



Leeds Trinity
University

Access Agreement

2017-18

Background and context

1. 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.

Objectives

2. 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:
 - a. 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
 - b. Further extend outreach activities focussing on low socio-economic areas for all courses.
 - c. Provide enhanced support, particularly for new arrivals, for students from under-represented groups to enhance retention and, ultimately, achievement
 - d. Improve access to clear and direct information assuming no prior knowledge of the HE sector
 - e. Establish mechanisms for robust data collection and analysis to provide evidential base for success in widening participation activities

Duration and Scope

3. As outlined in the OFFA guidance this agreement covers the academic year 2017/18 only. This agreement relates to setting of fees for UK and EU students including:
 - a. Full-time and part-time undergraduate (including ITT) honours programmes
 - b. Full-time and part-time foundation programmes
 - c. Postgraduate ITT programmes
4. 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.
5. Existing students enrolled on programmes outlined in 3.2 before September 2017 will continue to be subject to arrangements for fees and bursaries as laid out in the previous access agreements.

Fee levels and additional access expenditure

6. Leeds Trinity University intends to charge all full-time undergraduate entrants programmes tuition fees of £9,250 per annum for 2017/18. It is estimated that around 1,000 new students will be charged this fee.
7. Leeds Trinity University intends to charge all foundation degree entrants tuition fees of £5,000 per annum for 2017/18. It is estimated that around 45 foundation degree students will be charged this fee.
8. Leeds Trinity University intends to charge all Postgraduate ITT entrants tuition fees of £9,250 per annum for 2017/18. It is estimated that around 100 students will be charged this fee.
9. Leeds Trinity University may charge part-time students above the basic fee of £4,500 but will not charge more than £6,935 in any academic year in line with the fee regulations.
10. Leeds Trinity University anticipates applying any permitted annual increases on these fee levels for subsequent years.
11. Leeds Trinity University intends spending c. £1.75m on additional access and retention measures in 2017/18. This represents approximately 22% of the anticipated total additional fee income for 2017/18.

Current Performance

12. The following section provides statistical indicators of the institution's current performance.

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

| Reporting Year | Leeds Trinity University Performance | Benchmark | Variance | Location Adjusted Benchmark | Variance |
|----------------|--------------------------------------|-----------|----------|-----------------------------|----------|
| 2014/15 | 98.1% | 96.3% | 1.8 | 97.2% | 0.9 |
| 2013/14 | 98.9% | 95.6% | 3.3 | 96.4% | 2.5 |
| 2012/13 | 97.9% | 96.0% | 1.9 | 97.0% | 0.9 |
| 2011/12 | 97.3% | 95.3% | 2.0 | 95.9% | 1.4 |

Source: HESA Performance Indicators Table 1a

- (b) % 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 |
|----------------|--------------------------------------|-----------|----------|-----------------------------|----------|
| 2014/15 | 42.3% | 40.5% | 1.8 | 42.3% | 0.0 |
| 2013/14 | 41.4% | 39.1% | 2.3 | 40.5% | 0.9 |
| 2012/13 | 43.9% | 39.6% | 4.3 | 42.4% | 1.5 |
| 2011/12 | 42.2% | 36.5% | 5.7 | 38.3% | 3.9 |

Source: HESA Performance Indicators Table 1a

- (c) % 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 |
|----------------|--------------------------------------|-----------|----------|-----------------------------|----------|
| 2014/15 | 22.6% | 15.1% | 7.5 | 21.1% | 1.5 |
| 2013/14 | 20.5% | 13.8% | 6.7 | 19.0% | 1.5 |
| 2012/13 | 22.8% | 14.5% | 8.3 | 19.9% | 2.9 |
| 2011/12 | 20.3% | 13.4% | 6.9 | 18.8% | 1.5 |

Source: HESA Performance Indicators Table 1a

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

| Reporting Year | Leeds Trinity University Performance | Benchmark | Variance | Location Adjusted Benchmark | Variance |
|----------------|--------------------------------------|-----------|----------|-----------------------------|----------|
| 2014/15 | 21.9% | 15.7% | 6.2 | 20.9% | 1.0 |
| 2013/14 | 24.6% | 15.7% | 8.9 | 24.7% | -0.1 |
| 2012/13 | 29.2% | 15.1% | 14.1 | 26.6% | 2.6 |
| 2011/12 | 23.1% | 14.6% | 8.5 | 25.4% | -2.3 |

Source: HESA Performance Indicators Table 2a

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

| Reporting Year | Leeds Trinity University Performance | Benchmark | Variance |
|----------------|--------------------------------------|-----------|----------|
| 2014/15 | 6.2% | 7.1% | -0.9 |
| 2013/14 | 5.9% | 6.8% | -0.9 |
| 2012/13 | 4.6% | 6.2% | -1.6 |
| 2011/12 | 1.9% | 5.6% | -3.7 |

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

| Reporting Year | Leeds Trinity University Performance | Benchmark | Variance |
|----------------|--------------------------------------|-----------|----------|
| 2013/14 | 8.5% | 8.3% | -0.2 |
| 2012/13 | 11.4% | 8.3% | -3.1 |
| 2011/12 | 7.7% | 7.7% | 0 |
| 2010/11 | 11.2% | 8.3% | -2.9 |

Source: HESA Performance Indicators Table 3a (all entrants)

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

| Reporting Year | Leeds Trinity University Performance | Benchmark | Variance |
|----------------|--------------------------------------|-----------|----------|
| 2013/14 | 79.7% | 78.8% | 0.9 |
| 2012/13 | 76.6% | 79.8% | -3.2 |
| 2011/12 | 81.1% | 79.9% | 1.2 |
| 2010/11 | 76.8% | 79.4% | -2.6 |

Source: HESA Performance Indicators Table 5

- (h) % of full-time leavers in work or further study

| Reporting Year | Leeds Trinity University Performance | Benchmark | Variance |
|----------------|--------------------------------------|-----------|----------|
| 2013/14 | 95.1% | 94.1% | 1.0 |
| 2012/13 | 94.1% | 93.5% | 0.6 |
| 2011/12 | 90.8% | 92.0% | -1.2 |
| 2010/11 | 93.0% | 91.5% | 1.5 |

Source: HESA Performance Indicators Table E1a

13. From these tables, it can be concluded that Leeds Trinity's outreach activities are performing well in attracting students from under-represented groups, and preparing students to succeed beyond their degree in work and with further study. In terms of retention, table g shows significant improvement due to the varied interventions which have been put in place, yet still below-benchmark. The University has continued to enhance the interventions to aid retention in 2014/15 and 2015/16 and internal data shows improvements again for 2014/15.

Outreach Work

14. Leeds Trinity University has an excellent track record in terms of the extent and success of its outreach work. Notable investment, activities and interventions include:
- A dedicated Student Recruitment and Outreach Team who deliver the 'Inspire' programme of activities which supports teachers, advisors and young people by raising aspirations regarding progression to higher education.
 - Extensive reach with schools and colleges in West Yorkshire, with relationships with over 190 institutions, together with a highly-targeted approach to prioritise schools with high ratios of under-represented pupils.
 - An intensive and structured school partnership programme, including formalised partnership agreements with over 40 schools and colleges.
 - 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 300 events held every year.

- e. A structured programme of academic HE “Subject 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. The Leeds Trinity Student Ambassador Scheme has been further developed to now include Senior Student Ambassador who also deliver the “Inspire” programme of activity in targeted schools and colleges.
 - h. A focus on transparency and sharing knowledge for underrepresented groups in Primary and Secondary Education focused through dedicated publications, visits to campus and presentations in schools/colleges.
 - i. A contextualised admissions programme which offers underrepresented students 20 additional UCAS points if they graduate from the ‘Reward Scheme Residential’.
 - j. Co-ordination of the Leeds Children’s University, which is part of the Children’s University Trust, offering exciting and innovative learning activities and experiences for 7 to 14 year olds outside normal school hours. Research shows that engagement with the Children’s University™ has a measurable, positive impact in a range of key areas including attendance, attitudes and attainment. For details, see the report ‘Evaluating Provision, Progress and Quality of Learning in the Children’s University™ 2012’, by Professor John MacBeath,
 - k. Care Leavers are offered an enhanced package of advice and guidance in both the pre and post application process and once they arrive. This includes a single point of contact.
 - l. Adult learners are also offered a dedicated package of advice and guidance, as well as tailored financial advice and a dedicated ‘return to learn’ programme prior to induction. In addition through the Leeds Trinity Students Union there is a part-time Mature Students Officer who runs events throughout the year.
 - m. ‘LTYou’ website is a dedicated personalised online portal for students prior to their enrolment at Leeds Trinity. It supports increased engagement and better targeted communication to specific underrepresented groups to encourage the transition to University life.
15. Prominent activity in 2015/16 which has occurred since the last Access Agreement (2016/17) is as follows:
- a. A differential offer making policy which aims to admit the brightest and best students regardless of background.
 - b. A pilot Mentoring Scheme which harnesses the goodwill and experience of our Alumni Community to act as mentors to potential applicants and Level 6 students.

- c. A pilot “Get Ready for Uni” programme, designed to enhance engagement with applicants through academic and social activities over the summer. This was targeted at students who had accepted their offer to encourage enrolment and enhance transition to University and likelihood to stay. 193 students took up this opportunity.
16. In 2017/18 Leeds Trinity University will further develop these initiatives by enhancing existing activity and delivering new outreach activity as follows:
- a. Review the educational partnerships to ensure we are continuing 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.
 - b. Work with private, public and third sector organisations to support and encourage eligible part time and mature students who have the potential to succeed at Leeds Trinity University.
 - c. Roll out the Mentoring Scheme to harness the goodwill and experience of our Alumni Community to act as mentors to potential applicants and Level 6 students.
 - d. More targeted summer activities (academic and social) that will enhance engagement (face to face and virtually) with applicants who have accepted their offer to encourage enrolment and enhance transition to University and likelihood to stay. This will include two residential programmes “Summer University” and an expansion of the “Get Ready for Uni” programme piloted in 2015/16.
 - e. Expand and grow Leeds Children’s University to promote social mobility to KS1 and KS2 children in Leeds.
 - f. Increased investment in the LTYou portal enabling us to further target and track student progression from underrepresented groups.

Collaborative Outreach

17. 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 2018. We are also committed to the Single Point of Contact (SPoC) secured by HEART which operates to December 2016.
18. The HEART partnership has, over the last three years, developed a network of partners who work together to provide bespoke and relevant activities for both young people in care and their carers. The network includes colleagues from each partner institution and representatives from Children’s Services, West Yorkshire Local Authorities, LEP and HEFCE. The network has consulted foster children and their families from the outset in order to ensure that the needs of the young people are addressed and the activities developed with these needs in mind. This collaborative approach attracted the backing of local authority partners who work with the network to promote events and signpost service users to the HEART network.
19. HEART has acted as the Single Point of Contact (SPoC) for the West Yorkshire National Network for Collaborative Outreach (NNCO). Since its

inception, the NNCO has co-ordinated the delivery of WP outreach activity from the 12 partner institutions, including the provision of Conversation Cafes (aimed at parents and learners), Courses Carousel, Broadening your Horizons, and Flood a School events in schools, as well as Passport to University events on partner campuses. The partnership has also delivered a two day collaborative residential summer school involving five HE partners. Building upon the success of this pilot, a three day collaborative summer school is planned for July 2016, which, in addition to the partner institutions involved last year, will comprise seven HE partners.

20. In addition, the NNCO has developed an interactive, online CRM with areas designated for schools, businesses and partners. Schools can access information including upcoming collaborative and institutional events, open days, course details and information for care leavers. Businesses can access information on developing work around higher level skills, and the NNCO partnership with Leeds City Region and the LEP (Local Enterprise Partnership).
21. In late 2015, HEART commissioned a review into the impact of Foster Family Fun Days, a series of interactive, aspiration raising activities aimed at children/young people in care and their carers. Carers and partners in the local education authority and HEIs were surveyed to see whether these events specifically aimed at young people in care, had any impact on their aspirations and confidence. The review found that of those that responded, 100% of the carers believed the children/young people viewed universities positively, 100% thought that the children/young people saw university education as a possible option for them in the future and 83% believed that the events helped to increase the confidence of the children/young people (33% 'very much so'; 50% 'in the main'). The review considered how evaluation of these events might be conducted more effectively in future, and given the very wide age range of the children/young people participating and the problems that those in public care often experience, concluded that it would be difficult to ask children/young people directly about the events. As a result, foster carers will be asked to estimate the impact on their children/young people using a standardised questionnaire, with the questions aligned to the current operational targets in the Access Agreement.

Success Work

22. Leeds Trinity University is committed to enabling all learners to reach their full potential and succeed. Our model for widening participation is based upon the learner's decision line through from thinking, applying, starting, progressing and succeeding. Notable investment, activities and interventions in place to support student success include:
 - a. Student Support Centre – This brings together a range of support services with a central Student Information Desk. Students benefit from a Student Health Centre, Dyslexia and Disability Support Services, Counselling Service and Student Advisors.
 - b. Learning Hub – Launched in January 2014 the dedicated Learning Hub offers personalised, one-to-one academic skills support to all students, including help with time management, essay writing, revision strategies, critical thinking, note-taking, and the research process. The

Student Achievement Advisors who work in the Learning Hub work closely with academic departments to support and assist students who have been identified by progress and module tutors as being in danger of withdrawing or failing. Students are contacted and offered regular tutorial appointments. Advisers in the Learning Hub also support academic departments by running embedded workshops on topics such as essay writing, academic referencing, note taking and writing dissertations.

- c. The Learning Hub supports not only current Leeds Trinity students but also alumni and applicants. Graduates who wish to pursue a PGCE at Leeds Trinity University visit the Learning Hub for support with the QTS Professional Skills Tests in Literacy and Numeracy. This support is also offered to all external applicants with a firm offer for either a BA Ed or PGCE degree at the University. The Learning Hub was commended by the QAA as an area of good practice in its review in May 2015.
- d. Cause for Concerns - Students who have been identified by academic and support staff as being in danger of withdrawing or failing are alerted to the Learning Hub Team. These students may be disengaged, have struggled with assessments or have failed to attend. The Learning Hub Team contact the students in question and offer regular tutorial appointments. Often this guidance also involves signposting students to other areas of Student Support. Staff from across the University who referred the student are kept informed of student attendance and progress in Learning Hub tutorials.
- e. Development Tutors – When students enrol on their course, a member of the lecturing staff will become their Development Tutor, offering students personalised academic support. Students have the same Development Tutor throughout the whole of their degree.
- f. Resident Mentors – Experienced and trained students live in all of our halls of residence on campus as Resident Mentors. They are available to support students as they make the transition to student life. They also play a crucial role in maintaining the community feel that the University is renowned for.
- g. Peer Learning Mentors – Level 5 and 6 students who are on track to achieve a 1st or 2:1 degree are recruited in each academic department to become Peer Learning Mentors (PLMs). PLMs offer students advice on all aspects of academic work through one-to-one or group sessions. The scheme launched in September 2014 after a successful pilot in 2013/14. There are now 44 Peer Learning Mentors appointed. The Peer Learning Mentors were also commended by the QAA as an area of good practice in its review in May 2015.
- h. Employability Focus – The University is proud of its employability focus which includes a special blend of support and guidance that gives our graduates a head start in the getting their first graduate job, innovations include:
 - i. Employers are involved in the creation of our degrees
 - ii. Our teaching staff have extensive professional experience

- iii. A dedicated Enterprise Centre opened in 2014/15 to support enterprising students
 - iv. A Jobshop to help students find part-time work
 - v. Embedded employability skills in all our degree courses
 - vi. Career support through dedicated advisors who offer valuable, impartial and confidential advice to prepare student for the world of work and life after University
 - vii. Graduate internships scheme whereby our most recent graduates may apply for a range of six-month paid positions at the University.
- i. Professional Work Placements – Every degree course at Leeds Trinity includes at least one assessed six week professional work placement. This helps students to gain degree-relevant employment experience and gain contacts and future work opportunities that often lead to future work opportunities.
 - j. Volunteering Opportunities – Students are encouraged to volunteer with a range of organisations to enhance their employability skills. The University is proud to be a validated ‘vinspired’ award validator which means student commitment to volunteering is recognised by the UKs leading youth volunteering charity.
 - k. Transition to HE - In order to facilitate the transition into HE and settling in on academic work at university, Leeds Trinity University runs “Intro Week” on an institution wide basis. In 2015/16 this was further developed through the introduction of a pre-Intro summer school in September 2015. This was a successful event which targeted underrepresented students to offer an enhanced introductory experience. During this event students were introduced to a range of University services such as the Student Support Centre and the Learning Hub.
 - l. Enhanced strategic information on retention and success rate – The development of a new Planning and Information Office (in January 2014) has resulted in improved performance data at a student characteristic level. This information is used as part of the Annual Academic Review process and the enhanced performance data enables the University to consider the success trends of students from underrepresented groups.
 - m. 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 consolidated its counselling provision in order to underpin retention and attainment, and will continue to ensure service resilience subject to consistent demand. From September 2016 there will be an increase of counselling provision for our students.

23. Although progress has been made against Leeds Trinity University University's continuation and success measures internally, this remains a priority area for the University. In 2015/16 Leeds Trinity University further developed these initiatives by enhancing existing activity and delivering **new success activity** as follows:

- a. Review of progress tutoring – A project group, with all academic departments represented, was established to review and develop our current progress tutoring system (Feb 2015). The aim of the project was to enhance guidance and support to all students through improved staff training, updating and use of up-to-date selected resources. All academic staff were formally trained for their roles and responsibilities such that they are able to: work better with their students to help them reflect on their learning and plan for their progression during their studies and beyond graduation; support student induction; develop the student-tutor relationship; support students to use feedback; develop academic counselling skills and foster student motivation and commitment. The outcome from the project group was that progress tutoring was replaced with Development Tutoring. All Development Tutors have been provided with a framework to support them in planning and structuring sessions with students. This framework has been carefully designed to foster the development of students' skills in critical reflection and metacognitive awareness.
- b. Identification of support needs among students - In 2015/16 Leeds Trinity University continued to use indices such as progression tutor reports and assignment results to identify students who may not be confident in their commitment to higher education and alerted the Learning Hub Team to ensure these students receive attention. During the current academic year this has been enhanced through a project to improve the systems that link Learning Hub data and student records. The Learning Hub now has access to a wider range of student data in order to identify students who need further academic support. The Learning Hub Team is working in conjunction with Student Administration to keep track of Level 4 students who enrolled at the University this year with 180 UCAS points or lower. A concerted effort has been made to contact these students via text and email to remind them of Learning Hub and Peer Learning Mentor services (especially in advance of upcoming assessments through targeted marketing). The team continues to consider how to improve upon this.
- c. Reasons for withdrawal – The University has enhanced the recording of information on student reasons for withdrawal through greater granularity of coding following personal interviews, the University is evaluating early warning and intervention software to further reduce withdrawal rates. The University is committed to purchasing specialist software for 2016/17. The University recognises that there is a need to streamline its processes so that students at risk are identified early, referred onto support services and their engagement with these services needs to be monitored more closely. The new software will enable the University to meet this need.
- d. Enhanced strategic information on retention and success rate - Leeds Trinity University will continue to enhance this information building

profiles of our students in terms of retention, by programme of study, gender, ethnicity, age, whether they reside on campus and previous qualifications. This information will be built into institutional indicators with a clear action plan in place to facilitate appropriate departmental responses and support improvements.

- e. Differential Outcomes Group - In 2015/16 the University developed a Differential Outcomes Group. This group has a specific remit to monitor retention and achievement outcomes of different groups of students (gender, ethnicity, disability) and to identify barriers to participation and achievement. The members of this group are currently undertaking extensive research to identify the reasons why some groups of students achieve poorer outcomes than other groups. A range of research studies are in operation during the current academic year including focus groups with specific groups of students. This group is separate to the Equality and Diversity Committee which is responsible for setting policy in this area. The differentials outcomes group is a task and finish group with a specific remit to understand the causes of differential outcomes and implement strategies to address these.
- f. Student representation - Leeds Trinity University and Leeds Trinity Students' Union 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.
- g. 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 is enhancing the course information on the website with new course pages for 2016/17 being clear about what will be required of students.
- h. The University will continue to look for ways to enhance the transition to HE, for some programmes with particular issues of retention and progression, early engagement via residential courses is under consideration once the course begins. Other programmes will feature early field trips and professional site-visits to promote inclusion and fostering genuine community of learners.
- i. The Learning, Teaching and Assessment Strategy (2015-19) launched in September 2015 and focuses sharply on engaging students through active learning, collaboration and student-led enquiry. Lecturers are experimenting with innovative approaches to their teaching which are designed to secure student engagement. The outcomes of this experimentation with innovative pedagogy are shared with all staff at the Learning and Teaching conferences which are held three times each year. This new approach enables the University to spot risk earlier in the student's lifecycle. The Academic Development Unit, established in November 2015 has a specific remit to provide all staff

with training on innovative approaches to higher education pedagogy. The Academic Development Unit has developed literature on learning and teaching, staff development workshops and a Moodle site to facilitate the dissemination of information. The Academic Development Unit has already successfully launched a conference on student-led enquiry and staff are motivated and excited by the new approaches to teaching. Weekly directed activities have been introduced this academic year to improve student attendance. First year undergraduate students are set weekly tasks to complete which they are required to hand in at their next timetabled session. Students who do this gain marks towards their final module assessment. The impact of this on student attendance will be evaluated at the end of the current academic year.

- j. Critical thinking / ethics module - A pilot module has been introduced in 2015/16, the critical thinking/ethics module has been introduced to a number of programmes drawn from across the institution which it is intended will become a module that all level 4 students study to add benefits in relation to student performance.
- k. Mental toughness – Another pilot project intended to add benefits to student performance and introduced in 2015/16 relates to mental toughness (resilience) training which will be delivered online to a group of students whose performance will be compared with a matched group who will not have access to the training.
- l. Access to Higher Education Module - During 2015/16 the Academic Development Unit in conjunction Student Recruitment and Outreach Team is developing an access to higher education module which will be taught directly in local communities which are in 'cold spot' areas. Completion of the module will enable participants to gain access to higher education. Specific courses will agree a pass in this module is proof of ability to succeed in higher education and specific individuals from under-represented groups will subsequently be made an unconditional offer for a specific course.

24. Internal data in relation to non-continuation after year 1 and projected outcomes are showing a positive improvement as a result of the initiatives outlined in section 22 and 23, these will be monitored closely and continue into 2017/18.

Research

25. The International Centre for Higher Education Educational Research (ICHEER) was established in February 2016. ICHEER is the University's Centre for Pedagogical Research. The Centre aims to facilitate the dissemination of effective pedagogical approaches in higher education learning and teaching through research publications, seminars and conferences which focus on higher education pedagogy. Through dissemination of research and scholarship the Centre will ensure that both teaching is research informed and Leeds Trinity University is a world leader in higher education learning and teaching. The Centre will help to improve recruitment, retention and achievement of students by ensuring that they benefit from excellent pedagogy.

26. In 2016 the University fully funded a further 10 PhD students in a range of subject areas. The University's commitment to funding doctoral study ensures that students from low income families who are able to benefit from doctoral study have the opportunity to obtain a PhD. The scholarship funds tuition costs, costs for conference attendance and living costs. Leeds Trinity University now has 32 students on fully-funded doctorates.
27. Through the West Yorkshire National Network for Collaborative Outreach Leeds Trinity University in collaboration with the University of Leeds are funding a PhD studentship to explore the low rates of participation in Higher Education at both an institutional and regional level using the HEFCE cold spots data in addition to other available data sources.

Financial support for students

28. The University's financial support package is unchanged from that outlined in the access agreement for 2016/17. This package was influenced by primary research in Autumn 2013 with potential students to consider how the University would allocate its financial support package following the closure of the National Scholarship Programme. The results indicated that the majority of respondents would rather see a smaller financial sum distributed to a larger number of students, and should be based on the criteria of financial background.
29. From 2015/16 entry and continuing for 2016/17 and 2017/18 entry, the Leeds Trinity Bursary will be provided to eligible students. This will be a cash award of £1,000, to be awarded at level 5 (the second year of the course), to all eligible students with a household income of £25,000 or less. To be eligible for the award students must be UK home or EU student with a household income of £25,000 or less (as assessed by Student Finance England or other relevant funding body) who start an undergraduate honours programme in 2017/18. So for 2017/18 entry the bursary will be paid in 2018/19. 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.
30. A Care Leavers Bursary will also continue to be available in 2017/18. This is available on undergraduate three year degree programme entry in 2017/18, and recognises that some people from a care background may face different and/or further challenges when making the decision to apply to university. This is a £1,000 annual cash bursary, given for three years of study. To receive the Care Leavers Bursary, students must meet the following criteria:
 - a. Be a UK or EU student on a full-time or sandwich course and are paying the full fee either yourself or by a sponsor
 - b. Have 'former relevant care leaver status' according to the Children (Leaving Care) Act 2000. This status applies to people under the age of 25 who were 'looked after' by the local authority for at least 13 weeks since the age of 14 and ending after the age of 16. This will be evidenced by a letter from the local authority detailing your status.
 - c. Must be aged 25 or under at the time of enrolment with the University.
31. Two elements in the financial support package continue from previous years in response to evolving 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.

32. Full details of the financial support package will be available on the Leeds Trinity University website.
33. We will have evaluation programmes in place to capture how our financial support is helping to achieve our aims.

Targets and milestones

34. Our detailed targets and milestones are set out in the Annex. It remains our intention to maintain and ideally improve our performance across the board; however, current performance in relation to access targets in particular is very strong and we anticipate it will be difficult to continue to improve in all areas. For example, we already recruit 98.9% of students from state schools and to continue to increase this figure will present an extremely difficult challenge.
35. The area where we feel we have most scope to improve our performance is reducing the percentage of students no longer in HE after year 1 and the improving the percentage of an undergraduate student achieving a degree. Our milestones therefore include a steady increase in these percentages, and will be the subject of targeted actions, as set out in more detail in this agreement.

Monitoring and evaluation

36. 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.
37. 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.
38. 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 the Annex and are monitored by the Access and Success Group. Some of these methods of evaluation include:
 - a. Pre and post activity surveys to monitor student attitudes, awareness and aspirations and attainment;
 - b. Staff activity feedback surveys;
 - c. Analysis of external data sets – HESA, UCAS etc.
 - d. Analysis of internal data sets – Student satisfaction, retention, success, employability etc. This incorporates providing greater internal visibility of performance in respect of Widening Participation characteristics.

39. The following methods of research are under development to further enhance evaluation and planning of activity:
- a. Enhancement of existing systems to better support our understanding of student retention (e.g. linking learning hub data to other aspects of the student record system);
 - b. Longitudinal tracking of student progression (the University has invested in a new customer relationship management (CRM) system, which will enable longitudinal tracking);
 - c. Assessing performance in schools;
 - d. Assessing attitudes and impact of staff in schools;
 - e. Progress tutor evaluations.

Provision of information for prospective students

40. 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.
41. 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.

Equality & Diversity

41. Leeds Trinity's Strategic Plan 2014-19 is based on the values of dignity, respect, social justice and equality; it is on these values that Leeds Trinity's Equality and Diversity Strategy and our Access Agreement are based.
42. 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 and updated in 2015.
43. The Equality and Diversity Strategy, which has been updated during the course of 2015, supports our 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. Our stated commitment is; *'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.'*
44. Our annual Equality and Diversity action plans address all the protected characteristics and overlap with the activities in the University Access Agreement and Widening Participation action plan. This includes areas such as targeted 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.

Consulting with Students

45. 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 and the Students' Union president sits on the Senior Management Group meetings; this enables students to be involved in the operational and strategic decision making processes and to have the opportunity to monitor progress. Students are also on appointment panels for key positions.
46. Members of Leeds Trinity Students' Union have been directly involved in the design and development of this Access Agreement through the Access and Success Group. Students input and involvement in Leeds Trinity's Widening Participation programme is significant and a contributory factor to its continued success.
47. Leeds Trinity Students' Union and Leeds Trinity University run regular feedback sessions. These are institution-wide initiatives that engage with students and staff (service and academic) around the main theme of listening and responding to students.
48. 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.
49. A student suggestions scheme was piloted in 2014/15 building on the success of the Student Voice Walls introduced in 2013/14. The scheme will be rolled out further in 2015/16.

Conclusion

50. 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.