

LEEDS BECKETT UNIVERSITY

# Access Agreement

2018/19

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## Introducing Leeds Beckett University

1. At Leeds Beckett University, our vision is *to be an excellent, accessible, globally engaged university contributing positively to a thriving Northern economy*. Our recent achievements demonstrate our progress in realising this vision:
  - 96.7% of our 2014 graduates are now in graduate employment or pursuing further study within 6 months of graduation (*Destination of Leavers in Higher Education Survey 2016*); they will have benefited from our relationships with 55 professional, statutory or regulatory bodies that provide external recognition of a large portion of our programmes;
  - 85% of our final year undergraduate students in 2015 were satisfied with the quality of teaching received; 90% satisfied with the quality of the resources offered by our Libraries; and 84% of our students satisfied with their overall experience (*National Student Survey 2016*);
  - Rated as a 4\* University (out of 5\*) by QS (the international higher education benchmarking agency), placing us among the top 5% of the world's universities (QS rankings 2017);
  - Enjoying significant growth in our research profile and research power within our region, nationally and internationally as confirmed in the 2014 *Research Excellence Framework (REF)* results;
  - Our most recent Higher Education Review (in 2014) confirmed we had met all UK expectations in all areas of assessment, and were commended for embedding employment skills and attributes across our courses and for our management of partnerships;
  - Significant planned investment in the student experience for both Headingley and City Campus sites over the next ten years to complement our existing national award winning buildings The Carnegie Pavilion, Broadcasting Place and The Rose Bowl;
  - Listed in the Stonewall Top 100 employers index in 2017 for the 3<sup>rd</sup> year running, which enhances our profile as an inclusive organisation to study with and work for;
  - Continue to hold the Customer Service Excellence (CSE) standard for the whole university, which demonstrates the importance that we place on providing a high quality service experience for our students and partners.

### *Our Strategic Approach to Access and Widening Participation*

2. Our mission is *to ensure we use our knowledge and resources to make a positive and decisive difference to people, communities and organisations*. We strive to enable people to raise their aspirations and develop their abilities in order to realise their potential and contribute fully to our society. This is part of our heritage and central to our future. To do this

effectively, we are building partnerships with our feeder schools and colleges so that we can align our recruitment activities with their specific requirements. 2018/19 will be the second, full year of our new academic strategy which is focussed on raising student attainment and progression through a programme of immersive induction to aid transition and highly personalised student journeys to promote student success. Academic leadership of our University has been strengthened in the past year, with our new School Deans each taking responsibility for the quality of the academic and student experience in their Schools and Course Directors being appointed to take direct responsibility for the outcomes of their programmes. While both of these significant innovations will benefit the whole of our student community, we anticipate that they will enable us, in particular, to meet the needs of our widening participation cohorts.

3. We have therefore organised the activities outlined in this document so that they offer a progressive programme of interventions from school, through to University, including the preparation of the student for the world of work, involving the personalisation of support for students through the combined use of digital technology and academic expertise.
4. We apply our values of *student focus, excellence, inspiration, creativity, professionalism, enterprise, integrity* in how we work with students, employers and other stakeholders, promoting a collaborative and collegial environment.

#### **Fees, Student Numbers and Fee Income in 18/19**

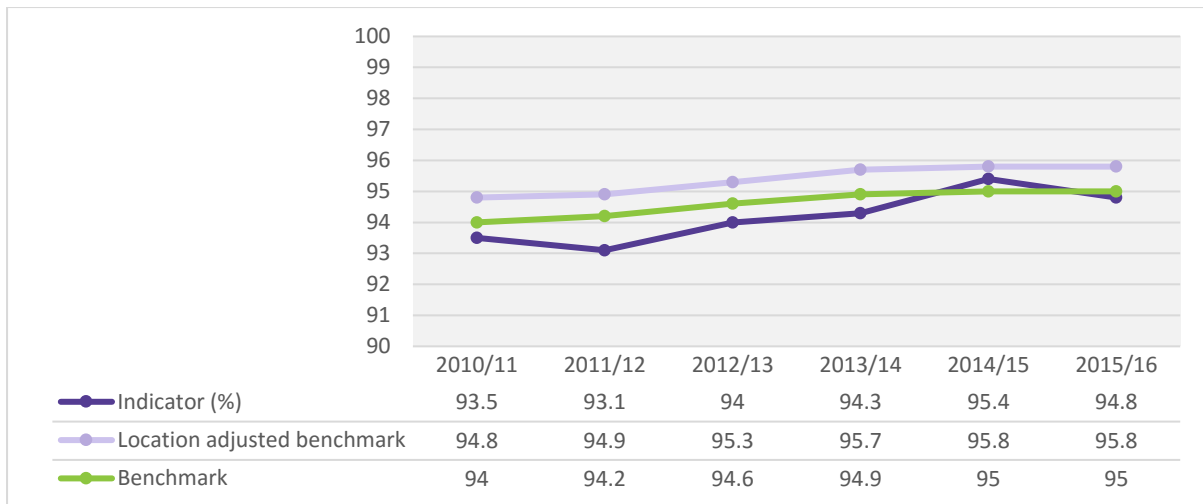
5. Our expenditure on access and outreach activities has increased over the last three years to expenditure levels of 22.5% of premium fee income, which is in line with OFFA guidelines. We anticipate our OFFA relevant total expenditure on outreach, student success, progression and financial support in 18/19 will be £10.1 million, based upon anticipated premium fee income. We will profile this expenditure each year in line with our actual fee income.
6. The fee for all home/EU students beginning a full-time undergraduate bachelor's degree in the academic year 18/19 will be £9,250 (subject to any national policy changes in the review and regulation of tuition fee level setting). This same fee level will be charged on a pro rata basis for all home/EU students beginning a part-time undergraduate bachelor's degree in the academic year 18/19. In line with the fees regulations we will not charge any part-time student tuition fee greater than £6,935 in any academic year.
7. Where a course includes a placement year, our University will not charge student fees as we wish the student to invest in this important experience. This is priced at 20% of full time fee, in line with external fee requirements, and is then waived.

#### **Access, Student Success and Progression**

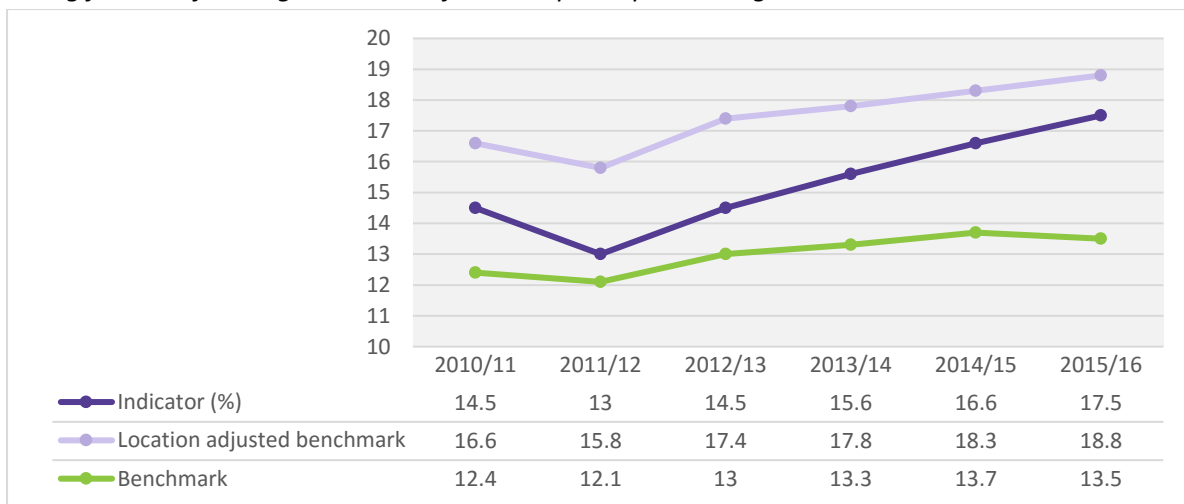
*Long Term Programme of Access and Widening Participation Activities*

8. Leeds Beckett has developed an integrated programme of activities which supports targeted cohorts of students from aspiration raising through access programmes, support throughout their university career and into planning for post-graduation success. We believe that these longitudinal programmes of support are the most effective way to raise the attainment of individuals from disadvantaged or under-represented backgrounds. In addition to these interventions, our Access Agreement also highlights specific pilot or individual projects that will further our success both for these groups of students as well as the student base in general.
9. Our substantial programme of engagement with schools and colleges will expand and diversify over the next few years. It is subject to the following performance measures: improvements in school attainment across key stages 2 to 4; raising aspirations to consider higher education; and increasing applications to higher education.
10. In Appendix A, we outline our planned activities for 18/19 and our methods of measuring and evaluating performance. Activities include: individual school based projects; subject-specific access projects with groups of schools; the establishment of a Multi-Academy Trust (MAT); establishing a new Centre of Excellence for Mental Health in schools (in partnership with *Stronger Minds*), and recent staff appointments which will enable our University to establish a strong research base into race and education. We are increasing our work with FE Colleges across the Yorkshire region, providing information, advice and guidance to support student decision making with regards progression into higher education. We are working with a range of Schools and Colleges in low participation areas including those within government designated *Opportunity Areas*: Bradford, Doncaster and Scarborough. We will continue to work closely in partnership with the *Go Higher West Yorkshire* consortium who also host our regional National Collaborative Outreach Programme (NCOP): our partnership statement is at Appendix B.
11. Leeds Beckett consistently recruits large numbers of mature students, students from state schools and from low participation neighbourhoods: performing ahead of sector-wide averages. We welcome the diversity and drive these students bring to our community. Therefore, we are increasing our access and attainment raising activities across and beyond our region to reach more of these students as well as those who may wish to study part-time to fit around their other commitments.

*Young full-time first degree entrants from state schools and colleges*



*Young full-time first degree entrants from low participation neighbourhoods*



12. We will develop student mentors who will offer advice on routes into higher education to school pupils with challenging lives; for example, care leavers, carers, students estranged from their families and disabled students. We will continue to work with our Students' Union on the development and further evaluation of our Student Ambassador scheme.
  
13. We will employ the most appropriate evaluation methods to each aspect of our work. For example, we will measure the impact of our *Let Leeds Read* project, and the *Progression Module* through local measurement of pupil ability before and after an intervention. We will seek qualitative feedback on our activities before and after events with pupils, parents, guardians and school teachers to inform future activities. We subscribe to the Higher Education Achievement Tracker (HEAT) database which provides longitudinal data on those

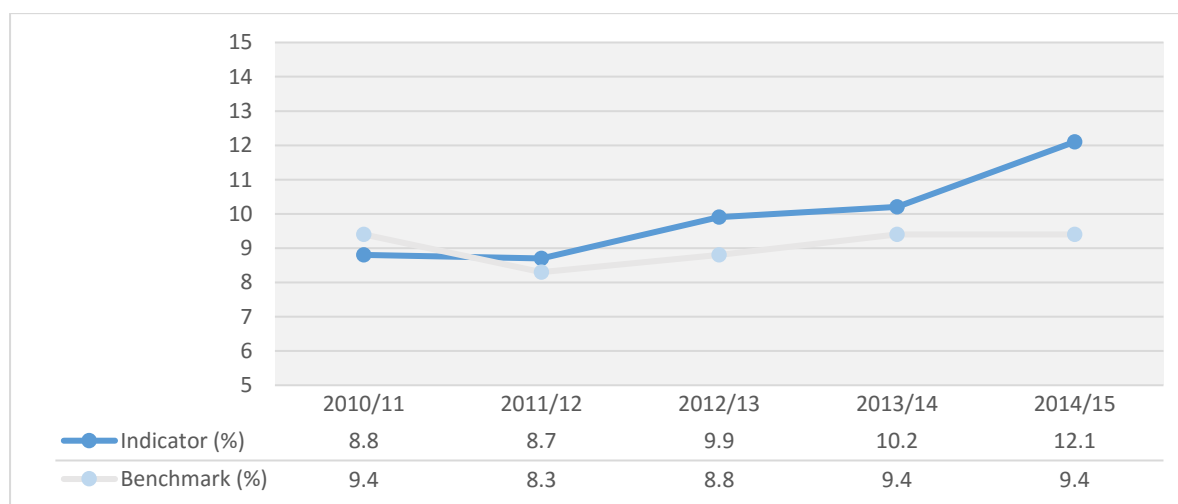


school pupils who have experienced access interventions and their progression to higher education. We will work with our partner schools to develop performance measures to inform the development of the MAT and its longer term impact on pupil attainment, parent engagement and teacher development. This will include developing performance targets focussed on outcomes to raise attainment in school-aged pupils for future access agreement reporting. Through the development of new research centres in our Carnegie School of Education and Childhood, we will draw on the expertise of our academic colleagues to refine our evaluation methods. Through our extensive partnership working with schools and colleges we will share good practice through our networks and other national and research forums where appropriate.

*Support for Student Success and Progression*

14. Leeds Beckett’s Education Strategy focuses on the needs of the individual as well as groups of students with specific characteristics. We provide inclusive learning pathways combined with a flexible framework of student support. We monitor a student’s engagement with their course of study so that we can offer individualised support where a student is identified as being ‘at risk’ of early withdrawal. Our most recent non-continuation data released for students from 14/15 demonstrates a challenging picture which we have already started to address. In the last two years, the introduction of a new Education strategy, further investment and review of academic and support structures have taken place all focussed on enhancing the student experience and increasing our support for student retention and progression.

*Non-Continuation of Full-Time First Degree Entrants – All Entrants*



15. In 18/19, we will introduce new software for student engagement monitoring. All level 4 students will be encouraged to complete the ‘Thomas Personal Profile Analysis’, which will clarify how individual students wish to engage with their learning; prefer to be

communicated with; and how they wish to engage with our University. Our *Preparing to Learn* online module will be further developed to support transition into HE.

16. We will work in partnership with our Students' Union to support student skills development in a number of ways: encouraging more students from underrepresented groups to become Course Representatives; supporting the leadership training provided by the SU to students running clubs and societies, and supporting community volunteering activities.
17. We are also considering how our University and the Students' Union might work together to support students who choose to live at home, particularly as this characteristic might conceal other indicators of deprivation or under-representation. As the University introduces a bursary fund to support this group of applicants and students, so the Union is considering how it can improve the social and student community experience for these students who are only present on campus during the day. We believe that this is a group of students whose needs we should explore further.

### **Addressing the Ministerial Guidance for 18/19 on Supporting Specific Groups of Students**

18. Appendix C provides a comprehensive breakdown of the specific support we have in place for those students from low participation groups at either the application and/or enrolment stage of joining our University. Unfortunately, as UCAS does not encourage students to disclose this information, for example, whether students are estranged from their families or are carers of another adult. For this reason, our central *Services for Students*, (including Student Disability and Wellbeing, Money Support, Student Information & Advice teams), collaborate with our academic Schools on active communications to encourage these students to identify themselves so that they can access the specific support they require. Leeds Beckett is supporting groups in line with the ministerial guidance for 18/19 in the following ways.

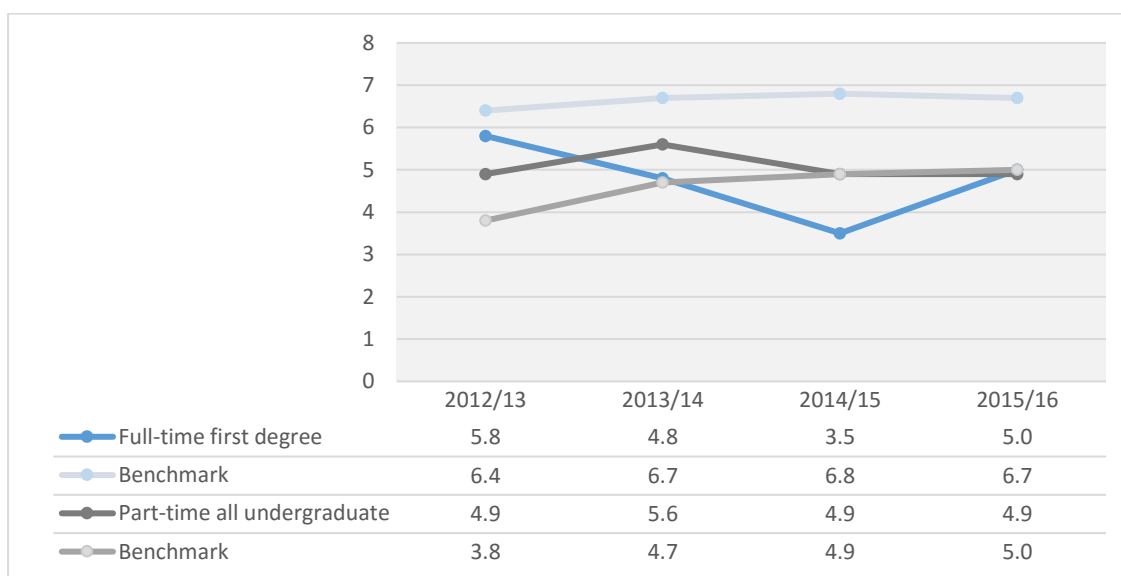
#### *Support for Success and Progression: Disabled Students*

19. In Appendix C we outline our comprehensive programme of support for students who declare a disability upon accepting a place at our University as well as our access work which is targeted at students with disabilities in schools and colleges. Early engagement with our University and the Disability Advice Team is strongly encouraged through a proactive pre-arrival campaign to ensure appropriate adjustments and support are in place to enable a smooth transition into higher education. A new means-tested bursary fund for students requiring specialist equipment will also be introduced from 18/19. The outcomes of our recent 'deep dive' research project to improve the learning journey of disabled students has increased our focus on inclusive academic practice, including the availability of lecture capture software; providing access to learning resources in advance of taught sessions and developing a range of inclusive assessment options. The outcomes of our pilot work with the National Autistic Society is now being embedded into the work of our Disability Advice and Assessment Team to ensure we offer an 'autism friendly' service. This includes regular



awareness sessions for staff across the university to engage appropriately with students with an autistic spectrum condition. Throughout our work with disabled students we adopt the social model of disability and apply the definition of disability as defined by the Equality Act 2010. We are working towards our sector benchmark with regards to the number of full time students in receipt of the Disabled Students' Allowances. We already meet the sector benchmark for our part-time students.

*Percentage of students in receipt of Disabled Student Allowance (DSA)*



20. In 15/16, 67.5% of our disabled students graduated with a good honours degree: an increase of 16.8 percentage points from academic year 12/13. 95.4% of our disabled students who graduated in 2014 are now in graduate employment or are undertaking further study; an increase of 2.2 percentage points from academic year 13/14. We are proud of their achievements and will continue to provide dedicated interventions to further their success and progression.

*Recruitment of White Working Class Males*

21. Through our work in Schools and Colleges, we will continue to attract white working class males into higher education utilising subject specific activities and interventions that also include parents and guardians. We have steadily increased our recruitment of white working class males over the last four years with a 5.84 percentage increase within the total male student population between 12/13 (24.25%) and 15/16 (30.09%).

*Young White Males by SEC Grouping (4,5,6,7 = Lower)*

Year	Higher SEC		Lower SEC		Unknown		Total	
2015/16	1035	45.39%	686	30.09%	289	12.68%	2280	100.00%
2014/15	1322	56.91%	576	24.80%	425	18.30%	2323	100.00%
2013/14	1280	57.17%	584	26.08%	375	16.75%	2239	100.00%
2012/13	1026	56.16%	443	24.25%	358	19.59%	1827	100.00%
<b>Grand Total</b>	<b>4663</b>	<b>53.79%</b>	<b>2289</b>	<b>26.40%</b>	<b>1447</b>	<b>16.69%</b>	<b>8669</b>	<b>100.00%</b>

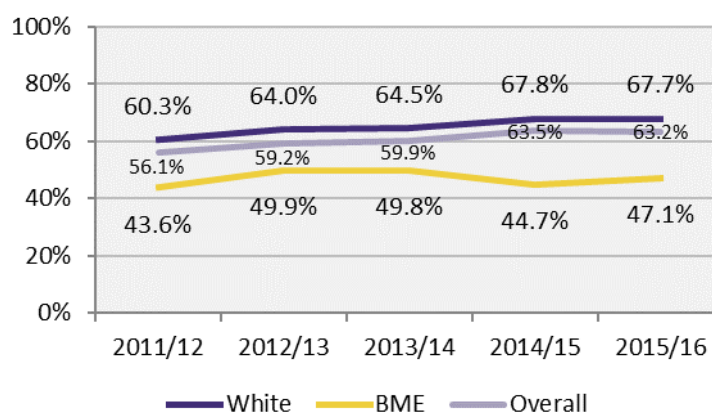
22. We are exploring the key factors that have driven this growth, including subject mix and geographical distribution of access activities, in order to inform the development and impact of interventions to support access, success and progression for this underrepresented group.

*Degree Attainment of Black and Minority Ethnic (BME) Students*

23. In 2016/17 our University undertook research into the learning journey of our BME students to understand the local reasons for the attainment gap between white and BME students, recognising that this is a sector-wide challenge with its roots in societal issues and earlier educational stages. Whilst we have made recent improvements to our BME student outcomes in 15/16, there is further to go, and during the life of this access agreement we will, develop actions informed by our research project findings, draw on the expertise and advice of our Professor for Race in Education and demonstrate the institution’s commitment in this area through our action planning towards the Race Charter Mark. Given that this work will commence in 2017/18, we will propose future indicators against which we will measure our performance at this time.

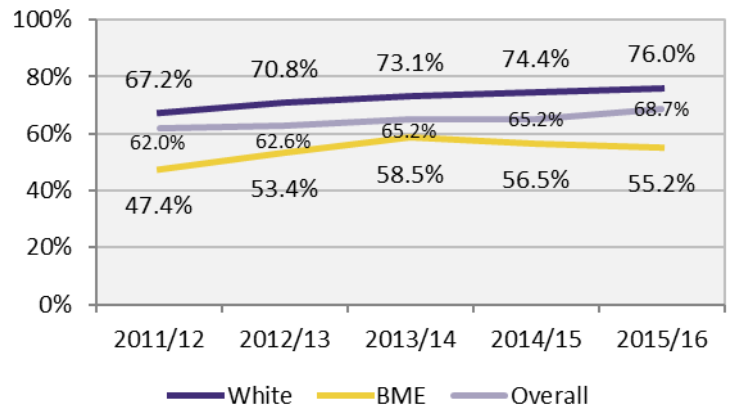
*Degree attainment by Ethnicity*

	White	BME	Overall
2011/12	60.3%	43.6%	56.1%
2012/13	64.0%	49.9%	59.2%
2013/14	64.5%	49.8%	59.9%
2014/15	67.8%	44.7%	63.5%
2015/16	67.7%	47.1%	63.2%



**Benchmark average**

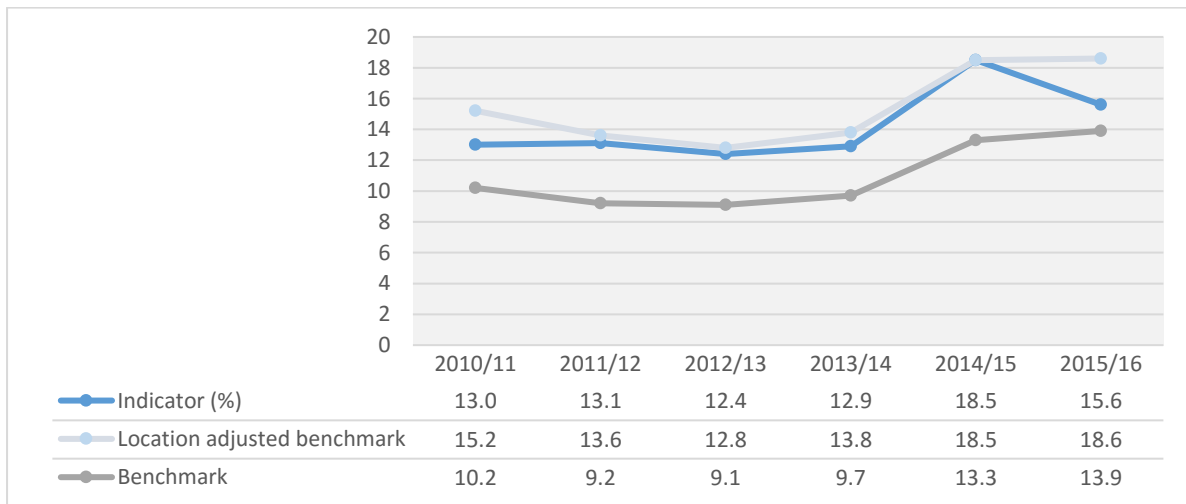
	White	BME	Overall
2011/12	67.2%	47.4%	62.0%
2012/13	70.8%	53.4%	62.6%
2013/14	73.1%	58.5%	65.2%
2014/15	74.4%	56.5%	65.2%
2015/16	76.0%	55.2%	68.7%



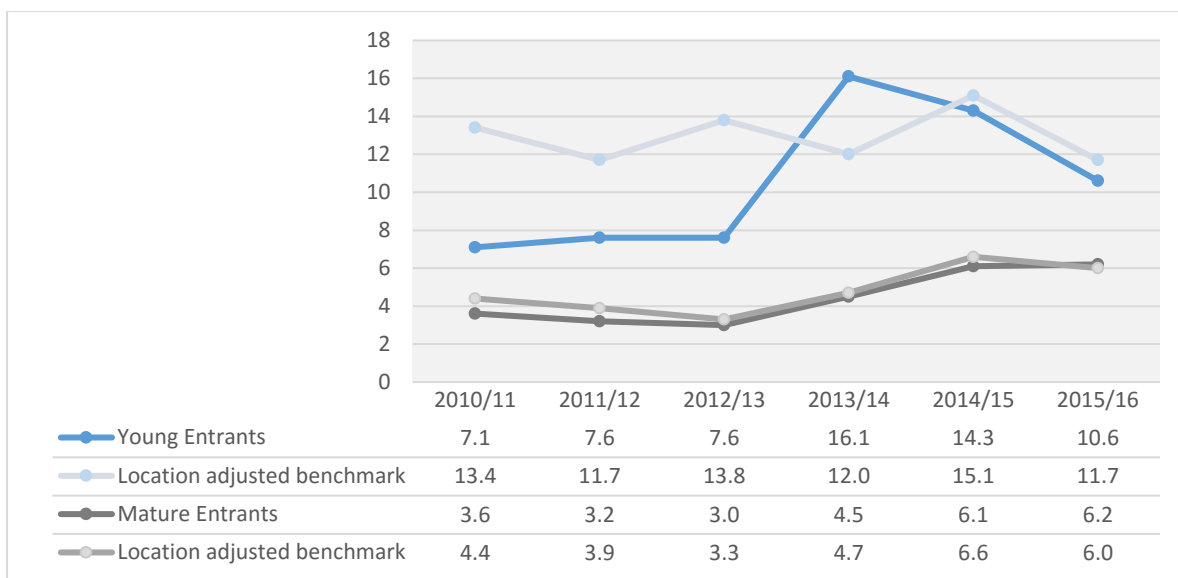
*Increasing Participation for Mature Students and Part-time Learners*

24. Leeds Beckett is a successful recruiter of mature students and part-time learners, with our performance tracking the sector and our locally adjusted benchmarks. Our recruitment of mature full-time students is ahead of the sector wide benchmark

*Mature full-time first degree entrants with no previous HE and from Low Participation Areas*



*Percentage of part-time young and mature undergraduate entrants with no previous HE and from Low Participation Areas*



25. We will continue to develop our provision in ways that may be attractive to these groups, as well as offering greater flexibility of learning for our wider student base. These planned enhancements include: the flexible delivery of our undergraduate programmes (for example, timing of taught sessions, blended learning techniques, lecture capture); increasing our partnership working with FE colleges to better define progression routes from FE study into HE; and working with employers to develop a range of degree apprenticeships some of which will be available and attractive to both mature students and/or those students wishing to study part-time.

#### **Provision of Financial Support in 18/19**

26. Our financial support schemes complement our education strategy, focusing funding where it can enhance student retention, success and progression. Our evaluation activities during 15/16 (which informed our 17/18 offer) and 16/17 demonstrated that funding is most beneficial when students can access it during the course of their studies. It can prevent their early withdrawal from HE due to financial hardship.
27. For 18/19 we are offering two further income contingent support streams; support for attending an interview/assessment day at applicant stage and support for accessing placement opportunities where the cost of travel may be a barrier to engaging with these important activities. We will continue to use the Student Loan Company HEBS scheme (higher education bursary and scholarships scheme) so that we receive enhanced information on financial backgrounds of students which ensures we can allocate financial support to those students who need it most.

<b>Funding Stream</b>	<b>Summary and Eligibility for Funding</b>
<b>General Hardship Fund</b>	All enrolled students can apply to the fund, which is intended to support unexpected financial hardship. Assessments of applications are completed on a

	<p>means-tested basis, the details of which are included within the application form. Students can apply in any year of their course, but there can be no guarantee of an award until an assessment has been completed. Awards are made based on individual circumstances and eligibility assessment is required for each application made to this fund. Any award made is likely to be made as a grant and therefore be non-repayable. Payments are made directly into the student's nominated bank account.</p> <p>In recognition of the more limited amount of maintenance loan students who stay at home and travel in on a daily basis will also be made aware of this support fund.</p>
<p><b>Annual Bursary for Care Leavers and Estranged Students</b></p>	<p>This bursary is intended to assist:</p> <ul style="list-style-type: none"> <li>a) Students who are leaving care to attend university; or</li> <li>b) Students who have been living independently since leaving care; or</li> <li>c) Students estranged from their family.</li> </ul> <p>The amount payable each year (subject to meeting the criteria each year) will be £1,000 at level 4, £1,500 in level 5 and £1,000 at level 6 in two instalments (November and February). Pro rata awards will be made to part-time students. Payments will be made into the student's nominated bank account.</p> <p>Campus Accommodation Services can provide care leavers and students estranged from their families with the option of a 52 week accommodation contract if they do not have an alternative address outside of term time.</p> <p>This support will be available for three years for full-time students, and a maximum of six years for part-time students.</p> <p>Our online enrolment portal will provide the option for students to self-declare their status as estranged from their families (as they currently do if they are Care Leavers). Staff will use this data to approach these students to offer support in checking and securing accurate statutory student funding for them.</p>
<p><b>Support fund for Students who are primary Carers of another adult</b></p>	<p>We invite students to self-declare via the online enrolment portal whether they are a primary carer for another adult, and follow the same process as described for Care Leavers and Estranged Students.</p> <p>This support will be available for three years for full-time students, and a maximum of six years for part-time students.</p> <p>Eligibility for this fund will be based on enrolled students living in households with less than £25k per annum income. Payments will be made into the student's nominated bank account.</p>
<p><b>Support fund for Students Accessing Placements</b></p>	<p>We will have a funding stream in place to provide students with support for accessing placements where support for travel and/or accommodation is provided based on similar criteria to that of the hardship fund. This would be open to students accessing both short (for example 4-8 week placements) and sandwich/yearlong placements.</p>

	Eligibility for this fund will be based on enrolled students living in households with less than £25k per annum income. Payments will be made into the student's nominated bank account.
<b>Beckett Achievement Award</b>	This is a one-off award of at least £350 for all students with a household income below £25k who have achieved an average of 60% or more at the end of level 4 (usually year 1), with no repeat year required, and who have fully re-enrolled for level 5. This is a cash based award to both acknowledge our students' achievements and contribute to their transition into level 5 (usually year 2).
<b>Disabled Students Support Fund</b>	This is a new funding stream to support disabled students in accessing support that is not available from elsewhere. This will include: <ul style="list-style-type: none"> <li>- Support towards diagnostic test assessments</li> <li>- Support of up to £200 towards computer equipment not supported through DSA</li> <li>- Progression support at Level 4 for those disabled students fully registering and receiving support from our Disability Advice team, with a household income of less than £25k per annum.</li> </ul>
<b>UG Applicant Interview/ Assessment Travel Support</b>	To support UG applicants with travel costs from low income backgrounds in attending interview/assessments days. This will be a means tested award with further information available on our website from 1 <sup>st</sup> October 2017.

28. As mentioned above, our research found that provision of hardship funds, bursaries for care leavers and other financial support during the learning journey supported student retention. It had a positive effect on student wellbeing and students who had received such funds were more likely to achieve a good honours degree than those who did not receive any support. We found no evidence of first time entry bursaries having any positive long term effect on student outcomes. During 18/19 we will be working to adopt the national financial evaluation tool(s) in order to examine the impact of our new financial support streams.

*Further Support for our Students with their Finances*

29. Our University's *Services for Students* team provide briefings and guidance for academic colleagues providing academic pastoral support so that they are aware of the early interventions that can be made when a student becomes 'at risk' of early withdrawal or academic failure due to financial pressures. This ensures that financial support is part of an integrated approach to supporting our students during their higher education studies. This also includes providing students with education in financial capability in the first year of their study, as part of extended induction activities.

30. We will also continue to help students support themselves financially by offering a range of careers advice and guidance, and by providing practical support into paid part-time employment through our well established *Job Shop*. We have a dedicated Bursary and

Scholarship Officer based within *Services for Students* to provide financial information, advice and guidance we offer both directly to students and through academic support staff. This role is also the dedicated single point of contact for care leavers, students estranged from their families and students who are carers of another adult, for all their non-academic support needs.

### **Oversight of Monitoring and Evaluating our Activities**

31. During 2016, we introduced a new *Access Strategy and Reporting Group*, chaired by our Deputy Vice Chancellor (Corporate Communications), to take forward a whole institution, strategic approach to access and widening participation. Focusing on the whole student lifecycle, its work is focused on improving access, support and progression for students from low participation groups, extrapolating this to the whole student community where best practice is identified. Reporting directly to our University Executive Team, the group commission new activity, co-ordinate existing activity and oversee evaluation and monitoring so that it informs future planning. Annually, our Access Agreements are debated and approved at the highest levels of management, academic and governance oversight in our University; our University Executive Team, Academic Board and Board of Governors respectively.

### **Our Commitment to Equality and Diversity**

32. We are committed to ensuring we meet our responsibilities under the Equality Act 2010 and have given due consideration to the impact of these activities on groups of students and potential students with protected characteristics. This includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation including whether they are lesbian, gay, bisexual and/or trans. Our commitment goes beyond compliance in terms of seeking to adopt progressive best practice and we use a number of external equality benchmarks such as Stonewall's Workplace Equality Index, Athena Swan and the Race Charter Mark to validate and shape our equality objectives. We develop codes of practice which support an institutional equality policy for example, in relation to gender segregation or around faith and belief. We have an established Equality and Diversity agenda to ensure that we are an inclusive and diverse place to work and study.
33. Whilst many activities under our Access Agreement are targeted at specific groups we take an inclusive approach to those within cohorts whether they share protected characteristics or not. Programme level initiatives promote student success engage the cohort as a whole, so that all have equal opportunity to benefit.

### **Provision of Information to Prospective Students for 18/19**

34. We will provide information concerning tuition fees, our University financial support schemes, and other information on student finance on our University website. We will also



make this information available through written materials and face to face advice and guidance sessions for prospective students. Information will also be included in offer communications to applicants. Information about tuition fees and financial support will also be provided to UCAS as soon as it is reasonable to do so for 18/19 entry. Existing students will benefit from publications and direct advice provided by our *Services for Students'* teams. Both current and prospective students can access up to date information on the bursaries and scholarships we offer at <http://www.leedsbeckett.ac.uk/undergraduate/scholarships/> with further financial support guidance at <http://www.leedsbeckett.ac.uk/studenthub/full-time-funding.htm>

### **Working in Partnership with our Students and Students' Union**

35. We have consulted with our Students' Union who has advised on this agreement. The Students' Union work closely with our University to support a wide range of activities within this access agreement including supporting access initiatives, volunteering programmes and projects to support development of skills for future graduate employment. Our Students' Union provide central support for our student course representative system and work with our University to ensure the student voice is fully represented. Evidence of our continuing partnership work with our Students' Union can be found throughout this agreement and at all stages of the student lifecycle.
  
36. In 18/19, students will continue to be centrally involved and have representation within our University's governance structures where key decisions are made. They will continue to be supported in taking an active role as Student Ambassadors to promote student success within their academic Schools and with the *outreach and access team* to promote student-centred activities. Continuing student representation on our governing body will ensure students are represented at all levels of decision making and in the oversight of governance in our University.

**Appendix A – Widening Participation Activities – 2018/19**

CATEGORY	ACTIVITY	DESCRIPTION	OBJECTIVE	TARGET AUDIENCE	VOLUME	KPI/MEASURE
RAISING ATTAINMENT	<b>Let Leeds Read</b>	A reading project for Primary School children ( <i>in collaboration with our SU</i> )	<ul style="list-style-type: none"> <li>Achieve improvements in the reading ability of target pupils</li> </ul>	Year 6	100 pupils	<ul style="list-style-type: none"> <li>Measure of reading age</li> <li>Comparison with progress made by non-participants and also vs expectation</li> </ul>
	<b>Study Skills &amp; Revision Workshops</b>	Provision of structured revision programmes, in partnership with schools	<ul style="list-style-type: none"> <li>To develop &amp; improve the independent learning skills and study strategies employed by target students</li> </ul>	Yrs 10-13 (Focus on Yr 11)	10 w'shops 300 students	<ul style="list-style-type: none"> <li>Measurable increase in attainment at KS4/5</li> <li>Teacher feedback</li> </ul>
	<b>Young Professionals</b>	Subject-specific interventions in KS3/4	<ul style="list-style-type: none"> <li>Improve understanding of subject areas to support improved decision-making for KS3-4 &amp; KS4-5 transition</li> </ul>	Yrs 7-11	600 students	<ul style="list-style-type: none"> <li>Improved understanding of subjects &amp; opportunities</li> <li>Teacher feedback</li> </ul>
	<b>Collaborative Initiatives</b>	Working in collaboration with 3 <sup>rd</sup> sector organisations, delivery of activities in a range of subjects	<ul style="list-style-type: none"> <li>Broaden the awareness &amp; understanding of target students to exciting opportunities in HE study and future careers</li> </ul>	Yrs 10-12	500 students	<ul style="list-style-type: none"> <li>Improved understanding of subjects &amp; opportunities</li> <li>Feedback from teachers</li> </ul>
	<b>'Advantage' talks</b>	Connecting Schools/College students with academics and students from the University.	<ul style="list-style-type: none"> <li>To build HE study skills</li> <li>To support improvements in attainment in key subjects</li> </ul>	Yrs 10-13	600 students	<ul style="list-style-type: none"> <li>KS4 &amp; KS5 attainment</li> <li>Evidence of better-informed decision-making in KS transition</li> <li>Teacher feedback</li> </ul>
	<b>Junior Leadership Scheme</b>	A programme of varied confidence-building activities focused around subjects, enterprise, HE understanding, etc	<ul style="list-style-type: none"> <li>Achieve measurable improvement in performance at GCSE</li> </ul>	Yr 10-11 'Pupil Premium' students	60 students	<ul style="list-style-type: none"> <li>KS4 attainment/GCSE performance</li> <li>Teacher feedback</li> </ul>

<b>SCHOOL SPONSORSHIPS (Carnegie School of Education)</b>	<b>Multi-Academy Trust</b>	Development of Phase 1 of a Multi Academy Trust with up to 5 Primary Schools; collaborative research 'Hub' approach	<ul style="list-style-type: none"> <li>To build a MAT that recognises diversity in the locality of the School base (including those in government funded Opportunity Areas)</li> <li>Develop School Evaluation Unit</li> <li>Develop a new national kitemark in the support of pupil mental health in education</li> <li>To increase CPD, research and evaluation activities</li> <li>To increase parental engagement in pupil education activity</li> <li>To support teacher and governor CPD through training and research</li> </ul>	Yrs 1 to 6	To be confirmed once all Schools agreed	<ul style="list-style-type: none"> <li>KS1 and KS2 attainment measures</li> </ul>
<b>SCHOOL RESEARCH COLLABORATION (Carnegie School of Education)</b>	<b>School research network</b>	Investment of £50k across seven Schools (including Schools in government funded Opportunity Areas)	<ul style="list-style-type: none"> <li>Research impact factors on attainment</li> <li>Support teacher CPD through PGR study</li> </ul>	School Teachers	To be confirmed	<ul style="list-style-type: none"> <li>Improve local attainment KPIs</li> </ul>
<b>AWARENESS, ASPIRATION, PROGRESSION</b>	<b>Year 6 Programme</b>	Series of activities to build awareness of HE & its opportunities	<ul style="list-style-type: none"> <li>Build confidence, understanding &amp; raise aspiration</li> </ul>	Yr 6	350	<ul style="list-style-type: none"> <li>Pupil feedback</li> <li>Teacher feedback</li> <li>HEAT data reports</li> </ul>
	<b>HE Aspiration events</b>	Wide range of subject- or topic-focused events; held on- and off-campus	<ul style="list-style-type: none"> <li>Improve awareness &amp; understanding of subject areas to support improved GCSE options choices</li> </ul>	Yrs 7-9	2000	<ul style="list-style-type: none"> <li>Attendance at and participation in events</li> <li>Teacher feedback</li> <li>HEAT data reports</li> </ul>

CATEGORY	ACTIVITY	DESCRIPTION	OBJECTIVE	TARGET AUDIENCE	VOLUME	KPI/MEASURE
AWARENESS, ASPIRATION, PROGRESSION	Tomorrow's Professionals	Activities to help individuals gain skills, experience & knowledge to progress to & achieve in HE	<ul style="list-style-type: none"> <li>To increase HE progression</li> </ul>	Yr 12	1000	<ul style="list-style-type: none"> <li>HE progression rates</li> <li>HEAT data reports</li> </ul>
	Progression Module	1-yr study programme earning 12 UCAS pts	<ul style="list-style-type: none"> <li>Increase progression to HE</li> </ul>	Yr 12	1500	<ul style="list-style-type: none"> <li>HE progression rates</li> <li>HEAT data reports</li> </ul>
	Building FE College Network (to include government Opportunity Areas)	<p>Range of workshops to ensure effective IAG.</p> <p>Develop long term relationships taking an account management approach</p>	<ul style="list-style-type: none"> <li>Improve engagement with FE students</li> <li>Encourage progression to HE</li> </ul>	Pre HE college students	1500	<ul style="list-style-type: none"> <li>HE progression rates</li> </ul>
STAKEHOLDERS	Teachers Programme	Conference, plus the exploration of other opportunities to build curricular links between academic staff & teachers to support increased attainment, teacher CPD and HE progressions		Teachers	30	<ul style="list-style-type: none"> <li>Teacher feedback</li> </ul>
	Parents Programme	Series of workshops, specific printed information, Open Day sessions, direct communication	<ul style="list-style-type: none"> <li>Improve parental understanding of HE and its opportunities &amp; benefits</li> </ul>	Parents of enquirers/ applicants	1000	<ul style="list-style-type: none"> <li>Parent feedback</li> </ul>
	Young white males (YWM)	Range of events in partnership with target schools	<ul style="list-style-type: none"> <li>20% increase in participation in HE</li> </ul>	YWM in Yrs 8-13	200	<ul style="list-style-type: none"> <li>Participation rates</li> <li>HE progression rates</li> <li>UCAS data reports</li> </ul>

<b>SPECIFIC OR PROTECTED GROUPS</b>	<b>Looked after Young People</b>	Work tackling the low level of educational attainment and HE progression.	<ul style="list-style-type: none"> <li>• Increase in understanding of HE</li> <li>• Grow application rates</li> </ul>	Yrs 11-13	20	<ul style="list-style-type: none"> <li>• HE progression rates</li> <li>• Participant feedback</li> <li>• UCAS data reports</li> </ul>
	<b>Students with a Disability</b>	A range of activities focused on the specific needs of students with a disability	<ul style="list-style-type: none"> <li>• Increase in understanding of HE</li> <li>• Grow application rates</li> </ul>	All ages	50	<ul style="list-style-type: none"> <li>• HE progression rates</li> <li>• Participant feedback</li> <li>• UCAS data reports</li> </ul>
	<b>Students from BME groups</b>	2 residential summer schools aimed students from BME backgrounds:  Asian females & Black African/Caribbean	<ul style="list-style-type: none"> <li>• Increase in understanding of HE</li> <li>• Grow application rates</li> </ul>	Yrs 10-13	100	<ul style="list-style-type: none"> <li>• HE progression rates</li> <li>• HEAT data reports</li> <li>• UCAS data reports</li> <li>• Participant feedback</li> </ul>
	<b>Mature learners</b>	Range of activities addressing the needs of mature learners – on- and off-campus	<ul style="list-style-type: none"> <li>• Increase in understanding of HE</li> <li>• Grow application rates</li> </ul>	Mature	100	<ul style="list-style-type: none"> <li>• HE progression rates</li> <li>• Participant feedback</li> </ul>
<b>CATEGORY</b>	<b>ACTIVITY</b>	<b>DESCRIPTION</b>	<b>OBJECTIVE</b>	<b>TARGET AUDIENCE</b>	<b>VOLUME</b>	<b>KPI/MEASURE</b>
<b>PARTNERSHIPS</b>	<b>Go Higher West Yorkshire</b>	<ul style="list-style-type: none"> <li>• The University will work with other HEIs, FE Colleges, Schools and other stakeholders to engage targeted learners in a focused programme of activity which: <ul style="list-style-type: none"> <li>○ Builds aspirations;</li> <li>○ Grows HE awareness;</li> <li>○ Addresses specific needs in target communities and supports the improvement of educational attainment at KSE, 4 and 5;</li> <li>○ Increases interest in and application to HE;</li> <li>○ Continues to improve progression and attainment at HE;</li> <li>○ Supports students in target groups with their progression into their chosen career.</li> </ul> </li> </ul>				
	<b>National Collaborative Outreach Programme</b>					

## **Appendix B - Go Higher West Yorkshire Partnership Statement for 18/19 Access Agreements**

Leeds Beckett University is committed to the Go Higher West Yorkshire – formerly HEART – partnership, an established consortium started in 2011 by twelve HE providers in West Yorkshire (FE colleges with HE provision, and universities). The Go Higher West Yorkshire partners represent a broad and diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP), secured by Go Higher West Yorkshire, which operates in the first instance until December 2018.

Go Higher West Yorkshire's mission is to work in partnership to act as a single point of contact for information on our Higher Education Provider partners, improving access to, and achievement in, Higher Education to enhance individual and economic development. This is achieved through Go Higher West Yorkshire's internal structures: each of the twelve partners has representation on our governing Board and in our two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

The Board comprises senior members of staff from each institution, to help drive the strategic direction of the partnership, as well as co-opted members from the Leeds City Region LEP, HEFCE, West Yorkshire Consortium of Colleges and Yorkshire Universities, to ensure a joined-up approach and to maximise opportunities for partnership working.

The Business Engagement Planning Group has a renewed remit for 2017, around working in partnership to foster an environment which supports partners in meeting the skills needs of our region, including the development of alternative progression routes into HE and qualifications – such as higher and degree apprenticeships – which aim to appeal to a wide range of students.

The Widening Participation Planning Group has a focus on working with specific target groups, which include: Looked-After Young People and Care Leavers, NNCO schools which do not form part of NCOP and Y7 and 8 pupils in NCOP schools, mature and part time learners, young carers, and current HE students from non-traditional backgrounds. Activities include the collaborative summer school, where participants gain exposure to multiple HE providers, and Flood a School activities, where numerous student ambassadors from across the partnership shadow teachers for a day. Through this group, the Partnership has shared Access Agreement targets.

The legacy of our Partnership's NNCO is that Go Higher West Yorkshire remains committed to working with the schools where new relationships were formed under this initiative, by continuing for a further two years the contract of employment of both posts previously funded under NNCO; these have a focus on collaborative outreach and the higher level skills agenda, and will help ensure our Partnership's NCOP acts as counterpart to this continuing activity. To further aid complementarity between the work of our own institution and the NCOP, Leeds Beckett University is represented on the NCOP Steering Group and will be employing and hosting an NCOP member of staff who will sit within our Access and Outreach team. This staff member will be our link with the central NCOP team, managed through Go Higher West Yorkshire, and outreach work within our own institution, and a key element of their role will be to develop community links in and work with key influencers from the target wards. To ensure complementarity with the Opportunity Area identified in our region – Bradford – our NCOP Wards Lead Officer for Bradford and Calderdale will be working closely with those involved in the Opportunity Areas.

**Appendix C – Specific Targeted Support for Students from Key Low Participation Groups**

TARGET STUDENT GROUP	SUPPORT FOR TRANSITION INTO HIGHER EDUCATION	SUCCESS	PROGRESSION	EVALUATION ACTIVITY
<p><b>BME Students</b></p>	<p>Targeted pre-entry telephone careers guidance available on two days per academic year</p> <p>Deliver a bespoke Welcome and Introduction to Leeds Beckett pathway for hard to reach groups utilising expertise in Student Disability and Wellbeing team and Student Information &amp; Advice team</p>	<p>Small scale mentoring programme for BME Law students to enhance their knowledge of career options</p> <p>Up to 12 week resilience programme offered by Careers and academic staff specifically for students on health-related courses to support transition from L4-L6</p>	<p>Joint project with Modern Civic Universities Group to research ethnicity split and investigate cultural and peer group influences on attainment and student engagement in university life</p> <p>Our Race Charter Mark action plan will focus on widening participation and the experiences of BME students; this will inform future enhancements to targeted support</p>	<p>Monitor applications and conversion</p> <p>Graduate employment data analysis to be expanded to provide academic school level outcome reporting for BME students</p> <p>Continue the work of the deep dive project to address attainment gap. Develop further strategic research activity working with newly appointed Professor of Race and Education</p>
<p><b>Disabled Students</b></p>	<p>Student Disability and Wellbeing team to deliver awareness raising session for SENCO networks in local authorities and schools with the Access and Outreach team with respect to mental health and transition into HE</p> <p>Accessibility information to be embedded into web site, prospectus and mobile app to enhance the transition and orientation of disabled students</p>	<p>Working with Employers supporting disabled students into employment</p> <p>DLHE data analysis to be expanded to provide school level outcome reporting for disabled students</p> <p>New careers factsheets produced on employability and disability.</p>	<p>Joint working with University of Leeds to look at case studies and enhance best practices</p> <p>Disability and Employer Engagement to identify and connect with more employers, such as Employ-ability, to secure opportunities</p> <p>Implement employability toolkit for Autistic Spectrum Condition</p>	<p>Monitor number of students in receipt of DSA funding</p> <p>Graduate employment data analysis to be expanded to provide academic school level outcome reporting for disabled students</p> <p>Monitor non-continuation and good honours</p>



	<p>Targeted pre-entry telephone careers guidance available on two days per academic year</p> <p>Disability Advice Team to run summer induction activity for disabled groups</p> <p>Continued delivery of assistive software training by Disability Advice Team in conjunction with disability officers in Library &amp; Learning Innovation</p> <p>Quickscan screening tool to be incorporated into Applicant Days and induction for all students for initial indication of learning preferences and indicators of possible Specific Learning Difficulty (SpLD)</p> <p>Introduce Educational Psychologist Assessment days for firm accepts pre-arrival</p>	<p>Up to 12 week resilience programme offered by Careers and academic staff specifically for students on health-related courses to support transition from L4-L6</p> <p>Range of inclusive assessment options to be available to assess core competencies, besides formal exams</p> <p>Enhanced use of assistive technology as exam adjustments, where appropriate</p>	<p>students. Adapt for other groups of disabled students</p> <p>Standard set of reasonable adjustments / inclusive practice in place as a minimum for all students who have declared a disability</p>	
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TARGET STUDENT GROUP	SUPPORT FOR TRANSITION INTO HIGHER EDUCATION	SUCCESS	PROGRESSION	EVALUATION ACTIVITY
<b>Mature</b>	<p>Linked to AWP activity, Student Information &amp; Advice will deliver bespoke funding sessions in colleges, particularly for those on Access to HE courses</p> <p>Targeted pre-entry telephone careers guidance available on two days per academic year</p> <p>Services for Students to work more closely with SU mature students' representative to reach students with information about support available</p>	<p>Student Information &amp; Advice will to continue providing one to one sessions for students, particularly those in receipt of welfare benefits transitioning to student funding</p> <p>Up to 12 week resilience programme offered by Careers and academic staff specifically for students on health-related courses to support transition from L4-L6</p> <p>DLHE data analysis to be expanded to provide school level outcome reporting for mature students</p>	New careers factsheets produced on advice specifically for mature student circumstances	<p>Monitor applications and conversion</p> <p>Monitor non-continuation, good honours and graduate outcomes</p>
<b>Carers of another adult</b>	<p>Targeted pre-entry telephone careers guidance available on two days per academic year</p> <p>Students will be able to indicate at registration and enrolment that they have caring responsibilities and Student Information &amp; Advice will contact them as soon as possible to discuss any specific support needs</p>	<p>Student Information &amp; Advice to administer carers bursary</p> <p>Student Information &amp; Advice will invite all recipients to meet with them at least twice in each academic year</p> <p>Up to 12 week resilience programme offered by Careers and academic staff specifically for students on health-related courses</p>	Production of bespoke new careers factsheet and <i>myhub</i> (virtual learning environment) resource on how to sell your skills without part-time work experience	Monitor non-continuation, good honours and graduate outcomes

TARGET STUDENT GROUP	SUPPORT FOR TRANSITION INTO HIGHER EDUCATION	SUCCESS	PROGRESSION	EVALUATION ACTIVITY
<b>Estranged students</b>	<p>Targeted pre-entry telephone careers guidance available on two days per academic year</p> <p>Accommodation contracts available for 365 days throughout their time as a student at Leeds Beckett University</p>	<p>Student Information &amp; Advice to administer estranged students bursary</p> <p>Student Information &amp; Advice will invite all known estranged students to meet with them at least twice in each academic year.</p> <p>Student Information &amp; Advice will deliver awareness raising sessions to support colleagues in signposting students</p> <p>Up to 12 week resilience programme offered by Careers and academic staff specifically for students on health-related courses to support transition from L4-L6</p>	<p>Student Information &amp; Advice and Careers will offer bespoke support to estranged students to assist them in exploring progression options beyond university</p>	<p>In March 2017, Leeds Beckett signed up to <i>The Stand Alone Pledge</i> – annual evaluation of support with action plan to be submitted to <i>Stand Alone</i></p> <p>Monitor non-continuation, good honours and graduate outcomes</p>
<b>Care Leavers</b>	<p>Student Information &amp; Advice to continue working with AWP to support care leavers through transition into university, contacting students declaring through their UCAS application in advance of their arrival, and contacting students declaring at registration and enrolment as soon as possible.</p> <p>Targeted pre-entry telephone careers</p>	<p>Student Information &amp; Advice continue to administer Care Leavers Bursary</p> <p>Student Information &amp; Advice will invite all known care leavers to meet with them at least twice in each academic year.</p> <p>Up to 12 week resilience programme offered by Careers and academic staff specifically for students on health-related courses to support transition from L4-L6</p>	<p>Student Information &amp; Advice and Careers will offer bespoke support to care leavers to assist them in exploring progression options beyond university</p>	<p>Monitor applications and conversion</p> <p>Monitor non-continuation, good honours and graduate outcomes</p>

	<p>guidance available on two days per academic year (Aug &amp; Jan).</p> <p>Staff available to take incoming calls/Skype on telephone number promoted to applicants using UCAS data</p>			
<b>Part-time</b>	<p>Student Information &amp; Advice to ensure that applicants can access information about applying for statutory funding alongside employment, welfare benefits, caring, and other commitments outside their studies</p> <p>Targeted pre-entry telephone careers guidance available on two days per academic year</p>	DLHE data analysis to be expanded to provide school level outcome reporting for part time students	Many part-time students already have employment or commitments alongside their studies, we will promote postgraduate and employment options of relevance to part-time students	<p>Monitor applications and conversion</p> <p>Non-continuation and good honours performance indicators. Course level evaluation through annual monitoring and review</p>
<b>White working class males</b>	Targeted pre-entry telephone careers guidance available on two days per academic year	Up to 12 week resilience programme offered by Careers and academic staff specifically for students on health-related courses to support transition from L4-L6		Monitor non-continuation, good honours and graduate outcomes
<b>Gender</b>	Transition support through pre-entry activities	Working in conjunction with the SU to target women for roles in leadership. Support skill development including networking, confidence, and interview techniques	Employer Engagement to work with identified external organisations to promote roles targeted at women for STEM, business and general leadership roles	<p>Monitor applications and conversion at subject level</p> <p>Monitor non-continuation, good honours and graduate outcomes</p>