortium focuses on the progression of vocational and non-traditional learners into and through higher education, and the development and support of higher education in further education. The consortium is jointly responsible for the Lifepilot website (www.life-pilot.co.uk) which offers information, advice and guidance to adult, part-time and work-based learners and through its blog glimpses of student experiences.

A final area in which the University will demonstrate its commitment to collaborative working is in widening participation for learners with disabilities and specific learning difficulties. The University has been lead institution for the Aimhigher West Disability Strand and is committed to maintaining a regional network of outreach and disability support professionals. This group will continue to work to raise awareness of the progression framework into HE for learners with disabilities, providing a programme of awareness-raising activities in schools and colleges, together with resources and a consultancy service to SENCOs and other regional IAG staff to support progression.

Student retention and success

The University has a strong retention record, however, it has been shown that students from non-traditional backgrounds, e.g. with vocational qualifications, describe the transition into HE as complex and difficult, and need to be able to draw on support to overcome the difficulties they perceive in the HE context[11], as well as to ensure they gain maximum benefit from their student experience. The University's Student Services will extend to all students from non-traditional backgrounds the proactive offer of support it currently makes to care leavers, both pre-arrival and throughout their student experience.

Induction is being developed and extended from pre-arrival through to the first year student experience, to better support the transition and inclusion of all students, including those from non-traditional backgrounds. Additional support will be provided by new Student Experience Officers based within the Faculties and School, and working with Student Services and the Students' Union. They will proactively work with students from non-traditional backgrounds, helping them to identify and meet their academic learning, personal development and employment-related goals, as well as ensuring they understand how to access and benefit from the full range of support and facilities available at the University.

In the medium-term, peer-assisted learning (PAL) and peer mentoring (PM) will be scaled up, largely by the Students' Union, and a new e-mentoring system will be used to facilitate this (e.g. Brightside Uniaid). Both PAL and PM are seen as playing an important role in helping students' social and academic integration into university. According to Tinto (2006)[12] students will withdraw from HE if they are not successfully integrated, both socially and academically. Research at Stirling University has found that students who participate in PM schemes show lower levels of transitional stress than those who do not: "Those within the peer mentoring university were three times less likely to think of dropping out of university, were coping better with the transition to university and were better adapted to university life: an important predictor in intention to leave"[13].

We recognise that the final measure of success for a student is a transition into a satisfying graduate-level destination of their choice, and that this poses particular challenges for students from non-traditional backgrounds, often because they may be less familiar with graduate occupations. The University of Bath has an outstanding record for graduate employability. A major factor in this is the work placement during the degree programme which about half of Bath's undergraduates undertake. To encourage students from non-traditional backgrounds to take up the offer of placements, fee waivers to cover the placement will be offered to targeted students. Student Experience Officers will also work

[11]TLRP, *op cit.*
[12] Tinto, V., 2006, Taking Student Retention Seriously www.mcli.dist.maricopa.edu/fsd/c2006/docs/takingretentionseriously.pdf
[13] Phillips, R., Research to Investigate Peer Mentoring in UK Higher Education
www.heacademy.ac.uk/assets/hlst/documents/LINK_Newsletter/Link_15.pdf

closely with students to encourage then to take up placements, and the University's Careers Service has a dedicated Careers Adviser with a focus on support for students from non-traditional backgrounds.

Financial support for students
We have focused the greatest part of our financial support for students from low income families[14] on fee waivers rather than bursaries, not only to improve the affordability of the new funding regime from the Government's perspective, but also because research has shown that current bursary schemes have not been effective in widening access to universities[15]. Henceforth, we will be offering a much more targeted bursary scheme, with students from low income households on our campus-based programmes benefiting from a tapered bursary allocation, designed to provide maximum reassurance about the affordability of study in their first year. Thereafter, a combination of opportunities such as our Joblink scheme and paid placements, coupled with the tapered bursary should enable students to feel confident about the ongoing affordability of their study. Students from low income households on franchised Foundation Degrees will be offered the same level of bursary in both years of study. We will also maintain a hardship fund for additional bursary provision.

Fee waivers
The University will offer a tapered fee waiver scheme targeted at students from low income households. We will award fee waivers to students on our full-time undergraduate and Foundation Degree campus-based programmes from households with incomes at or below £16,000 who also fall into one or more of the following categories: from low participation neighbourhoods; from a poorly-performing school; a care leaver; in receipt of a means-tested benefit.

Identified students on full-time undergraduate programmes will benefit from a fee waiver of £4,500 in Years 1 and 2, a full fee waiver in the placement year, and a £1,000 fee waiver in the remaining year(s) of study, when students will, in the majority of cases, have benefited from a paid placement. Identified students on the campus-based Foundation Degree will benefit from a fee waiver of £4,500 in Years 1 and 2 and a £1,000 fee waiver in any top up year(s) of study.

National Scholarship Programme
The University is required to match-fund the National Scholarship Programme (NSP), this will mean providing bursaries or fee waivers of £3,000 to our poorest students. Indicative allocations published by HEFCE suggest that the University will have to match an NSP fund of around £324,000, or around 108 NSP scholarships of £3,000.

The University will award the 108 NSP scholarships to students on our full-time undergraduate and Foundation Degree programmes from households with incomes at or below £16,000 who also fall into one or more of the following categories: from low participation neighbourhoods; from a poorly-performing school; a care leaver; in receipt of a means-tested benefit. These awards will be targeted at those students who have presented with the best qualifications from the target groups.

Identified students on full-time undergraduate programmes will receive the Government's £3,000 plus £1,500 of our matching funding as a fee waiver in Year 1; they will receive the remaining £1,500 of our matching funding plus a £3,000 fee waiver in Year 2; they will benefit from a full fee waiver in the placement year, and a £1,000 fee waiver in the remaining year(s) of study. Identified students on Foundation Degree programmes will benefit from a fee waiver of £4,500 in Years 1 and 2 and a £1,000 fee waiver in any top up year(s) of study.

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[14] We will use 'median equivalised net income by household type (Source SILC)' from Eurostat to determine household income eligibility.
[15] Have bursaries influenced choices between universities? Offa, 2010
www.offa.org.uk/wp-content/uploads/2010/09/Have-bursaries-influenced-choices-between-universities-.pdf

<u>Bursaries</u>
The University will provide bursaries to eligible students on our full-time undergraduate and Foundation Degree campus-based programmes. We will target bursaries in the new Bath Bursary Scheme at students with entry grades of at least AAB, or equivalent, who come from households with incomes of less than £16,000 to help with travel or accommodation costs. We will also maintain a significant hardship fund for additional bursary provision. This fund will be spent each year, though the balance may vary from a significant sum to individual students to more students getting a smaller sum.

Eligible students will receive a £2,000 bursary in the first year, £1,000 in the second year, and students who undertake an unpaid placement will receive £1,500 in their placement year.

The new Bath Bursary Scheme will also assist students from lower income families studying Foundation Degrees at our partner colleges. A bursary of £3,000 per annum will be offered to eligible Foundation Degree students. This bursary support will be reported in our annual report.

4. Targets and milestones

Given the analysis of our HESA widening participation performance indicators reported earlier, the University has set the following targets and milestones which relate to our core priorities for this Access Agreement. Our access targets relate to the student populations defined in specific HESA performance indicators[16].

Access
In order to improve recruitment from our target under-represented groups in higher education, the University will:

- increase the proportion of students from NS-SEC classes 4-7 from 17.9% in 2009-10 to 23% in 2016-17;
- interim milestone: in 2013-14, 20% of new entrants from NS-SEC classes 4-7;
- increase the proportion of students from Polar 2 low participating neighbourhoods from 5.1% in 2009-10 to 8% in 2016-17;
- interim milestone: in 2013-14, 6.0% of new entrants from Polar 2 low participating neighbourhoods;
- increase the percentage of full-time undergraduate entrants from state schools from 75.2% in 2009-10 to 80% in 2016-17;
- interim milestone: in 2013-14, 77% of new full-time undergraduate entrants from state schools;
- increase the percentage of full-time first degree students with disabilities from 3.9% in 2009-10 to 4% in 2016-17.

Applications
In order to improve recruitment from target under-represented groups in higher education, the University will:

- increase our applicant pool sufficient to meet our entrant targets for the relevant under-represented groups, using validated contextual data where appropriate, and increasing the number of entrants with vocational qualifications.

Outreach
In order to further develop collaboration and links with FECs and schools the University will:

- initiate a core institutional outreach programme to sustain the Bath-specific elements of the work previously undertaken through the Aimhigher West Partnership. This will

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[16] http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2072&Itemid=141

involve working systematically with 15-30 schools, including new work with at least 5 primaries. The project will support 25-55 mentor/mentee pairs and around 300 learners will participate in achievement raising events and subject enrichment activities.

In addition to this intensive programme, the University will support:

- aspiration-raising events and campus visits to benefit 500-560 learners annually;
- 45-65 HE information and funding events for target groups annually.
- 2-12 events with parents of target learners.

In order to undertake more targeted, long-term outreach activity as a collaborative activity the University will also:

- design, develop and deliver a new outreach programme with peer selecting universities and/or charitable organisations by the end of 2012-13, supporting new aspiration and attainment raising work to complement but extend the core outreach;
- encourage local participation in HE in collaboration with a local university and local FECs;
- design, develop and deliver a programme of aspiration and awareness-raising to support the progression of learners with disabilities both to Bath and to other HEIs. This will sustain the work of the Aimhigher West Disability Strand. The programme will jointly support a mentoring scheme and engagements with learners, parents, teachers or advisors, together with presentations to conferences and regional.

Retention

As the University of Bath currently performs strongly in terms of retention the University will:

- ensure the percentage of young full-time entrants from Polar 2 low participation neighbourhoods no longer in HE remains below 5%;
- maintain our retention rates for disadvantaged students and minority ethnic students at the same levels as those for the general population, i.e. above 95% for the year after entry, and maintain our retention rates for disabled students at above 90% for the year after entry.

5. Monitoring and evaluation arrangements

We will monitor the above targets on an annual basis, as part of the re-submission of the Access Agreement. Evaluation of our core and collaborative outreach, using quantitative and qualitative methods, will be conducted both internally and potentially as a combined research project with our HEI partners.

Measures of effectiveness in relation to supporting the retention and achievement of students from non-traditional backgrounds will include completion rates, academic achievement, participation in extra-curricular activities and development, progression to graduate level employment and/or postgraduate study, and whether they would recommend this institution to other students from non-traditional backgrounds. A mix of quantitative and qualitative measures will be developed, monitored and reviewed throughout the individual student's experience, so individual adjustments can be made, as well as broader lessons learned.

The strategy for widening participation (WP) will reside with the WP Strategy Committee chaired by the PVC (L & T). However, it is envisaged that, given the extent of the activity required and the role to be played by all parts of the University, a new position Head of WP to oversee the operational aspects of the programme will be created.

6. Provision of information to prospective students

Clear guidance on fees, fee waivers and bursaries will be provided for future students. This will take the form of information on the University website, and in documentation relating to courses. In addition, a detailed fees schedule will be published annually by the University's Student Finance Office on its web pages: www.bath.ac.uk/finance/student.

The University will continue to develop the 'Information, Advice and Guidance' section within the study website. This section is being developed for potential applicants, their parents and advisors. We expect full section content to be published by summer 2011, but this will be

continuously developed and added to over time. The 'Information, Advice and Guidance' section can be found at: www.bath.ac.uk/study/iag.

In addition, as a member of the 1994 Group, the University will be inputting to an online information resource for prospective students which is currently under development[17].

Finally the University has established a Student Experience Working Group with the Students' Union, so we can ensure that we are responsive to students' priorities.

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[17] www.1994group.ac.uk/researchprojects

Table 5 - Milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
NS-SEC (location adjusted) (HESA Table T1b)	Increase proportion of students from NS-SEC classes 4-7 from 17.9% to 23%, an estimated headcount increase of 104 students	2009/10	0.179	0.19	0.2	0.21	0.22	0.23	
LPN (HESA Table T1b)	Increase proportion of students from POLAR 2 low participating neighbourhoods, from 5.10% to 8%, an estimated headcount increase of 58 students	2009/10	0.051	0.055	0.06	0.065	0.07	0.08	
Non continuation: LPN (HESA Table T3b)	Ensure % of young full-time entrants from low participation neighbourhoods no longer in HE remains below 5%	2008/09	0.027	0.045	0.045	0.045	0.045	0.045	2008/09 was a particularly good year for retention. We are consistently below our benchmark but 4.5% is more realistic than 2.8% based on our trend analysis.
State School (location adjusted) (HESA Table T1b)	Increase % of full-time undergraduate entrants from state schools to 80%	2009/10	0.752	0.76	0.77	0.78	0.79	0.8	
Disabled	Increase % of full-time first degree students with disabilities to 4.0% (Table 7)	2009/10	0.039	0.039	0.039	0.04	0.04	0.04	

Table 5b - Other milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop and extend new partnerships with peer selecting HEIs to deliver outreach activities - target expressed as number of HEIs involved	2010/11	0	2	3	3	3	3	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop and extend relationship with local HEI to encourage local participation	2010/11	0	1	1	1	1	1	Links already exist within the context of Aimhigher and other regional activities but these need to be developed to respond to the new situation
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Build relationships with 15-30 primary and secondary schools and colleges to deliver core programme of targeted outreach activity - target expressed as number of schools/colleges involved	2010/11	0	15	30	30	30	30	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Build relationships with charitable organisations to support new aspiration/attainment raising activity - target expressed as number of organisations involved	2010/11	0	1	2	2	2	2	
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop and extend partnerships with Further Education Colleges to facilitate non-traditional entry routes - target expressed as number of FECs involved	2010/11	0	6	6	6	6	6	
Outreach / WP activity (other - please give details in the next column)	Offer aspiration raising events and campus visits - target expressed as number of participants	2010/11	500	510	520	540	550	560	
Outreach / WP activity (other - please give details in the next column)	HE information and funding events for target groups - target expressed as number of events supported	2010/11	45	45	50	55	60	65	
Outreach / WP activity (other - please give details in the next column)	Offer achievement raising events such as summer schools and subject enrichment programmes for target schools and colleges - target expressed as number of participants	2010/11	500	300	300	300	300	300	Whilst we will have a smaller number of participants overall, the activity will be more intense and focused with the same individuals participating in multiple events.

Outreach / WP activity (other - please give details in the next column)	Develop mentor/mentee links between HE students and learners in targeted schools - target expressed as number of mentors	2010/11	25	25	35	45	50	55	
Outreach / WP activity (other - please give details in the next column)	Offer events involving parents of target learners	2010/11	0	2	4	8	10	12	
Other (please give details in the next column)	Sustaining the work of the Aimhigher West Disability Strand (engagement with learners, parents, teachers or advisers) - target expressed as number of events	2010/11	65	65	65	65	65	65	This is an overall target for all of the HEIs within the Disability Strand Group to achieve jointly. It is not institution specific and is subject to formal agreement with other HEI and college partners.
Other (please give details in the next column)	Sustaining the work of the Aimhigher West Disability Strand (Regional Best Practice meetings) - target expressed as number of meetings	2010/11	3	3	3	3	3	3	This is an overall target for all of the HEIs within the Disability Strand Group to achieve jointly. It is not institution specific and is subject to formal agreement with other HEI and college partners.
Other (please give details in the next column)	Sustaining the work of the Aimhigher West Disability Strand - presentations at LA SENCO conferences or similar	2010/11	3	18	18	18	18	18	This is an overall target for all of the HEIs within the Disability Strand Group to achieve jointly. It is not institution specific and is subject to formal agreement with other HEI and college partners.
Other (please give details in the next column)	Sustaining the work of the Aimhigher West Disability Strand (developing mentoring scheme) - target expressed as number of mentors	2010/11	pilot scheme	5	5	5	5	5	This is an overall target for all of the HEIs within the Disability Strand Group to achieve jointly. It is not institution specific and is subject to formal agreement with other HEI and college partners.
Mission targets									Promote a more socially inclusive and diverse student population
Management targets									Establish a central administrative unit, with a new post at its head, to take responsibility for access, outreach and widening participation - to be in position by 2012/13
Operational targets									Review admissions processes to facilitate consideration of contextualised data and admission of more applicants with non-traditional profiles
Operational targets									Increase our applicant pool sufficient to meet our entrant targets for relevant under-represented groups, using contextualised data where appropriate, and increasing the number of entrants with vocational qualifications

Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

Name of institution	University of Bath

Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

Part one: Introduction to your agreement

A. Your current position in relation to access and, where appropriate, retention

Please use this section to set out any specific issues or aims for your access agreement work in respect of ITT that aren't already set out in your existing agreement for 2012-13. This section doesn't have to be long; however, it will help us to understand what your access agreement is setting out to achieve in respect of ITT. You may wish to consider whether there are separate issues for undergraduate and postgraduate ITT.

You may also wish to cross-refer to the issues or aims stated in your main agreement, if appropriate.

We only offer postgraduate ITT through a secondary PGCE programme making our commitment to student diversity more challenging as all applicants are already graduates. We aim to increase the numbers of those from lower socio-economic groups, Black and Minority Ethnic groups, and male applicants on our Middle Years PGCE course through a combination of outreach measures and targeted bursaries.

Part two: Fee limits, spend on access and financial support for ITT trainees

B. Fees you are proposing to charge for your ITT courses

Your access agreement should set out the tuition fees you intend to charge new entrants to a) undergraduate and b) postgraduate ITT in 2012-13. There is no requirement or expectation that your fee for undergraduate or postgraduate ITT should be the same as for your other courses – this is a matter for you to decide.

The fee will be £9,000

C. Amounts of additional fee income to be spent on access measures

Taking into account any new access agreement investment relating to ITT, as well as your existing agreement, what is your estimated spend on access measures as a proportion of your income over £6,000 per fee?

As a broad guideline, for undergraduate ITT, our starting expectation is the same as that set out in our original guidance on how to produce an access agreement for 2012-13 (see OFFA 2011/01, paragraph 39). For postgraduate ITT, we would expect you to recycle a minimum of around 10 per cent of your fee income over £6,000 on access or retention measures. (Note: we will be taking a holistic view when considering whether your proposed spend is in line with our expectations. In other words, we do not necessarily require you to ring-fence set amounts for undergraduate or postgraduate initial teacher training. You simply need to make sure that the overall levels of spend – including ITT – are in line with our expectations.)

We are planning to spend approximately 10% of our fee income over £6000 on ITT access measures. In 2012/13 our allocation is 147 students. At £300 per fee this provides a total of £44,100 for bursaries and outreach measures.

Commitments to associated staffing costs in the Widening Participation Office are included in our existing access agreement.

D. Financial support for trainees

In this section you should set out:

- *what you plan to spend on targeted fee waivers, bursaries and in-kind support for a) undergraduate and b) postgraduate trainees in 2012-13*

- *the amounts of support and the eligibility criteria for new entrants.*

You may wish to state whether the financial support for these trainees is the same or differs from your existing agreement.

Bursaries
Provision of 10 Bath Initial Teacher Training Bursaries of £4,000 for students who meet the eligibility criteria listed below:
- household income below £25,000

plus one or more of the following:
- First in family to take an undergraduate degree
- Social Classes 4-7 based on parental occupation
- From a Black or Minority Ethnic Background
- Men applying for Middle Years English and Science pathways

Students will be asked to apply through written application at the beginning of the course.

Part three: outreach and retention

E. Outreach and retention work

If you are proposing to introduce additional outreach or retention work in respect of ITT, over and above the outreach/retention work you have committed to in your existing 2012-13 access agreement, please include details here.

Alternatively, please indicate where your outreach or retention work in respect of ITT is already covered by your main agreement.

For the purposes of an access agreement, outreach work includes any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years.

By retention, we mean the additional (new) retention measures you commit to put in place to improve student retention and success (ensuring that trainees from under-represented groups access the full benefits of higher education).

Outreach Measures

We plan to offer a number of 'Careers in Teaching' information workshops over a period of three years, designed to attract our target groups. These will be developed in collaboration with our partners in the Positive Action Training Hub (PATH) consortium of Initial Teacher Training providers in the South West. A minimum of six workshops will be funded and organised by the University of Bath

Using a combination of on-campus and off-campus locations in specific geographical areas we will aim to attract:

- Career change adults
- University of Bath undergraduates

who are:
- First in family (FIF) to take an undergraduate degree
- From Socio-Economic Groups 4 - 7
- From a Black and Minority Ethnic background
- Male applicants for Middle Years English and Science pathways

and provide information to:

- School students to encourage them to consider teaching as a career in the future.

These workshops will provide information about TDA Training Bursaries; University of Bath ITT Bursaries; career and promotion opportunities; salaries and benefits; admission requirements including pre-entry experience; PGCE course content and requirements as well as information about TDA Subject Knowledge Enhancement Courses for career change adults. Support in making applications and developing interview techniques will

also be offered where appropriate. Opportunities to gain pre-entry experience for current undergraduate and postgraduate students will be developed as part of widening participation outreach activities.

Tailored marketing and publicity strategies will be developed by the Department of Education working with the Widening Participation Office and PATH to attract the target groups including leaflets, posters, postcards, weblinks and social networking.

Additional measures will be undertaken to build on work done for the PATH into Teaching TDA-funded initiative in order to make contact with lower socio-economic groups, 'first in family' and BAME groups which will include a series of face-to-face meetings with local community groups organised by the Widening Participation Office.

Review
Activities will be reviewed after three years.

Breakdown of expenditure

10 x £4000 bursaries	£40,000
Workshops, information events and careers advice:	£3,000
Publicity and marketing including £500 maintenance of PATH website	£1,100
TOTAL	**£44,100**

Part four: Targets, milestones and monitoring

F. Targets and milestones

You may choose to develop specific additional targets and milestones which assess your performance in ITT over time – particularly if ITT trainees make up a significant proportion of your overall student body.

Alternatively, you may have targets and milestones in your existing 2012-13 access agreement which you now also wish to apply to undergraduate and/or postgraduate ITT trainees.

These targets may be statistical – based on how representative your entrants are and/or your retention performance – and might include annual or interim milestones to help you monitor whether you are making progress.

You may wish to include criteria around the numbers of trainees in receipt of a full or partial maintenance grant, as financial data will need to be collected to determine bursary support and the data will also be accessible through the Student Loans Company for HEBSS subscribers. You may also wish to consider the TDA guidance at Annex C which gives information on specific groups that are underrepresented in the teaching profession.

In this section, please state whether you intend to develop additional targets and milestones, or the extent to which you intend to use targets and milestones in your existing agreement which you now wish to extend to apply to undergraduate and/or postgraduate ITT trainees. Where you have new or amended milestones and targets, you should set these out in your Excel template

(Annex B) at Table 6.

MIDDLE YEARS	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Male	6	7	8	9	10	10
Female	18	17	16	15	14	14

WHOLE COHORT	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
BAME no	8	10	12	14	15	15
BAME	6%	8%	9%	11%	12%	12%

G. Your monitoring arrangements

In your existing 2012-13 access agreement, you set out how you intended to monitor your fulfilment of your agreement. If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

Our internal systems provide us with a baseline data against which we can measure our progress on BAME and gender. As data on social class is not readily available we intend to collect data locally to establish SEG and FIF to provide a robust baseline from which to set at three year target. The TDA require all providers to complete an annual Self Evaluation Document (SED). Monitoring and evaluation of the targets proposed in the access agreement would be integrated with other impact data collection for the SED.

Part five: Information to students

H. Provision of information to trainees

As set out in our initial guidance for 2012-13 access agreements (OFFA 2011/01), you must publish clear, accessible and timely information for applicants and trainees on the fees you will charge and any financial support you will offer. This information should make it clear exactly what level of financial support you are offering trainees in each year of their studies. As well as providing clear and up-to-date information through your own information channels (websites, prospectuses etc), you also committed to provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services. We will assume that this commitment extends to GTTR, where appropriate.

If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

Students will be informed of our fees and the range of financial support available for target groups through our normal marketing and communications channels. This will also be an integral element of our additional outreach and marketing activities. Detailed information will be supplied as soon as possible on the PGCE website and through the University's Student Money Service. It will also go onto the wiki site developed specifically to communicate with successful applicants who will be starting onto the 2012/13 course.

Initial teacher training fees and financial support template 2012-13 - mainstream ITT providers

Institution name: University of Bath
Institution code: 10007850

Table 6 - Targets and milestones

Table 6a - Statistical milestones and targets relating to your ITT applicants, entrants or student body (e.g. HESA, GTTR or internal targets)

Course type	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
					2012-13	2013-14	2014-15	2015-16	2016-17	
Postgraduate	Black and minority ethnic groups		2011/12	6%	8%	9%	11%	12%	12%	
	Gender (e.g. male primary teachers)	Middle years	2011/12	6	7	8	9	10	10	
	Socio-economic (e.g. NS-SEC, please give details in the next column)	We plan to collect this data internally to provide a more robust baseline	2011/12							
		First in Family to take an undergraduate degree. Data to be collected internally	2011/12							

Table 6b - Other milestones and targets relating to ITT students

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

Course Type	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
					2012-13	2013-14	2014-15	2015-16	2016-17	
Postgraduate	Black and minority ethnic groups	This is a particular issue for ITT providers in the region therefore we plan to build on existing collaborative partnerships through PATH (Positive Action Training Hub) to address this.								