

Leeds City College

UKPRN 10024962

Access Agreement 2017-18

Introduction

Leeds City College has approximately 45,000 students. Of these further education and higher education students, 14% are full time and 86% part time students. BME students account for 29% of the total and 11% of this total number are students with disabilities or learning difficulties. Overall, 50% of the students have been identified as meeting widening participation 'ward uplift' criteria.

As a large, diverse organisation, the Leeds City College Group provides benefits to the region, employers, employees, students and the community. Particular advantages for learners are being gained through bringing together higher and further education opportunities in a unique way. The College is well placed to offer a vocational higher education (HE) curriculum that articulates well with its further education (FE) curriculum and in the future this will be a positive attribute in enabling progression from Level 2 and Level 3 apprenticeships and diplomas for 14-19 year olds and increasing progression through HE. Our widening participation strategy promotes awareness and raises aspirations of all learners to support their progress into and through higher education.

The mission of the College is:

'To be recognised as an exceptional College providing life changing skills and experiences for individuals, businesses and communities'.

The College's current strategy for HE and its widening participation strategic assessment outline objectives, outcomes and actions relating to widening participation.

Leeds City College has a wholly owned subsidiary, Leeds College of Music (LCoM), which also offers higher and further education courses. LCoM is a progressive Conservatoire, renowned for the quality, distinctiveness and relevance of its provision. LCoM is very specialised and has a different target market from LCC. Due to this difference each component of the Leeds City College group will have very different widening participation aims and access measures and targets.

1. Assessment of Performance

Leeds City College has traditionally been very strong regarding widening participation and aims to continue offering flexible delivery and appropriate support to give students from all backgrounds and circumstances the opportunity to succeed at HE level.

Access

Leeds City College has a good track record in widening participation. The College offers modes of delivery which allow students to work around their course commitments therefore allowing students from lower income brackets to continue with their studies.

The College has structures in place to support disabled students both during and after the DSA application. The number of students with declared disabilities or health problems rose from 11% in 2013/14 to 14% in 2014/15

Student Success

In 2014/15 academic year 120 students (14%) out of 845 studying at LCC declared disabilities or health problems. During 2014/15 academic year the completion rates for students with declared disabilities or health problem was the same as for students with no declaration. This demonstrates progress from the previous year which had 11% of students declaring disabilities or health problems and a completion rate of 11% lower than those students who had not declared any disability or health problems.

Success and retention across the higher education provision dipped slightly in 2014/15 by 2%. This was due to an increased number of students with financial problems and personal issues. There was also an element of student commitment and ability. To address this the College has reviewed its financial support package and is increasing the amount of emergency funding available to students to enable it to target students who need the support.

The College has also developed an online academic skills module for students to undertake either pre- enrolment or during the induction period to ensure that students have the necessary skills to succeed on their chosen course.

Progression

Employability is embedded within the HE provision at the College. This is reflected in the DLHE statistics. 91% of our students progress to either employment or further study. 71% of our students are in employment. Feedback from employers and alumni demonstrates that the students are well prepared for employment

2. Fee Limits

This agreement applies to all courses for which Leeds City College currently receives funding directly from the Higher Education Funding Council for England.

The fee charges for indirectly funded provision offered at the College will be determined by the University providing the funding.

Students included within this agreement:

Full-time students who are eligible to pay EU tuition fees are included within this agreement.

Part time students and non-EU students recruited to provision offered at Leeds City College are subject to fees determined by the College, which are reviewed annually by the College Board of Governors.

This access agreement is reviewed annually by the College Executive Leadership Team.

In 2017-18, the following charges will apply.

Component	FT Home/EU undergraduate fee	PT Home/EU undergraduate fee
LCC	£6,750	£3375
LCoM	£9, 250	n/a

In future years we anticipate increasing this fee in line with the annual increase set by the Government each year.

For expected student numbers see Annex B

3. Access and Student Success Measures

	Proportion of additional fee income	Expenditure 207/18
Access & Outreach Activities	4%	£150,000
Student success	7.1%	£270,000
Progression	0.3%	£10,000
Financial support	15.4%	£583,121
Total expenditure	26.7%	£1013,121

Estimates for 2018/19 onwards are given in Annex B

The additional fee income over the period of the income will be used to:

Across the Group:

- Provide a bursary for students with household income levels of less than £42,875
- Support progression throughout the student lifecycle.

At Leeds City College:

- Provide direct support for students during their study at the College (e.g. study skills such as academic writing, enterprise skills, pastoral)
- Provide support for Level 3 students to prepare them for entering HE by providing tuition in academic skills such as referencing, research, academic writing and independent study) See S5 for more details
- Provide opportunities for those studying an apprenticeship to enter HE to equip the student with the necessary academic skills to succeed in HE
- Develop progression arrangements with local schools and other providers to promote access to HE particularly in disadvantaged areas

- To provide support to help address the needs of students with mental health problems, specific learning difficulties and/or an autistic spectrum disorder who either do not qualify for DSA or who have been disproportionately disadvantaged by recent changes to DSA.
- To increase the fund available to support students in financial emergencies

At Leeds College of Music:

- Provide an applicants' bursary, refunding audition fees and travel costs for Home applicants who meet specific income-related criteria to ensure that no applicant is deterred on the grounds of cost.
- Enhance employability of our students through enterprise activities and opportunities within and outside the HE curriculum.
- Create a fund to help address the support needs of students with mental health problems, specific learning difficulties and/or an autistic spectrum disorder who either do not qualify for DSA or who have been disproportionately disadvantaged by recent changes to DSA.

4. Outreach measures

At Leeds City College:

In addition to our current outreach work for HE students, we have developed a 'Progression to HE' course for current Level 3 students. This will be delivered as part of the tutorial programme for L3 students and will focus on developing academic skills in preparation for entry into HE. This will not only benefit students progressing onto LCC HE courses but all students wishing to progress to HE at other institutions. The course will include the development of research skills and independent learning skills as preparation for the HE system. This can also be delivered in local schools by school teaching staff with input from relevant college staff where appropriate. Progression Officers and the School Liaison team will promote LCC HE opportunities to both internal students and prospective students from local schools.

The Progression to HE course can also be offered as an online summer school to help prepare students for higher education

At Leeds College of Music:

It is acknowledged that the primary and secondary education systems do not always prepare young people for application to a conservatoire, and we recognise that identifying students with potential must begin at a young age. Our outreach activities support a long-term commitment to engaging with young people from a variety of backgrounds to aspire to and reach the standard required to access HE music courses. Much of our outreach work is collaborative, through local and regional partnerships, both working with young people and providing further opportunities for HE students to enhance their employability skills.

Activities and partnerships include:

- Community Music Project; all undergraduate students can elect to study a Community Music module with placement. From 2016/17, we will place a significant focus on young people in under-represented groups, and provide additional funds to extend these projects beyond the 10-week placement. This will provide a more sustained intervention that aims to deliver longer-term benefits to the wider community and raise attainment and aspiration to HE,
- Saturday Music School. We provide bursaries for lower-income students to participate in SMS, a two-year programme of musical training to talented musicians aged 10-17, many of whom aspire to HE.
- Leeds Cathedral Choir School partnership, seeking to raise aspiration and attainment amongst children in one of the most underprivileged areas of the city

At Leeds City College we will continue to promote progression from FE to HE through:

- Open days for both internal FE students and local schools
- Applicant days
- Taster sessions for internal students
- A progression module for L3 students which develops the students' academic writing skills and forms a link between the HE & FE courses
- Online summer school for progression to HE

Collaborative Outreach Measures

Leeds City College 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)..

HEARTs mission remains to work in partnership to improve access to, and achievement in, Higher Education to enhance individual and economic development. See Appendix 1 for information regarding collaborative outreach work with HEART

5. Student retention & success

We will continue to monitor our retention and success rates with a view to maintaining the current levels. All prospective students will have access to initial assessment & guidance together with diagnostic assessments to ensure that they are on the right course and understand the requirements of the course.

LCC has replaced the discontinued Access to Learning Fund with a hardship fund, funded with the Student Opportunity funding, in order to provide discretionary assistance in the form of emergency loans and grants for priority groups, where they are at risk of discontinuing their studies or not progressing, due to hardship.

We will continue to promote progression throughout the student lifecycle by:

- **Pastoral support for students**

The College believes that good pastoral support for students is a key factor in student retention and success. The pastoral tutor can support students through difficult times and can often be the difference between a student leaving and remaining. The pastoral tutor will monitor the performance of the student and will be able to identify students at risk and take appropriate action.

- **Academic support**

Student feedback continuously identifies the academic support received from tutors as one of the main benefits of studying at the College. The access to tutors is also highly valued along with small group sizes.

LCC provides students with a Chrome Book to ensure that all students have access to IT equipment. This also enables students who have to miss lectures due to personal circumstances to be able to access materials and still be engaged with both the course and fellow students. The College is making increasing use of Google to support students through Google classrooms, student on line forums and other google facilities. This has received positive feedback from students this year.

- **Learning Support**

Leeds City College is creating a new post of HE Learning Support Officer to support students with disabilities and health problems. This post will help to assess student needs, assist with the DSA application and support students on programme.

- **Financial support**

The College has a high number of students in receipt of the full maintenance grant and has seen an increase in the number of students with financial problems. The College offers support in a number of ways including bursaries and emergency funding. Leeds City College has amended the financial support package to include a larger emergency fund to enable it to target financial support more effectively. In the past the majority of the financial support has been allocated to bursaries to students depending upon income and attendance (LCC only). The impact on retention and attendance has been minimal and so the bursary has been reduced(LLC only) to allow a greater fund to be available for more targeted support

This change will be monitored to assess the impact on student retention and success.

6. Student Progression

Our Careers services will support students as they near the end of their course with advice on careers, higher level courses and applications.

7. Financial support for students – Bursary

LCC and LCoM will continue to offer bursaries as outlined in the tables below.

At Leeds City College:

Household income	Total Bursary	Semester 1	Semester 2
Less than £25,000	£1,000	£250	£250

£25,000 to £42, 875	£500	£125	£125
----------------------------	-------------	-------------	-------------

At Leeds College of Music:

Household income	Total Bursary	Term 1	Term 2	Term 3
Less than £25,000	£1,000	£250	£500	£250
£25,000 to £42, 875	£500	£125	£250	£125

- These will be for Home or EU* students and all applicants will be equally eligible. Assessment will be based on need in line with income assessments used for applications to the Student Loan Company. We will also consider other schemes based on assessment of need.
*EU students eligible at LCC only
- At LCC the payment of the bursary is also subject to satisfactory completion of work and performance on the course. This requires students to have submitted all summative assessments and have engaged in formative assessments.
- AT LCC the Bursary support has been reduced in order to be able to give more targeted support for students in financial emergencies and to provide increased support on programme.

8. Targets and Milestones

In line with our current position, we will maintain our current completion rate and, as a minimum, will aim to maintain our levels of mature and part time students as shown in Annex B.

We will continue to review learner feedback and will monitor student profiles as at present.

9. Institutional Monitoring and Evaluation Arrangements

There are arrangements in place to monitor and evaluate the impact of this agreement through the College's Academic Board, its Executive Leadership Team and its Board of Governors.

The Dean of Higher Education (LCC) and the Director of Curriculum and Research (LCoM) have responsibility to report and monitor compliance with the commitments made within this agreement.

The following data will be collected and used to inform future planning and any amendments to the Access Agreement:

- Internal progression rates for FE into HE
- Average household income of new entrants and payments of bursaries
- Retention and completion rates of students
- Social background of students to monitor participation by those from deprived backgrounds
- Age & profile of students to monitor WP statistics
- Number of FE students participating in free instrumental and music theory tuition (LCoM only)

- EDI profile of students to monitor participation, retention and achievement by under represented groups
- Outcomes and impact of LCoM community music activities

10. Provision of Information for Prospective Students

The College uses a number of methods to provide information for students about fees and the associated support. These include:

- Information on fees and support published on the College website
- An insert in all prospectuses
- Information packs prepared for all prospective students
- Information sessions held with prospective students progressing internally
- Information sessions held with prospective students from outside the College

This information will be provided in a timely manner and in easily accessible formats. All information will be available at the start of the application cycle on the website and available in alternative formats.

All relevant information will be provided to UCAS and the SLC to ensure that their course database is accurate before the commencement of the application process.

11. Student consultation

We have a range of measures in place for student consultation. Our student course representatives feed back into curriculum areas on a termly basis and appropriate actions are then followed through. We operate a number of student surveys throughout the year. The Students Union President is the student governor on the Leeds City College Board.. Higher Education students are also represented on the Higher Education Quality & Enhancement Committee. Student consultation has contributed to the decision to continue to offer a bursary to support students. Consultation with students has led to the change in the distribution of the NSP allocation from pure discounted fee to a proportion being available as a bursary, and a change in the payment schedule for the LCoM bursary to assist with students' cash flow in Term 2.

12. Responsibilities under the Equality Act 2010

In line with our responsibilities under the Equality Act 2010 we have conducted an impact assessment on this agreement, to determine the potential impact of this on any learner with protected characteristics as defined by the Act.

Equality and diversity are considered in all higher education policies and procedures.

Equality and diversity is embedded throughout the whole student journey starting with accessibility of pre course information and the admission process through to progression into either further study or employment. The activity outlined in the access agreement ensures that all students have equal access to higher education within the College by putting in place strategies to provide the appropriate support throughout the whole of the student lifecycle. The outreach work undertaken raises the awareness of higher education in underrepresented groups and the targeted support assists in their retention and success. An example of this is in regard to learning support, the College has analysed the student profile and has identified that it has a much higher percentage of dyslexic students than the national average. To support these students the College is creating a new post of HE Learning Support Officer.

Analysis of completion by protected characteristics for 14/15 demonstrates that there are no particular areas of concern in relation to performance of different groups of students, for example the completion rate for those who declared a health or disability was the same as for those with no disability declared. There was also no significant differences between sexes or ethnic groups.

The impact is measured in annual reviews at both course and cross provision level with completion and retention statistics analysis.

Appendix 1

HEART Activity featured in 2016/17 Access Agreement

Access and Student Success Measures – Outreach, Raising Aspirations and Awareness, Collaborative Work, Student Success and Preparation for Professions

Outreach, Raising Aspirations and Awareness

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 and the West Yorkshire Local Authorities. 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.

Collaborative Work

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.

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).

Information about Student Finance shared in NNCO website

Monitoring and Evaluation

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

Targets and Milestones

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.

	Description	Is this a collaborative target	Baseline year	Baseline data	Yearly milestones				
					2015-16	2016-17	2017-18	2018-19	2019-20
Collaborative targets	Working in partnership across the region, HEART will provide bespoke support for young people in public care, aged 5 – 18, through sustained engagement.	Yes	20114-15	115	117	119	122	124	126
Collaborative target	The young people in public care who are engaged with sustained engagement via the HEART partnership will increase in confidence through exposure to new and challenging experiences.	Yes	2013-14	83	85	87	89	91	93
Collaborative targets	Working in collaboration with partners, including HE providers, HEART will engage learners from areas and regions with low participation rates in sustained engagement	Yes	2015-16	47	47	80	100	110	120

