

UNIVERSITY OF HUDDERSFIELD

ACCESS AGREEMENT 2017/18

1. Fees, student numbers and fee income

Subject to OFFA's acceptance of our 2017/18 Access Agreement we propose to ask graduates from Full Time Regulated programmes (including Initial Teacher Training) who first enrol with us in 2017/18 to make a contribution through the loan repayments system of £9000 per year of study to the costs of their Huddersfield learning experience. Students on sandwich-year placements will be asked to make a contribution of £900 for the year to cover administration and visit costs. We will ask graduates from part-time programmes who enrol with us in 2017/18 to make a contribution of £950 per 20-credit module, which is equivalent to £4,275 for an undergraduate student studying 90 credits and therefore falls below the threshold for inclusion in our Access Agreement. We will therefore provide no further information or analysis about part-time students in this document. These contributions will apply to all those estimated 3900 full-time Home and EU new entrant undergraduate and PGCE students who we estimate will enrol with us in 2017/18. We will apply annual increases to the fee paid by students who enrolled with us in previous years in line with the permitted real terms fee increase set by the Government for both full time and SWOUT years.

2. Our access, student success and progression measures

We are committed to improving access to education and through it to the professions. At the University of Huddersfield a key part of our mission is 'to deliver an accessible and inspirational learning experience ... and to engage fully with employers and the community'. Our 'strap line' is 'inspiring tomorrow's professionals'. To achieve this mission, and to live up to our brand promise, we seek to support every student through every stage of their personal 'student journey', from supporting their first decision to consider higher education as an option, through application, enrolment, their learning experience, engagement with professions, and trajectory into work and further study.

We believe we are being successful in achieving this mission. In the HESA PI's published in March 2016

- 46.1% of our home undergraduate students were from lower socio-economic groups placing us among the 25 highest performing English HEI's (Table T1b)
- 1 in 6 was from a low-participation neighbourhood, significantly above our HESA benchmark and among the 25 highest performing English HEI's (Table T1b)

And according to our HESA 2014/15 data return

- 1 in 4 was from an ethnic minority
- 8.8% were students who are in receipt of DSA

In short, we make a significant contribution to creating opportunities for people who may otherwise be excluded from higher education. We have been confirmed in this view, for example, by the fact that the University was recently identified by the Social Market Foundation, in its report *Widening Participation* (23 March 2016), as one of just ten institutions which between them had accounted for 32% of the total net increase in disadvantaged students across the period 2009/10-2014/15.

Table T1b – Participation of under-represented groups in higher education: Young full-time undergraduate entrants

	Percent from NSSEC classes 4,5,6 & 7	Benchmark (%)	Standard deviation %	Percent from low participation neighbourhoods	Benchmark (%)	Standard deviation (%)
2014/15	46.1	39.5	0.97	17.3	13.9	0.62
2013/14	46.7	39.5	1.04	16.1	13.7	0.64
2012/13	46.5	38.1	1.00	17.6	13.3	0.63
2011/12	41.4	36.3	0.94	17.1	12.6	0.60
2010/11	43.3	37.5	1.00	18.3	13.5	0.64
2009/10	41.1	35.6	1.00	16.7	12.6	0.61
2008/09	44.0	38.4	1.03	17.2	12.5	0.64
2007/08	42.1	35.3	1.04	15.6	12.1	0.62

In the data published in 2014/15 almost 95% of our undergraduate students were in work or further study within 6 months of graduating (Table E1a). We can therefore demonstrate that those who join us from less advantaged backgrounds or circumstances are supported and encouraged through the learning process into careers and into a better start in life.

We are confident that this excellent performance in access and student success extends widely across particular aspects of the policy spectrum:

White working-class boys – we have a good representation of working-class students among our male students. Although it fluctuates year-on-year, the proportion has not recently fallen below one-third, and reached a high of nearly 42% in 2013/14. We will continue to monitor this aspect of our work, which is well supported by our developing range of activity, and do not see the need to set targets in terms of access.

White male	2010/11		2011/12		2012/13		2013/14		2014/15	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Not working class	463	60.84	618	66.52	497	61.97	406	58.25	476	63.72
Working class	298	39.16	311	33.48	305	38.03	291	41.75	271	36.28
Total	761		929		802		697		747	

Part-time students - we were subject to the same pressures as the rest of the sector in our recruitment of part-time students in 2013/14, but saw a very significant recovery in 2014/15. We have no intention to take any strategic steps to reduce our commitment to those important aspects of part-time provision that remain, and we have held our fees at a relatively low level, and so although there is likely to continue to considerable fluctuation in numbers year-on-year, we would see no need to set targets in relation to this aspect of our provision but will continue to monitor the situation closely.

2012/2013	2013/2014	2014/2015
309	214	276

Mature students - having been affected by a notable drop in mature participation in 2013/14 as compared to 2012/13, the University saw a small but significant improvement in numbers in 2014/15. As with part-time students, we have no intention to reduce our involvement in the aspects of activity which engage mature students, and therefore although there is the potential for some volatility in numbers year by year, we do not see a reason to set targets in this area.

2012/2013	2013/2014	2014/2015
1288	1086	1113

BME students – we have identified a significant performance gap, in common with much of the sector, between UK white students and UK BME students. Although the proportion achieving a 1/2i classified degree has increased from 45% in 2011/12 to 58% in 2014/15, through the work we have done to enhance support and to review assessment and feedback on assessment, this is still below the average for the whole University of 65%. As a result, we have set a target (below, section 3, p. 10) to focus our continued work to address this issue.

The change in University funding, in which the balance of the cost of studying has been largely shifted from the State to the graduate, may over time become a major challenge to widening participation and through it to increasing upward social mobility and one which may also be more marked among mature students. Figures from UCAS also show changes to the national funding model are altering the relative demand for particular programmes and specific institutions.

In response we have continued to review our portfolio, withdrawn all degree programmes which our research suggests will not fare well in the new environment, and between 2011/12 and 2012/13 transferred the undertakings from our remote campuses in Oldham and Barnsley to local FE providers. We have also streamlined the range of content we offer in every degree programme, and increased the efficiency and effectiveness of assessment. We are using our relationships with professional bodies and employers to ensure our content is relevant and that all students experience meaningful and relevant work-related learning as part of their programme of study. We are enhancing our already excellent student support mechanisms and ensuring our infrastructure is of the highest quality and fit for purpose. Working closely with our Students' Union we are also taking steps to identify and support students who may be at greater risk of withdrawing from their studies. Given our analysis of the particular issue posed for BME students in progression and success, we are developing our understanding of the challenges affecting these groups and the activities we are putting in place to address them. In our view these developments will help

ensure we retain our current market advantage, and offer students excellent value for their investment in our programmes.

Our intended spend on access, student success and progression is just over £7.75m, representing 27.2% of our higher fee income.

Given the continuing success of our measures to ensure access to our courses is available across the society, we have decided to rebalance our spending towards work in ensuring progression and success. Our percentage-spend on success and progression is being increased from 56% to 65%. This is based on the relatively more challenging situation described above in relation to progression.

Our approach to financial support has been shaped by the strong input of the Students' Union, who argued very clearly for the importance of cash support in the first year for our most disadvantaged students. This view from our students is supported by the emerging evidence so far in 2015-16, when we have seen a significant drop in withdrawal and suspension among our year-one undergraduate students as against the situation in 2014-15. We will therefore continue to develop the Scholarship for eligible Home/EU students on the model approved last year, at £1000 paid as a cash sum in the first year of study only. Eligibility is all students that are UK/EU for fees and have a household income of less than £25,000 and more than 300 UCAS points on entry.

2.1 Outreach: Our proposed contribution to maintaining access to educational opportunity, and access to the professions

Our approach to 'Outreach' has always been collaborative and based on partnership working with schools, colleges and community groups. We work with our partners to develop programmes that add value to their curriculum. Rather than working with small groups of targeted individual learners we are clear that the best results are achieved through developing sustainable long term relationships with key school and college partners. The programme of activities we develop is designed to support and reinforce the work of our partners and not only raise awareness, aspiration and attainment among key individuals but also to support cultural change within the partner institutions. Our partnerships with FE colleges seek to develop progression routes from vocational programmes.

We divide and classify our outreach work in seven categories:

- Aspiration and awareness raising
- Reduction of perceived barriers to HE
- Supporting attainment
- Access to the professions
- Provision of clear information for parents and carers
- Building progression agreements with schools and colleges
- Development of effective partnerships

We have been very successful in building and supporting local and regional networks which have enabled us to make very good progress in widening participation as an individual institution and also as part of a consortium of West Yorkshire universities.

2.1.1 School/College Governance

The University is actively involved in governance at schools and colleges regionally as part of its work to ensure coherence between provisions across levels. At present, senior staff representation on Governing Bodies extends to sixteen instances in West Yorkshire, two in Greater Manchester, and one South Yorkshire. These involvements take a variety of forms: for example, the University is involved in a leading Multi-Academy Trust (Trinity Academy) and in a pioneering Trust School (Dewsbury Learning Trust –

Westborough High School). Additionally, the Head of the Schools and Colleges Liaison Service and the Head of Careers are on the board of directors of the Calderdale and Kirklees Careers Service and the former is a trustee for the Aspire Co-operative Learning Trust. There are many other instances of University staff engagement in school and college governance, which is supported by the University.

The University of Huddersfield is committed to school and college improvement through the contribution of our expertise by way of school and college governance. We plan to improve our current representation by more strategic targeting of local schools and colleges who might benefit.

2.1.2 The HEART Partnership and National Network for Collaborative Outreach

The University of Huddersfield has an ongoing commitment to the Higher Education Access Rewarding Transforming (HEART) partnership established by twelve HE providers in West Yorkshire (FE Colleges providing HE, HEIs and Universities). We are also committed to the Single Point of Contact (SPoC) secured by HEART for its duration.

HEART's mission remains to work in partnership to improve access to, and achievement in, Higher Education to enhance individual and economic development.

2.1.2.1 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.

2.1.2.2 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).

2.1.2.3 Targets and Milestones

Description of collaborative targets	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones				
				2015-16	2016-17	2017-18	2018-19	2019-20
Working in partnership across the region, HEART will provide bespoke support for young people in public care, aged 5 – 18,	Yes	2011-12	115	117	119	122	124	126

through sustained engagement.								
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
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

2.1.3 Aspire Project

The University is developing a long-term outreach project with the Aspire Co-operative Learning . The trust comprises a successful and over-subscribed school which encompasses Royds Hall Community School, Royds Hall Primary and Beech Primary on its own site, currently catering for approximately 1150 students aged 3 - 16, with a national reputation for innovation and excellence. The school is the Kirklees Specialist Provision Hub for students with Speech, Language and Communication Need. Approximately 40 per cent of Royds Hall students are from various ethnic minorities and more than 26 languages and 30 countries of origin are represented. Royds Hall is an active Cooperative Trust school, the University being one of the partners, along with The Science Centre at Sheffield Hallam University, Huddersfield New College, Huddersfield Town Football Club, and Holmfirth Fair Traders Association. Two local primary schools joined the trust in May 2014, enabling the primary phase to work collaboratively to share best practice.

The proposal is outlined below, including the monitoring and evaluation plans) and is subject to approval from the Trust in May 2016.

Project Aim

To improve SATS and level 2 examination results and progression to post 16 and HE courses for the target cohort.

Project objectives

- To develop self-esteem, confidence, motivation and ambition to progress to appropriate HE
- To help the cohort make informed decisions and recognise that choices should be related to career aspirations and personal strengths
- To develop an understanding of the financial, social and practical implications of HE study
- To contribute to the improvement of examination results
- To contribute to the improvement of progression to post-16 education
- To improve interest in Higher Education and encourage applications to HE amongst the identified cohort

Target Groups

Pupil premium eligible children from the 3 Aspire primary schools including:

- Ever 6 FSM (Free School Meals)
- Children adopted from care or who have left care (post - LAC)

- Ever 5 Service child
- Looked After Children
- Teacher judgement on potential to succeed

Mentoring activity will be embedded as an integral part of this activity schedule, for White Working Class Boys (WWCB). Ambassadors will be employed as role models as an integral part of all activity.

The cohort will contain a maximum of 45 learners as defined by the 3 Primary schools in the Trust; for monitoring and evaluation arrangements, see below (section 3.1, page 11).

Across all these strands of access activity, in 2017/18 we plan to deliver centrally 609 events to approximately 21,000 people at a cost of £1.32m. The detail of the activity we propose to carry out under each heading, along with the target numbers of beneficiaries and the cost of delivery are attached at Appendix B.

2.2 Retention, Success and Career Development

It is a clearly observable truth that students from groups generally less well represented in higher education are often less well prepared technically, academically and culturally to manage the transition to higher learning, and that this is often reflected in higher withdrawal and failure rates. Since 2010/11 our aim has been to be within one standard deviation, or better, of the benchmark for both Table 3a of the HESA Performance Indicators and to seek to ensure we perform within our benchmark for retention. We have made very strong progress in bringing down the headline figure under Table 3a from 12.9% in 2008/09, and at 8.7% in 2012/13 it was, for the first time, within the benchmark attributed to us. This PI for 2013/14 showed a slight deterioration, but we remain within one standard deviation of the benchmark and are confident, on the basis of evidence for 2014/15 and for the current year, that an underlying improvement continues.

Table T3a– Non-continuation following year of entry: full-time first degree and other undergraduate entrants				
	Percent no longer in HE (%)	Benchmark (%)	Standard deviation (%)	Difference from benchmark
2013/14 PI				
Table 3a	10.4	9.2	0.45	-1.2
2012/13 PI				
Table 3a	8.7	8.7	0.42	0
2011/12 PI				
Table 3a	9.4	8.7	0.41	-0.7
2010/11 PI				
Table 3a	12.0	11.0	0.48	-1
2009/10 PI				
Table 3a	12.4	9.8	0.50	-2.6
2008/09 PI				

Table 3a	12.9	10.7	0.51	-2.2
----------	------	------	------	------

This progress has been based on the integrated Retention and Success programme to help all of our students develop the skills and strategies they need to manage the transition to University and to complete their programme successfully which we initiated in 2011/12.

The six key elements of this strategy are:

- Managing the transition to University including Personal Tutoring, Peer Support and Study Skills
- Revised assessment, feedback and progression strategies to help boost attainment;
- Specialist welfare and disability support, with attendance monitoring using predictive analytics
- Effective communication with students deemed at risk of withdrawal, including customer surgeries, attendance monitoring, and community cohesion work
- Managing your career including professional recognition for programmes, career mentoring, relationships with employers, and development of internships

In 2017/18 we will maintain our investment in delivering the Retention, Success and Career Development Programme to those c. 46% of our students who are attributable under OFFA criteria at £5.08m. The details of the activities we intend to carry out under each of these headings, plus the target number of eligible learners and costs are attached at Appendix C.

Following consultation with and representation from our Students Union in 2015/16 we will continue to offer 1000 bursaries of £1K cash payable to eligible students in February of their first year after: confirmation based on assessments of income/ recorded qualification tariffs; and evidence they will remain at University for their first year of study. Eligibility is described above (section 2, page 4). The scheme will provide much needed financial support to c. 25% of our home undergraduate intake and go some way to allowing those students to participate more evenly in the wider university experience and will cost £1m. Our expenditure on bursaries for 'old scheme students' in 2017/18 will be £10K.

We will also aim to help students support themselves financially through the development of our 'Job Shop'. This is a bureau through which employers (including the University itself) advertise paid part-time work opportunities and internships for students. The opportunities are vetted by the University to ensure they are from bona-fide employers who are health and safety compliant, and who pay at nationally agreed rates.

2.3 University Contribution to Widening Access, Improving Retention and Developing Access to the Professions

The University will invest £7.0415m in widening access, improving retention, and widening access to the professions in 'OFFA countable' students. This represents 24.6% of our higher fee income. This is made up of:

- £1.3175m outreach
- £4.364m success/retention
- £1.36m financial support, of which £1m is for cash scholarships for 1000 eligible new entrants, £330,000 hardship funds, £20k support for care leavers, and £10K is for bursaries for 'old scheme students'.

Targeting out activities at under-represented groups

The outreach activity identified here has been targeted at those schools, colleges and community groups based in low-participation neighbourhoods as identified by POLAR 3 data.

Changes from previous years' Access Agreements

The University has made the commitment that it will provide resource to address all the deficits arising from any reductions in DSA. Although the precise details of the impact of these changes are not yet clear, provision has been made in budgets for 2016-17 (and beyond) which will accommodate these variations. A significant element of the impact is likely to be felt in areas related to mental health, and the University's commitment to continued investment in the wellbeing of its students is therefore clear.

How previous evaluation work has informed our access plans

Actions as a result of the findings of previous evaluation work include:

- relationship strengthening and development through more formal partnership agreements and the development of activity aimed specifically at teachers and advisers;
- consolidation and strengthening of our Student Ambassador Scheme through additional training and the introduction of 'senior' Ambassadors with more responsibilities including sending Ambassadors back into their former schools/colleges to act as inspirational role models;
- making visits to the University campus more accessible by funding transport costs for groups;
- improving our communications with teachers and advisers through a multi-channel approach; and
- development of tracking and conversion analysis through the implementation and development of a new CRM.

Our financial support to students and eligibility criteria

As indicated above, the Scholarship for eligible Home/EU students will be £1,000 paid as a cash sum in the first year of study only. Eligibility is all students that are UK/EU for fees and have a household income of less than £25,000 and more than 300 UCAS points on entry.

3 Targets and milestones

Through the actions outlined above it is our aim to achieve five interlinked overarching targets which we believe mark an effective contribution to access to higher education and the professions:

- to continue to meet all HESA benchmarks for the recruitment of students from lower socio-economic groups and low participation neighbourhoods; this target has been adjusted to reflect the end of HESA reporting of NS-SEC data, and now draws on SLC data
- to improve retention among these groups so that within two years we are within one standard deviation from our HESA benchmark
- to increase the proportion of our students who have real work-related experience as an integral part of their degree programme, and to maintain our accredited relationships with professional bodies
- to increase the proportion of our students who achieve first-class and upper-second-class honours degrees by continually improving student performance while maintaining high-quality provision
- to continue to be one of the UK's leading HEI's for employability

More specifically, given recent evaluation, we have developed a target for success by UK BME undergraduate students, which is:

- to improve the proportion of non-white UK students that achieves a 1/2i degree by at least 1 %-point each year.

We will review this target, which applies first to the cohort who enter their final year in September 2016, in the light of the current intensive analysis of patterns of underperformance in this group and their causes, and this is likely to affect the target set in the 2017 Access Agreement.

3.1 The University of Huddersfield's WP evaluation strategy

The University of Huddersfield's WP evaluation strategy is based on 'impact evaluation' which:

- Assesses the impact of its WP activities and how these have generated changes in behaviour of prospective students and other key stakeholders.
- Demonstrates how the University's work, rather than other interventions or factors in the environment have made the difference/generated the outcome.

The University of Huddersfield WP measures

A series of measures has been identified to assess progress against the activities, outcomes and overall impact on WP and develop these into a balanced score card for WP. This scorecard examines continuing annual performance against the perspectives of:

- Key results/outcomes:
 - a The numbers of WP students participating in HE from feeder schools and colleges where the University of Huddersfield have outreach programmes compared with schools and colleges not involved in these programmes.
 - b The numbers of WP students enrolling in the University of Huddersfield.
- Key stakeholders on the outcome and impact of the University of Huddersfield's WP activities. The key stakeholders are:
 - a Prospective and current students.
 - b Advisers and teachers in feeder schools and colleges and other pre-sixteen educational establishments.
 - c Parents and carers of prospective and current students.

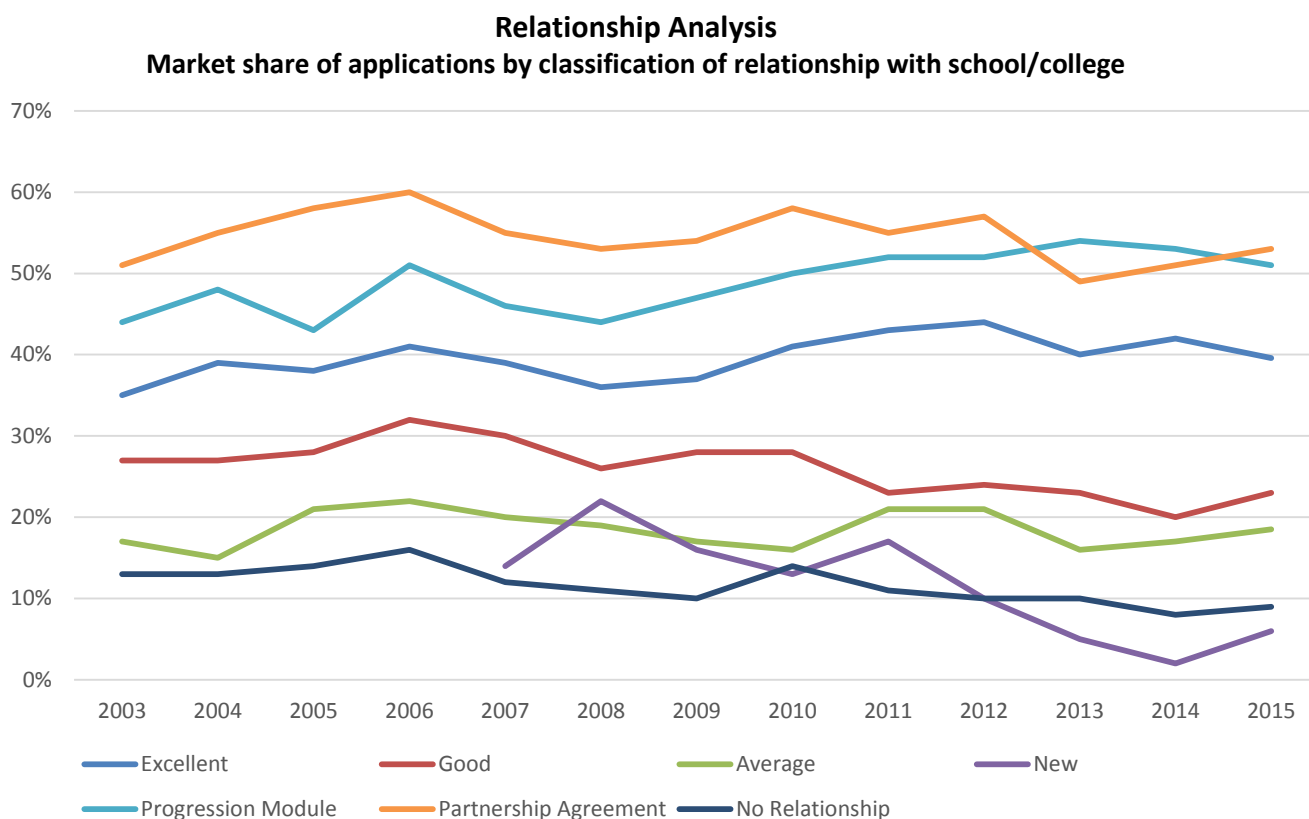
Additionally we annually review the following impact measures:

Individual event/activity evaluation – ensures that the quality of activity is fit for purpose, is continually improved and has an immediate positive impact. Feedback on the quality of activity delivered is consistently positive from both learners and school/college staff. Impact on intention to go to University is a function of year group. The older the students, the more likely it is that they already intend going to university prior to attending our activity. The vast majority of students evaluated mentioned the value of working with undergraduate Student Ambassadors regardless of age group.

This type of evaluation also applies to **collaborative work** through the HEART partnership. In late 2015, HEART commissioned a review into the impact of Foster Family Fun Days, a series of interactive, aspiration raising activities aimed at children/young people in care and their carers. Carers and partners in the local education authority and HEIs were surveyed to see whether these events specifically aimed at young people in care, had any impact on their aspirations and confidence. The review found that of those that responded, 100% of the carers believed the children/young people viewed universities positively, 100% thought that the children/young people saw university education as a possible option for them in the future and 83% believed that the events helped to increase the confidence of the children/young people (33% 'very much so'; 50% 'in the main'). The review considered how evaluation of these events might be conducted more effectively in future, and given the very wide age range of the children/young people participating and the problems that those in public care often experience, concluded that it would be difficult to ask children/young people directly about the events. As a result, foster carers will be asked to estimate the impact on their children/young people using a standardised questionnaire, with the questions aligned to the current operational targets in the Access Agreement.

Relationship analysis – examines the correlation between the strength of a relationship or partnership with an individual institution and the overall size of the University's market share of applicants from those institutions, i.e. how we can establish partnerships which deliver clear outcomes. It is difficult to measure the impact of individual interventions. In our view, a sustained, quality, relationship with a school or college over a number of years has the greatest impact on the progression of its students.

Analysis of our feeder institutions by relationship type over the last eleven years clearly demonstrates a correlation between the strength of the relationship with the institution and the size of the University's market share of applicants from each institution. The Progression Module and Progression/Partnership Agreement partners yield the strongest market share of applications.



Conversion analysis – examines the conversion of individual students from single or sequential interventions through application to enrolment.

Conversion analysis from enquirer to applicant shows that 45% of applicants to the University can be shown to have participated in some form of outreach activity. These applicants are twice as likely to enrol as those who just enquired and received a prospectus.

59% of learners completing the Progression Module applied to the University with 53% enrolling

Aspire Project

As mentioned above, the cohort will contain a maximum of 45 learners as defined by the 3 Primary schools in the Trust, and monitoring and evaluation will include:

- Robust annual data collection and maintenance
- Baseline survey and focus groups (learners and parents)
- Annual survey and focus groups (learners and parents)
- Individual activity evaluation
- Year 6 SATs attainment
- End of year attainment (year 7 to 10)
- GCSE results (year 11)
- Application to HE (year 12/13)
- Level 3 results (year 13)
- Acceptance to HE (year 13)
- Case studies will be developed and updated throughout the project.

The results of this monitoring and evaluation will be compared with a control group from Paddock Junior Infant and Nursery School and Crow Lane Junior Infant and Nursery School with a view to introducing a cohort from these schools in year 3 of the project.

Monitoring and evaluation from the project will inform all the work of the Schools and Colleges Liaison Service at the University of Huddersfield.

3.2 The University of Huddersfield's retention and success evaluation strategy

The University has conducted its 2015/16 Annual Evaluation of all programmes. The review has demonstrated all Schools are, in line with University strategy, demonstrating an increased focus on retention through a common approach to escalating issues and actions plans to resolve them. Following a major thematic review of retention in 2011/12 retention has shown overall improvement. The University has however set more stretching targets to reduce withdrawal and non-progression to below 8% by 2017/18 and is pursuing a range of strategic initiatives to achieve this, each of which has specific mechanisms for evaluation and development. These include:

- 'Back on Track', introduced in 2010/11. The service reports annually, and in 2014/15 692 'at risk' students used this face-to-face support service, at a total of 914 appointments.
- Standardised attendance monitoring, introduced in 2012/13. This was assessed through a quality appraisal report submitted to Quality and Standards Advisory Group in March 2012, and its operation has been reviewed by our internal audit service. The system is overseen by a cross-campus Group chaired by the Pro Vice-Chancellor for Teaching and Learning, which regularly reviews its impact.
- Exemplary systems to manage student complaints, requests for extensions and extenuating circumstances. These were a key element to the submission which resulted in the award of Outstanding Registry Team 2013 in the *Times Higher Education* Leadership and Management Awards.
- The University Faith Centre for students, completed in 2011 and fully refurbished in 2015. Even before that, user surveys showed a significant level of student satisfaction with the service, including the Autumn 2014 International Student Barometer which showed a positive satisfaction rating of well over 90%.
- A support system for vulnerable students ('support priority students' – SPS), based on predictive analytics, and introduced in 2013/14. This system was revised and enhanced in 2014/15, and as a result in that year the proportion of SPS students who withdrew or suspended by the end of May fell, compared to the same period in 2013/14, from 21.6% to 10.0%. Outputs from the system are scrutinised in every meeting of University Senior Management Team, and University Teaching and Learning Committee and its Quality and Standards Advisory Group.

4 Equality and diversity

Due regard has been paid to equality and diversity in the design of this Access Agreement, under the terms of the Equality Act 2010

The University has published an Equal Opportunities Policy Statement, and an Equality in Teaching and Learning Scheme (January 2016); those sections relating to Teaching and Learning are attached here as Appendix A. As will be seen, this Access Agreement is aligned with the overall activity of the University outlined in the Equality and Diversity Statement.

An equality impact assessment for the strategies and policies underpinning the Access Agreement was undertaken in April 2016. No adverse impacts were identified.

Since the Statement on Equality and Diversity in Teaching and Learning 2012-15, there has been an institutional emphasis on the progression and success of groups under-represented in UK higher education, especially where there was emerging evidence for underperformance in those groups in the University. That previous Teaching and Learning Equality and Diversity Statement was provided as an Appendix to previous Access Agreements. Examples of work it supported which have not previously been referenced in Access Agreements but which are relevant to strands of activity now explained here in the 2017-18 Agreement include investigations and activity to address disproportionate impacts of disciplinary and especially academic misconduct regulations in minority ethnic groups, with consequential impacts on their retention and success. These themes are continued in the current document, the Equality in Teaching and Learning Scheme (January 2016), which is provided here as an appendix A.

The wider activity on Equality and Diversity in Teaching and Learning has been led by the University Teaching and Learning Committee, and the Quality and Standards Advisory Group which reports to it. These bodies will continue to monitor and evaluate the impact of all University activities to address diversity issues, including those now included as part of this Access Agreement.

5 Provision of information to prospective students

We will publish clear and accessible information for existing and prospective students on the fees to be charged and any financial support offered.

We have developed an information strategy to inform and disseminate the key Student Finance messages to potential applicants for 2017 entry and beyond. The University is using the following media to allow students and their parents to make informed decisions about the financial aspects of going to University, including the University's own Scholarship scheme. They include full engagement with the KIS and:

- Brochures and information leaflets.
- Videos and short films and on YouTube.
- The University website includes signposts to other sources such as Student Finance England and the Student Loans Company and in addition we have a special parent specific section. The undergraduate fees and finance landing page has received 29,702 page views of which 14,923 were unique page views. 86.3% of visitors clicked through this page to more detailed information.
- E-mail campaigns via the University's customer relationship management system for enquirers. 38% of our target audience have viewed the emails on finance compared with an industry standard of 26%. Of these, 4.8% have clicked through to additional information about finance.
- Presentations and seminars to a variety of audiences covering schools, colleges, University Open Days and Careers Services. 87% of parents, 95% of students and 100% of teachers rate our presentations either excellent or very good.

The University has well developed material and key messages it will use through these different media and will target different approaches for different audiences. We will evaluate the effectiveness of our campaign and use this to inform and shape material we produce in the future.

In connection with this Agreement, we will provide timely, accurate information to UCAS (for courses that receive applications through UCAS) and the Student Loans Company (SLC) so they can populate their course databases in good time to inform applications.

6 Consulting with students

This Agreement builds on previous agreements in its relationship to overall institutional strategy, to goal setting, and to specific policy in relation to widening access and support for student success through to graduation and beyond into employment, including financial support. All have been characterised by extensive partnership and consultation with the Students' Union. Key aspects of development of this

document from the one presented last year, most notably the commitments to extending support to accommodate reductions in DSA funding and more detailed target setting and activity in relation to BME attainment and success, have been progressed over the year through the University Teaching and Learning Committee, and its Quality and Standards Advisory Group, on each of which there is strong and effective SU representation. This Agreement itself has been developed through discussion of a draft at the meeting of the Quality and Standards Advisory Group on 14 April 2016, and confirmed at the regular joint meeting of SU Sabbatical Team, Senior Officer and Trustees with University SMT representatives, including the Vice-Chancellor, on 26 April 2016.

University of Huddersfield

Equality and Diversity in Teaching and Learning

Contents

Section A: Equal Opportunities Policy Statement.....	1
Section B: Teaching and Learning Information.....	3
Section C: Student Code of Practice on Equal Opportunities and Diversity.....	5
Section D: Teaching and Learning Equality Objectives	9

Section A: Equal Opportunities Policy Statement

1. Intent

- 1.1 The aim of this policy statement is to communicate the commitment of the Vice Chancellor, University Council and senior management team to the promotion of equality of opportunity in the University of Huddersfield.
- 1.2 It is our policy to provide equality to all, irrespective of:
- Age
 - Disability
 - Gender, including gender reassignment
 - Marital or civil partnership status
 - Pregnancy and Maternity
 - Race
 - Religion or belief
 - Sexual orientation
- 1.3 We are opposed to all forms of unlawful and unfair discrimination. All applicants, students, employees and others who work for us will be treated fairly and will not be discriminated against on any of the above grounds. We recognise that the provision of equal opportunities in the University is not only good practice, it also makes sound business sense. Our equal opportunities policy will help all those who work for us and those who study here to develop their full potential so that the talents and resources of all will be utilised fully to maximise the efficiency of the University.

2. Scope

- 2.1 This policy applies to all those who work for (or apply to work for) the University and all those who study at (or apply to study at) the University

3 Commitments

- 3.1 We are committed to:
- Promoting equality of opportunity for all persons
 - Promoting a good and harmonious environment in which all persons are treated with respect
 - Preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment and victimisation
 - Fulfilling all our legal obligations under the Equality Act and associated codes of practice
 - Complying with our own equal opportunities policy and associated Equality Scheme
- 3.2 In meeting our general duty under the Equality Act we will have due regard in the development, delivery, evaluation and review of policy, service provision and procurement to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
 - Advance equality of opportunity between people from different groups
 - Foster good relations between people from different groups

- 3.3 In meeting our specific duties we will develop and publish our equality objectives and set out how we will achieve them, reviewing progress on an annual basis. Information will be published annually and objectives will be reviewed every four years.

Section B: Teaching and Learning Information

This section is based on the outcomes of students completing in the academic year 2014/15 and applicants for entry in September 2015.

The University of Huddersfield is a diverse and inclusive institution.

- Approximately one in twenty children is disabled, a figure rising to seven of the working-age population (HMG, Office for Disability Issues, 'Disability Facts and Figures'); given the significant preponderance of people aged under 30 in the University's population, a disabled student population of over 16% (just under 3,000 students) is above the background population. This figure has grown considerably over the last three years, and reflects the University's active approach to supporting disabled students.
- At the 2001 Census, 8% of the population was from a minority ethnic background, a figure projected to grow to 20% in 2051. At the University of Huddersfield 25.4% of UK domiciled students who declared their ethnicity in 2014/15 came from minority ethnic backgrounds, which represents a significantly more open student recruitment than the population composition at large.
- Overseas student numbers have grown from 1839 to 2922 since 2012.

It is impossible to establish for certain that the broad composition of our student population reflects a non-discriminatory admissions process, since UCAS does not provide data on students rejected, but it is very likely that this is the case.

Our most recent and most detailed analyses of this diverse and inclusive population have begun to reveal some differences in achievement that had been invisible in previous years due to a lack of granularity within the data. This will enable us to be even more pro-active with respect to inclusivity and the promotion of the best possible outcomes for all students.

Disability

Disabled students, despite facing external environmental challenges to their achievement, are well supported and graduate with good or better degrees than the overall student population. In 2014/15, 68.8% of disabled students achieved 1/2i degrees, which is above that for non-disabled students (64.7%).

Ethnicity

This year we have been able to provide more granularity in our achievement data, and can differentiate between home non-white students and overseas (non EU) students. This new data has revealed some discrepancies between the performance of home and EU non-white and white students, which we are investigating and addressing. We will undertake work to understand these patterns of underachievement, and their relationship to curriculum, assessment types, attendance patterns, and entry qualifications. This will enable us to undertake appropriate actions to address these concerns.

Overseas students

The proportion of overseas students achieving 1/2i degrees is still lower than that of those from the UK and other parts of the EU, although outcomes for overseas students have improved year on year and we will continue to identify ways to ensure this improvement continues. The differences are due in part to a proportion of students coming to the University for a top-up degree rather than a full three or four year undergraduate programme. The University provides dedicated study support and mentoring for overseas students, which addresses issues of adjustment to UK educational culture and use of English for professional purposes.

Gender

In 2014/15, 69.4 % of female students achieved 1/2i degrees, above the average of 65.1% for the overall University population. Male students achieved 60.06% overall, below the average for the overall population. Further analysis is needed to assess the impact of overlap between other characteristics and the extent to which this distorts the picture with respect to gender. For example, a higher proportion of overseas students are male, and male and female students are distributed differently across different programmes.

The University has recently been granted the Athena Swan Bronze Equality Charter Mark. This was in line with the Athena Swan parameters, dealing with gender equality in STEM subjects, with a specific focus on research and career progression. Athena Swan has widened its remit to consider all subjects, and to consider gender equality more broadly. Departments are currently considering their approach to this.

Disciplinary and complaints procedures

Disciplinary and complaints outcomes are reviewed annually by Registry, and show no evidence of disproportionate impact of any kind in relation to any of the protected characteristics.

The most recent examination of appeals processes, and those for academic misconduct, suggests no disproportionate impact on any group of students. The University continues to see more academic misconduct cases from students from specific ethnic backgrounds, and has taken additional steps, in conjunction with the Students' Union, to enhance students' understanding of plagiarism and related issues.

A consideration of evidence from internal response mechanisms via Student Services, Registry and Computing & Library Services does not provide any evidence of disproportionate negative (or positive) impacts relating to any of the other protected characteristics under the legislation.

The University strives to ensure that students understand all matters relating to disciplinary, appeals and misconduct processes. It now provides a student meeting room which is a private area for students to discuss any issues. Registry responds to students within 24 hours on receipt of emails, a recent change in practice which has improved response times. It meets all requirements for published response times. It has also instigated results surgeries, which give students the opportunity to ask questions about aspects of their results that they do not understand before deciding to go through the appeals process. These have been promoted via Schools and the Students Union.

Section C: Student Code of Practice on Equal Opportunities and Diversity

1. Student Applications

1.1 The University prospectuses will:

- include the University's Equal Opportunities Policy Statement;
- draw attention to this Guidance;
- present positive images to reflect the diversity of the student body
- use non-discriminatory language; and
- encourage applications from groups under-represented in higher education.

1.2 We give you:

- realistic advice on the costs you will face, including any study abroad costs or compulsory vacation costs; and
- details of financial support available to you.

1.3 We provide a framework for fair selection by using clear selection criteria. We will ensure that all our staff who deal with student admissions are aware of these criteria and apply this code of practice.

1.4 When selecting students we consider their suitability for a particular course.

- We recognise many qualifications as meeting our general minimum entry requirements. Particular courses may require certain levels of performance, in specific subjects, above the minimum requirement.
- We aim to make arrangements, wherever practicable, to enable any student with a disability to take an active part in student life. The Disability Support Office will assist with guidance and information.
- If you are a mature applicant (aged 21 years or more at the start of the course) you may be selected on the basis of special examination or other written work and interview instead of the general minimum entry requirements.

1.5 When we assess your potential for the course we consider your existing and predicted examination results. We also consider any factors that may have led you to under-perform.

1.6 The University supports schemes that encourage applicants from backgrounds that are currently under-represented in higher education.

1.7 Students who are registered on courses that involve contact and/or care of children or vulnerable adults are subject to a Disclosure check by the Criminal Records Bureau. In such cases you will be asked to disclose all convictions even if they are "spent" under the Rehabilitation of Offenders Act 1974. Having a conviction will not necessarily bar you from study. This will depend on the circumstances and background to your offence(s). Details of any convictions disclosed will only be considered where relevant to course requirements and future employment prospects.

2. Assessment

- 2.1 The rules of assessment are available for each course. We do not reveal the identity of examination candidates during the marking/moderation process.
- 2.2 Where reasonably practical, we make special arrangements during assessment for students with known disabilities. These arrangements aim to compensate for any ways in which a disability may affect the assessment.
- 2.3 The University tries to avoid arranging an examination at the same time as a major religious festival.
- 2.4 We draw the attention of each External Examiner to the University's Equal Opportunities Policy Statement, along with our requirement that they follow the policy.

3. Teaching and Learning

- 3.1 We promote equal opportunities in:
 - course content;
 - teaching and learning methods;
 - course documents;
 - teaching materials;
 - assessment methods; and
 - structure and timetabling of courses of study.
- 3.2 Staff and students of the University are expected to use language and imagery that will not cause offence to other people. However, it is a basic principle of academic freedom that views and opinions of all kinds should be tested and challenged; in no circumstances may this clause be used to discourage or prevent the exercise of that freedom. In some professional courses equal opportunities issues are explored through case studies of varied practice.
- 3.3 We value the different cultures and life experiences of our students and use them in our teaching and learning materials, avoiding stereotypes.
- 3.4 We use a wide range of teaching and assessment methods designed to meet the specific needs of all our students.

4. Placements

- 4.1 We arrange placements and exchanges only with organisations that demonstrate good equal opportunities practice.
- 4.2 Where it is a component of their course, we work hard to make it possible for all students to participate in year abroad or placement schemes.

5. International Students

- 5.1 We support international students in their dealings with visa entry requirements and we organise an orientation programme and social events to help them feel at home as quickly as possible.

6. Cultural and Religious Observance

6.1 Where possible we provide facilities for cultural and religious observation for students.

7. Student Services and Facilities

7.1 All students have equal access to the services and facilities provided by the University.

7.2 Personal tutors work sensitively with all students and recognise their specific needs.

7.3 Our catering services try to provide meals and beverages which take account of the cultural, religious and dietary needs of all students.

7.4 The Health Centre (where you can register as a patient) is a general practice maintained and monitored through the NHS.

7.5 The work of the Careers Advisory Service is monitored and scrutinised in respect of equal opportunities. All employers who recruit staff through the university must demonstrate equal opportunities practice in employment.

7.6 Our Disability Support Team provides:

- assistance to students with disabilities so that they benefit from equal opportunities
- assistance to academic staff who teach students with additional needs
- Where practicable, materials in alternative formats, for example large print, based on each student's individual needs are made available.

7.7 We recognise the wide variety of religious faiths represented on campus and publish details of opportunities for religious worship for all students.

7.8 We review social facilities on a regular basis to ensure that no particular group of students is disadvantaged.

7.9 Our policy on transport and parking incorporates equal opportunities principles, particularly in relation to the needs of students with disabilities.

7.10 The Students' Union Equal Opportunities and Diversity Policy is consistent with ours.

8. Disciplinary Procedures

8.1 Our Student Disciplinary Procedures are regularly reviewed to ensure the application of good practice and to monitor for discriminatory impact.

9. Monitoring

9.1 Every year we monitor all applications, admissions and achievements by ethnic origin, gender, age and disability.

9.2 We regularly monitor the quality of the educational experience we offer students in accordance with our Quality Assurance Procedures.

9.3 Monitoring information is confidential and is used anonymously to compile statistical reports.

10. Training

10.1 All University staff have access to this guidance and have the opportunity for training appropriate to their role.

11. Student Harassment Advisers

11.1 All forms of harassment are unacceptable. We seek to provide an environment where you can raise any concerns without fear. Our Student Services department and the Students' Union provide a team of trained Student Harassment Advisers to offer confidential help and advice to anyone who feels they have been bullied or harassed.

12 Student's Responsibilities

12.1 We expect you to adopt a positive attitude towards equal opportunities and diversity within the University community and to show respect towards all those you encounter, regardless of age, ethnicity, disability, religion, gender or sexual orientation.

Section D: Teaching and Learning Equality Objectives

In meeting the University's general and specific duties under the Equality Act, the University will seek to:

a) Understand discrepancies in achievement between white and non-white UK students and devise strategies to address these.

The University will undertake detailed analysis of its achievement data to enable it to understand the differential achievement of non-white UK students. This will consider the impact of factors such as entry qualifications, module and course, gender and type of assessment on the overall achievement of this group. This will enable it to understand the extent of any underachievement that can be attributed solely to ethnicity and to devise appropriate strategies to address this

The outcome of these analyses, and any proposals for action will be reported to University Teaching and Learning Committee, which will also receive achievement data by characteristic on an annual basis.

b) Understand and mitigate the impact of reductions in the Disabled Students Allowance (DSA) on the achievement and retention of disabled students.

Disabled students attending the University currently perform better than non-disabled students. The University will monitor the impact of changes to DSA on the performance of these students. This will be formally monitored annually by University Teaching and Learning Committee through analysis of achievement figures, and informally, on an on-going basis by Student Services.

c) The University will work with the Students' Union to reduce discrepancies in the numbers of non-UK students facing academic misconduct procedures and disciplinary procedures relating to attendance monitoring.

The University has made considerable progress in ensuring that information about academic misconduct, attendance monitoring and the fraudulent use of student cards to indicate attendance, are provided to students face-to-face, electronically, via notices in rooms, and in the student handbook. It remains the case that non-UK students are significantly more likely to face procedures relating to these matters than are home students. The number of cases will be monitored by demographic, through standard reporting mechanisms to University Teaching and Learning Committee.

Widening Participation Outreach Activity Targets

Appendix B

Theme	Target Group	Activity	Target Number/reach of Activities 2017/18		Cost
			Activities	No. of Learners	
To raise the aspirations and awareness of HE among those currently under represented in HE	Under 16	Primary Experience Days	10	300	£8,000
		Year 7 HE Experience Days	4	260	£10,000
		Year 8 HE Experience Days	8	320	£18,000
		Year 9 & 10 HE Experience Days	25	1000	£40,000
		Year 8 Gifted & Talented Days	2	60	£5,000
		Pre 16 Careers Fairs	70	7000	£35,000
		Mock Interviews	20	150	£8,000
	16 to 19	Year 12/1 HE Experience Days	20	240	£76,000
		Mock Interviews	10	60	£4000
	Looked After Young People	Support Co-ordinator (Care Leavers & Vulnerable Adults)			£30,000
		Care Leavers/Senior Management Mentoring Scheme		5	£5000
		HE Experience Day	1	20	£3000
	Adults	Access Your Future Programme	50	1500	£37,500
	9 to 19	Aspire Project	12	45	£36,000
		SUB TOTAL	232	10960	£315,500
To reduce perceived barriers for potential students	All	Student Ambassador Scheme	120		£70,000
		Social Media Reps (pre-entry social networking and mentoring)	12		£20,000
		iHud – providing electronic information advice and guidance from enquiry to enrolment – supporting the research and application process.	(8000)		£120,000
		Budgeting Workshops/Finance Presentations	70	2100	£32,000
		Dedicated customer service team to support applicants	(10500)		£112,000
		SUB TOTAL	187	1800	£354,000
To contribute to improvements in	Under 16	Study skills/revision workshops	15	450	£3,450

attainment at levels 2 and 3	16 to 19	Study skills/revision workshops	20	600	£5,600
		Year 12/1 Master Classes/Focus Days/Taster days	35	1050	£70,000
		Schools and Colleges Lecture Programme	80	2400	£10,000
	All	STEM Specific Outreach Officers	2		£220,000
		SUB TOTAL	150	4500	£309,050
To provide accessible and clear information to parents/carers of potential students	Year 12/1 Parents' Information Evenings on Campus		3	600	£20,000
	Parents' Evenings in school/college		25	2800	£11,000
	Foster Family Learning Days		2	40	£4000
	Publication with advice and information specifically tailored for parents and carers		£2000		
	Dedicated web pages with advice and information specifically tailored for parents and carers		£4000		
	SUB TOTAL		30	3440	£41,000
To build progression agreements with schools and colleges	16 plus	Progression Module	9	800	£55,000
		Partnership Agreements	12		£46,000
	SUB TOTAL				£101,000
To develop effective partnerships.	All	To work in partnership with other educational establishments in West Yorkshire to raise aspirations and attainment.	HEART Partnership		£25000
			Higher Education Aspiration Raising in West Yorkshire (HEARWY)		£2000
			Wakefield LA WP Group		£1000
			Kirklees LA WP Group		£1000
		SUB TOTAL			£29,000

To improve communication and dissemination about WP and recruitment policies	All	University Admissions and Recruitment Forums	3	120	£14,000
		Central representation on Schools of Study Admissions and Recruitment Committees	All		£2,000
		Recruitment + WP literature			£80,000
Relationships with Schools/Colleges	Teachers/Advisers/SLTs	Adviser CRM to provide structure for effective communication with teachers and advisers	350 "live" relationships		£10,000
		Access to the Professions CPD Events for Teachers and Advisers	7	210	£28,000
		Blog for teachers and advisers			£2000
		Twitter for teachers and advisers			£2000
		University staff involved with school/college governance	30		£30,000
		SUB TOTAL	10	330	£168,000
TOTAL EXPENDITURE					£1,317,550

Retention and Student Success

Phase 1: Managing transition to University

Appendix C

Activity	WP Eligible student no's	Attributable spend
(a) <u>Personal Tutoring/PDP</u> Every student allowed a personal tutor to co-ordinate academic guidance and personal support.	4400	£1274k
(b) <u>Study Skills</u> Academic skills tutors appointed in every school to support WP students. Web-based material continuing to be developed.	4400	£545k
(c) <u>Peer Mentoring</u> Adoption of peer mentoring across campus under UoH T and L Strategy 2013-18	4400	£80k
Phase 1 Sub Total	4400	£1899k

Phase 2: Improving Success, Enhancing Assessment and Feedback and Improving Progression

(a) <u>Managing Progression</u> Priority support mechanism for WP students using predictive analytics	4400	£107k
(b) <u>Enhancing Assessment and Feedback</u> Support involving all academic staff on improving feedback on performance and assessment to aid personal development.	4400	£395k
Phase 2 Sub Total	4400	£502k

Phase 3: Improving Targeted Welfare Support

(a) <u>Support for Disabled Students</u> General and specific guidance; specific support for mental health issues; support/networking group; scheme to provide 24 hour support workers for students requiring social care; equipment loan scheme; support workers service.	2956	£940k
---	------	--------------

(b) <u>Care Leaver Support</u> Support targeted at looked after young people (at school) and students who are care leavers.	48	£50K
(c) <u>Support for WP Students</u> Back on Track scheme to support students having difficulty in continuing to study (improving retention).	692	£70k
(d) <u>Welfare Support and Advice for WP Students</u> Including advice on budgetary, health, relationships, accommodation and counselling.	4400	£185k
<u>Phase 3 Sub Total</u>	<u>4400</u>	<u>£1245k</u>

Phase 4: Improving Communications and Advice to Students

(a) <u>Attendance Monitoring</u> System and processes to identify non-attendance and provide support to help students back on track.	4400	£220k
(b) <u>Portal Plus</u> On-line system to provide personalised support for students.	4400	£198k
<u>Phase 4 Sub Total</u>	<u>4121</u>	<u>£418k</u>

Progression

Enhanced Career Management Scheme

Appendix D

<p>(a) <u>Career Guidance Support for WP students</u> Guidance support to suit individual student needs and circumstances. Careers Express delivers guidance directly in the Schools; E-guidance, Skype and telephone guidance for students unable to access the service in person; enhanced support for disabled, postgraduate and international students via named careers advisers; support Student Leadership Award to develop higher level work skills; Career Management Skills modules – electronic teaching and learning tools.</p>	4400	£185k
<p>(b) <u>Employer Engagement for WP students</u> Professional body membership – maximising opportunities for students in the jobs market through relevant professional knowledge and qualifications; Events – fairs, presentations, employer drop-ins; skills sessions; interviewing on campus; Aspiration-raising initiatives, based around our 10 graduate attributes, to encourage students to maximise potential graduate outcomes. Internships – short term projects with local employers to develop employability skills; Business networking – staff develop regional, national and international contacts via events, conferences, meetings etc; our JobShop / Grad Jobs Bureau – our high volume vacancy interface for students and graduates.</p>	4400	£155k
<p>(c) <u>Careers and Employability Resources for WP students</u> Enhanced careers information, support and self-directed learning tools in a range of formats ensuring accessibility and equity of opportunity and clearly branded as part of our EmployableME campaign. MyCareer - students have a bespoke career package they can access 24/7. Careers Resource Area – highly visible space in Student Central for hard copy resources; Jobshop; face-to-face activity; computer-assisted IAG; Careers website – online information resource, includes all paper resources available to download as well as relevant links to our social media and online career learning tools and Careers Blog. Resources available, on request, in large format and Braille.</p>	4400	£80k
<p>(d) <u>Placement Support for WP students</u> Staff in School based placement units work in collaboration with the careers service.. Placement support for WP students hugely important in order to develop their business awareness, skills, experience and networks.</p>	4400	£230k
<p>Total</p>		£650k