1. Fee limits and fee income for 2012/13

In addition to the tuition fees and income reflected in the Access Agreement spreadsheet, City will set and publish tuition fees for the Erasmus year abroad and any part-time undergraduate entrants once legislation and regulations are in place.

Students will be informed before they accept a place that the fee levels for new entrants in 2012/13, subject to annual inflationary increases permitted in accordance with government regulations, will apply for the entire duration of their programme. Students who are deemed in regulations to be continuing studies that commenced prior to 1 September 2012 will not be charged the new regulated tuition fee rates but will pay fees commensurate with those in place when the student commenced his/her course of study.

2. Additional Pre-entry (access/outreach) and Post-entry (retention) Measures

City’s policies and procedures for recruitment, selection and admission reflect our commitment to widening participation. City's WP Team use the following criteria to target students: those eligible for free school meals, the first generation to go to university, schools in areas with low participation rates, or multiple indicators of deprivation (currently schools are highlighted to us by Local Authorities contacts), students in Care or those who have left Care.

2.1 Outreach work

City already undertakes a significant number of special projects and mainstream widening participation activities, some being collaborative activities funded either under the Aimhigher programme or by other external bodies. Following the removal of Aimhigher funding, City intends to deliver the outreach activities already in place, for example tutoring, masterclasses, workshops, summer schools and careers advice, and to further expand activity to raise the aspirations, motivation and attainment of young people from under-represented groups. Specific outreach activity will be undertaken with schools in areas with low participation rates, or multiple indicators of deprivation.

However, this expansion will be controlled to ensure that we work with students more intensively, and target a number of stages throughout their school life, as this seems to work well with schools and provides a support mechanism for the students.

Potential students will be targeted at an earlier stage in their education by providing, for example, a taste of university life to students from year 6 to year 11, and targeted work aimed at Gifted and Talented students on free school meals from years 6 to 8. Further provision of detailed advice and guidance will enable students from years 9 to 13 to make well-informed, realistic decisions about their future.

The University is preparing for accreditation by the Frank Buttle Trust and is investigating the possibility of participating in a network for sharing best practice. City’s UCAS applications are now monitored in order that admissions tutors can take into account declarations of time spent in care when considering offers. As indicated in Section 4 below, City will develop admissions reports to specifically monitor under-represented groups and establish targets for future activity.

City intends to increase the number of students recruited from low participation neighbourhoods, by targeting schools in those areas with intensive, long term activities, starting from a young age, right through to year 12/13 and admissions to universities.

2.2 Partnership Activity

AccessHE

City University confirms that we wish to participate in preliminary discussions with the developers of AccessHE. We are committed to deliver aspects of the collaborative and targeted programmes currently supported by Aimhigher Partnerships in London, notably WECAN (West, Central and North London) and LETG (London East Thames Gateway), in addition to exploring other pre-entry activities aimed at people...
under-represented in HE.

City anticipates that this collaborative approach will support and inform our Access Agreement by providing an opportunity for the partnership to acquire, analyse and report contextual data, set benchmarks for London, and monitor patterns of access by different groups from low participation neighbourhoods.

**City of London Academy, Islington**

City University London has established a regular programme of activities to support student achievement and raise student aspirations. This work has a particular emphasis on encouraging and enabling Academy students to progress to Higher Education, and is therefore a key part of the launch of post-16 provision at the Academy. Activities include academic mentoring, introduction to HE, curriculum development, and the ‘Step up to the City’ programme.

‘Step Up to the City’ targets students from socio-economically deprived backgrounds that show exceptional academic talent. The students spend a dedicated amount of time per week in the University undertaking practice-based elements, lectures, and seminars.

The project encourages Year 10 students who show outstanding academic ability but have been identified as having little or no thought of entering Higher Education, to raise their aspirations and academic performance and view university as a viable option. The first group comprises 20 students and the aim at this stage is to increase numbers by five each year up to a steady state of 40 in 2014/15.

### 2.3 Student Retention and Success

**Buddy Scheme**

City initiated a Buddy Scheme in 2009/10 to support new undergraduates in their first semester at university. The Scheme matches Buddies, who are usually second year students and currently in the Business School, City Law School, and Engineering, with new entrants to City. Buddies act as a friendly face to help students to settle into the university, and to provide a point of referral for those students who need specialist advice and support. The Scheme aims to build a strong sense of community that will work in parallel with academic support and particularly benefit those students who might otherwise feel vulnerable in their transition into higher education.

As part of the University's commitment in 2011/12 to increase the level of outreach activity with schools in areas with low participation rates, or multiple indicators of deprivation, and to target students in Care or those who have left Care, the Student Development and Outreach Team intends to expand the number of volunteer Buddies to enhance student support and increase retention of those most at risk of failure or withdrawal.

All participants will be asked to provide written feedback at the end of each session and this will be analysed to monitor the performance and benefits of the Scheme against the planned outcomes.

**Professional Mentoring Scheme**

Each year, volunteers from a range of employers act as professional mentors to second and third year undergraduates. Professional Mentoring started in 2002 with the National Mentoring Consortium and the University took over full responsibility for the project in 2008. City receives double the number of applications per place and monitoring shows an increase from 22 pairs in 2007 to 70 pairs in 2011. City will aim to at least maintain this level of participation with any increases subject to the availability of suitable mentors. Mentees are selected on the basis that they do not have personal access to professional networks or placements. Each mentee is matched with a mentor from their field of interest to embark upon a 6-month mentoring relationship focused on professional development, employability skills and job search skills. Mentors are recruited through a range of avenues with the University Alumni Office in particular supporting the scheme and Mentor recruitment.
The Professional Mentoring Scheme is a unique opportunity for City graduates, in particular those from non-HE backgrounds with no professional network, to receive personalised one-to-one advice and guidance from experienced professionals, targeting areas of weakness and developing strengths. Most mentees participate in mock interviews with their mentors and arrange workplace visits and work shadowing to experience what is expected by employers.

**Professional Liaison Mentoring – New Activity**

By the nature of the programmes they offer, the Schools of Engineering and Mathematical Sciences, and Informatics have strong links with, and are accredited by, professional bodies. Both Schools strongly promote opportunities for placements and have established a shared Professional Liaison Unit. Within the framework of this Unit, the Schools intend to appoint a Professional Liaison Tutor/Mentor to build on work already undertaken and to specifically support new students in the widening participation population from their first days at City to help them aspire to and achieve a professional placement in industry in their 3rd year. The aim is to encourage students from disadvantaged groups to understand better the mechanisms to achieve and the benefits of an industrial placement or a year abroad. The aim is increasing retention and both the successful completion of an award and exposure to industry that will enhance the student’s CV, career development and employability. By tackling these issues in Year 1 and creating a culture where students can are exposed to industry early, motivation should increase with a positive impact on retention.

To date, retention and student success has been monitored and analysed across the whole student population. From 2011/12 baseline targets and proposed growth from 2012/13 onwards will be established for monitoring the retention of WP students and their take up of industrial placement. Thus City plans to expand post-entry study skills and to offer additional tutorial support for those students from non-traditional backgrounds that are identified as lacking the motivation for success or struggling and as a result are at risk of failing assessments.

The scheme is based around developing a good working relationship, face-to-face with the professional mentors. To support this, however, initial discussions have taken place with a view to putting more sample materials online before courses start and providing more information and feedback from current students (to be available via video and other electronic methods) about their expectations and subsequent experience of a programme. The University will invite students from under-represented and disadvantaged groups to participate in this promotional activity to provide an insight into their particular experiences.

**Enhanced academic tutorial support for WP groups - New Activity**

In order to bridge better to the demands of self-study at University, students will be supported in areas of traditional academic weakness such as mathematics through the employment of more senior undergraduate, postgraduate or research students to offer small group academic tutorials to help address identified weaknesses and in later years to support the development of self-study techniques by the students. The aim is to help students settle in the University environment, thus to support retention and provide study advice where needed.

**Disability Support**

City has made a commitment to adopting a social model of disability whereby we recognise that it is social barriers that disable people not their impairments. Disability Services ensures that information about DSA entitlement is widely known and works with students, staff and external agencies to identify reasonable adjustments which will enhance the learning experience of students, giving them the opportunity to gain qualifications which fully reflect their capabilities. Special provisions have been made or are available on request to aid Library users with various disabilities. The Services are available to all students with physical or sensory disabilities and medical conditions, including a temporary disability as a result of an accident, illness or surgery. Between 2007-08 and 2009-10 academic years the Services saw a significant increase in the number of students accessing the services Dyslexia Service from 288 to 550, and Disability Service (including Mental Health) from 270 to 330.
There is no obligation for students to access the services on offer or even to disclose to the University that they are in receipt of funding. However, it is proposed to review all points at which disability disclosure might be possible in order to ensure that maximum disclosure is achieved on a timely basis.

3. Monitoring and Evaluation Arrangements

City will continue to monitor and evaluate participation by entrants from state schools and colleges, NS-SEC 4-7, low participation neighbourhoods, and non-continuation using the HESA published performance indicators. This data is typically presented to the University’s Senior Executive and Council as a topic within the Educational Balance Sheets reflecting the student journey each year.

In future, City will prepare new reports specifically to monitor the admission of under-represented groups using data already collected on the UCAS form, and from 2012/13 onwards will take advantage of the additional contextual data to be provided by UCAS.

City has undertaken to improve data quality by ensuring that we capture each student’s full entry qualification profile. Additionally, the University strategy has committed to increase entry requirements from 2011/12. It is acknowledged that these decisions are likely to change the profile of our undergraduate population and will provide City with a challenge if we are to maintain participation rates by entrants from under-represented and disadvantaged groups above our location-adjusted benchmark. We will monitor recruitment in 2011/12 to identify where to increase activity to ensure we meet our targets.

Each year, meetings have been held to review and monitor City’s Access Agreement, bursaries and other financial support in preparation for drafting the annual report to HEFCE and OFFA. These meetings have been chaired by the Deputy Vice-Chancellor and included representatives from Services for Students, UK Recruitment, and Finance. City will ensure that the group monitors compliance with the agreement and progress towards milestones, and having evaluated progress decide whether to review targets and/or milestones for the following year.

4. Provision of Information to Prospective Students

City will provide clear and accessible information (electronic and paper copy where appropriate) to both prospective and existing students and their advisors about the financial support they can expect to receive. We will provide information on:

- The cost of living in London, including tips on how to budget and save money
- Bursaries and other awards, loans and grants available to students
- Other sources of help and useful contacts.

This information for prospective and current students will be provided via:

- Undergraduate prospectus
- Website and electronic information and bulletins
- School publicity brochures, published on an ad hoc basis will contain information about scholarships
- Student Finance Guide
- City University Facebook page
- Recruitment presentations

Professor David Bolton
Deputy Vice-Chancellor
15 April 2011
### Table 5 - Milestones and targets

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

<table>
<thead>
<tr>
<th>Description (500 characters maximum)</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones/targets (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care-leavers</td>
<td></td>
<td></td>
<td></td>
<td>See Supplementary Information</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>2007/08</td>
<td>0.34</td>
<td>0.47 0.47 0.47 0.47 0.47 0.47</td>
<td>2009/10 - 47%. Data based on declared BME classification and excluding Not Known and Other.</td>
</tr>
<tr>
<td>State School (location adjusted) (HESA Table T1a)</td>
<td>2009/10</td>
<td>0.869</td>
<td>0.87 0.87 0.87 0.87 0.87 0.87</td>
<td>Location-adjusted benchmark 86.2%</td>
</tr>
<tr>
<td>NS-SEC (location adjusted) (HESA Table T1a)</td>
<td>2009/10</td>
<td>0.386</td>
<td>0.4 0.4 0.41 0.41 0.41 0.41</td>
<td>Location-adjusted benchmark 31.3%</td>
</tr>
<tr>
<td>LPN (location adjusted) (HESA Table T1a)</td>
<td>2008/09</td>
<td>0.056</td>
<td>0.058 0.06 0.0625 0.065 0.07</td>
<td>Location-adjusted benchmark 5.0%</td>
</tr>
<tr>
<td>Non continuation: LPN (HESA Table T3b)</td>
<td>2008/09</td>
<td>0.125</td>
<td>0.105 0.1 0.095 0.09 0.09</td>
<td>Benchmark 8.6%</td>
</tr>
</tbody>
</table>
## Table 5b - Other milestones and targets

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

<table>
<thead>
<tr>
<th>Please select milestone/target type from the drop down menu</th>
<th>Description (500 characters maximum)</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones/targets (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach / WP activity (summer schools)</td>
<td>Continue to deliver 9 summer schools 2 x Health, Business, Law, Engineering, Media, Music, Psychology and Pathway to Professions (interdisciplinary)</td>
<td>2003/4</td>
<td>3</td>
<td>9 9 9 9 9 9 9 9 9</td>
<td>Latest review of outcomes (2009/10) provided in Supplementary Information</td>
</tr>
<tr>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>City of London Academy, Islington</td>
<td>2010/11</td>
<td>60</td>
<td>5 8 12 12 12 12</td>
<td>Baseline: 60 students in new Year 12. Target: offers for entry to City programmes from 2012/13</td>
</tr>
<tr>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>Foundation programmes delivered in partnership with City &amp; Islington College 10001402, and Westminster Kingsway College 10007455</td>
<td>2010/11</td>
<td>65</td>
<td>65 67 67 67 67</td>
<td>Continue partnership activity at foundation level to maintain access from under-represented groups to City’s degree programmes in Engineering, Maths and Actuarial Sciences</td>
</tr>
<tr>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>One-to-one Careers guidance interviews</td>
<td>2007/8</td>
<td>288</td>
<td>420 440 440 460 460</td>
<td>Information, guidance and advice for students who would otherwise receive no careers guidance (focus on special needs and low performing students)</td>
</tr>
<tr>
<td>Other (please give details in the next column)</td>
<td>Retention of students comprising our WP population - new activity</td>
<td>2007/8</td>
<td>108</td>
<td>300 315 330 330 330</td>
<td>Maintain retention amongst under-represented groups at the same level as the general population</td>
</tr>
<tr>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Primary school visit days - no. of attendees</td>
<td>2007/8</td>
<td>108</td>
<td>300 315 330 330 330</td>
<td>See Supplementary Information</td>
</tr>
<tr>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>City of London Academy, Islington</td>
<td>2008/09</td>
<td>0.31</td>
<td>0.48 0.53 0.58 0.58 0.58</td>
<td>Students achieving 5+ A*-C grades (incl. English and Maths) - baseline Islington Green School</td>
</tr>
<tr>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>City of London Academy, Islington</td>
<td>2010/11</td>
<td>20</td>
<td>30 35 40 40 40</td>
<td>Step-up to the City - see Supplementary Information</td>
</tr>
<tr>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Parents’ events</td>
<td>2007/8</td>
<td>20</td>
<td>300 350 400 450 500</td>
<td>Parents are seen as an important influence, particularly as we are targeting first generation HE students</td>
</tr>
</tbody>
</table>