

University of Huddersfield Access & Participation Plan 2020-21 to 2024-25

Assessment of performance

Indicators and statistical significance are taken from the data provided through the OfS Access and Participation Dashboard, or rebuilt through the OfS individualised files with supplemental internal data where necessary. All modes/levels were considered, but we will focus primarily on full-time, first degree students and highlight other modes/levels where there is significant difference.

1.1 Higher education participation, household income, or socioeconomic status

Summary

Year 5 Indicator	Attainment	Continuation	Progression	Access
POLAR4Q5 (ref)	-	-	-	12.5
POLAR4Q1	-8	0	-3	15.1
POLAR4Q2	-5	-1	-4	23.2
POLAR4Q3	-6	-3	-1	30.9
POLAR4Q4	-3	-2	-7	18.3

Year 5 Indicator	Attainment	Continuation	Progression	Access
IMDQ5 (ref)	-	-	-	12.2
IMDQ1	-15	-1.7	3	33.6
IMDQ2	-9	-1	0	22.6
IMDQ3	-4	0	0	15.4
IMDQ4	-2	0	3	16.1

Table 1.1.1. Summary of differential achievement metrics for full time, first degree students based on participation, income and socioeconomic status. Data is shown for the year 5 indicators which represent 2017/18 data for access and attainment and 2016/17 data for continuation and progression. Data is presented as either % of total entry cohort that fall into that category (access) or as the difference in percentage points for a group compared to the reference value as shown (continuation, progression and attainment).

Access

Our full-time first degree intake in terms of POLAR4 differs a great deal from the sector overall, where access is in-line with the expected trend of access increasing from Quintile 1 to Quintile 5. For Huddersfield, the most represented group is Q3 and the least is Q5 (30.9% and 12.5% respectively). Quintiles 2 and 3 combined make up the majority of our intake (54.1%). The part-time intake follows a similar trend.

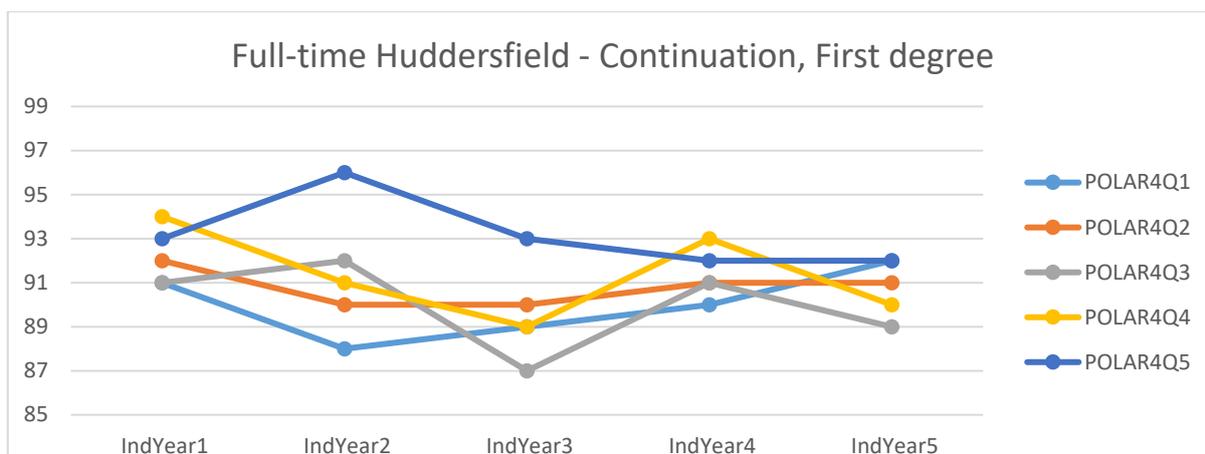
The intake from POLAR4 Quintiles 1, 2 and 3 exceeds that of the sector, whilst Quintiles 4 and 5 are under-represented compared to the sector and this reflects our extensive and continuing widening participation programme. We intend to continue with our work in this area.

For IMD we have a clear difference in intake compared to the sector, with between 30-35% of our intake coming from Q1 over the last five years. We outperform the sector in intake for both Q1 and Q2, and the access gap has increased slightly in recent years in favour of the most disadvantaged group.

Continuation

Continuation for POLAR4 Q1 has increased steadily over the last four years. In particular, in 16/17 we note that Q1 is 2pp above the sector indicator, and shows no gap from Q5. This coincides with a drop in continuation for Q5, and Q3 has fluctuated over the last five years (being the worst for continuation in two

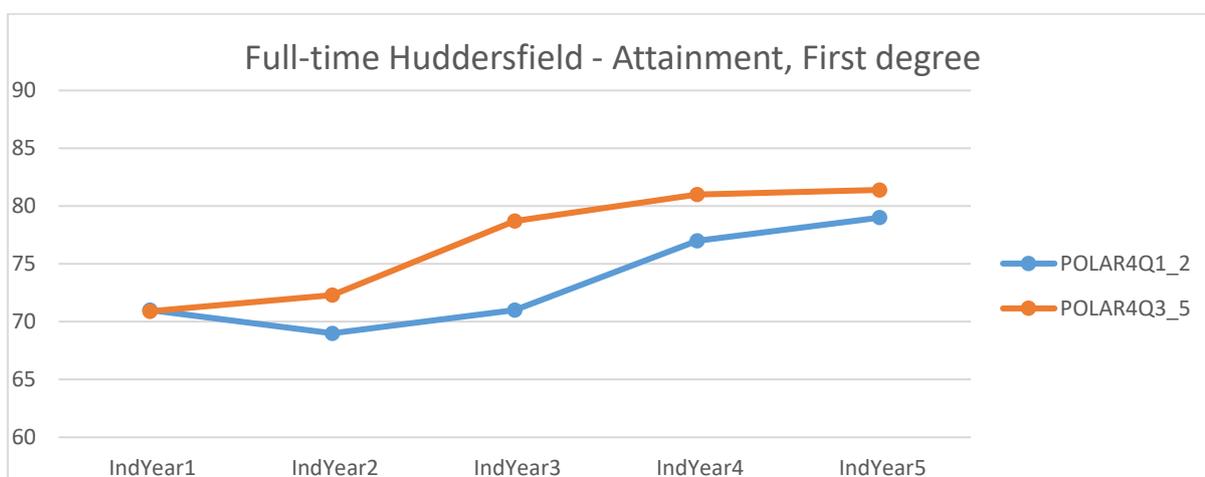
of those years). However, the variation between the groups over the previous two years is less than the sector, with the range from worst to best performing being 3 percentage points (pp), against sector ranges of 4.2pp and 4.3pp.

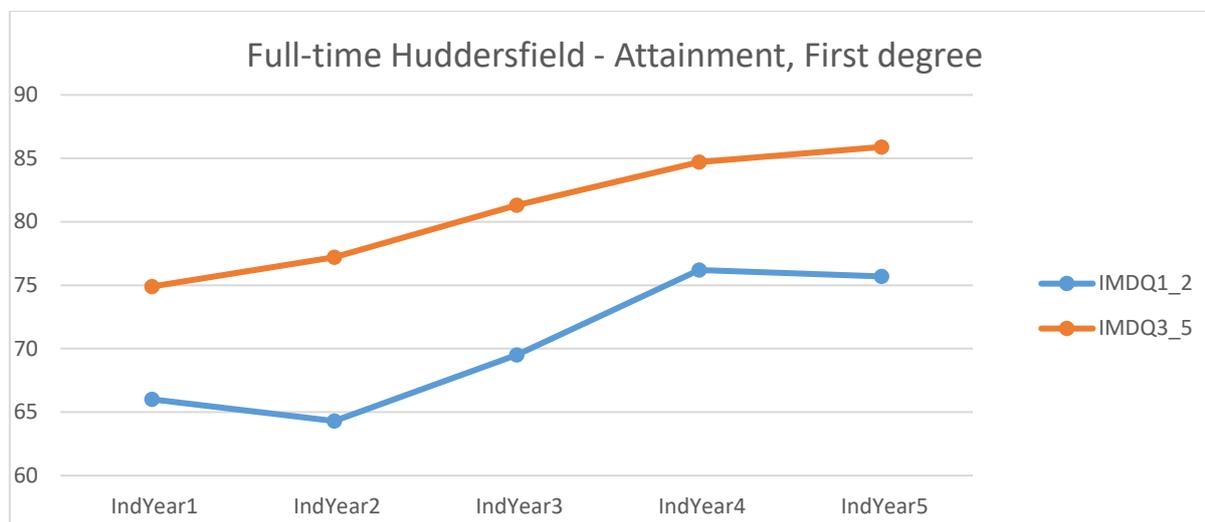


For IMD we see a similar picture to POLAR4, where the range has narrowed, both due to an improvement in the performance for Q1, but also a decrease in the performance for Q5. POLAR 4 data for part time is largely suppressed, but in IMD we significantly outperform the sector in absolute terms. Table 1.1.1 shows our current gap in the POLAR quintiles compared to POLAR Q5 and as in the figures above this gap is narrowing.

Attainment

We have seen an overall rise in attainment ahead of the sector for both POLAR 4 and IMD, and outperformed the sector in absolute terms for all quintiles in the previous two years. The gap between POLAR4 Q1 and Q5 has fluctuated, but is broadly in line with the sector gap. Analysing the groupings Q1&2 vs Q3,4&5 of both POLAR 4 and IMD shows that we have narrowed the gap between the two combined POLAR4 groupings (as in the graph below) to 2.4pp in 17/18 (gap not statistically significant), **whereas for the gap for the two IMD groups is still statistically significant at 10.2pp in 17/18**. Table 1.1.1 provides the summary data at each individual quintile and the gap between IMDQ1 and Q5 is 15% and is thus a clear area of focus for our activity.





Progression

Progression for both POLAR 4 and IMD have improved broadly in line with sector increase. Table 1.1.1 shows that there is no significant detriment in progression for Q1 compared to Q5 for POLAR4 and IMD. In the most recent year (16/17), all quintiles for both measures outperformed the sector indicator and again we do not see the expected ordering, with Q1&2 outperforming Q3,4&5 in two of the last five years for both POLAR4 and IMD.

1.2 Black, Asian and minority ethnic students

Summary

Year 5 Indicator	Attainment	Continuation	Progression	Access
White (ref)	-	-	-	62.8
ABMO	-15.8	0.1	-0.7	37.2
Asian	-14.8	-0.2	-1.7	26.5
Black	-22.8	-1.2	3.3	5.2
Mixed	-11.8	1.8	-6.7	3.4
Other	-10.8	-1.2	n/a	2.1

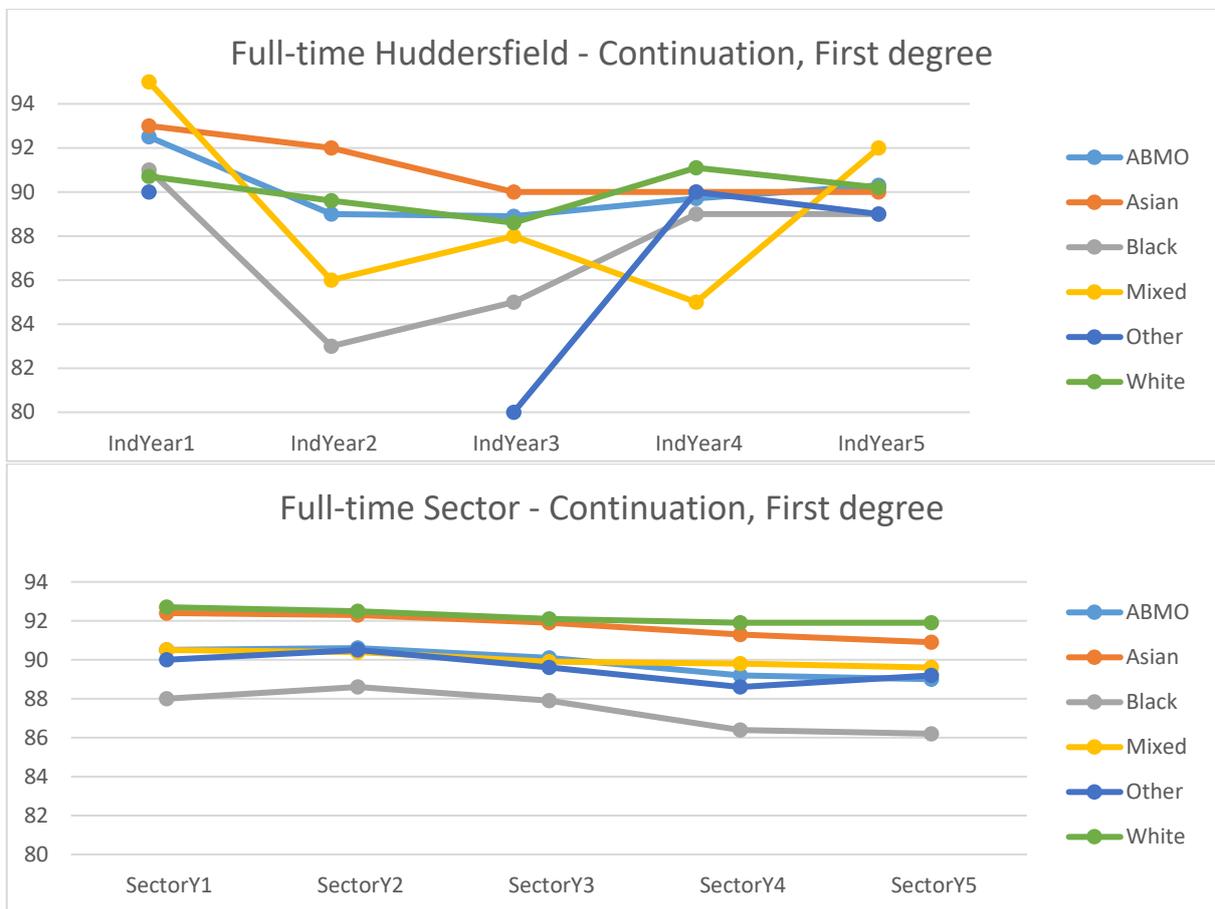
Table 1.2.1. Summary of differential achievement metrics for full time, first degree students based on Ethnicity. Data is shown for the year 5 indicators which represent 2017/18 data for access and attainment and 2016/17 data for continuation and progression. Data is presented as either % of total entry cohort that fall into that category (access) or as the difference in percentage points for a group compared to the reference value as shown (continuation, progression and attainment).

Access

The gap between White and ABMO (Asian, Black, Mixed, Other ethnicities) has decreased steadily over the last five years in the sector, and Huddersfield's gap has decreased at a faster rate. The five-year period to 17/18 has seen a narrowing of the gap for Huddersfield between White and ABMO from 42.6pp to 25.6pp, with an increase in access for the Asian group in particular. This reflects our extensive and continuing widening participation programme. We intend to continue with our work in this area.

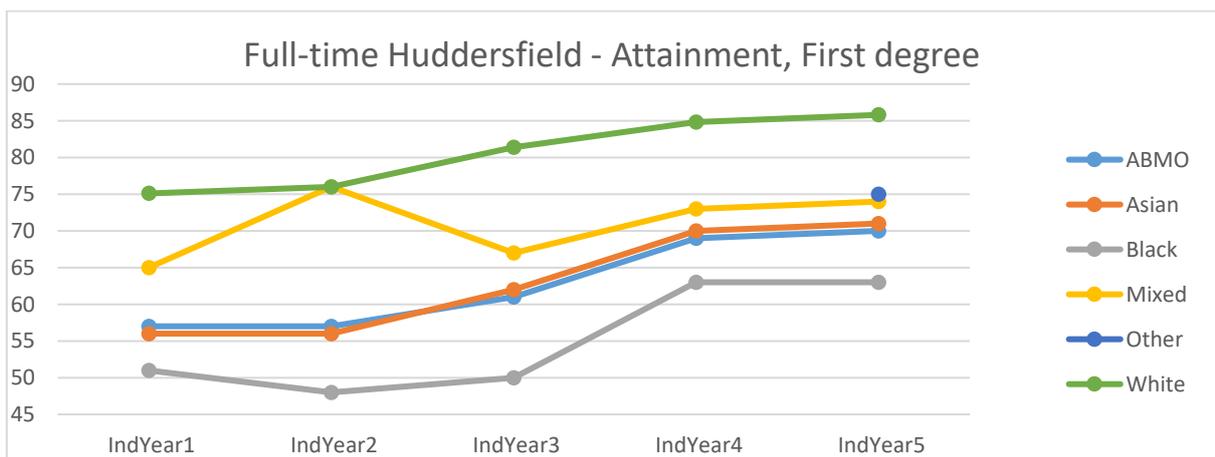
Continuation

Continuation has fluctuated, but we have a narrowing of the gap between White and ABMO, with the Black grouping seeing a strong increase at a time when the sector performance has decreased. As in table 1.2.1 the size of the gap is not significant.



Attainment

The gap between white and ABMO has decreased in the last five years, with particular gains seen in the black grouping. **Although we outperform the sector in absolute terms, the attainment gap between white and black groupings is still on a par with the sector gap.** This gap in 2017-18, as in Table 1.2.1, is 15.8% for all the ABMO students but is especially large for the Black student population at 22.8% and hence an area of focus.



Progression

We have seen a steady increase in progression in line with the sector and although the overall range is wider than the sector, the gap between White and Black is far less pronounced, with the Black grouping outperforming the White grouping in three of the last five years, as seen in table 1.2.1 where the gap is not significant for ABMO at only -0.7% and +3% for the Black student group.

1.3 Mature students

Summary

Year 5 Indicator	Attainment	Continuation	Progression	Access
Young_Under21 (ref)	-	-	-	79
Mature_Age21andOver	1.6	-1.5	10.7	21

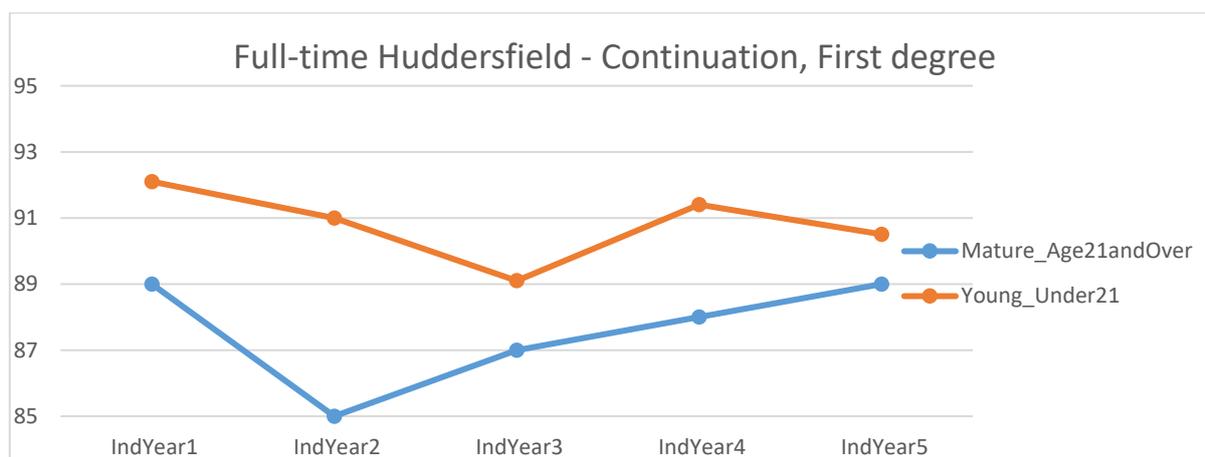
Table 1.3.1 Summary of differential achievement metrics for full time, first degree students based on maturity. Data is shown for the year 5 indicators which represent 2017/18 data for access and attainment and 2016/17 data for continuation and progression. Data is presented as either % of total entry cohort that fall into that category (access) or as the difference in percentage points for a group compared to the reference value as shown (continuation, progression and attainment).

Access

The gap in access for full-time is larger than the sector, with 21% of students age 21 or over. The gap is more pronounced for part-time courses where young students make up 6% of the access in 17/18, but this has increased from 2% in 13/14 and we note that this figure is largely dependent on course portfolio.

Continuation

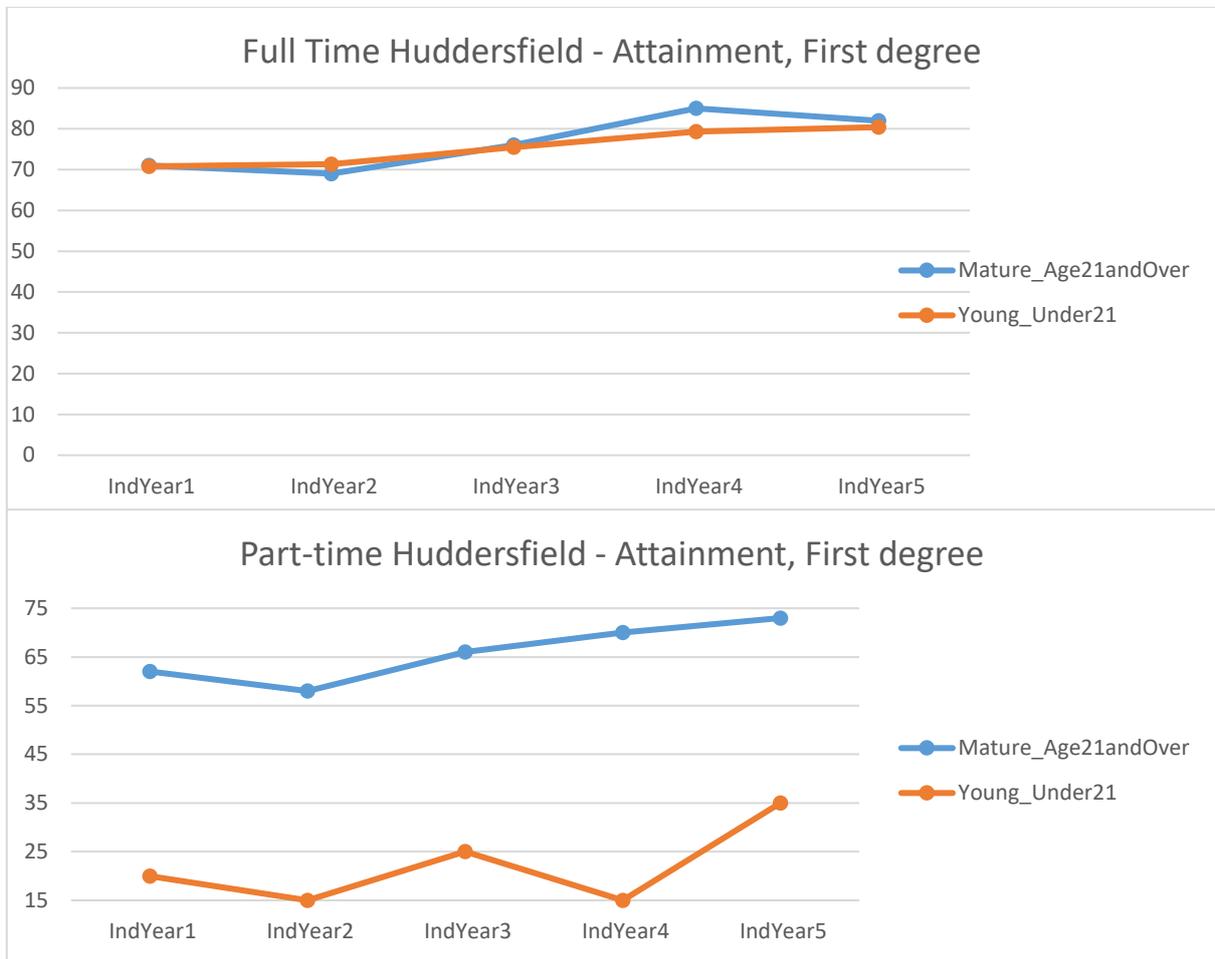
We have seen an overall narrowing of the gap to 1.5pp against a sector gap of 7.1pp in the most recent year (see graph and table 1.3.1).



For part time, the data is suppressed for young students, however we outperform the sector on Mature continuation.

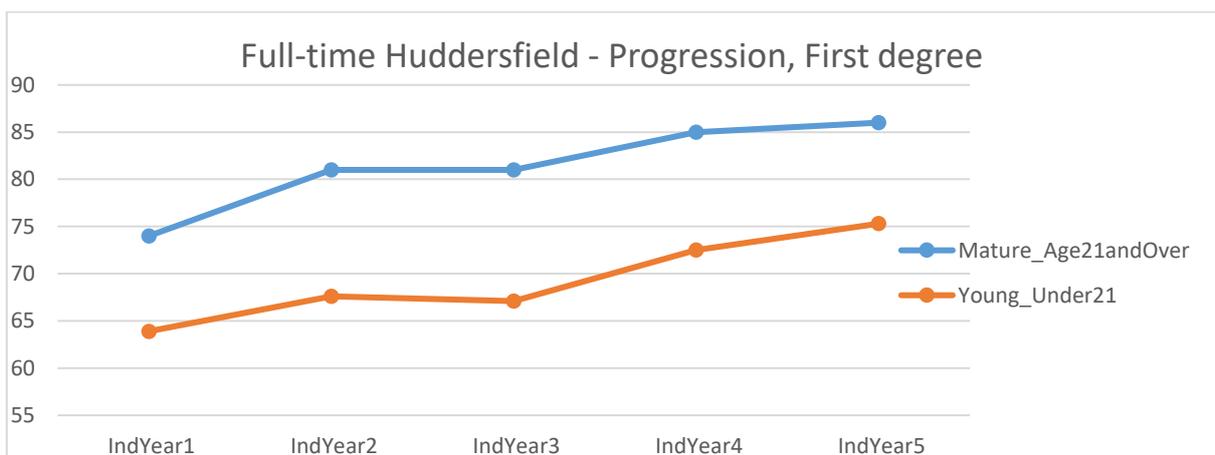
Attainment

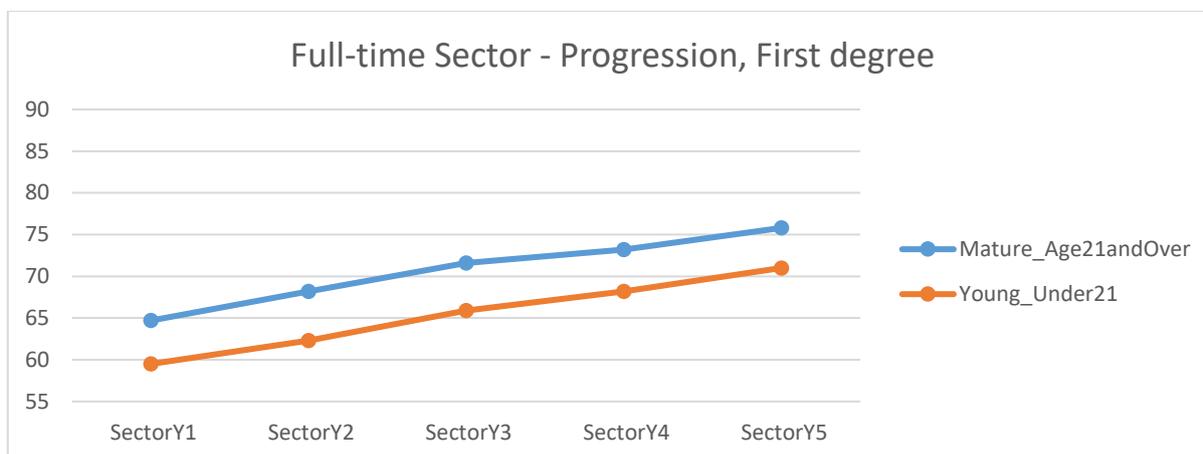
For our full-time mature students (age 21 and over) attainment is not significantly different from the 'under 21' whilst for part-time students the 'mature student' performance is surpassing the 'under 21' grouping (graph below). This is linked with the vocational nature of the part-time courses and also reflected in the progression data, where mature student progression is high due to their professional status with courses being linked with their employment. Compared to the sector, then for full-time first degree, the gap is much smaller (-1.6pp against 9.5pp), and indeed the mature group outperformed the young group in the three most recent years.



Progression

The gap in progression is largely consistent during a period of overall increase in both our results and the sector results. Although the gap is larger than the sector, and this is linked with the employment based courses in our portfolio that are taken by the mature student population, both groups are performing above sector norms. Consequently, whilst we will monitor this position we do not intend to focus action on this gap at this point.





1.4 Disabled students

Summary

Year 5 Indicator	Attainment	Continuation	Progression	Access
No Known Disability (ref)	-	-	-	86.7
Disabled	-2.1	-2.7	-1.9	13.3

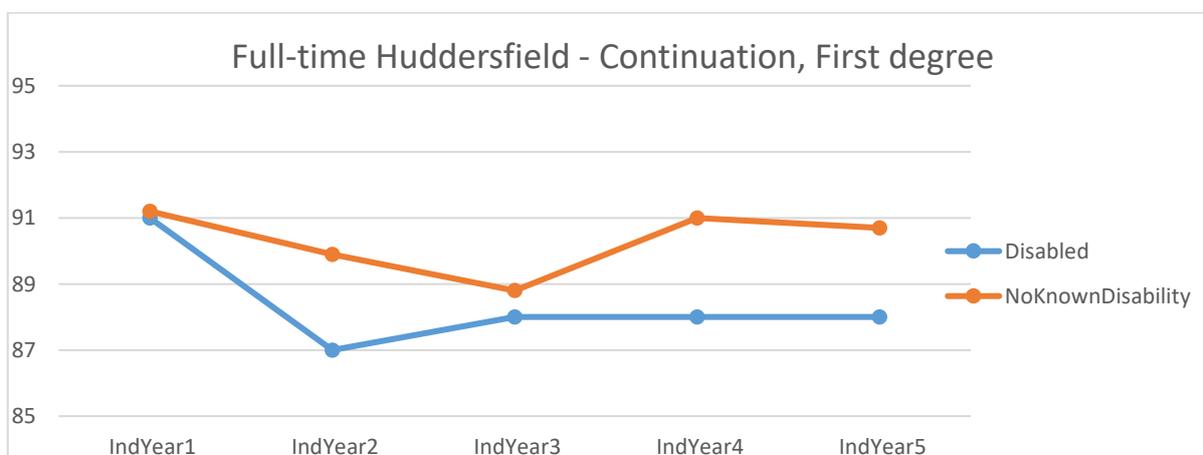
Table 1.4.1 Summary of differential achievement metrics for full time, first degree students based on disability status. Data is shown for the year 5 indicators which represent 2017/18 data for access and attainment and 2016/17 data for continuation and progression. Data is presented as either % of total entry cohort that fall into that category (access) or as the difference in percentage points for a group compared to the reference value as shown (continuation, progression and attainment).

Access

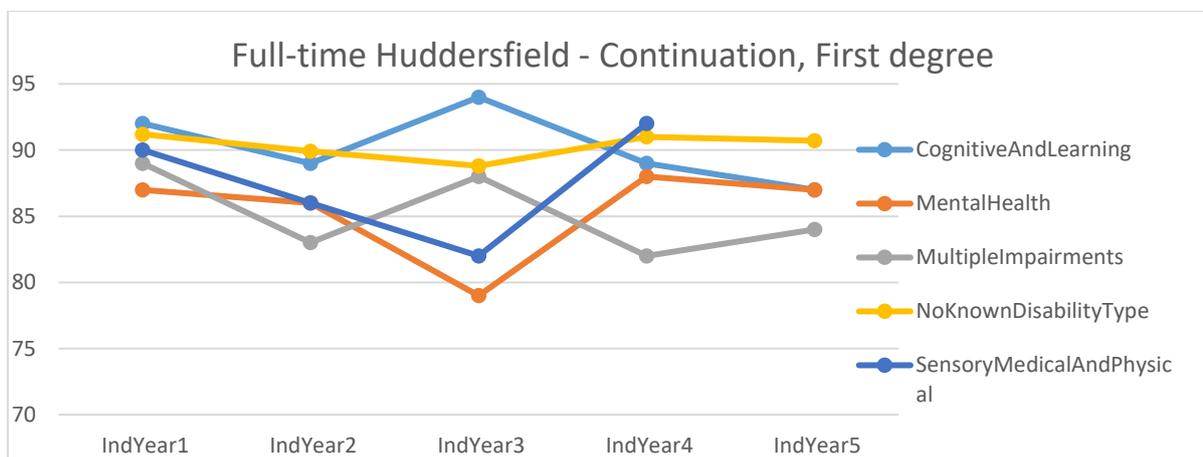
Access for disabled students has generally followed the sector indicators for both full-time and part-time intake, with very few part-time disabled students.

Continuation

The overall gap in continuation in the most recent year is 2.7pp and although this represents a small number of disabled students we will focus activity on this gap. The 2.7% compares against a sector average gap of 0.8pp.



Breaking down the continuation into disability types, we see mixed results, and more variance due to the low numbers meaning that focus on one particular group, rather than disabled students as a whole, is not justified.



Attainment

For attainment, we have seen an overall increase in both groups. The average gap over 5 years is 0.9pp which is not significantly different, the current gap in 17/18 being 2.1pp (Table 1.4.1) compared to a sector average gap of 2.9pp. Similarly, when broken down to disability type we do not see a consistent pattern in any particular subgroup.

Progression

Similar to attainment, the progression indicator shows a negligible gap in most years with a gap in 17/18 of 1.9pp (Table 1.4.1).

1.5 Care leavers

The care leaver data was reproduced using the underlying population from the OfS individualised files and the HESA core files from the student return. The continuation figure includes the probability that the students entered another HE provider.

Access

The access rate for care leavers is low, but this would need to be benchmarked for a more appropriate comparison.

Group	13/14	14/15	15/16	16/17	17/18
Not care leaver	99.6%	99.5%	99.6%	99.2%	99.3%
Care leaver	0.4%	0.5%	0.4%	0.8%	0.7%

Table 1.5.1 Comparison of access rates as a % of full time, first degree, students in each category across the last five years.

Continuation

The absolute performance of continuation has increased over the previous four years of data, with the performance gap currently at 7.4pp against the maximal gap 14.1pp in 14/15.

Group	13/14	14/15	15/16	16/17
Not care leaver	89.8%	89.2%	90.8%	90.4%
Care leaver	79.9%	75.1%	83.0%	83.0%

Table 1.5.2 Comparison of continuation rates as a % of full time, first degree, students in each category across the last four years.

Attainment

The attainment figures suffer from volatility due to low numbers, and due to suppression only two years are shown. This is not sufficient to draw conclusions.

Group	16/17	17/18
Not care leaver	80.7%	81.3%
Care leaver	87.5%	75.0%

Table 1.5.3 Comparison of attainment figures as a % of full time, first degree, students in each category across the last two years.

Progression

The progression figures are volatile due to low numbers, and due to suppression only the combined figure for years 13/14 to 16/17 is shown. This does not allow for conclusions.

Group	Average Progression
Not care leaver	72.4%
Care leaver	70.0%

Table 1.5.4 Comparison of progression figures as a % of full time, first degree, care leaver and non-care leaver in each category averaged across 13/14 to 16/17.

1.6 Intersections of disadvantage

POLAR 4 Quintile	Not disabled	Disabled
1	92.8%	84.7%
2	91.1%	91.2%
3	89.7%	85.7%
4	90.6%	86.0%
5	92.2%	94.1%

Table 1.6.1 Comparison of continuation figures as a % of full time, first degree, students in each POLAR and disability category in the 16/17 academic year

The continuation for disabled students has already been highlighted, however there is a particular risk of non-continuation in the intersection of disability and POLAR4 Q1 as in Table 1.6.1.

1.7 Other groups who experience barriers in higher education

The focus above is informed by our social and geographical context, given the strong regional influence on our pattern of recruitment. We do not have a significant armed-forces presence in the sub-region, for example, and therefore do not have a particular policy focus on supporting the families of members of the armed forces – although we are signatories of the Armed Forces Covenant and committed to its principles. There are obviously other groups that may experience barriers to access and success in HE, including carers, people estranged from their families, people from Roma, gypsy or traveller communities and refugees. The University has very few students falling into these categories however the University policy is underpinned by the philosophy of opportunities for all and these students will all benefit from the initiatives described below and will receive individualised support as needed. For example, we currently offer sponsorship of a refugee student in conjunction with the Helena Kennedy Foundation each year.

Due to our regional focus it is vital to note that, in addition to the above analysis, we have a large intake from subgroups within the Asian ethnicity grouping, in particular Asian or Asian British – Pakistani. Moreover, this subgroup tends to have a negative achievement differential, both within the Asian group and overall.

Group	13/14	14/15	15/16	16/17	17/18	All years
Asian	19.1%	20.2%	21.9%	23.6%	26.3%	22.2%
Asian or Asian British - Bangladeshi	1.3%	1.7%	1.5%	1.3%	1.7%	1.5%
Asian or Asian British - Indian	3.5%	3.1%	3.7%	3.9%	3.7%	3.5%
Asian or Asian British - Pakistani	12.4%	13.6%	14.8%	16.6%	19.4%	15.3%
Chinese	0.8%	0.5%	0.6%	0.4%	0.4%	0.5%
Other Asian background	1.1%	1.4%	1.4%	1.4%	1.2%	1.3%
Black	5.4%	5.6%	5.3%	5.8%	5.2%	5.5%
Mixed	3.5%	3.5%	3.4%	4.2%	3.3%	3.6%
Other	0.7%	0.7%	1.2%	1.7%	2.1%	1.3%
Unknown	0.3%	0.3%	0.3%	0.2%	0.6%	0.4%
White	71.1%	69.6%	67.8%	64.5%	62.4%	67.2%

Table 1.7.1 Comparison of access rates as a % of full time, first degree, students in each category across the last five years.

Group	13/14	14/15	15/16	16/17	17/18	All years
Asian	55.0%	56.4%	62.7%	70.4%	71.9%	64.1%
Asian or Asian British -Bangladeshi	57.6%	58.3%	59.3%	71.1%	76.7%	65.5%
Asian or Asian British - Indian	65.2%	63.4%	69.0%	77.4%	78.7%	71.2%

Asian or Asian British - Pakistani	50.5%	52.4%	60.1%	68.7%	68.2%	61.2%
Chinese	50.0%	86.7%	77.3%	66.7%	100.0%	73.8%
Other Asian background	59.3%	54.1%	61.8%	68.8%	73.5%	63.4%
Black	51.3%	48.1%	50.9%	63.2%	62.3%	55.2%
Mixed	65.3%	75.7%	67.1%	73.8%	73.9%	70.9%
Other	65.0%	64.3%	55.0%	70.6%	73.1%	66.0%
Unknown	70.0%	50.0%	57.1%	100.0%	71.4%	68.3%
White	74.6%	75.9%	81.4%	84.9%	85.9%	80.3%
All Students	70.4%	71.3%	76.0%	80.8%	81.3%	75.9%

Table 1.7.2 Comparison of attainment rates as a % of full time, first degree, students in each category across the last five years.

The pattern of differential achievement within the Asian ethnic group was also present in a larger study undertaken within the university, and the attainment gap, as measured by the average final degree mark, is clearly larger for the Pakistani subset of the overall Asian category compared to, for example, the Indian ethnicities.

Distribution of final degree marks for White and BAME ethnicities

All modules, all Schools, 14/15-17/18

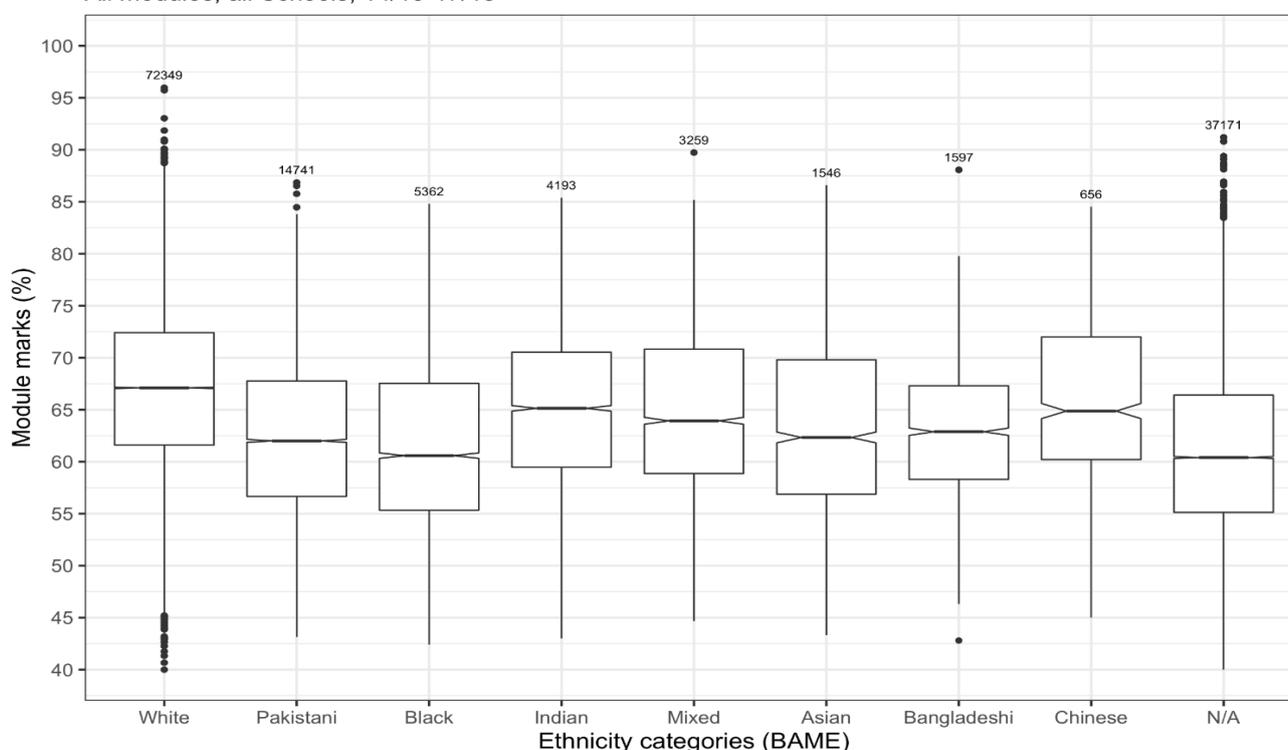


Figure 1.7.3

Various analyses conducted in the University have highlighted the complexity and interplay of a wide number of contributory factors for differential achievement, and indicate that solely considering ethnicities is not sufficient. For example, when examining factors contributing to non-continuation in 14/15 using a logistic regression model, entry qualifications and “living with parent/guardian” were found to be significant explanatory variables, whereas ethnicity was not. It is perhaps of no surprise given the analysis above that the “living with parent/guardian” is associated with particular ethnic groupings in our population, where in 17/18 we had 78.6% of our Asian or Asian British UK domiciled students living in the parental home, against 28.5% of our White UK domiciled students living in the parental home

2. Strategic aims and objectives

During 2018-19 the University of Huddersfield developed its Strategy Map for the period to 2025. Recognising the central importance of addressing the differential success of groups in its diverse student

body, the University adopted as one of three Teaching and Learning goals, to ‘inspire all students to fulfil their potential and achieve the highest academic and professional standards’. This is associated with the Key Performance Indicator of eliminating differential performance at statistically significant levels on all the core Teaching Excellence Framework metrics.

This major strategic commitment is in line with our approach for the past few years, and the growing emphasis of the regulator, on a more focused intervention in areas where metrics suggest further progress needs to be made. We would, however, also emphasise that the sustained outstanding performance of the institution in other areas such as access and disabled student attainment cannot simply be taken as ‘banked’ and requires continued investment and innovation as challenges for these elements of the student community remain and grow. There cannot be a sudden shift of resource and management attention out of these areas, and although less attention is paid to these aspects of work in this document, it should not be assumed that these fields of work are in any way less dynamic ones than the ones the regulator is guiding us to here – in some cases they may be more dynamic and receiving appropriate attention. It is in this context that much of the University’s collaborative work in the NCOP takes place, for example, also highly innovative work directly with schools such as the Aspire to Uni programme with the schools who are members of the Aspire Co-operative Learning Trust; but since this activity focuses primarily on access, and the discussion in this Plan is aimed elsewhere, it will not be outlined in any detail here.

2.1 Target groups

Given the analysis above, and overall strategic approach, for the purposes of this Plan we will be targeting the three areas identified below in this Plan.

1. IMD1/2 student attainment gaps – we understand the emphasis in OfS commentary on the importance of POLAR4, and continue to be committed to using these data, but are driven by the distinctive IMD performance in relation to attainment, and note the relatively lesser significance of POLAR4 for attainment as opposed to access.
2. Black student attainment gaps – we are sensitive to the performance of individual groups within the minority ethnic community, and have identified this target from the data discussed, but given the strongly expressed views of our BAME Ambassador student community, the realities of working with these student groups (especially our understanding of the issues with Pakistani-background student performance within the broader ‘Asian’ category), and our understanding of intersectional factors, most of our interventions will address wider BAME-related issues.
3. Disabled student continuation gaps - while OfS datasets indicate that the continuation gap is not statistically significant, the University’s strategic commitment to all students’ success and the life-changing impact for disabled students who complete their studies makes closing this gap an important objective. Closing the gap towards the 90.7% norm requires 16 additional disabled students to continue assuming constant a number of disabled students.

2.2 Aims and objectives

In line with the University’s Strategy Map, our objective is to remove statistically significant achievement / progression gaps by the end of the 2024-25 academic year as detailed in Table 2.2.1.

Table 2.2.1 Timescale of eradication of gaps within the target groups with interim KPIs for each year aligned with the University strategy map. The year relates to the academic year in which the data is available and as such the continuation data will be linked with students who enter our institution in the previous year.

Academic year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Target	% gap in metric in relevant year							
IMD1/2 attainment	10.2	9.0	7.5	6.0	4.5	3.0	1.5	0
Black attainment	22.8	20.0	16.0	12.0	6.0	4.0	2.0	0
BAME attainment	15.8	13.5	11.5	9.0	5.0	3.0	1.0	0
Disabled continuation	2.7	2.0	1.5	1.0	0.5	0	0	0

3. Strategic measures

The approach to access and participation outlined here is embedded at the heart of the University's overall institutional strategy. It can be found in three of our nine key strategic aims which have clear associated KPIs which are aligned to the aims of the Access and Participation Plan:

Strategic Aim 1: To enable all students to become inspiring and enterprising global professionals and achieve career and personal success

KPI 1: All TESOF core and supplementary metrics to be at least two points above benchmark

Strategic Aim 2: To inspire all students to fulfil their potential and achieve the highest academic and professional standards

KPI 2: Differential achievement: No statistical difference for retention, highly skilled employment and degree classification once benchmarked

Strategic Aim 3: To create an inclusive University community providing a world-leading and inspiring student experience

KPI 3: University of Huddersfield student engagement score to improve by 20%

3.1 Whole provider strategic approach

Overview

The University has robust structures in place where oversight and enhancement of access and participation takes place. As discussed above the University has several programmes of work linked with the access agenda and these will remain a key component of our activities. Attainment and continuation (from the targets) are primarily the responsibility of the University's teaching and learning and student support structures. All School Teaching and Learning Committees (STLCs) report to the University Teaching and Learning Committee (UTLC), which is chaired by the PVC for Teaching and Learning, and each senior committee is required to have a student representative and additionally a BAME student representative as part of its membership. Each School also has the equivalent of an Equality and Diversity Committee which report to School senior management teams and to the recently restructured University Equality, Diversity and Inclusivity Enhancement Committee which in turn reports directly to the University Senior Leadership Team and cross refers to UTLC.

Each school is developing an Employability and Enterprise Group which reports to UTLC via STLC and the University Employability and Enterprise Forum, where student outcomes are monitored. Work in this forum is developing a 'Global Professional award' as a means to equip all students with a common set of graduate attributes that will serve to support student success. The PVC also manages a group of senior staff from all schools in setting the teaching and learning agenda, in order to best meet institutional targets. It is at this level that priorities and projects for continuation, attainment and progression are agreed and enacted, a number of which are set out below.

It should be noted that the University's Strategy Map commitment to eliminating differential performance metrics, continuation, attainment and progression means that we will be rigorously monitoring all of the data as above from School level committees through to Council and implementing action as necessary.

Access and participation

We recognise the fact that, although we have been systematically closing attainment gaps for BAME and disadvantaged groups in relation to access/income/status since 2014, and addressing disparities in continuation for disabled students, challenges remain. These are represented by recent trends in the data nationally and locally and the growing proportion of WP students in our population. We have been progressively intensifying targeted measures under those headings aimed at analysing the challenges and enhancing support for specific groups. This effort is manifest in the major projects developed in conjunction with HEFCE/OfS such as the Catalyst bid projects incorporating Flying Start, development of resources for personal academic tutors and enhancement of placement experiences for disabled students. We therefore identify the long-term problems we are attempting to solve; we specify our key audience, and the entry point to that audience; and we build a Plan around the steps needed to effect change, both in terms of 'business as usual' activities, and enhancements / improvements. This is all constructed around

consideration of the measurable effect of the work, its wider benefits, and the long-term change which is our identified goal – itself related back clearly to the problem initially identified.

In the context of increased resource in our award-winning Planning Team (*Times Higher Education*, Leadership and Management Awards 2018, Outstanding Strategic Planning Team), we appointed a researcher to undertake multi-factoral analysis of student retention and achievement to enable us to identify which groups are most at risk in this institution. They identified underachievement in students of Pakistani/Bangladeshi origin, with high proportions of vocational entry qualifications (such as BTEC). We are confident that these factors persist when other factors, such as age, gender and entry qualifications have been taken into consideration. We have also recently completed a qualitative research project focusing primarily on students who have withdrawn from their studies, to enable us to gain an understanding that goes beyond surface explanations and to identify actions that might have enabled students to remain engaged. The application of theory and evidence informs the following approach, which is itself an element of the overall institutional strategy.

Alignment with other strategies

All strategies in the institution are subordinate to the Strategy Map, and therefore its high-level goal and KPI related to the eradication of attainment and progression gaps at statistically-significant levels clearly signals the importance given to the strategic priority at the heart of this Access and Participation Plan.

UTLC has oversight of policies directly related to access and participation, including the Admissions Policy, the Equal Opportunities Policy and the Equality and Diversity in Teaching and Learning Policy (EDTLP), which include clear statements in relation to access and participation, and clear expectations for staff and students. The alignment of these plans and policies ensures the Plan is created with due regard to the duties imposed in the Equalities Act 2010. Evidence of the University's long-term commitment to reducing the attainment gap is embedded within the EDTLP as a specified objective since 2016. Membership of UTLC includes the Director of Student Services, and Head of Careers Service, and they take responsibility for tabling matters relating to participation and student outcomes ensuring there is a direct conduit to senior management in the setting and maintenance of University strategy.

Strategic measures

The University's long-standing record of success in many aspects of retention, attainment and progression is based on the integrated Retention and Success programme to help all of our students develop the skills and strategies they need to manage the transition to University and to complete their studies successfully which we initiated in 2011/12. The six key elements of this programme have been:

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

Ongoing evaluation of data has led to a more detailed understanding of the multi-factoral nature of disadvantage, and projects have been continually refined and extended to take account of new understandings. The Theory of Change process has been applied to each of our targets. However, the documents are too large to include here in their entirety therefore, the following sections contain extracts to indicate what we intend to do to bring about change.

Targets 1 and 2: IMD1/2 & black student attainment

A detailed review of attainment data has led to the identification of courses where there are large numbers of students meeting the profile of vocational entry qualifications combined with Pakistani/Bangladeshi heritage who are underperforming. We have redoubled our work on transition with these groups. This has been expressed in the most recent version of the 'continuation plan' (agreed in 2017), with clearly identified sets of goals and audiences, major themes in transition, tracking & intervention, personalised learning, and belonging and community, and seen most prominently through the introduction of the intensive 'Flying Start' programme which operates during the first two weeks of the academic year. This focuses on a scaffolded approach to the development of independent learning skills, the development of good study habits, and early engagement in intense subject-specific debate and analysis, bridging the gap between the practice-

based project approaches of vocational education and the more reflective and analytical research-informed demands of Higher Education. It also fosters a sense of 'belonging' to the University community, a sense that is important for retention.

There is a University Flying Start project lead who works with nominated senior staff within each School and the Student Union to develop appropriate context-dependent approaches, including for example support for subject-based student societies. Each STLC has oversight of the delivery and evaluation of their iteration of the programme, and the project lead reviews its impact at institutional level, reporting directly into UTLC. The Flying Start programme was the winner of the 'Curriculum Design' category in the 2018 *Guardian* HE awards. 2018-19 saw the significant expansion of the Flying Start scheme, including its extension to all undergraduate courses in Huddersfield Business School and the School of Applied Sciences where there are high proportions of 'at risk' students, and consolidation of the programme in carefully targeted areas in other Schools, focussing on programmes where there are high proportions of 'at risk' students. The co-design of work addressing the achievement gap with BAME students is exemplified by the work of the BAME Ambassadors, shortlisted for the 'Curriculum Design' category in the 2019 *Guardian* HE awards, including their role in action plans on diversity in the curriculum, the implementation of which will be monitored through UTLC. The University will also draw on the expertise of its BAME staff, self-organised through its BAME staff network, to provide expert input into this agenda.

We have scaled up our data-informed monitoring procedures and personal academic tutoring (PAT) processes, so that aspects of under-performance could be identified quickly and interventions put in place. One example of these recent and ongoing enhancements is the development of the PAT Portal to integrate live attendance-monitoring data feeds for individual students, providing critical information on student engagement to staff who need it, in context alongside other pastorally and academically relevant detail. Building on this we are working towards an overall engagement index for students to include other aspects of engagement (e.g. VLE usage, attendance at PAT sessions) to provide a more holistic view of the engagement patterns of our student body and a system to allow flagging of students that may be 'at risk'.

Among our pedagogical and support initiatives, we introduced lecture capture in 2016/17. This was rolled out to additional rooms for 2017-18, such that from 2018-19 we have been supporting what is effectively a whole-campus service in virtually all room-types, not just conventional lecture theatres. As a result, in that academic year 16,700 sessions were viewed, with 175,600 views of those sessions equating to over 42,000 hours. Lecture capture has particular benefits for students with learning disabilities, with persistent health problems and with disabilities, and those for whom English is an additional language.

Elements of this work formed part of our contribution to the £485k HEFCE Catalyst project led by Huddersfield, along with Coventry, Lincoln and Manchester Metropolitan, which the Office for Students invited us to continue as ABSS-supported work led from Huddersfield. In 2020/21 we will maintain our investment in delivering the Retention and Success Programme as has previously been attributable under OfS criteria.

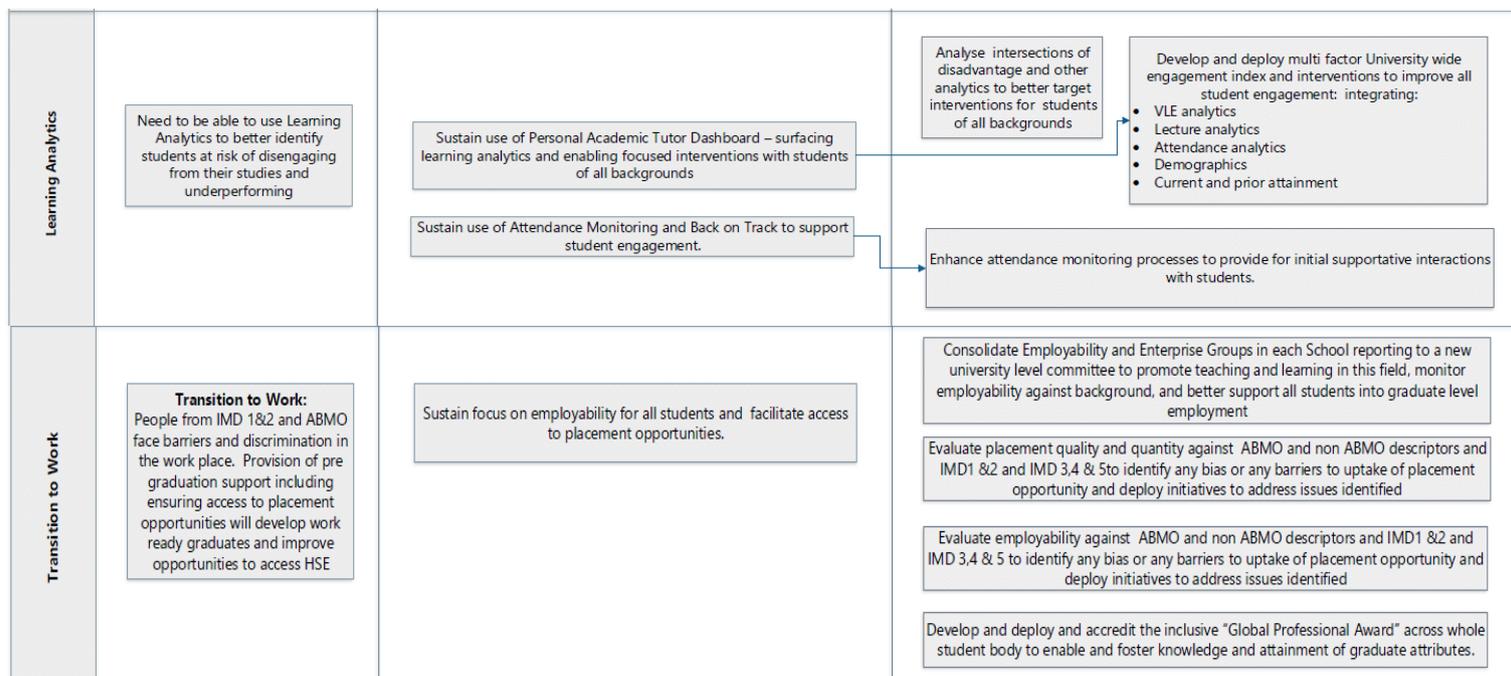
Additional enhancements to provision, designed to better support student attainment, focus on individualised support and take account of individual contexts. In 2017 the University introduced a new role of Graduate Teaching Assistant, whereby part-time post-graduate students are employed in each School to work with first year students in small groups or one-to-one, to help them navigate their transition to HE in a targeted way. This is supplemented by formally timetabled individualised study which facilitates commuter students, by providing recognised space, time and staff support on campus – a significant proportion of our students in IMD1/2 and/or of Black and Pakistani heritage commute and many have significant family responsibilities.

Figure 3.1.1 Theory of Change: Improving IMD 1&2 (Target 1) ABMO (Target 2) student attainment

Theory of Change : Improving IMD 1& 2 (Target 1) ABMO (Target 2) student attainment (Full and Part time)

Long Term Problem: To decrease the % attainment gap between students from ABMO backgrounds and non ABMO students to 0%

	Problems and Key Assumptions	What steps are needed to bring about change? (Business As Usual)	What steps are need to bring about change? (Enhancement and Improvements)
Applicant Support	<p>Pre Application Potential students and their families from IMD 1&2 and ABMO backgrounds require awareness raising and clarity over course structure, content and application process as they may be first of family to enter HE.</p> <p>Pre Application A substantial proportion of IMD 1&2 and ABMO students are within commuting distance and clarity over logistics and modes of study is required at application.</p>	<p>Academic staff engage with applicants, their families and college tutors to explain what is expected of university study, and the support available to secure their success. During open days and applicant events staff advise on course and assessment structure, the support available and how a student's transition to University will be managed.</p> <p>University and BAME Ambassadors share with applicants their experiences of being a university student at open days and applicant events.</p> <p>Routes into University developed as part of NCOP (Go Higher West Yorkshire) and also directly with schools and colleges through the Aspire to Uni Programme</p> <p>Visits from targeted schools to University at programme level to raise awareness of prospects in HE</p>	<p>Develop engagement plan with student advisors in schools and colleges to brief on the support available for IMD 1&2 and ABMO students.</p> <p>Further develop Aspire to Uni partnerships and direct community partnerships which encourage students from IMD 1&2 and ABMO backgrounds to see University as a real possibility for them.</p> <p>Delivery of next phase of NCOP activity as per recent renewal of consortium agreement</p> <p>Increasing programme of access to university staff and resources with targeted partner schools through co-delivery of the level 3 curriculum</p>
Transition to University	<p>Pre Enrolment: Early engagement with potential students enables a planned approach to transition.</p> <p>Post Enrolment / Registration: Early and Rapid engagement with newly enrolled students enables a planned approach to supporting their studies</p> <p>Creating Community: Students who feel part of a learning community are more likely to persist and achieve</p>	<p>Academic and support staff engage with students early through the Flying Start programme which provides intensive induction to university, programmes of study and assessment methods and signposts where students can go for help</p> <p>Early introduction to student societies to establish sense of belonging to the wider student body</p> <p>Early introduction to the Student Union BAME Ambassador initiative and identification of BAME Ambassador appointed to the student's own academic area to enhance sense of belonging among ABMO groups</p> <p>Develop a whole family approach to transition including family days for newly enrolled students and information booklets for sharing within the family household about the expectations of HE</p>	<p>Extend Flying Start into areas identified through study of metrics as underperforming</p> <p>Maintain early introduction and SU to work with subject teams towards automatic enrolment onto subject groups and societies</p> <p>Further develop the BAME Ambassador scheme to encourage more students to engage in the project from year 1</p>
Inclusive and Mainstream Practice	<p>The curriculum may be seen as being insufficiently diverse and less engaging to students from minority backgrounds.</p> <p>The built environment may not be fit for purpose to enable commuter students to make the best of the learning and social opportunities.</p> <p>Students who feel part of a learning and social community are more likely to persist and achieve</p> <p>Commuter students may have difficulty in feeling part of the wider University community</p> <p>Learning technology provides scalable and effective support to foster independent learning</p>	<p>Continue development and delivery of an inclusive curriculum where topics, reading lists and assessment take account of the cultural diversity of the student population</p> <p>Develop good practice in the use of the Personal Academic Tutor dashboard to plan early intervention where student performance at assessment could be improved, utilizing materials developed through the Catalyst Project</p> <p>Quality Assure Content within Brightspace (VLE) to ensure diversity in the curriculum</p> <p>Continue to develop estate to take account of the high proportion of IMD 1&2 and ABMO students who commute to provide high quality study space and also social space.</p> <p>Sustain staff conference focus on promoting benefits of and developing inclusive curricula</p> <p>Secure the role of the Graduate Teaching Assistant to work with students from IMD 1&2 and ABMO backgrounds to encourage and raise attainment</p>	<p>Develop student engagement framework and increase engagement score by 20% in line with University KPI</p> <p>Develop the role of the BAME Ambassadors to ensure that good use is made of their advocacy in curriculum development work.</p> <p>Focus on commuter student issues through the "Commuter Student Project" in collaboration with SU and Estates to improve the commuter student experience</p> <p>Creation of a new space for the University Multi-cultural Faith Centre (expected 2020) to replace existing estate.</p> <p>Assess extent to which Kingston Framework for Inclusion has been deployed and impact</p> <p>Roll out the Attainment Project to all staff in line with the new strategy map to reduce the attainment gap to zero</p> <p>Extend the role and training of the BAME ambassadors to ensure effective representation of students from ABMO backgrounds across all University work</p> <p>Enhance Student Voice mechanisms to ensure that there is a 360 degree view of student feedback and ensure that all analytics can identify different student populations so that the voice of IMD and ABMO students is clearly heard.</p>
Assessment and Feedback Practice	<p>Mismatch between student understanding of assessment and skillsets on entry and expectations of assessment and assessment tools employed at University for students from IMD 1&2 and ABMO background</p>	<p>Revision of student regulations for awards to make them more easily understood by all students</p> <p>Completion of an Academic Misconduct Project to highlight necessity for authenticity of assignments</p> <p>Institutional Teaching and Learning Conference dedicated to enhancement of assessment and feedback</p> <p>Teaching and Learning Staff Development Workshops looking at assessment and feedback technique</p>	<p>All students to engage in newly constructed module on good academic practice.</p> <p>Development of the Differential Attainment Project to examine areas of success and weakness in different groups and establish ameliorative measures</p>
Learning Technology	<p>Type and use of Learning technology needs to cater for all students irrespective of background</p>	<p>Maintain technical support to students</p> <p>Sustain Lecture Capture</p> <p>Sustain Brightspace as newly introduced VLE</p> <p>Provide student access to PCs, technical equipment and software relevant to the programme of study</p>	<p>Extend use of VLE, incorporating innovative features to support all students but also more clearly signpost teaching and learning materials which celebrate diversity</p> <p>Extend use of lecture capture, particularly for students where English is not the first language</p>



Target 3: Disabled students' continuation

To remove the gap in continuation of our disabled students it is important to continue to provide and maintain an inclusive learning environment with integrated learning support that meets the full range of learners needs; provide effective specialist support to all student with disabilities, a cohort of circa 3,000 students; and to further develop focussed interventions to those students with disabilities with higher risks of non-continuation.

Disabled students are supported to transition successfully to higher education, and this approach underpins our strategy to address the continuation gap. Key support activities are in place at each stage of the journey to higher education. Disability professionals engage with applicants, their families and college tutors to explain the support available to secure success. At open days and applicant events staff advise on the support available and how transitions will be managed. Early registration with Disability Services provides access to a dedicated Disability Advisor who will ensure provision of appropriate needs assessments, support to access DSA funding and campus support. The University hosts a DSA assessment centre, providing a one-stop shop to support transition.

Each year approximately 250 new students pre-register with disability services. Prior to enrolment students are supported to attend early induction activities. In addition to helping students to navigate campus and access facilities, it provides opportunities to meet with key personnel and fellow students, building a community to support disabled students' success. Pilot work has developed a July to December induction and transition plan for students with complex needs (Business School and School of Computing & Engineering), and there will also be work to support further disclosure of disability at pre-enrolment.

Using medical evidence and assessments, Disability Services quickly develop and agree a Personal Learning Support Plan (PLSP) with disabled students. These are shared electronically with all tutors who will be working with the student, and relevant support staff, this enables both reasonable adjustments and inclusive practice to be deployed to secure access to learning. Each year around 1800 PLSPs are in place.

The University has seen significant growth in students experiencing poor mental health, and a number of initiatives have been implemented to offer enhanced support. There are 8.5 (FTE) student wellbeing staff who provide a central service and gateway to support more than 1,000 unique students each year. Same-day appointments enable students to access support swiftly. An attendance monitoring and Back on Track framework enables staff in Schools to identify students who are struggling quickly and to offer individualised support. There are now more than 120 Mental Health First Aiders across the institution, due to the enhanced availability of this training since 2017, who are empowered to take notice, provide a first response and ensure students start accessing support, and steps will be taken to make mental health

training more widely available among relevant staff. Big White Wall provides 24/7 CQC-registered wellbeing support for students. During 2018-19, 685 unique students accessed this support.

Partnership with the University Health Centre, an NHS practice located next to the main campus, provides specialist and streamlined support to students (for example medical reports and diagnosis for DSA assessment can be expedited to support students in a timely way). Specialist Learning Disability Tutors and Mental Health Mentors provide around 18,000 hours of individualised support to disabled students each year, of which 11,000 hours are funded by DSA funded, and the remainder funded by the University.

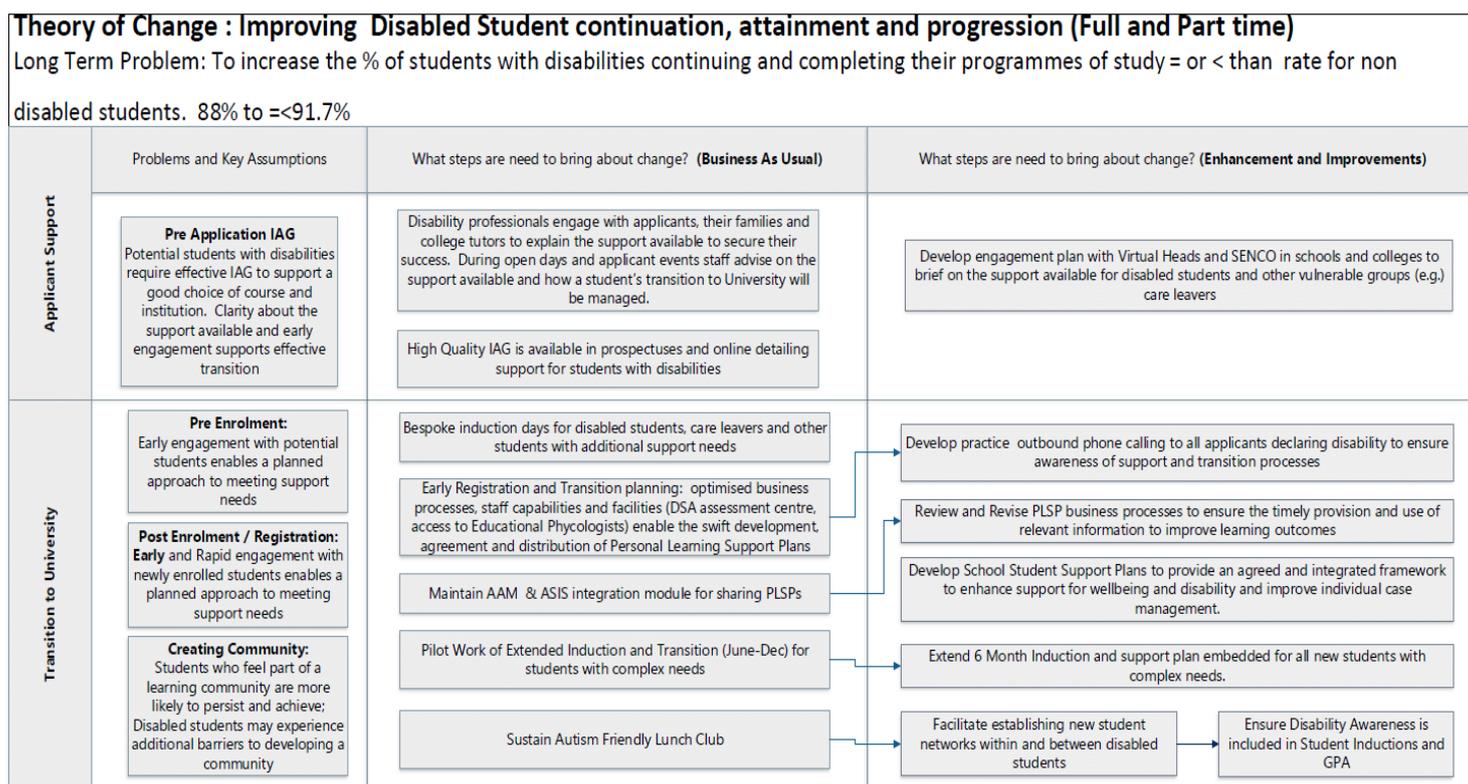
Deployment of Assistive Technology fosters learning and independence. ‘Hud Study’ provides specialist training and support to disabled students to use both specialist software and assistive features of mainstream software. Assistive Software, such as Read and Write Gold (making documents, files and web pages more accessible) and Mind Genius (enabling mind mapping and notetaking) are available on all campus PCs. UniDesktop provides remote access to the full functionality of University PCs and range of learning resources. The University transferred to a new VLE (Brightspace) in 2018 - students were consulted as part of the procurement process and one of the reasons Brightspace was selected is that it provides high levels of accessibility.

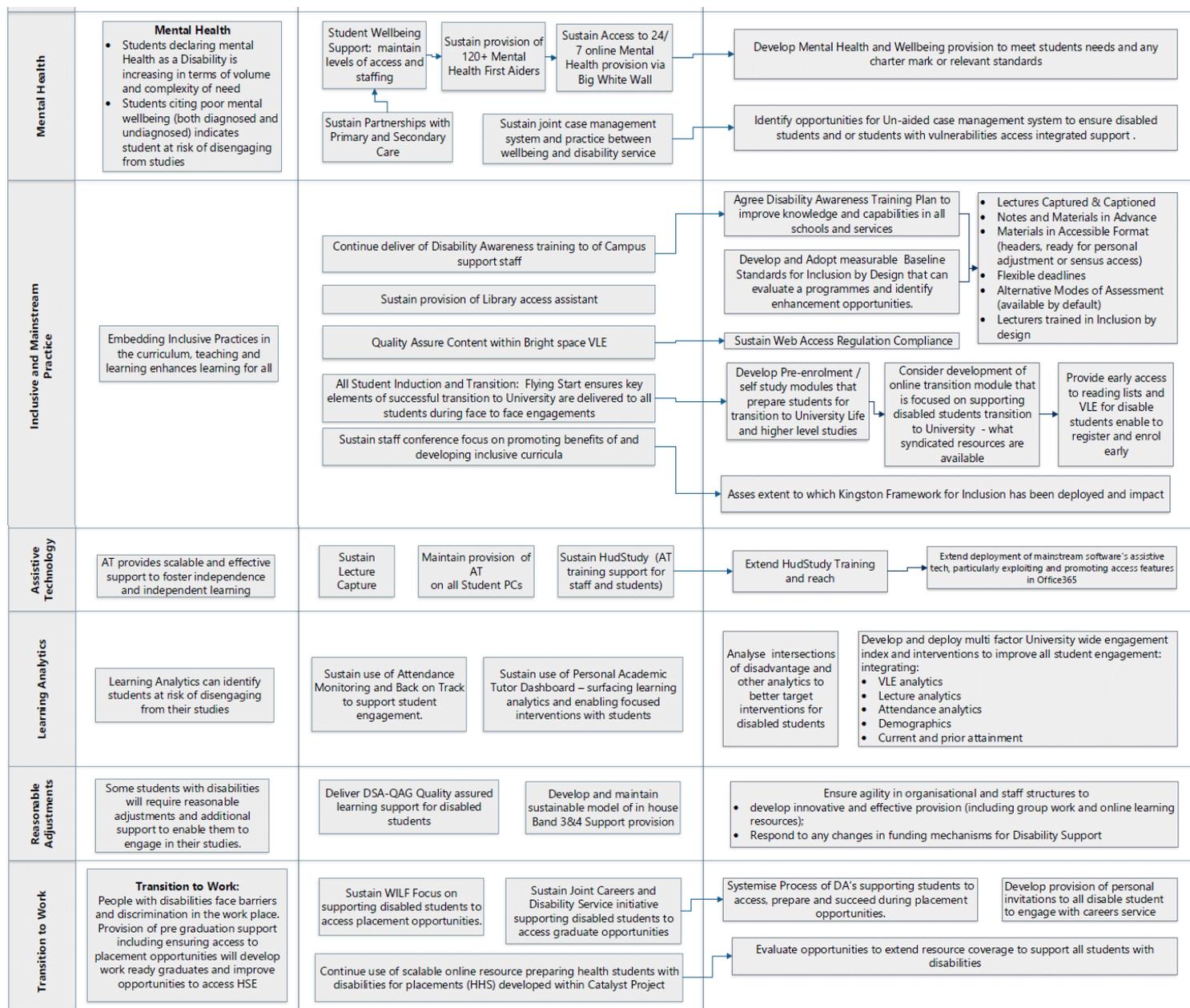
Specialist colleagues engage and train staff to prepare learning materials in accessible formats and use accessible technology. Legacy resources can be converted to accessible formats through the use of Sensus Access available to University members. Additionally, Estates and Campus support staff have received training to adopt inclusive practice.

There are well established communities of support for students with disabilities – for example an Autism Friendly Lunch Club provides a weekly get-together for students and staff to foster community and belonging on campus.

The University is committed to investment to support disabled students, and there is an ‘Eco-system’ of initiatives, much of which is devolved and delivered in Schools on an individualised basis. The core central infrastructure comprises 7.7 (FTE) Disability Advisers and Managers, 2 (FTE) administrators who coordinate additional support for students and liaise with funders, a specialist assistive technology trainer and a library access assistant. A rich blend of support is scaffolded by the PLSP, tutor input and ongoing engagement with Disability Advisers to enable students’ success.

Figure 3.1.2 Theory of Change: Improving Disabled Student continuation, attainment and progression





Intersectionality and targets.

Our institutional strategy signals our ambition to close the non-continuation gap and ensure all students can succeed at Huddersfield, and there is ongoing work to investigate in more detail the intersectionality of disadvantage in relation to continuation. In particular, current work is looking at emerging evidence of under-reported disability among some BAME groups, and also non-continuation where disability and POLAR4 Q1 intersect.

Work continues to monitor the impacts of attendance monitoring and otherwise supportive intervention regimes on students with disabilities, to gather Insight from Disability Advisors to identify reasons for dropping out, and the ongoing impact of DSA reform.

As outlined in recent Plans and Agreements, given the continuing success of our measures to ensure access to our courses, we have been rebalancing our spending towards work in ensuring progression and success. Our approach to financial support has been shaped by the strong input of the Students' Union, who argued very clearly for the importance of cash support in the first year for our most disadvantaged students. Early evaluation of the impact of a programme of structured cash support in withdrawal and suspension among our year-one undergraduate students in 2015/16 is ongoing. We will therefore continue to develop the Scholarship for eligible Home/EU students where students who are from households with an income of less than £25,000 and 120 UCAS points on entry can apply for cash support of up to £1,000.

As discussed in section 1.7 we are aware of several aspects where analysis of intersectionality can provide clear indications of where interventions are most effectively targeted. The Differential Attainment project which was piloted in one School in 18/19 clarified the interventions needed to reduce the attainment gap of some ethnic groups and provided evidence that the intersectionality coupled with detailed analytics at the modular level shows different linkages and correlations for different courses. Overall a more nuanced course by course approach is required to ensure effective interventions are targeted correctly. This project is now being rolled out across the institution under the umbrella of UTLC, led by the PVC T&L to provide data analytics and, more importantly strategic guidance on interventions, to course teams. This institutional approach to the nuanced problem ensures cohesive action across the institution.

3.2 Student consultation

The current Plan represents a development on many years of previous agreements and plans, which have been developed in conjunction with the Student Union in Huddersfield. Individual elements within the work described here have been shaped and in many cases led by the Student Union and other student activity. That tradition continues to inform the Access and Participation work intended for 2020-21 and subsequent years. This Access and Participation Plan was discussed in draft with Student Union Officers, and the document was brought for consideration to the meeting of the University's Senior Leadership Team with the Student Union Trustees and Sabbatical Officers which took place on 3 June 2019. In response to the comments from the Student Union we added information on course costs, ensured that mental health issues were more explicitly addressed in the list of actions for disabled students, included the work of the BAME Ambassadors in the Plan and included more on 'belonging' (in terms of the Flying Start programme) and engagement with personal academic tutors.

The plan also draws on the particular campaign priorities of the student BAME ambassadors for issues affecting black/white student performance issues, and consultation with disabled students, for those impacting disabled student continuation. The Student Union have one element of their strategic plan aimed at enhancing student engagement, and the level of that engagement, with their activities. Discussions are ongoing about combining their data with our own to provide a holistic view of the patterns of engagement of different groups of students in both the social (Student Union) and academic sphere (University). The Access and Participation Plan was then finally agreed at the meeting of Senate, which includes Student Union representation, on 26 June 2019.

3.3 Evaluation strategy

Strategic context

The University uses evidence-based approaches in evaluating all aspects of access and participation. There is a dedicated Planning department which provides data which is then scrutinised at all levels of the organisation to help inform strategic priorities. An evaluative culture is encouraged and developmental projects emerge from discussion around the signalling from the data. This judgement is supported by the outcome of the self-assessment through the OfS tool-kit, which produced a finding that the institution is at an advanced level in each of the five categories. Individual questions in the self-assessment tool that were amber such as ability to conduct longitudinal studies, planning of evaluation at concept stages of programmes and dissemination to the wider sector were considered when developing the ongoing and new measures as above.

Programme Design

Current programmes are designed following rigorous scrutiny of data relating to all aspects of the student lifecycle. There is a clear rationale for programmes, and mechanisms for evaluation are clearly stated at the design stage. For example, the Differential Attainment Project, which was piloted in 18/19 in the School of Applied Science, was formulated following discussions with School staff around low attainment of BAME students. Data analytics led to the identification of a linkage between BAME students of Pakistani heritage and entry with BTEC qualifications, and a qualitative body of research followed up on this with designed, targeted interventions. On evaluation of the findings, it was decided to expand this body of work across the whole institution to investigate intersections of disadvantage and their impact on attainment. Future work will allow us to follow the students longitudinally through their time with us and enhance the evaluation of interventions. In another example, the Flying Start project to enhance transition into HE was based on clear evidence that students from vocational programmes were at the greatest risk of withdrawing from their programme of study in their first year, and a project group was established to design the intervention. Again

this was piloted in a few courses before being rolled out across the institution following an evaluation of its impact.

Evaluation design

All intervention programmes are evaluated at Senior Leadership Team level, and the evaluation we carry out is proportionate to the activity and to the claims we intend to make for the activity. We use narrative and empirical enquiry evaluation methods as part of a strategically-focused evaluation process which is underpinned by the central place of the core goals in the Strategy Map and its KPIs. Evaluation methodologies include Design Based Research, Theories of Change (Logic Chains), and Collaborative Project Networks. At their heart is the University's Annual Evaluation process, which provides coherence across all Quality Assurance and Enhancement mechanisms in the institution.

Evaluation implementation

We consider the measures and tools we use, including a careful consideration of the reliability of data collection mechanisms. Evaluation is shared with key stakeholders and used to formulate improvement plans. For major projects we employ independent research fellows to evaluate the impact of our projects.

Learning to shape improvements

Evaluation findings and results are used to inform our practice, through reflection, sharing, dissemination, translation into adjustments and innovation in practice across all of our Access and Participation work. Emergent projects are shared via UTLC and discussed with student representatives prior to implementation.

An example to illustrate the institution's approach is located in the Flying Start project, a programme to support transitions aimed particularly at students affected by multi-factorial issues including vocational qualifications and Pakistani/Bangladeshi heritage. As a major cross-institutional initiative with initial Catalyst support, Flying Start has been subject to extensive and systematic evaluation using a range of methodologies, which have resulted first in its extension and further in its development across the institution as a major tool in addressing differential achievement and continuation. For example, comparative analysis was conducted of undergraduates on courses some of whom were engaged in the programme and others who were not. Data for 1803 undergraduates was analysed, and non-parametric significance testing was conducted for all students and within groups to establish whether there had been a significant change in achievement between Flying Start and non-Flying Start courses or, for retention to establish whether there was a significant change between Flying Start and non-Flying Start courses.

The University has conducted its 2018/19 Annual Evaluation of all programmes. The review has demonstrated all Schools are, in line with University strategy, demonstrating an increased focus on retention and achievement through a common approach to escalating issues and actions plans to resolve them. Following a major thematic review of retention in 2011/12 retention has shown overall improvement. The University has, however, set more stretching targets to reduce withdrawal and non-progression, and to this has been added the more recent focus on narrowing attainment gaps described above. The University is pursuing a range of strategic initiatives to achieve these ends, each of which has specific mechanisms for evaluation and development. These include:

- 'Back on Track', introduced in 2010/11. The service reports annually, and in 2017/18 Wellbeing and Back on Track Advisors supported 955 unique students through 2519 appointments; further, at School level guidance officers and personal tutors give initial advice and signpost to specialist services.
- Standardised attendance monitoring, introduced in 2012/13. This was assessed through a quality appraisal report submitted to Quality and Standards Advisory Group in March 2012, and its operation has been reviewed by our internal audit service. The system is overseen by a cross-campus Group chaired by the Pro Vice-Chancellor for Teaching and Learning, which regularly reviews its impact. Recent analysis of the impact of the system and input from the Students' Union about the student perspective of the system has led to revisions for implementation in September 2019.
- Exemplary systems to manage student complaints, requests for extensions and extenuating circumstances. These are analysed annually through a report to University Teaching and Learning Committee, which is reported on to Senate and University Council, and were a key element to the submission which resulted in the award of Outstanding Registry Team 2013 in the *Times Higher Education* Leadership and Management Awards. In response to staff and student feedback the student regulations have been extensively revised to make them more accessible.
- The University Faith Centre for students, completed in 2011, fully refurbished in 2015, and to be redeveloped in the near future. This ongoing process of development and redevelopment, which saw

the service recently ranked number one in the world in the International Student Barometer for faith support, is based on regular user surveys and the management of the Centre through a process of engagement with student faith societies which provides ongoing real-time feedback on the quality and effectiveness of the approach.

- A support system for vulnerable students ('support priority students' – SPS), based on predictive analytics was introduced in 2013/14. This system was further revised and enhanced for the start of the academic year 2016/17, and as a result in that year the proportion of SPS students who withdrew or were suspended by the end of January fell, compared to the same period in 2013/14, from 20.7% to 4.8% (and this also represents an improvement on the previous year's figure). Outputs from the system are scrutinised in the University Senior Leadership Team, and University Teaching and Learning Committee.

Evaluation of Financial Contribution

Since 2012/13 the University has offered our eligible first-year undergraduates a scholarship based on household income and qualification on entry based on their UCAS points. The initial University scheme was a £3,000 fee waiver where we reduced the student's first year tuition fees if they had more than 280 UCAS points and had a household income of less than £25,000. Since 2015/16 the University changed the scheme to a cash payment to the student of £1,000 if they met the same qualifying criteria, following consultation with the Student Union that showed they would prefer immediate financial help while at University rather than a reduction in the total amount they will need to repay after graduation. We undertook analysis of student retention based on the change of the scholarship we offered from the 2015/16 academic year so we can compare to see if, first, there is any difference between those students that received a fee waiver as compared to the cash payment and, second, whether there is any noticeable difference between the retention of students that receive a scholarship and those that do not.

Table 3.3.1 Comparison of continuation rates for students receiving different forms of scholarships (or none) in 2014/15 and 2015/16.

2015/16 Scholarship (cash)	Headcount	Percentage %
Continuers	977	84.81
Non-continuers	175	15.19
Total	1152	100

2015/16 No scholarship	Headcount	Percentage %
Continuers	4081	84.70
Non-continuers	737	15.30
Total	4818	100

2014/15 Scholarship (fee waiver)	Headcount	Percentage %
Continuers	897	88.46
Non-continuers	117	11.54
Total	1014	100

2014/15 No scholarship	Headcount	Percentage %
Continuers	3837	84.55
Non-continuers	701	15.45
Total	4538	100

The figures are not strongly conclusive in regards of retention. Further analysis is needed to understand trends and we intend to use the findings of the research project undertaken by OFFA for evaluation. The University is looking to understand the impact of financial support on retention in a more complete way from the 2019/20 academic year onwards. During the 2019/20 year we intend to convene students focus groups to look at the effect of financial support on their choice of coming to Huddersfield and whether it changes their behaviour while they study with us in their first year. This work will happen in 2020 after the scholarship has been paid to them. From the views of these groups we will look to see how the scholarship effects our student retention and attainment and if we should spread the scholarship payments over the course of their studies rather than pay it in full in their first year.

3.4 Monitoring progress against delivery of the Plan

Monitoring is the responsibility of the Deputy Vice-Chancellor, and the fora for this to take place on a periodic basis are UTLC and the Senior Leadership Team at the University. As with approval of the Plan, student engagement with monitoring is ensured through the format of the joint meeting between the Senior Leadership Team and the Student Union Trustees and Sabbatical Officers. University Council is engaged in monitoring as part of its ongoing work in monitoring compliance with conditions for ongoing registration with the Office for Students and academic governance. Council will also monitor this Plan as it is the focus of one of the three teaching and learning KPIs in the University Strategy Map and Council monitors progress towards these KPIs on an annual basis. Thus UTLC, Senate and Council will monitor all of the differential achievement specific milestones in line with our strategic targets, and remedial action plans will be developed with the academic Schools if data suggest the institution is not on track with progress against the University KPIs and targets of this Plan.

4. Provision of information to students

We commit to making available to students, information about the financial support that students are entitled to as a result of the provisions within our Access and Participation Plan. This will include the eligibility criteria and set out the level of financial support students from underrepresented groups will be offered in each year of their studies. Information is provided through the website and other marketing collateral, but also actively promoted to relevant groups. For example, in 2017/18 we delivered 80 student finance presentations to prospective students and their parents, in addition to one-to-one advice at careers/HE fairs, Open Days and Applicant Visit Days. We hold three on-campus parents/carers information evenings annually where we typically present to over 400 parents/carers on the subject of student finance. We have noted, for the current year in particular, the need for further, more explicit guidance on associated costs, especially where faced by commuter students. This is as an issue which both we and the Student Union know to be an important concern for applicants and students.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

University of Huddersfield – Access and Participation Plan Variations

Priority A: Accessible access and participation plans

A summary of the University's APP has been created and published.

Priority B: Develop enhance and expand their partnership with schools and other local and national organisations to help raise the pre-16 attainment of young people from underrepresented groups across England

School Governance

We demonstrate our commitment to social impact and improving educational standards within the region through our gold partnership with [Governors for Schools](#), with whom we work closely to place our staff members in appropriate governor and trustee positions, whilst accessing their training and resources to ensure that our staff can provide the best experience and skillset needed.

In addition to staff from across the whole University, we have several senior leaders, including the Deputy Vice-Chancellor, the Pro Vice Chancellor for Teaching and Learning, the Director of HR, the Director of Marketing, Communications and Student Recruitment and the Director of Finance and her Deputy who can support and advise our school and college partners in the following areas:

- Policy and strategy
- Leadership and governance
- Finance
- Educational experience
- HR policy and staff recruitment
- Marketing strategy and stakeholder communications

We plan to expand this programme by encouraging staff and postgraduate students from across the whole institution to become involved.

The Brilliant Club

In order to support school pupils' progress by utilising the subject expertise of PGR students, the University is in the process of entering a formal partnership agreement with The Brilliant Club. The intention is to pilot a programme in which Postgraduate Research Students will deliver attainment raising activities in schools in two ways; bespoke short courses based on their research and tutoring in STEM. The Brilliant Club will provide training and support for the students and data to the University regarding where and how much they are engaging and the impact of their activity. We are exploring the possibility of rolling the project out in Kirklees, Bradford and Calderdale.

Go Higher West Yorkshire

The University of Huddersfield is committed to working collaboratively in our local area through Go Higher West Yorkshire (GHWY) to take a coherent, county-wide approach to reducing inequalities in access to, success in and progression from higher education. We co-fund the core function of the partnership which covers the whole student lifecycle, support our staff to contribute to collaborative activity for the benefit of the wider partnership of GHWY as well as its Uni Connect programme. The aim of the partnership is to bring together members and stakeholders to ensure that higher education – in all its varied forms – is an accessible option that is considered by a wider and more inclusive audience in our local area, and to support these prospective students in and through our institutions.

We commit to working together through GHWY over the upcoming 12-month period to investigate opportunities and understand the potential to undertake a collaborative approach to pre-higher education attainment-raising activity as well as collaboration around evaluative activity. This will allow sufficient time to develop our strategic approach by

undertaking liaison with key local stakeholders and scoping current provision, to ensure we do not risk duplicating or disrupting existing activity.

Priority C: Access to higher education leads to successful participation

The University of Huddersfield actively recruits students from underrepresented groups as set out in our APP and there is no request to vary our approach to this. Once students join us, as outlined in our APP, there are several themes of work aimed at enhancing engagement, attainment and employability to ensure successful participation. This area of the work is the main overarching objective of our 2020-2025 APP with a continuation of our access work.

Priority D: Develop more flexible and diverse provision

The University successfully applied for the Register of Apprenticeship Training Providers (RoATP) in 2017. Building on the University's significant experience in delivering vocational programmes in health, education, and business, we began delivery of the first higher apprenticeship (level 5) in the School of Human and Health Sciences (HHS) in June 2018. This was closely followed by level 6 and level 7 degree apprenticeships launched by the Huddersfield Business School (HBS) in September 2018. New partnerships continue to be made, with over 75 employers currently engaging in our apprenticeship programmes. Current apprenticeship provision includes:

School	Programme	Enrolments from 2018
Human and Health Sciences	Nursing Associate (Level 5)	558
	Advanced Clinical Practitioner (Level 7)	76
	Paramedic (Level 6)	63
	Operating Department Practitioner (Level 6)	30
	Registered Nurse (Level 6)	30
	Podiatrist (Level 6)	16
	Occupational Therapist (Level 6)	12
	Physiotherapy (Level 6)	5
Huddersfield Business School	Chartered Manager (Level 6)	33
	Senior Leader (Level 7)	32

In April 2021 a Director of Apprenticeships was appointed, based in HHS, but working across the University to quality assure and develop provision. An [Ofsted Monitoring visit](#) (March 2022) confirmed:

- Leaders have made **significant progress** in ensuring that the provider is meeting all the requirements of successful apprenticeship provision.
- Leaders and managers have made **significant progress** in ensuring that apprentices benefit from high quality training that leads to positive outcomes for apprentices.
- Leaders and managers have **reasonable progress** made in ensuring that effective safeguarding arrangements are in place.

This provides a firm foundation for the delivery of the goals set out in the University's Apprenticeship Strategy approved in March 2021 and aligning closely with the University's core strategy and supporting Teaching and Learning Strategy. The University has in place secure processes and robust structures relating to the assurance of the quality of its provision, including role and responsibilities of the employer.

Apprenticeship development priorities

School of Human and Health Sciences (HHS)

HHS apprenticeship provision is workforce led and the School has responded quickly to the demands for apprenticeships particularly from NHS partners who include:

- Calderdale and Huddersfield NHS Trust
- Health Education England (HEE)
- Leeds Teaching Hospitals NHS Trust
- Mid Yorkshire Hospitals NHS Trust
- South West Yorkshire NHS Trust
- Yorkshire Ambulance Service

Huddersfield is the largest provider of apprenticeships in nursing and allied health in Yorkshire and the Humber, and it is also one of eight universities contracted to deliver the new blended learning nursing degree instituted by Health Education England in 2021.

Work is now underway to develop the [National Health Innovation Campus](#) at the University. The campus will enable the rapid expansion of courses and qualifications at several levels in nursing, midwifery, allied health and human sciences. This will also encompass our large offering of modular and flexible CPD based courses. This investment signals the University commitment to developing our Health Education capacity and we are working with employers to develop/extend provision in the following areas:

- Midwife Degree Apprenticeship Level 6
- District Nurse Level 6
- Enhanced Clinical Practitioner Level 6

Huddersfield Business School

The level 6 Chartered Manager Degree Apprenticeship ran cohorts in 2018 and 2020. The occupational standard has been validated into two bespoke awards: BA (Hons) Business Management Professional (Chartered Manager Degree Apprentice) and BA (Hons) Business with Supply Chain Management Professional (Chartered Manager Degree Apprentice). The former award has recruited apprentices from eight local employers ranging from large local manufacturers to local public service employers. The latter award specialises in supply chain managers and the cohort is primarily drawn from a large retailer. The Senior Leader Degree Apprenticeship (SLMDA) has recruited three cohorts from public and private sector employers.

Huddersfield Business School leads our engagement with the [Kirklees Top 100 Companies](#). This is one of many business engagement activities that ensure our programmes are relevant to employers' needs. The Top 100 engages employers in a wide range of disciplines beyond the Business school and provides opportunities to develop alternative flexible qualifications in several subject areas. Pipeline projects include:

- The Senior Leader Level 7 apprenticeship and the Departmental/Operations Manager Level 5 apprenticeship is being co-designed with three local NHS Trusts to address the skills needs for senior managers and first-time managers within the healthcare sector
- Youth Worker Level 6 Degree apprenticeship is being co-designed by the School of Education and Professional Development and local authorities

Apprenticeships Serving and Supporting Equality of Opportunity, Access and Participation

Analysis of EDI data, most recently updated for the Ofsted Monitoring visit highlights that our existing DA programmes provide appealing and flexible pathways to learners. Levels of participation of B.A.M.E students in Health programmes are greater than the local population. The picture is less clear for management programmes. At the point of entry Disability declaration is lower than the census population figure, however we have established processes during programmes to identify potential needs, undertake assessment and provide support and reasonable adjustment to enable learner success.

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year		£1,000
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Huddersfield

Provider UKPRN: 10007148

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,317,300.00	£1,317,300.00	£1,317,300.00	£1,317,300.00	£1,317,300.00
Access (pre-16)	£541,800.00	£541,800.00	£541,800.00	£541,800.00	£541,800.00
Access (post-16)	£705,500.00	£705,500.00	£705,500.00	£705,500.00	£705,500.00
Access (adults and the community)	£30,000.00	£30,000.00	£30,000.00	£30,000.00	£30,000.00
Access (other)	£40,000.00	£40,000.00	£40,000.00	£40,000.00	£40,000.00
Financial support (£)	£1,400,000.00	£1,400,000.00	£1,400,000.00	£1,400,000.00	£1,400,000.00
Research and evaluation (£)	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£31,806,350.00	£31,806,350.00	£31,806,350.00	£31,806,350.00	£31,806,350.00
Access investment	4.1%	4.1%	4.1%	4.1%	4.1%
Financial support	4.4%	4.4%	4.4%	4.4%	4.4%
Research and evaluation	0.1%	0.1%	0.1%	0.1%	0.1%
Total investment (as %HFI)	8.6%	8.6%	8.6%	8.6%	8.6%

