

Access Agreement 2014/15: University of Huddersfield

1. We welcome the opportunity to make a clear public statement of our commitment to improving access 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.

2. We believe we are being successful in achieving this mission. In 2011/12
 - 41.5% of our home ug students were from lower socio economic groups.
 - 1 in 6 was from a low participation neighbourhood
 - 1 in 4 was from an ethnic minority.
 - 7.4% were students who have declared a disability
 - According to HEFCE funding and performance indicators this places us consistently among the top 20 English universities for widening participation
 - 51% of our home ug student population is therefore “OFFA countable”

Table T1b – Participation of under-represented groups in higher education: Young full-time undergraduate entrants							
		Percent from NS-SEC classes 4,5,6 & 7	Benchmark (%)	Standard deviation %	Percent from low participation neighbourhoods	Benchmark (%)	Standard deviation (%)
The University of Huddersfield	2011/12	41.5	36.8	0.92	17.6	12.8	0.59
The University of Huddersfield	2010/11	43.3	37.5	1.00	18.3	13.5	0.64
The University of Huddersfield	2009/10	41.1	35.6	1.00	16.7	12.6	0.61
The University of Huddersfield	2008/09	44.0	38.4	1.03	17.2	12.5	0.64
The University of Huddersfield	2007/08	42.1	35.3	1.04	15.6	12.1	0.62

3. In 2011/12 we were among the top 20 Universities in the UK for graduate employability with more than 93% of our students in work or further study within 6 months of graduating. We are consistently one of the UK's top 10 universities for sandwich placements.
4. We can demonstrate, therefore, that those who join us from less advantaged backgrounds or circumstances are supported and encouraged through the learning process into graduate level employment and into a better start in life.
5. 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. Research by HEFCE shows this shift in funding may already be having a negative effect on overall demand for higher education, and one which may also be more marked among less advantaged groups and in particular, mature students. It also suggests that changes to the national funding model may also change the relative demand for particular programmes and specific institutions. Applications across the country have declined substantially in Art and Design, Media Studies and Modern Languages. In response we have reviewed our portfolio, withdrawn degree programmes which our research suggests will not fare well in the new environment, and transferred the undertaking from our Oldham and Barnsley Campuses to other local providers better able to meet these particular local needs. 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 through attendance monitoring to identify and support students who may be at greater risk of withdrawing from their studies. 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.
6. Through these actions it is our aim to achieve five interlinked 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
 - to improve retention among these groups so that within three 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 in line with sector norms within 3 years by continually improving student performance while maintaining high quality provision
- to continue to be one of the UK's leading HEI's for employability

Our proposed Graduate Contribution

7. Subject to OFFA's acceptance of our 2014/15 Access Agreement we propose to ask graduates from Full Time Regulated programmes (including Initial Teacher Training) who enrol with us in 2014/15, to make a contribution through the loan repayments system of £8250 per year of study to the costs of their Huddersfield learning experience. Graduates on sandwich year placements will be asked to make a contribution of £500 for the year to cover administration and visit costs. We will ask graduates from part time programmes who enrol with us in 2014/15 to make a contribution of £875 per 20 credit module which is an FTE equivalent of £3937.50 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 4300 Full Time Home and EU new entrant undergraduate students and PGCE who we estimate will enrol with us in 2014/15. We reserve the right to increase the base fee of £8250 for students continuing in year two in 2015/16 by the real terms sum advised by OFFA. We also reserve the right to do the same in 2016/17, that is to charge continuing students going into year three a real terms increase, agreed by OFFA, to the base fee we charged them in 2015/16, that is £8250, plus the inflationary increase agreed by OFFA in 2015/16, plus the agreed inflationary increase for 2016/17. We recognise that in applying these increases we cannot at any stage increase fees beyond the fee cap set by Government, and will not do so. We do not of course, know what the real terms inflationary figure agreed by OFFA in 2015/16 or 2016/17 will be at this stage, but we have applied the figure of 3.1% specified by OFFA in 2013 as an illustration. Using the principle we agreed with OFFA in previous Access Agreements we will also raise the fees of continuing students going into years 2 and 3 in 2014/15 to £8195 by applying the 3.1% inflationary element specified by OFFA.

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

8. The University of Huddersfield is one of the UK's most successful institutions at widening participation in UK higher education. We consistently achieve or surpass all of our HESA benchmarks relating to participation of people from less advantaged backgrounds and communities. In our marketing, outreach and community work, in staff recruitment, and in our teaching, learning and student support, widening participation is embedded and engrained in everything we do. When more than 1 in every 2 people who study with us at undergraduate level is from a part of our community normally under-represented in higher education it is counter-productive for us to compartmentalise what we do to recruit and support them, and to separate it from what we do to recruit and support all of our students, the majority of whom are domiciled within 40 miles of our Campus. The eligible expenditure on outreach and access and retention included in this document forms 51% of our total expenditure on these activities to reflect the percentage of "OFFA eligible" students within our overall home full time undergraduate student body.
9. As we have stated in paragraph 3 of this document we believe the new funding regime for higher education will, despite the post study contribution system, make widening participation more, rather than less challenging. Research from the Student Room has suggested that while 5% of middle class students who would otherwise have gone to University may not pursue opportunities in higher education under the new fee regime, this figure rises to 7.5% of students from lower socio economic classes. More than 41.5% of our students come from this group. Mature student numbers fell nationally by 7% in 2012/13. More than 26% of our students on entry are over the age of 20. The key barriers to widening participation are cultural rather than financial, and involve complex views about opportunity costs. The WP benchmarks set for the University of Huddersfield have changed following the introduction of the Government's Core and Margin policy. This policy has led us to close programmes where it is more difficult to recruit and retain students and where entry standards outcomes are below those specified in the University's core KPI's. The Policy has accelerated the University's withdrawal from partnerships with other providers leading to "top-up" degrees, and has led to the transfer of its undertaking at its Oldham and Barnsley campuses to well-established third parties. The WP intake at these campuses was 64% and their removal from the Huddersfield SNC will reduce the University's overall WP intake by around 5%. This may be reflected in the changes to the University's intake profile from 2014/15 but we expect to remain above our WP benchmark.
10. 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.

11. 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

12. 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. What we are being told and are learning from these networks is that there may be a testing period ahead in which people and communities come to grips with the new system and weigh up the investment and opportunity costs of higher education in the context of a changing economy and labour market. We believe therefore, that it is important for us to intensify our outreach activities, and also to contribute as part of a consortium of West Yorkshire Universities to maintaining the coordination of outreach activity achieved so successfully by close involvement with Aimhigher.

13. The University of Huddersfield is committed to the Higher Education Access Rewarding Transforming (HEART) partnership established by twelve HE providers in West Yorkshire (FE Colleges providing HE, HEIs and Universities).

Our Mission at HEART

14. We will work in partnership to improve access to, and achievement in, Higher Education to enhance individual and economic development.

15. During the first year of operation HEART refined the target groups for collaborative activity to focus on four key themes:

- Looked after children (LAC)/care leavers
- Learners with disabilities
- Adult learners
- Enhanced relationships with Leeds City Region (LCR).

16. A new approach to engaging with LAC/Care Leavers has been developed with HEART partners working through the intermediaries engaged with this hard to reach group. A HEART led network with all West Yorkshire local authorities LAC/care leaver teams has been established, the first time that such a county wide approach has been taken. HEART will continue to work through this network of intermediaries to support shared understanding, remove silo thinking and support the target group by supporting those individuals that the LAC/care leavers turn to and trust so that they have accurate information on progression and support available and can signpost learners to key contacts within HEART partners. All stakeholders have agreed to meet twice annually and campus coffee mornings for carers, residential care teams and key workers to learn of the support available to those in their care are being delivered during 2013.
17. During the first year of operation partners supported a series of road shows and a campus event to support D/deaf learners (84 learners engaged). A similar approach to that taken with LAC/care leavers is being developed for working with learners with disabilities, i.e. forming a network with intermediaries: charities, agencies and advocacy services.
18. Mature student recruitment is a concern within West Yorkshire as it is nationally. Plans for 2013 include open days for adults at all partners during Adult Learner Week 2013, the first such coordinated series of open days targeted at adults; support from LCR Skills Network and Employment & Skills Board to recruit a new role of Higher Level Skills Ambassadors from the region's business leaders; enhancing networking activity with business to business networks across the region; and development of shared promotional material directed at businesses presenting the economic case for investing in employee skills at higher level.
19. These approaches are seen as a new model of collaborative working, aimed at connecting with learners via their trusted intermediaries. In all cases the activities are directed at improving participation in the sector as a whole rather than directly to partner institutions, and qualitative evaluation methods will be developed to monitor effectiveness.
20. HEART continues to be monitored carefully for effectiveness and impact by the Board (comprised of senior managers from all twelve partners and representatives from HEFCE, LCR and the Local Schools/Children's Services) and strategy and priority activities are informed and agreed by the Board.
21. Operational activity is overseen and guided by members of HEART planning groups (comprised of senior practitioners working in outreach/widening participation and

business engagement). Continuous improvement in partnership practice is one of our four core values and we are planning shared staff development/practice sharing workshops/seminars and have agreement in principle to work collaboratively with neighbouring partnerships in York/North Yorkshire and South Yorkshire. A shared staff development event has been scheduled to consider how best to support mature learners, especially Access to HE learners, in understanding the implications of the introduction of the 24+ Advanced Learning Loan. We are also reviewing approaches to engaging learners at an earlier age and in particular key stage 2 and 3.

22. In 2012/13 we spent £1.2m specifically on outreach to eligible groups, through which we delivered 770 events and activities attended by 30,000 people. In 2013/14 and also in 2014/15 we will deliver 755 events to 31,100 people. 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. The outreach activity identified here has been targeted at those school, college and community groups identified by AimHigher as having the largest number of students from the IMD (Index of Multiple Deprivation). These are consistent with POLAR2 data.

Retention, Success and Career Development

23. It is of course 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. This is true of Huddersfield, where our above-benchmark recruitment of students from backgrounds under-represented in higher education is reflected in attrition rates which, in some HESA tables, are higher than our HESA benchmark. Our aim is, within two further years, to be within one standard deviation, or better, of the benchmark for both Tables 3a and 3d of the HESA Performance Indicators.

Table T3a and Table T3d – 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
2011/12				
Table 3a	11.2	10	0.46	-1.2
Table 3d	15.2	12.6	1.88	-2.6
2010/11				
Table 3a	12.0	11.0	0.48	-1
Table 3d	18.2	15.9	1.08	-2.3

2009/10 PI				
Table 3a	12.4	9.8	0.50	-2.6
Table 3d	14.3	16.3	1.01	2.0
2008/09 PI				
Table 3a	12.9	10.7	0.51	-2.2
Table 3d	12.8	15.4	1.00	2.6
2007/08 PI				
Table 3a	11.9	11.5	0.52	-0.4
Table 3d	12.0	16.4	1.08	4.4

24. In 2011/12 we developed and implemented an 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. 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, attendance monitoring
- The introduction of a comprehensive attendance monitoring system to give us much greater information about students who are not engaging with their studies
- 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

25. In 2014/15 we will invest £3.68m in delivering the Retention, Success and Career Development Programme to those 51% of our students who are attributable under OFFA criteria. This sum is greater in 2014/15 than in 2013/14 to reflect the additional £180k we are committed to under the NSP agreement. 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.

26. We will not operate our own bursary scheme for new entrants in 2014, although all existing commitments to students who enrolled before that will be maintained. Our expenditure on bursaries for “old scheme students” in 2014/15 will be £0.2m. We accept the findings of OFFA’s research which demonstrates clearly that there is no positive correlation between income expended on bursaries and effective widening participation. In 2008/9 we halved the sum we offered to any individual through our Huddersfield bursary scheme with no discernable impact on recruitment or retention.

27. We will participate in and build on the National Scholarship Programme. In 2014/15 the Government will make a contribution of 300 scholarships from its National Scholarship Programme at a value of £600k. The University is obliged to match this contribution and we will and go further by offering a total of 900 scholarships of £3000 each. The University will therefore be funding an additional 600 scholarships in addition to the government contribution. Our total expenditure on the 600 scholarships we are providing from our own resources in 2014/15 will therefore be £2.1m. Based on the Government's original calculations, for its contribution to the NSP we therefore estimate a total spend in of £2.7M. Because we will have over 2,000 entrants who are likely to meet the national threshold for eligibility for the 900 scholarships we have made available, we will need to ration the Scholarships by using other criteria. It is our aim to support those students from less well off backgrounds who demonstrate strong academic achievement by objective national standards. In order to widen access to the professions from those groups currently under-represented in Higher Education, we will offer them to students whose family income is below £25K and who achieve more than 280 UCAS points, and to students whose family income is less than £25K and who wish to join our Foundation programmes in Science and in Engineering. All Scholarships will be offered as fee waivers of £3,000 for one year only in 2014/15. Our scheme will support approximately 28% of our intake in 2014/15. The fee waiver Scholarships will be allocated after confirmation based on assessments of income and recorded qualification tariffs.

28. 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.

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

29. The University will invest £9.4m in widening access improving retention and widening access to the professions. This represents 7.5% of our estimated total turnover in 2014/15 and 12.7% of our total estimated income from undergraduate fees and the residual HEFCE T grant in 2014/15. This forms the majority of the additional fee income above baseline. This is made up of:

- £2.1m outreach
- £3.68m retention
- £3.62m financial support of which: £1.8m is from the Government contribution through the National Scholarship Programme, £1.8m is the University's own match to the National Scholarships allocated by the Government, and £0.2m is for bursaries for "old scheme students".

Monitoring and Evaluation

30. We will continue to use existing systems and processes to monitor and evaluate the success of our interventions, and to ensure we are making expected progress towards our targets.

31. The WP outreach evaluation plan is built around three strands:

- **Individual event/activity evaluation** – ensures that the quality of activity is fit for purpose, is continually improved and has an immediate positive impact.
- **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 ie how we can establish partnerships which deliver clear outcomes
- **Conversion analysis** – examines the conversion of individual students from individual or sequential interventions through application to enrolment.

Individual event/activity evaluation

32. The University delivered 885 Widening Participation activities in 2011/12 with audiences including primary schools, secondary schools and colleges, adult learners, parents and teachers. Activities covered HE preparation, student finance, careers, curriculum support and enhancement and skills development.

Target Group	Year Group	% increase in likelihood of applying to University		
		From	To	Increase
Pre-16	Year 7	41.7	95.8	54.1
	Year 9	67.4	93.5	26.1
	Year 10	84.2	90.8	6.5
	Year 11	90.7	93.0	2.3

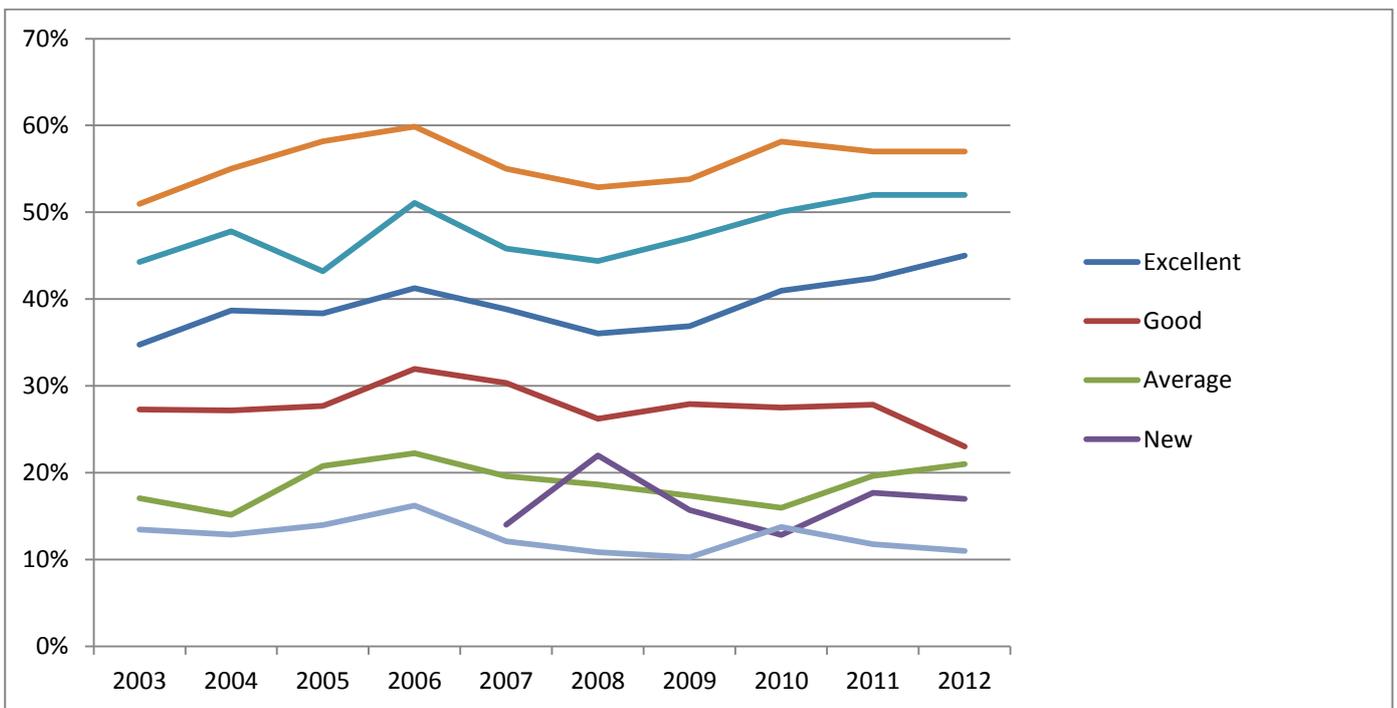
Post-16	General	56.2	68.8	12.6
	Preparing for the Professions	81.0	92.0	11.0
	Subject Specific			59.0
	Progression Module			28.0

33. 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.

Relationship Analysis

34. 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 progressions of its students.

35. Analysis of our feeder institutions by relationship type over the last 9 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

36. Conversion analysis from enquirer to applicant shows learners that have taken part in an outreach activity or intervention are 7.3% more likely (14.2 % to 21.5%) to become an applicant and almost twice as likely to enrol (8.2% to 14.9%) than those that have just enquired and received a prospectus.

Action as a result of findings

37. We are engaged in:

- 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
- development of tracking and conversion analysis. A significant proportion of our WP outreach work is focussed on key influencers, specifically parents/carers and teachers/advisers. Direct quantitative impact of such work is difficult to measure. The University is considering commissioning independent research either individually or through the HEART partnership in order to evaluate aspects of this work.

Summary of the evaluation of retention and success programmes

38. The University has conducted its 2011/12 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. Retention has improved in 2011/12 and is now within our target range. Further improvement is necessary and as such the University is conducting a major Thematic Review of Retention involving external advisors in senior positions and with nationally recognised expertise in this area.

39. The University introduced the “Back on Track” initiative in 2008/09 supporting students who were disengaged with their studies. Students could self-refer or were referred to this service. In 2011/12, 2FTE advisers were recruited to support the anticipated increase in demand for the service following the University wide implementation of attendance monitoring and the promotion of Back on Track through attendance monitoring communications as the service that supports students who are failing to attend for personal issues. The service has seen a 222% increase in use compared to 2011/2012.

40. The University has introduced a standardised and detailed attendance monitoring system. This was assessed through a quality appraisal report submitted to Quality and Standards Advisory group in March 2012, and its operation has been reviewed positively by our Internal Audit service.
41. The University's new assessment tool which allows students to view the preparation, submission, assessment, and feedback criteria and dates for all elements of their coursework has been shortlisted for the THE Leadership and Management awards.
42. The University completed its Faith centre for students in 2011 and it is now fully operational. User surveys show a significant increase in student satisfaction with the service.
43. The University subscribes to the Student Barometer and reviews twice a year its benchmarked performance against all key indicators.

Targets and Milestones.

44. Given our strong track record in widening participation, where we exceed by some distance the benchmarks for recruitment of students from low income families, and the obvious uncertainty in the way in which national policy may affect recruitment from these groups, we intend to maintain our current levels of performance. Our targets for the next 5 years are:
 - **Outreach activities:** To complete the programme set out in Appendix A, including 755 events run by a centrally managed and dedicated team reaching 35,100 potential students and their advisers, at a cost of £1.16m. Additionally academic Schools run a further 485 events at a cost of £900K
 - **WP targets:** We aim to remain within one standard deviation (or better) of our HESA benchmark. In practice this will mean we recruit no less than 36.8% of our students from NS-SEC 4,5,6 and 7, and no less than 12.8% from low participation neighbourhoods.
 - **Retention activities:** To complete the programme set out in Appendix A, at a cost of £3.5m, to improve the retention rates among the 51% of our intake from groups currently underrepresented in HE, and to maintain effective access to university and the professions at our satellite campuses.
 - **Retention targets:** To achieve retention figures within one standard deviation, or better of our HESA benchmarks 3a and 3b.

Information Provision

45. We have developed an information strategy to inform and disseminate the key Student Finance messages to potential applicants for 2012 entry and beyond. The University is using the following mediums 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:

- Brochures and information leaflets.
- Videos and short films, which include the "Cheaper than a cup of coffee" film on the University Web Site and on YouTube which has been viewed by more than 1200 enquirers
- The University website which will include signposts to other sources such as Student Finance England/ Student Loans Company/ BIS and in addition we will have a special parent specific section. The web pages have had more than 3.24m page views and 1.2m unique page views.
- E-mail campaigns via iHud - the University's personalised enquirer website. 56.3% of our target audience have viewed the emails on finance compared with a 17.2% industry standard, and 9.2% have had further interactions with us after receipt of the message, compared with a 2.2% industry standard.
- Presentations and seminars to a variety of audiences covering schools, colleges, University Open Days and Careers Services. 85% of parents, 86% of students and 75% of teachers rate our presentations either excellent or very good.
- Full engagement with the Key Information Set which will be launched in September 2013.

46. The University has already 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.

47. The University will also inform by letter all applicants who accept an offer of a place of the positive changes to the fee waiver Scholarships scheme. Any applicant who has accepted an offer of a place before the revisions to this Agreement have been accepted by OFFA will also be contacted directly by letter should the revisions be approved.

Engagement of Students with the Access Agreement

48. The officers of the Student Union have been consulted over the content of this Access Agreement. They are supportive of the University's approach on the setting of fees and recognise this University is the only University in the top half of The Times League table to set a core fee of less than £8000. They also support the University's setting of a nominal placement fee; of the willingness to hold the core fee in 2013/14 at 2012/13 levels and to increase it in 2014/15 in line with agreed inflation markers, of the 1000 scholarships which exceed the mandatory amount specified by the Government, and of the University's outreach and retention programme. The President of the Student Union has asked this comment to be included in the University's Access Agreement; "The University has consulted with the Student Union of the setting and maintaining of the current fair fee. We support the University's approach to reduce costs to students by maintaining an efficient and effective system of cost controls in the University. The University has no long term debt and is not asking students to pay for past management mistakes. The University also works in partnership with the Student Union on its retention programme and with us is making great strides to improve the student experience."

Equality and Diversity

49. The University's Equality and Diversity Statement relating to Teaching and Learning is attached at Appendix C

Appendix A

University of Huddersfield

Equality and Diversity in Teaching and Learning

2012-2015

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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 2010-11, and applicants for September 2011. This section will be updated in September 2012 and subsequently on an annual basis.

The University of Huddersfield is a diverse and inclusive institution. Looking at the population in the institution as a whole:

- gender balance: 43% of the student population are male and 57% female;
- disability: 21,533 of the student population declare no disability; discounting 42 'not knowns', from the total of 23,257, students declaring some form of disability make 7.2% of the population where there is information;
- ethnicity: 17,739 declare as white of some form; 305 refused to provide the information, so of those where information is held 77% are white.

These figures represent underlying patterns of the population as a whole.

- Approximately one in twenty children are disabled, a figure rising to one in 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 7% is in line with background population.

- At the 2001 Census, 8% of the population was from a minority ethnic background, a figure projected to grow to 20% in 2051. 23% non-white ethnicity amongst University of Huddersfield students therefore represents a significantly more open student recruitment than the population composition at large.

It is impossible to establish for certain that this 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. For the small minority of applications dealt with direct by the University, where data is held, 32.6% of applicants not declaring a disability were rejected while only 19.2% of applicants declaring a disability were rejected. The proportion of non-white students rejected was higher than the proportion of white students, but the numbers in question (340 applicants) are too small to provide evidence of wider pattern. In this category the proportion of female students rejected was higher than the proportion of males, and the numbers involved suggest there may be more significance to the statistic. Further investigation, however, suggests this is closely linked to particular courses in Health Sciences: significantly more than half of all rejections in this small sample relate to courses in Human and Health Sciences, where numbers are heavily constrained by the NHS and no less than 80% of applicants in the sample are female.

The academic performance of this diverse and inclusive population is positive. Female students, disabled students, and students from minority ethnic groups, despite facing external environmental challenges to their achievement, are well supported and graduate with good degrees at a level at least comparable with the overall student population.

Ethnicity: 370/429 firsts, and 1110/1444 2is were achieved by white students (79% of all 1/2i degrees). In 2011 therefore minority ethnic students, themselves 23% of the population, achieved 21% of all 1/2i degrees, suggesting performances against the norm unaffected, at a level of statistical significance, by ethnic background.

Disability: 377/429 firsts, and 1271/1444 2i were achieved by those without disabilities (88% of all 1/2i degrees). Disabled students, who represent just over 7% of the student population, achieved 12% of the 1/2i degrees. This significant success is testimony to the hard work of these students and the support mechanisms put in place by the University.

Gender: 58% of 1/2i degrees were achieved by female students – very close to their representation in the community as a whole (57%). In no individual School did the proportion of female students achieving 1/2i degrees fall below the proportion of male students achieving at that level by more than one %-point. As with ethnicity, therefore, student performances against the norm are unaffected by gender.

A close examination of key underpinning academic processes has been undertaken.

In the case of the disciplinary process and the complaints process impact assessment indicated that there was no evidence of disproportionate impact of any kind in relation to any of the protected characteristics.

Examination of appeals processes, and those for academic misconduct, where the number of cases is relatively small and the data are complex, is ongoing and initial outcomes suggest that there may be evidence of disproportionate impact in relation to male students from a south Asian ethnic background in relation to appeals. This therefore forms part of the equality objectives identified for teaching and learning at the University.

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

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 encourage you to adopt a positive attitude towards equal opportunities and the diversity within the University community.

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 the equality and diversity issues arising from appeals, and to address any disproportionate impact on South Asian male students.

The University will continue to explore and to address any disproportionate impacts relating to appeals, particularly relating to Asian male students. This will be done through data analysis and focus group work, and the implementation will be carried out by Registry working in partnership with academic schools and with the Student Union.

Progress will be measured through the annual analysis of appeals undertaken by Registry and reported to University Teaching and Learning Committee.

b) Understand the equality and diversity issues arising from academic misconduct, and to address any disproportionate impact.

Although it has not yet been shown there is any disproportionate impact from the processes around academic misconduct, including plagiarism, the University is conscious of the particular need to raise awareness and understanding on this issue. The University will continue to analyse data, better to understand the issues, and will work with academic schools and the student union to improve understanding and engagement with proper academic practice amongst all students.

Progress will be measured through the annual analysis of academic misconduct cases undertaken by Registry and reported to University Teaching and Learning Committee.

c) Examine the options for the development of data to allow the University to understand better the impacts of its work on the other protected characteristics, beyond ethnicity, gender and disability.

While the University has policies in place e.g. on maternity and on transgender issues, and although the monitoring of existing internal response mechanisms suggests no evidence for disadvantage, the University will examine ways to extend the data set available when considering these issues.

Progress will be measured through a consideration of data used in standard evaluation processes through University Teaching and Learning Committee.

Widening Participation Outreach Activity Targets

Appendix A

Theme	Target Group	Activity	Target Number/reach of Activities 2014/15		Cost	
			Activities	No. of Learners		
To raise the aspirations and awareness of HE among those currently under represented in HE	All	Visits to schools, colleges and community groups	300	9000	£84,000	
	Under 16	Year 7 "Passport to Uni Days"	4	260	£10,000	
		Year 8 Citizenship Days	2	100	£4,500	
		Year 9 & 10 HE Experience Days	10	500	£55,000	
		Year 8 Gifted & Talented Days	3	150	£8000	
		Pre 16 Careers Fairs	70	9000	£35,000	
		Mock Interviews	18	150	£7200	
	16 to 19	Year 12/1 HE Experience Days	6	240	£23,000	
		Mock Interviews	8	60	£3200	
	Looked After Young People	HE Experience Day	1	100	£5000	
	Adults	Access Your Future Programme	20	400	£30,000	
		SUB TOTAL	441	19960	£260,400	
	To reduce perceived barriers for potential students	All	Student Ambassador Scheme	80		£50,000
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)		£117,000	
Budgeting Workshops/Finance Presentations			50	1500	£23,750	
Dedicated customer service team to support applicants			(10500)		£111,000	
SUB TOTAL			£321,750			
To contribute to improvements in attainment at levels 2 and 3	Under 16	Study skills/revision workshops	10	300	£2800	

		GCSE Mathematics Bridging Course	1	50	£10,000
	16 to 19	Study skills/revision workshops	15	450	£4200
		Year 12/1 Master Classes/Focus Days/Taster days	25	1000	£50,000
		Schools and Colleges Lecture Programme	60	900	£8,000
		“Learn to Learn” Sixth Form Conference	1	60	£5000
	All	STEM Specific Outreach Officers			£220,000
SUB TOTAL			116	3800	£300,000
To provide accessible and clear information to parents/carers of potential students		Year 12/1 Parents’ Information Evenings on Campus	3	600	£20,000
		Year 10 Parents’ Evenings	2	70	£2,600
		Parents’ Evenings in school/college	40	4500	£17,000
		On Campus “Coffee Morning” for foster carers and residential care workers.	1	20	£2000
		Publication with advice and information specifically tailored for parents and carers	(3000)		£1500
		Dedicated web pages with advice and information specifically tailored for parents and carers	(5000)		£4000
		Dedicated Facebook for parents and carers	(300)		£1000
		SUB TOTAL	46	5190	£48,100
To build progression agreements with schools and colleges	16 plus	Progression Module	10	1000	£62000
		FE to HE Progression Agreements	11		£33,000
		SUB TOTAL			£95,000
To develop effective	All	To work in partnership with other HEIs in West	HEART Partnership		£25000

partnerships.		Yorkshire to raise aspirations and attainment.	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 Central representation on Schools of Study Admissions and Recruitment Committees	3	120	£14,000
			All		£2,000
		Recruitment + WP literature			
Relationships with Schools/Colleges	Teachers/Advisers	iHud Adviser to provide structure for effective communication with teachers and advisers post Aimhigher	350 "live" relationships		£10,000
		Access to the Professions CPD Events for Teachers and Advisers	6	180	£24,000
		SUB TOTAL	6	270	£130,000
TOTAL EXPENDITURE					£1,188,750

Total Spend on WP and Outreach Activity

Phase	Events	Beneficiaries	Spend
1	411	19210	£270.5K
2	131	1500	£291.75K
3	116	3800	£306K
4	8	75	£28K
5	45	5170	£42.6K
6	36	1000	£107.3K
7	8	270	£116K
Sub Total Central	755	31025	£1.16m
Academic	485	10650	£900K
Total	1240	31675	£2.06m

Retention, Success and Career Development Programme

Phase 1: Managing transition to University

Appendix B:

Activity	WP OFFA Eligible students	OFFA Attributable spend	Actual Students	Actual Spend
(a) Personal Tutoring/PDP Every student allowed a personal tutor to co-ordinate academic guidance and personal support.	2,193	£1020k	4300	£2m
(b) Study Skills Academic skills tutors appointed in every school to support WP students. Web-based support also being developed.	2,193	£315k	2,193	£315K
(c) Peer Mentoring Roll out of pilot project to all university schools	2,193	£37k	2,193	£37K
Phase 1 Sub Total	2,193	£1.372m	4,300	£2.52m

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

Activity	WP OFFA Eligible students	OFFA attributable spend	Actual Students	Actual Spend
(a) Managing Progression Additional support for WP students through consolidating patterns of learning through modules with greater credit values.	5650	£45k	5650	£45K
(b) Enhancing Assessment and Feedback Roll out of pilot support to involve all academic staff on improving feedback on performance and assessment to aid personal development.	5650	£375k	5650	£375K
Phase 2 Sub Total	5650	£420k	5650	£420K

Phase 3: Improving Targeted Welfare Support

Activity	OFFA WP countable students	OFFA attributable spend	Actual Students	Actual Spend
(a) Support for Disabled Students 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.	2700	£649k	2700	£649K
(b) Care Leaver Support Support targeted at looked after young people (at school) and students who are care leavers.	48	£6K	48	£6K
(c) Support for WP Students Back on Track scheme to support students having difficulty in continuing to study (improving retention).	850	£75k	850	£75K
(d) Welfare Support and Advice for WP Students Including advice on budgetary, health, relationships, accommodation and counselling.	5650	£145k	5650	£145K
Phase 3 Sub Total	5650	£875k	5650	£875K

Phase 4: Improving Communications and Advice to Students

Activity	OFFA Countable WP students	OFFA attributable spend	Actual Students	Actual Spend
(a) Attendance Monitoring System and processes to identify non-attendance and provide support to help student re-engage with their studies through the Back on Track service.	5650	£233k	11090	£456K
(b) Portal Plus On-line system to provide personalised support for students.	5650	£223k	11090	£437K
Phase 4 Sub Total	5650	£456k	11090	£893K

Phase 5: Enhanced Career Management Scheme

Activity	OFFA Countable WP students	OFFA countable spend	Actual Students	Actual Spend
<p>Access to the professions Facilitates interaction between employers and wp students via:</p> <ul style="list-style-type: none"> • Events – fairs, presentations, employer drop-ins; skills sessions; interviewing/assessment centres on campus; 75 recruiters active on campus in 2011/12. • Career Mentoring Network – bringing together current students with successful alumni to mentor them into graduate professions; • Internships – short term projects with local employers and university departments to provide direct access to, and experience of, a variety of professional areas; • JobShop – the University’s online jobs site providing access to good quality opportunities – part time, vacation, voluntary, seasonal and graduate level. Ours is one of the most active vacancy interfaces in the region for number and variety of vacancies on offer, with over 3,000 registered employer clients. 	4300	£151k	4300	£151K
<p>Career guidance support Guidance providing access to WP students</p> <ul style="list-style-type: none"> • Careers Express – delivering one-to-one guidance and career coaching to students • Remote interface IAG (Information, Advice and Guidance) - Skype, e-guidance and telephone guidance offered for students unable to access the service in person • Specialist provision – Students with disabilities, postgraduates and internationals – offered enhanced support via named careers advisers with specialist background in related area of expertise; • STARS – collaborative scheme with the Students Union, for students to develop, reflect and utilise higher level work skills • Career Management Skills module – online teaching and learning tool, providing enhanced support with flexible access. 	4300	£136k	4300	£136K

<p>Careers resources and communication Enhanced careers information, support and self-directed learning tools provided in a range of formats ensuring accessibility and equity of opportunity:</p> <ul style="list-style-type: none"> • Careers Information Library – hard copy; IT access; computer-assisted IAG; • Careers website – online information resource, resources available, on request, in large format and Braille; • Social Media – signposting students to careers activities/information/resources. 	4300	£60k	4300	£60K
<p>Placement Support for WP students Currently, placement units exist in 4 of 7 Schools - 10 staff work with the careers service to ensure that students receive professional, as well as practical, support. Computing and Engineering , Art, Design and Architecture , Applied Sciences, Business School . Placement support for WP students hugely important in order to develop their business awareness, experience and contacts.</p>	4300	£208k	4300	£208K
Phase 5 Subtotal	4300	£555k	4300	£555K

Total Spend on retention and Success programmes

Phase	OFFA Countable Spend	Actual Spend
1	£1.372m	£2.520m
2	£0.420m	£0.420m
3	£0.875m	£0.875m
4	£0.456m	£0.893m
5	£0.555m	£0.555m
Total	£3.68m	£5.2m

