1. CONTEXT

Founded in 1963, the University of York was established under principles of equality of access and social inclusion. During its first 50 years, the University has established its position as a successful research-intensive, selective university. We are currently in the top ten of all major league tables and are in the top 100 in the 2011/12 QS World University Rankings, one of the fewer than 20 UK universities in this category. We were positioned 8th in the most recent Research Assessment Exercise. In 2010/11 we were voted the Times Higher Education University of the Year and in August 2012 we will join the Russell Group. We continue to draw students from all areas of the UK and from a wide diversity of backgrounds.

The University Plan for 2009 – 20191 restates the University’s intention to maintain our position as one of the UK’s strongest universities in both teaching and research while remaining true to the principles established by its founders. The Plan focuses on four strategic objectives: excellence, internationalisation, inclusivity and sustainability. The activities proposed under our Access Agreement contribute directly to three of these four objectives by:

- raising aspiration and achievement of the students ‘most able but least likely’ to access Higher Education in general and the University of York in particular;
- setting out measures to increase the diversity of the student body;
- maximising student success and the benefits of studying at the University of York;
- maintaining subject breadth and the size of the student population;
- underpinning the University’s financial sustainability.

The objective of inclusivity is at the heart of the Access Agreement agenda. The University Plan states that “we will promote greater diversity amongst students and staff along a number of strands: country and region of origin; ethnic and social background; age on entry; mode (part-time/full-time) and level (masters, bachelors, diploma, certificate) of study [and] attract students from a range of backgrounds by developing a varied subject and programme mix, a welcoming and supportive environment, and opportunities through strategic partnerships.” Collaboration is central to much of our activity and we actively participate in local, regional and national partnerships, for example Higher York and Green Apples (local), the Excellence Hub (regional) and Realising Opportunities (national). York’s current

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1 http://www.york.ac.uk/about/organisation/management/plan/
access profile is strong for a university of its size, type and subject mix. In the current year, a high proportion (25%) of our undergraduate entrants came from households with a residual household income under £25,000. Despite the challenges of the current environment, we are at or close to our HESA benchmarks in all but one of the key widening participation categories. We perform particularly well in relation to our standard comparator set of universities.\(^2\) While our intakes have grown rapidly, we have maintained or increased our proportions of student entrants in under-represented groups over the past three years, in particular students from low participation neighbourhoods and students from minority ethnic backgrounds. We have been described by the Sunday Times as the most socially diverse university in our peer group.

York’s positive profile in this area, together with current economic circumstances and the changing funding environment, make the prospects for further increases in diversity beyond the relatively high rates already achieved particularly challenging. Our location, away from major conurbations which have a high incidence of low participation in HE and which are well served by other institutions, adds to that challenge. The measures we have set out in our Access Agreement are designed to maintain our performance as one of the most socially diverse among the top universities.

2. FEES
The University will charge a UK/EU undergraduate tuition fee of £9,000 for 2013 entrants. This fee will apply to all our undergraduate programmes, and to our PGCE programme. Following the Government’s response to the Riordan report on outward student mobility, students on ERASMUS and non-ERASMUS study years abroad will be charged £1,350. We will continue to support all students, including those from under-represented groups to gain valuable work experience as part of their studies by applying the lower £1,350 fee to all sandwich work placement years regardless of location.

Fees for Medicine (including intercalated study), which we offer jointly with the University of Hull via the Hull York Medical School, will be £9,000. Full-time Nursing and Midwifery programmes are presumed to remain funded by the Department of Health in respect of the resourcing of tuition and student bursaries, therefore falling outside of this agreement.

Our financial projections assume that the current freeze on tuition fees will be lifted from 2014/15. We reserve the right to apply inflationary increases to fees beyond this point for both new and continuing students. The University does not expect to have any part-time undergraduate students paying more than the basic fee defined by

\(^2\) Source: www.hesa.ac.uk Widening participation of under-represented groups (tables T1, T2)
OFFA. However, in such circumstances we commit to spend an appropriate portion of any income above the basic limit on access measures in line with the expenditure commitments set out in this agreement.

3. SPENDING ON ACCESS MEASURES
In broad terms, the University proposes to spend over 30% of its additional undergraduate fee income on activities which will raise aspiration to higher education among potential students and support their achievement, promote access to the University, and support successful completion among our target groups. Our projected spend is 33% across the period. In addition we shall follow through our commitment to spend at least 22% of the ‘additional fee income’ generated by cohorts of undergraduate home students entering under earlier Access Agreements, as they move through their programmes.

Table 1 below shows the increase in planned spending on OFFA-related activity from £7.8M in 2013/14 to £8.8M in 2016/17.3

Table 1: Anticipated expenditure on OFFA-related activity, 2013/14 and 2016/17

<table>
<thead>
<tr>
<th>Category</th>
<th>2013/14</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach and Access</td>
<td>1,580,735</td>
<td>1,835,315</td>
</tr>
<tr>
<td>Retention and Success</td>
<td>379,000</td>
<td>639,000</td>
</tr>
<tr>
<td>Bursaries and fee waivers</td>
<td>5,686,500</td>
<td>6,070,500</td>
</tr>
<tr>
<td>Hardship fund</td>
<td>160,000</td>
<td>240,000</td>
</tr>
<tr>
<td>Total</td>
<td>7,806,235</td>
<td>8,784,815</td>
</tr>
</tbody>
</table>

In relation to PGCE students, at least 10% of our additional fee income will be spent on access and retention measures, which reflects the availability of targeted bursaries from the Teaching Agency.

4. OUTREACH AND ACCESS
The new funding arrangements provide an opportunity to effect a step change in the University’s WP, access and outreach activities.

All our activities share common characteristics:
  - Clear aims
  - Appropriate targeting
  - Ongoing relationships

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3 Includes spend under both current and new Access Agreements; assumes future student numbers as in current University plans and anticipates increases in the proportion of students from households with a residual household income below £25,000 p.a. due to both economic factors and the impact of widening participation and access activity on the intake. Excludes Government contribution to the National Scholarship Programme.
Involvement of parents and teachers
Involvement of current University of York students
Access to residential provision
Mentoring for some participants

Our strategy is informed by our own experience and best practice elsewhere, for example in Aimhigher. Work with young people at school or college consists of a structured series of interventions at three critical stages. Programmes aimed broadly at Years 6 – 9 are designed to raise achievement and aspiration in disadvantaged populations. Programmes targeted broadly at Years 9 - 11 aim to demystify higher and further education, raise awareness of subjects and routes and the variety of provision, increase the self confidence and self esteem of students involved, and raise aspirations for lifelong learning. They also lay the groundwork for progression to higher education by encouraging appropriate subject choices. Programmes for students in Years 12 and 13 concentrate on the transition to higher education, with a particular focus on building confidence in applying to research-intensive, selective universities. Other work focuses on mature learners and those returning to study. Our range of programmes will serve both national sector and University of York objectives in widening participation.

In the period covered by this Access Agreement, we will maintain and develop current work in collaborative partnerships (national, regional and local) and will develop outreach programmes focused primarily on achieving University of York targets. This will involve building on established relationships and developing new ones with a targeted set of schools and colleges, for example those in areas with proportionately high levels of pupils/students from low participation neighbourhoods, under-represented socio-economic groups or with high ethnic minority populations. We will make a particular effort to encourage the inclusion of looked-after children and care leavers.

We will build on our Schools and Colleges Network which currently has 28 partners and which promotes mutual understanding between the sectors, assists better informed policy making and staff development, and develops student aspiration and effective university applications. We will also reinforce our foundation level activity with York College, enabling non-traditional groups to access a wide range of subjects at the University.

In relation to PGCE students, we are strongly committed to maintaining and developing an inclusive approach to recruitment. We regard ‘non traditional’ to

References include research by the Sutton Trust; the HEFCE publication 2007/12 Higher Education Outreach: Targeting Disadvantaged Learners, the report by the Director of the Office for Fair Access What more can be done to widen access to highly selective universities?; Have bursaries influenced choices between universities? (Office for Fair Access, September 2010) and Unleashing Aspiration, (the Panel on Fair Access to the Professions, July 2009).
include a variety of individuals and groups including those with disabilities; BME individuals; those from low income families and areas of the country with below average HE participation rates; and groups that are currently under-represented in specific subject areas (e.g. male trainees in English and MFL).

We will allocate time to a member of staff to work as the ‘Access Lead’. That person will take the lead on encouraging applications to develop access and to ensure that trainees are supported through to successful completion.

Recruitment activities will include: creating resources; making visits to schools and other community locations to encourage applications; running workshops to provide advice for potential applicants.

Retention activities will include: tutorials and workshops for targeted individuals to develop employability skills, in addition to the support we will provide to trainees whilst on placement.

4.1 York access programmes
We will develop this suite of programmes, which will support aspiration raising, achievement and progression for learners, in consultation and collaboration with our school and college partners. Designed as a coherent set of interlocking initiatives to support schools and colleges and to promote access to the University of York as well as to other research intensive, selective universities, the programmes will work with more able students from years 7 – 13 and students following extended degrees at York College, a significant proportion of whom are mature students from more socially disadvantaged areas.

“Shine” and Next Step York will be our flagship programmes under the new Access Agreement.

Shine
This programme will be aimed at students in Years 7 – 11 and will consist of an appropriate mix of sessions in schools and on the University campus, including residential provision on the University campus and subject-based taster sessions at the University. There will be a focus on general aspiration raising and supporting achievement but the programme will also introduce pupils to the kinds of work going on at York and the opportunities the University provides both academically and socially. There will be an emphasis on Information, Advice and Guidance – for example in choosing GCSE and A level subjects - and mentoring opportunities for students in some year groups. This will enable students to make informed decisions as they consider progression opportunities both at school/college and beyond. We
expect that at steady state, we will be working with 30+ schools and reaching approximately 1200 pupils per year.

**Next Step York**
This programme will work with students in Years 12 and 13 and will focus on progression to Higher Education and will provide a mix of visits, information, advice and guidance, study skills, master classes, mentoring and a residential visit to the University. We expect to recruit an annual cohort of 200 students at steady state.

As with our existing programmes, these new programmes will provide significant opportunities for our own University students, in particular those from a WP background, to become involved in outreach through mentoring and other guidance work. These programmes will have a direct impact on the targets that we have set in the Access Agreement. We will also use the experience we are gaining this year in making alternative offers to students involved in the *Realising Opportunities* programme (see below), and we will also continue to consider the part an assessment of contextual data can play in our admissions policy.

**Extended degrees**
The University remains committed to offering Foundation Year opportunities to students from non-standard admissions backgrounds. However, the introduction of the core–margin policy at national level (since the Access Agreement for 2012/13 was drawn up) and a reducing core student number control will inevitably impact on our ability to recruit to these programmes. For this reason we have removed the specific target signalled in the 2012/13 Access Agreement for these students.

**Access to the professions**
An important strand of our work focuses on access to professional programmes at York including Accounting, Law and Medicine. An example of this is the ‘Science Trail’ when over 200 Year 10 students on campus for a day are able to experience several exciting academic sessions in science and related subjects. Accompanying staff attend continuing professional development activities at the National Science Learning Centre. These complement extensive outreach and access work undertaken by the Hull York Medical School.5

4.2 Broad HE access activities – collaborative outreach

**Green Apples**
York is the lead partner in Green Apples, a successful, innovative partnership involving all local York Further and Higher Education partners as well as the

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5 See [http://www.hyms.ac.uk/about/widening-participation.aspx](http://www.hyms.ac.uk/about/widening-participation.aspx)
Local Authority, North Yorkshire Business Education Partnership, Higher 
York (our local Lifelong Learning Network) and local primary and secondary 
schools. This initiative has received Aimhigher funding previously and will 
continue to be supported by all partners with the main funding coming from 
the University of York and York St John University.

This is a progressive programme of interventions focusing mainly on Years 9 -
11 but which also addresses transition points, such as that from primary to 
secondary and secondary to college where appropriate. The programme is 
evaluated regularly and students, school staff as well as F/HEIs influence the 
development and shape of the initiative so that it continues to target those 
local young people who may have the potential but not the aspiration to 
progress to higher education. Enhanced information, advice and guidance 
forms part of this programme. Parents of pupils participating in Green Apples 
are supported within the project and through our Centre for Lifelong 
Learning, for example through involvement in taster sessions at the 
University.

Alongside Green Apples lie other initiatives targeted at younger age pupils. 
These include the Children’s University,\(^6\) to which York contributes modules 
led by teams of university student and employee volunteers working 
collaboratively with a cluster of primary schools.

**Regional Excellence Hub**
The University has committed to continued regional collaboration to maintain 
and further develop our successful Excellence Hub partnership between the 
Universities of Hull, Leeds, Sheffield and York for gifted and talented young 
people to help enrich pupils’ experiences in school/college.\(^7\) This partnership 
has been widely viewed as the most successful of the Regional Hubs and the 
University was invited to advise the Department for Education and the 
Cabinet Office on policy in this area. It is coordinated from York and will 
continue to target high achieving students from currently under-represented 
groups from across the region to encourage and facilitate progression of the 
“most able, least likely” group of students to selective HEIs. A key aim of this 
work will be to encourage young people to consider entering selective HEIs 
and to better prepare them for study at a research intensive university. 
Our multi-pronged approach will reach in excess of 900 young people at key 
transition points (Year 8/9, Year 11 and Year 12), will target around 900 young 
people through a series of master classes and academic taster days at the four

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\(^6\) The York Children’s University is lead and managed by York Cares, under the umbrella of the national 
Children’s University.

\(^7\) [http://www.york.ac.uk/admin/uao/excellencehub/](http://www.york.ac.uk/admin/uao/excellencehub/)
HEIs and, until 2013, will support around 150 young people on the intensive, four year “Find Your Way” programme.

Realising Opportunities
The University of York is a member of Realising Opportunities (RO), a unique collaboration of 12 research-intensive universities working together to promote fair access and social mobility of students from under-represented groups. The Partnership was awarded the Times Higher Education Widening Participation Initiative of the Year 2012 in recognition of their leading work in this area.

RO provides support for students through interventions designed to raise aspirations and enable them to demonstrate their potential for success at a research intensive university. These interventions are offered both at their local participating university, and nationally, so that the student can tailor the programme to meet their own needs and interests. The programme includes a national conference which is a compulsory element for all participating students.

Each student is supported through the programme by a student e-mentor. The e-mentor, an undergraduate student from one of the 12 universities, provides ongoing support and encouragement. Successful completion of RO, which includes a robust academic element, will lead to students receiving an alternative offer through UCAS from the University of York.

The 12 participating universities in the Realising Opportunities Partnership have unanimously agreed to commit to future funding, continuation of the programme, and the development of a Business Plan which will ensure the on-going development of the programme to 2016. Each of the 12 universities has agreed a financial contribution of £35,000 to support delivery in 2012-13.

Through these programmes, the University of York makes a significant contribution to widening the participation of underrepresented groups in higher education.

Higher York
Higher York is a partnership between Askham Bryan College, the City of York Council, the University of York, York College and York St John University. Craven College is an associate member. The partners fund a small central team to oversee a range of partnership activities. These activities include:

The Progression to HE Forum is chaired by the Widening Participation Manager at the University of York and involves key strategic stakeholders (the guidance community, schools, colleges, Learning City York, North
Yorkshire Business and Education Partnership). Through this Forum the partners are able to share and disseminate information on the latest developments regarding access and progression to and through HE at their institution to key influencers. The Forum also enables the exchange of any good practice developed by partners relating to raising the aspirations of young people.

Supporting Care Leavers: the institutions are working in partnership in order to enhance the outreach and student support they offer to care leavers. To date colleagues leading on this area of work have been able to share good practice and discuss common concerns. The institutions recognise the benefits for care leavers of partnership working in this area and the two universities already work together on some activities and will develop further joint working on outreach activities (e.g. tips on selling yourself for a university or job application, budgeting skills) aimed at care leavers and other vulnerable groups.

**North Yorkshire Coast**

We plan to develop further collaborative activities which began in 2011/2012 with the Universities of Hull and York St John. This is to ensure continuation of activity for learners on the North Yorkshire Coast post Aimhigher. The arrangement is co-ordinated from the University of Hull, Scarborough campus and 1016 learner experiences in 5 schools have been provided to date (May 2012). Partners have agreed to continue to expand provision in 2012/13 and it is anticipated that 2013/2014 will see further developments.

These activities sustain and develop collaborative activity with partners, which has been a feature of our outreach activities under the present Access Agreement. Evaluations show that these programmes are well regarded by schools and make a significant impact on the aspirations and progress of those who take part. Therefore, despite the loss of external funding, the partners are agreed that they should continue to form part of their outreach and access strategy.

### 4.3 Raising standards and changing attitudes

The third strand of our strategy focuses on work which is designed to support improvement in the performance of both schools and the young people in them in order to raise achievement and aspirations. We work with teachers and advisers to inform them of the latest developments in higher education. These relationships also allow us to gain a better understanding of developments and issues in schools and colleges. We recognise the crucial importance of high quality information, advice and guidance and wish to support advisers in their work. We offer training sessions to advisers on topics such as course choice, writing effective personal statements as well as how to write good references.
Supporting school achievement

Two organisations located at the University of York have the overriding objective of enhancing school performance and therefore opportunity for students as they progress through the education system.

Through the Institute for Effective Education (IEE) the University invests significantly in educational programmes focused on improving achievement in primary and secondary schools in deprived urban areas with a particular focus on maths and reading. The IEE develops, implements and evaluates innovative education programmes and practices in order to establish what really works in the classroom and why, and promotes wider implementation of what is found to be effective. The IEE conducts research and development work on programmes and practices for early childhood, primary, and secondary, focusing in particular on literacy, numeracy, and social emotional learning. There is an emphasis on children from underprivileged backgrounds and social mobility. University investment in this innovative work in disadvantaged areas to raise young peoples’ achievement will be significantly increased.

The National Science Learning Centre (NSLC, a partnership involving the Universities of York, Leeds, Sheffield and Sheffield Hallam) supports science teachers in enhancing their professional skills by learning more about contemporary scientific ideas and in experimenting with effective teaching approaches and gaining experience of modern scientific techniques. The aim is to improve science teaching to inspire pupils by providing them with a more exciting, intellectually stimulating and relevant science education, enabling them to gain the knowledge and the understanding they need - both as the citizens and as the scientists of the future.

Teach First

The Teach First programme recruits exceptional graduates into teaching positions in the most challenging schools. York graduates are particularly successful in the competition for places on the Teach First programme and we will encourage our students to consider Teach First by offering financial support of £1000 to York students recruited to the Teach First programme in the year they graduate.

The Big Deal

The Big Deal is a University of York initiative, which helps young people in disadvantaged areas to develop skills and experience in enterprise. The
project is entirely funded and run by the University. Students from Year 9 and Year 10 from across the region get involved in a three month intensive business development programme. Annually about 25 teams (each of four pupils) are guided by mentors drawn from industry, including organisations such as HSBC and Google. By working in partnership with businesses and schools, the University promotes dynamic relationships between pupils and professionals to bridge the gap between education and industry. The programme raises pupils’ expectations and awareness of competitive career routes by demonstrating educational pathways in an engaging way. Feedback from school students, their teachers and mentors has been very positive. The programme began in 2008 and some mentors have shown a long term commitment to, and engagement with, the programme as they supported The Big Deal from the outset. The Big Deal was shortlisted nationally for the Times Higher Education Widening Participation Initiative of the Year in 2010.

Table 2: summary of the main foci of our major outreach and access initiatives

<table>
<thead>
<tr>
<th>Main focus</th>
<th>Initiatives</th>
<th>Common strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Green Apples, Children’s University</td>
<td>Mentoring</td>
</tr>
<tr>
<td>Years 7-11</td>
<td>Shine, Green Apples, Regional Excellence Hub, Mentoring, Big Deal, Support for graduates in Teach First</td>
<td>Information, Advice and Guidance</td>
</tr>
<tr>
<td>Years 12 &amp; 13</td>
<td>Next Step York, Realising Opportunities, Regional Excellence Hub, Support for graduates in Teach First</td>
<td>Residential experience, Independent Learning</td>
</tr>
<tr>
<td>Adults</td>
<td>Extended degrees, Centre for Lifelong Learning, Support for graduates in Teach First</td>
<td>Parent engagement, Supporting school achievement</td>
</tr>
</tbody>
</table>

**Information, Advice and Guidance (IAG)**
We recognise the importance of high quality IAG at critical transition stages in the learning journey. We will offer our partner schools and colleges a range of support both for students and staff through a programme of talks, conferences and guidance sessions conducted by York staff and, where appropriate, students.
5. STUDENT RETENTION AND SUCCESS
The overall rate on completion at York is consistently high for the sector, with over 90% of York’s undergraduates completing degree programmes, whilst we maintain a diverse student population. This reflects the commitment of the students we attract and the strong support provided through our Colleges and student supervision structure, as well as the specialist study skills and support services we offer. We consider it very important to continue to focus on maintaining this level of successful outcome and we will continue to invest between 6 and 7% of our additional expenditure in activities to further support the retention and success of our students from non-traditional backgrounds. This includes skills development for prospective students on a number of our WP programmes, work with students in the transition period, for example through the development of web-based preparation materials as well as the support offered to students once they commence their studies at the University. Retention and success for students from poorer sections of the community is also supported by financial support which is covered below in Section 6.

Activities focused on retention and success also make a significant contribution to students’ employability as does the University’s Employability Strategy. This strategy aims to provide students with the best possible curricular and co-curricular support in developing their employability and to develop graduates who are characterised by their entrepreneurial talents and their ability to realise their full potential as leaders and role models in organisations and society.

Training for staff in a wide variety of student facing roles continues to be an important priority with new academic staff involved in our PGCAP programme, an annual programme for those in College welfare teams and more widely for those with supervisory or other pastoral responsibilities.

5.1 Academic Skills Development
We provide an innovative programme of academic skills development activities for those on a number of our WP programmes. We then continue to work with participants through the transition onto and through full-time undergraduate programmes. We will continue to enhance this programme, improve co-ordination of skills development opportunities at the undergraduate programme level and develop our capability to track student participation, enabling better understanding of the impact of these programmes.

5.2 Maths Support Development
The York Maths Skills Centre has been set up to provide University-wide support for elements of maths learning, independent of departments, but in conjunction with what departments already provide. A pilot programme providing support for first year students from subjects (in the sciences and economics) whose modules include,
or require, elements of algebra and calculus, has been very well utilised and we are expanding this service to meet some additional areas of identified need. The successful establishment of the Mathematics Skills Centre to support students across a wide range of disciplines was specifically identified as a 'Feature of Good Practice' for which the University was commended by the QAA in its very recent Institutional Review.8

5.3 Language skills
All first-year students are offered free foreign language courses through our Language for All provision, with English language programmes available as an alternative for students for whom English is not their first language.

5.4 Disability Services Development
Support for students with disabilities is being augmented in 2012, with additional investment being made in dyslexia support as part of our plan to improve the level of support during the period of transition into the University and through the first year as students adapt to the demands of learning at undergraduate level. The University also helped to establish the Higher York Access Centre which promotes access for students with disabilities.

5.5 Central Student Support Services
In 2012 we are investing in additional staff to ensure we have the capacity to administer the new student funding arrangements and respond effectively to financial support enquiries from students. We intend to further improve the availability of financial Information, Advice and Guidance to prospective students, improve the speed of response during busy periods through the creation of graduate trainee placements in Student Support Services in 2013/14.

6. FINANCIAL SUPPORT FOR STUDENTS
We are committed to providing a good level of financial support to our students. We will pay bursaries at the current levels to continuing students who meet the eligibility criteria. For home undergraduates new in 2013 we will have a combination of fee waivers and accommodation bursaries targeted at those with residual household incomes below £30,000 and an enhanced hardship fund available to those eligible for means-tested grant support. Accommodation bursaries will be offset against accommodation charges for students in University residence and will be payable directly to students living in other accommodation.

In any one year a student\(^9\) will only be eligible for one of the bursary and fee waiver packages: 6.1 – 6.6 below.

6.1 National Scholarship Programme at York
For 2013/14 the University of York has a provisional allocation of 280 National Scholarship Programme (NSP) awards, each worth £3,000. We will add a further £1,500 to each NSP, bringing the total value up to £4,500 per student and fully fund a further 94 National Scholarship at York awards, also with a value of £4,500 each.

In 2012/13 NSP scholarships will be awarded on a competitive basis to first year UK undergraduate students. All those with a residual household income of below £25,000 will be eligible for consideration and selection will be based on academic criteria (students of the Hull York Medical School will be assessed for their own distinctive package of support rather than NSP) For 2013/14 we will review our procedures and criteria for allocation of NSP awards in the light of our experience in 2012/13.

<table>
<thead>
<tr>
<th></th>
<th>Number of awards</th>
<th>Fee waiver</th>
<th>Accommodation bursary</th>
<th>Total per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSP</td>
<td>374</td>
<td>3,500</td>
<td>1,000</td>
<td>4,500</td>
</tr>
</tbody>
</table>

Table 3: National Scholarship at York awards 2013/14

The National Scholarship awards are for one year only. Students in receipt of these awards will be eligible for a fee waiver and bursary in subsequent years based on their residual household income.

6.2 Fee Waivers and bursaries
New students in 2013
For undergraduate students starting in 2013 there will be a package of fee waivers and accommodation bursaries based upon residual household income, with support for students with a residual household income of up to £30,000. These are available for each year of full-time study, excluding whole-year placements in industry or study abroad and more specific categories of student whose eligibility is detailed in 6.3 - 6.6 below. In response to consultation with our students union, those eligible for these financial support packages will be able to vary the relative proportions of their fee waiver and bursary in their second and subsequent years. As the new funding system comes into play we will keep under review the balance between fee waiver and bursary support and will maintain the principle of student choice.

\(^9\) EU students will be eligible for the fee waivers based on residual household income, but not scholarships or bursaries. Undergraduates studying Social Work will be eligible for fee waivers and scholarships but not bursaries; this will be reviewed should there be any changes to their current NHS bursary arrangements.
<table>
<thead>
<tr>
<th>Residual household income</th>
<th>Year</th>
<th>Fee waiver</th>
<th>Accommodation bursary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>£25,000 and below</td>
<td>Year 1</td>
<td>2,000</td>
<td>1,000</td>
<td>3,000</td>
</tr>
<tr>
<td></td>
<td>Subsequent years</td>
<td>2,000 (choice between fee waiver and bursary; default will be bursary)</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>£25,001 - £30,000</td>
<td>Year 1</td>
<td>0</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>Subsequent years</td>
<td>1,000 (choice between fee waiver and bursary; default will be bursary)</td>
<td>1,000</td>
<td></td>
</tr>
</tbody>
</table>

Table 4: 2013 entry Bursaries and Fee waivers

Continuing students who commenced in 2012
Bursary levels for full time UK undergraduates who commenced their programmes in 2012 will be £2,000 for those with a residual household income of £25,000 and below. Those eligible will be invited to choose whether to receive that as 100% fee waiver, 100% bursary or 50% of each.

Continuing students who commenced prior to 2012
Those who commenced prior to 2012 will remain eligible for the bursary package in place when they arrived. For those who commenced their programme in 2009-2011 these levels are:

<table>
<thead>
<tr>
<th>Residual household income</th>
<th>Bursary</th>
</tr>
</thead>
<tbody>
<tr>
<td>£25,000 and below</td>
<td>1,436</td>
</tr>
<tr>
<td>£25,001 - £35,910</td>
<td>718</td>
</tr>
<tr>
<td>£35,911 - £41,040</td>
<td>360</td>
</tr>
</tbody>
</table>

Table 5: Bursaries for undergraduates entering before 2012

6.3 Hull York Medical School students
For undergraduate students starting in 2013 on the HYMS MBBS, there will be a package of fee waivers and bursaries based upon residual household income. These are available to students regardless of their registration at the University of York or the University of Hull and will be made available to graduate entrants. Students in the clinical phase of study may chose to take their eligibility as 100% cash or fee waiver, or 50% of both, depending on their needs and preferences. This reflects the particular challenges for students studying in the clinical phase, where
placement patterns may prevent them undertaking part-time or casual work to support their studies.

<table>
<thead>
<tr>
<th>Residual household income below £25,000</th>
<th>Fee waiver</th>
<th>Cash bursary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 and 2 (pre-clinical)</td>
<td>1,500</td>
<td>1,500</td>
<td>3,000</td>
</tr>
<tr>
<td>Year 3, 4 and 5 (clinical)</td>
<td>3,000 (choice between fee waiver and bursary)</td>
<td></td>
<td>3,000</td>
</tr>
</tbody>
</table>

Table 6: HYMS students, 2013 entry

Students intercalating in the Hull York Medical School and undertaking undergraduate study will have access to the same package of fee waivers and bursaries.

Those who start in 2012 will be eligible for a package of support equal to that set out in Table 6. For HYMS MBBS students who entered between 2008 and 2011 the support package is set out in Table 7.

<table>
<thead>
<tr>
<th>Residual Household Income</th>
<th>Bursary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to £25,000</td>
<td>£1,000</td>
</tr>
<tr>
<td>25,001 - £40,000</td>
<td>£500</td>
</tr>
</tbody>
</table>

Table 7: HYMS students, 2008-2011 entry.

6.4 Foundation years
Students on an extended degree programme with a foundation year starting in September 2013 will be entitled to an enhanced fee waiver in their foundation year and then the same package of fee waivers and bursaries as other undergraduates in subsequent years. For 2013 the fee waiver levels for students on the foundation year of their programme is given in Table 8.

<table>
<thead>
<tr>
<th>Residual household income</th>
<th>Fee waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>£25,000 and below</td>
<td>8,500</td>
</tr>
<tr>
<td>£25,001 and above</td>
<td>7,500</td>
</tr>
</tbody>
</table>

Table 8: Foundation year fee waivers
6.5 Care leavers and Foyer students
In support of our commitment to those from particularly disadvantaged backgrounds we are offering a package of support to young students who come to York having been in the care of their local authority or have come through the national Foyer project. The package is available for each year of full-time study, reduced by 50% for full year sandwich placements or study abroad years.

<table>
<thead>
<tr>
<th></th>
<th>Fee waiver</th>
<th>Accommodation bursary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>3,500</td>
<td>1,000</td>
<td>4,500</td>
</tr>
<tr>
<td>Subsequent years</td>
<td>4,500 (choice between proportions of fee waiver and bursary)</td>
<td></td>
<td>4,500</td>
</tr>
</tbody>
</table>

Table 9: Care leavers and Foyer students

6.6 PGCE students
We intend to take a highly targeted approach to providing financial support to PGCE students, through providing financial assistance for those trainees who are placed in schools at distance from York as well as supporting those trainees who because of personal circumstances need to be live at home rather than be resident in York. In addition, PGCE students starting in 2013 will be eligible to apply to the University hardship fund (see para 6.7 below) and for targeted bursary support from the Teaching Agency.

6.7 Hardship Fund
Home undergraduates who commence in 2013 and receive a maintenance/special support grant through Student Finance England are eligible to apply to this fund, which supports students who encounter unexpected financial difficulty. Some students will have a particular priority for awards from the fund, including: mature students, students with dependants, students with disabilities and care leavers.

7. TARGETS, MILESTONES AND ASPIRATIONS
As we have shown, social inclusivity is at the core of the University’s values. There is considerable debate over the merits of different measures of progress in fair access and widening participation.\(^\text{10}\) We have defined the target below at the start of the period covered by this new Access Agreement but will keep this under review as the debate continues and our own and national monitoring produces additional evidence on which to base future targets.

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\(^{10}\) See for example, the Sutton Trust report *Responding to the new landscape for university access* December 2010, http://www.suttontrust.com/research/responding-to-the-new-landscape-for-university-access/
The University’s target for the period to 2016/17 is to maintain and if possible increase the number of young first-degree entrants from known Socio-Economic Classes 4-7 (NS-SEC 4-7). Our aspiration is to increase the number of known NS-SEC 4-7 entrants from the 2010/11 baseline of 18.1% to 20% in 2016/17. On current intake projections this results in a numerical increase of approximately 100 over the period (from a baseline of 405 in 2010/11). In section 1 we have drawn attention to our strong performance relative to our competitors and we consider that maintaining our position will be additionally challenging in the new funding environment, in the context of the economic downturn, our geography and the increased competition from other selective universities now targeting the relatively limited pool of students from this social stratum. We will therefore keep this target under annual review.

While maintaining NS-SEC 4-7 as our principal target, we expect to maintain or increase our proportion of students from low participation neighbourhoods where York at 6.5% is currently close to benchmark and ahead of our major competitors; to continue to increase our proportion of entrants from black and minority ethnic backgrounds which has risen from 8% to 10% over the past five years; and to increase the proportion of mature students on first degree programmes, which is currently 9%. In relation to students from state schools, we expect that we will maintain current levels (at or above HESA benchmark and ahead of major competitors).

In relation to PGCE students, we would aim to create resources, visit schools and elsewhere running workshops to promote recruitment of underrepresented groups and to enhance retention through employability workshops and targeted support for students whilst on placement.

8. MONITORING AND EVALUATION
Monitoring and evaluation of Outreach and Access activity is an embedded part of the programmes we are currently involved with and this will carry through to our new programmes. Key components of outreach and access monitoring include evaluation of particular schemes, attention to admissions processes and enhanced engagement with and support for departments, promoting best practice to ensure that process and behaviour serve our target objectives. In relation to retention we will also increase our capacity to monitor and evaluate the impact of interventions on the performance and progression of WP target groups, monitoring completion rates and targeting support accordingly. We will want to collect evidence which enables us to adjust our plans if needed as time goes on.

The OFFA Monitoring Group is responsible for monitoring progress towards targets. This Group, which includes student representation, is chaired by the Director of
Corporate Planning and reports directly to the University’s Senior Management Group.

9. INFORMATION FOR PROSPECTIVE STUDENTS
The University is currently preparing information for publication in accordance with the outcomes of the Key Information Set initiative. We are committed to providing the information necessary for students to make informed choices, including information about fees, NSP and other financial support as well as access and programme information. We also understand the importance of providing the required information to UCAS and the Student Loans Company.

10. CONSULTATION
Consultation with our student body has always been a feature of the development and implementation of our access agreements and the President of the University of York Students Union (YUSU) is a member of the OFFA Monitoring Group referred to in paragraph 8 above. Specifically in relation to the 2013/14 agreement we have consulted YUSU on the changes to targets and on the distribution of financial support between fee waivers and bursaries. We are committed to continued consultation with the student body.

11. EQUALITY AND DIVERSITY
We attach an Equality Impact Assessment Statement relating to the OFFA agreement, which summarises the consideration we have given to the impact of this Agreement on those with protected characteristics.

12. COLLABORATION
As is evident from much of the above, collaboration is at the heart of our widening participation activity. We strongly believe that a collective approach by HE is crucial particularly in raising aspiration among young people and in the signals which groups of institutions and the HE sector as a whole give about what might be possible. We have cited some examples in Section 1 above and given detail of local, regional and national initiatives in Section 4.2. As our widening participation agenda expands and broadens, collaboration will remain a core feature of our activities.

13. REVIEW AND MODIFICATION
This agreement will be reviewed annually by the University and reports as required will be made to the Office for Fair Access. Activities and spending may be modified for future years in the light of evidence gained through monitoring and evaluation processes, subject to the agreement of OFFA.

University of York
May 2012