

## **Access Agreement 2015/16: University of Huddersfield**

1. We welcome the opportunity to make a clear public statement of our commitment to improving access to education and through it to the professions. At the University of Huddersfield a key part of our mission is “to deliver an accessible and inspirational learning experience ... and to engage fully with employers and the community”. Our “strap line” is “inspiring tomorrow’s professionals”. To achieve this mission, and to live up to our brand promise, we seek to support every student through every stage of their personal “student journey”, from supporting their first decision to consider higher education as an option, through application, enrolment, their learning experience, engagement with professions, and trajectory into work and further study.
  
2. We believe we are being successful in achieving this mission. In the 2013/14 HESA PI’s
  - 46.5% of our home undergraduate students were from lower socio economic groups this is a significant increase on previous years and the highest percentage in our recent history (Table T1b)
  - 1 in 6 was from a low participation neighbourhood, significantly above our HESA benchmark (Table T1b)
  - 1 in 4 was from an ethnic minority (HESA 2012/13 data return)
  - 7% were students who have declared a disability, marking a 10% increase over 2012/13
  - According to HEFCE funding and performance indicators this places us consistently among the top 20 English universities for widening participation
  - Overall 59.8% of our undergraduate population is “OFFA countable”

In short, we make a significant contribution to creating opportunities for people who may otherwise be excluded from higher education.

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

|                                |         | <b>Percent from NS-SEC classes 4,5,6 &amp; 7</b> | <b>Benchmark (%)</b> | Standard deviation % | <b>Percent from low participation neighbourhoods</b> | <b>Benchmark (%)</b> | Standard deviation (%) |
|--------------------------------|---------|--|----------------------|----------------------|--|----------------------|------------------------|
| The University of Huddersfield | 2012/13 | <b>46.5</b>                                      | <b>38.1</b>          | 1.00                 | <b>17.6</b>  | <b>13.3</b>          | 0.63                   |
| The University of Huddersfield | 2011/12 | <b>41.4</b>                                      | <b>36.3</b>          | 0.94                 | <b>17.1</b>  | <b>12.6</b>          | 0.60                   |
| The University of Huddersfield | 2010/11 | <b>43.3</b>                                      | <b>37.5</b>          | 1.00                 | <b>18.3</b>  | <b>13.5</b>          | 0.64                   |
| The University of Huddersfield | 2009/10 | <b>41.1</b>                                      | <b>35.6</b>          | 1.00                 | <b>16.7</b>  | <b>12.6</b>          | 0.61                   |
| The University of Huddersfield | 2008/09 | <b>44.0</b>                                      | <b>38.4</b>          | 1.03                 | <b>17.2</b>  | <b>12.5</b>          | 0.64                   |
| The University of Huddersfield | 2007/08 | <b>42.1</b>                                      | <b>35.3</b>          | 1.04                 | <b>15.6</b>  | <b>12.1</b>          | 0.62                   |

3. In 2012/13 we were among the top 20 English mainstream Universities in the UK for graduate employability with more than 94% of our students in work or further study within 6 months of graduating. We are consistently one of the UK's top 5 universities for sandwich placements with 46% of our FT UG HEU students registered on them. We can demonstrate that those who join us from less advantaged backgrounds or circumstances, are supported and encouraged through the learning process into graduate level employment and into a better start in life.
4. The change in University funding, in which the balance of the cost of studying has been largely shifted from the State to the graduate, may over time become a major challenge to widening participation and through it to increasing upward social mobility and one which may also be more marked among mature students. Figures from UCAS also show changes to the national funding model are altering the relative demand for particular programmes and specific institutions. The range of change in acceptances to HEIs is from +41% to -49%,

and applications have declined substantially in Architecture, Languages, Art and Design, Media Studies and Combined Studies.

5. In response we have reviewed our portfolio, withdrawn all degree programmes which our research suggests will not fare well in the new environment, and transferred the undertakings from our remote campuses in Oldham and Barnsley to local FE providers. We have also streamlined the range of content we offer in every degree programme, and increased the efficiency and effectiveness of assessment. We are using our relationships with professional bodies and employers to ensure our content is relevant and that all students experience meaningful and relevant work related learning as part of their programme of study. We are enhancing our already excellent student support mechanisms and ensuring our infrastructure is of the highest quality and fit for purpose. Working closely with our Students' Union we are also taking steps to identify and support students who may be at greater risk of withdrawing from their studies. In our view these developments will help ensure we retain our current market advantage, and offer students excellent value for their investment in our programmes.
6. Through these actions it is our aim to achieve five interlinked targets which we believe mark an effective contribution to access to higher education and the professions:
  - to continue to meet all HESA benchmarks for the recruitment of students from lower socio economic groups and low participation neighbourhoods
  - to improve retention among these groups so that within three years we are within one standard deviation from our HESA benchmark
  - to increase the proportion of our students who have real work-related experience as an integral part of their degree programme, and to maintain our accredited relationships with professional bodies
  - to increase the proportion of our students who achieve first class and upper second class honours degrees by continually improving student performance while maintaining high quality provision
  - to continue to be one of the UK's leading HEI's for employability

### **Our proposed Graduate Contribution**

7. Subject to OFFA's acceptance of our 2015/16 Access Agreement we propose to ask graduates from Full Time Regulated programmes (including Initial Teacher Training) who first enrol with us in 2015/16, to make a contribution through the loan repayments system of £9000 per year of study to the costs of their Huddersfield learning experience. Students on sandwich year placements will be asked to make a contribution of £750 for the year to cover administration and

visit costs We will ask graduates from part time programmes who enrol with us in 2015/16 to make a contribution of £895 per 20 credit module which is equivalent to £4028 for an undergraduate student studying 90 credits and therefore falls below the threshold for inclusion in our Access Agreement. We will therefore provide no further information or analysis about part time students in this document. These contributions will apply to all those estimated 4400 Full Time Home and EU new entrant undergraduate students and PGCE who we estimate will enrol with us in 2015/16. We will apply annual increases to the fee paid by students who enrolled with us in 2012/13, 2013/14, and 2014/15 in line with the permitted real terms fee increase set by the Government for both full time and SWOUT years.

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

8. The University of Huddersfield is one of the UK's most successful institutions at widening participation in UK higher education. We consistently achieve or surpass all of our HESA benchmarks relating to participation of people from less advantaged backgrounds and communities. In our marketing, outreach and community work, in staff recruitment, and in our teaching, learning and student support, widening participation is embedded and engrained in everything we do. When more than 1 in every 2 people who study with us at undergraduate level is from a part of our community normally under-represented in higher education it is counter-productive for us to compartmentalise what we do to recruit and support them, and to separate it from what we do to recruit and support all of our students, the majority of whom are domiciled within 40 miles of our Campus. The eligible expenditure on outreach and access and retention included in this document forms 59.8% of our total expenditure on these activities to reflect the % of "OFFA countable" students within our overall home full time undergraduate student body. The University's withdrawal from its Barnsley campus in 2013 may serve to reduce the University's WP intake and benchmark by an estimated 2% which will be reflected in subsequent HESA figures.
9. Our approach to "Outreach" has always been collaborative and based on partnership working with schools, colleges and community groups. We work with our partners to develop programmes that add value to their curriculum. Rather than working with small groups of targeted individual learners we are clear that the best results are achieved through developing sustainable long term relationships with key school and college partners. The programme of activities we develop is designed to support and reinforce the work of our partners and not only raise awareness, aspiration and attainment among key individuals but also to support cultural change within the partner institutions. Our partnerships with FE colleges seek to develop progression routes from vocational programmes.

10. We divide and classify our outreach work in seven categories:

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

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

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

Governance structures and protocols of operation have been agreed and put into operation. A mission and values have been agreed as:

- The University of Huddersfield is committed to the Higher Education Access Rewarding Transforming (HEART) partnership established by twelve HE providers in West Yorkshire (FE Colleges providing HE, HEIs and Universities) until December 2015.
- HEARTs mission remains to work in partnership to improve access to, and achievement in, Higher Education to enhance individual and economic development.
- Strategic target groups for collaborative activity are currently under review however the excellent work in relation to Looked After Young People (LAYP) and Care Leavers will continue together with relationships to the Leeds City Region (LCR) Local Enterprise Partnership (LEP) and through this addressing issues relating to mature and part-time learners. Other areas currently being considered are collaborative primary school activities and learners with disabilities.
- HEARTs approach to engaging with LAYP/Care Leavers working through the intermediaries (local authorities, social workers, foster carers and independent fostering agencies) continues to strengthen with a significant increase in activities and attendance at these activities. The network with all West Yorkshire local authorities LAYP/Care Leaver teams meets twice annually and is enabling HEART partners to potentially reach all young people in care (approximately 3,500) in the region. The network has supported development of activities such as coffee mornings for foster carers, attendance at foster carer support groups and 'foster family

learning days' to be delivered shortly. The HEART Manager has also taken up the role as representative for Yorkshire and Humber on the National Network for the Education of Care Leavers.

- The LCR LEP has clear objectives to create an environment for growth including the development of a skilled and flexible workforce and with particular emphasis on priority sectors of advanced engineering and manufacturing, creative and digital, finance and professional services, food and drink, health and life sciences and low carbon. HEART is working with the LEP to promote the awareness of these opportunities and continues to work in partnership to support the LEP in achieving these objectives. HEART has already established a Higher Level Skills Ambassador (HLSA) role recruiting and expanding numbers of local LCR business leaders who are able to spread the word about the value of higher education and higher level skills to their own workforce and throughout their business networks. A number of the HLSA have also engaged in outreach activities to schools in Polar 3 high priority target areas.
- Mature and part-time learner recruitment is a concern within West Yorkshire as it is nationally. HEART represents the twelve partners on the LCR Skills Network, the provider group that reports into and through the Employment & Skills Panel to the LEP. A key challenge of the LCR work is to encourage greater investment in skills by businesses and individuals. HEART supports engagement in this agenda and has recently commenced a process of longitudinal analysis and reporting to the HEART Board on the quality of information provided by partners in respect of genuine part-time course offers with an aim to enhance the access to information for mature and part-time learners.
- HEART sponsors the regional Adult Learners Week awards and has supported the introduction of the Adult Learners' Festival in 2014.
- HEART continues to be monitored carefully for effectiveness and impact by the Board (comprised of senior managers from all twelve partners and representatives from HEFCE and LCR) with strategy and priority activities informed and agreed by the Board. Operational activity is overseen and guided by members of HEART planning groups (comprised of senior practitioners working in outreach/widening participation and business engagement).

13. In 2015/16 we plan to deliver central 641 events to approximately 26,000 people at a cost of £1.23m. The detail of the activity we propose to carry out under each heading, along with the target numbers of beneficiaries and the cost of delivery are attached at Appendix B. The outreach activity identified here has been targeted at those school, college and community groups based in low participation neighbourhoods as identified by POLAR 3 data. We will also spend

£1.1m in 7 academic Schools on activities to support applicants through the decision making process and on familiarisation with HE.

## Retention, Success and Career Development

14. It is of course a clearly observable truth that students from groups generally less well represented in higher education are often less well prepared technically, academically and culturally to manage the transition to higher learning, and that this is often reflected in higher withdrawal and failure rates. This is true of Huddersfield, where our above-benchmark recruitment of students from backgrounds under-represented in higher education is reflected in attrition rates which, in some HESA tables, are higher than our HESA benchmark. Our aim is be within one standard deviation, or better, of the benchmark for both Tables 3a and 3d of the HESA Performance Indicators. We are making very strong progress in bringing down the headline figure under Table 3a from 12.9% in 2008/09 to 9.4% in 2012/13

| Table T3a and Table T3d – Non continuation following year of entry: full-time first degree and other undergraduate entrants |                             |               |                        |                           |
|---|-----------------------------|---------------|------------------------|---------------------------|
|   | Percent no longer in HE (%) | Benchmark (%) | Standard deviation (%) | Difference from benchmark |
| <b>2011/12 PI</b>   |                             |               |                        |                           |
| Table 3a  | 9.4                         | 8.7           | 0.41                   | -0.7                      |
| Table 3d  | 9.6                         | 11.4          | 1.53                   | +1.8                      |
| <b>2010/11 PI</b>   |                             |               |                        |                           |
| Table 3a  | 12.0                        | 11.0          | 0.48                   | -1                        |
| Table 3d  | 18.2                        | 15.9          | 1.08                   | -2.3                      |
| <b>2009/10 PI</b>   |                             |               |                        |                           |
| Table 3a  | 12.4                        | 9.8           | 0.50                   | -2.6                      |
| Table 3d  | 14.3                        | 16.3          | 1.01                   | 2.0                       |
| <b>2008/09 PI</b>   |                             |               |                        |                           |
| Table 3a  | 12.9                        | 10.7          | 0.51                   | -2.2                      |
| Table 3d  | 12.8                        | 15.4          | 1.00                   | 2.6                       |

15. Since 2011/12 we have developed and implemented an integrated Retention and Success programme to help all of our students develop the skills and

strategies they need to manage the transition to University and to complete their programme successfully. The six key elements of this strategy are :

- Managing the transition to University including Personal Tutoring , Peer Support and Study Skills
- Revised assessment, feedback and progression strategies to help boost attainment;
- Specialist welfare and disability support, attendance monitoring 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

16. In 2015/16 we will increase our investment in delivering the Retention, Success and Career Development Programme to those 59.8% of our students who are attributable under OFFA criteria from £3.7m in 2013/14 to £4.6m in 2015/16. The details of the activities we intend to carry out under each of these headings, plus the target number of eligible learners and costs are attached at Appendix C.
17. Following consultation with and representation from our Students Union we will from 2015/16 operate a bursary scheme for eligible new students and cease to offer fee waivers. We will offer 1000 bursaries of £1K cash payable to eligible students in February of their first year after: confirmation based on assessments of income/ recorded qualification tariffs; and evidence they will remain at University for their first year of study. Eligible students will be from homes in the UK with a household income of less than £25K, and who achieve either a minimum 280 UCAS points in their qualifying examinations or who are entering one of our Foundation Programmes in Science or Engineering. The scheme will provide much needed financial support to 22% of our home undergraduate intake and go some way to allowing those students to participate more evenly in the wider university experience and will cost £1m. Our expenditure on bursaries for “old scheme students” in 2015/16 will be £50K.
18. We will also aim to help students support themselves financially through the development of our “Job Shop”. This is a bureau through which employers (including the University itself) advertise paid part time work opportunities and internships for students. The opportunities are vetted by the University to ensure they are from bona-fide employers who are health and safety compliant, and who pay at nationally agreed rates.

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

19. The University will invest £8.2m in widening access improving retention and widening access to the professions in “OFFA countable” students. This represents 5.4% of our estimated total turnover in 2015/16 and 9.8% of our total estimated income from undergraduate fees and the residual HEFCE T grant in 2015/16. This forms the majority of the additional fee income above baseline. This is made up of:

- £2.3m outreach of which £1.2m centrally and £1.1m through Schools
- £4.6m retention
- £1.05m financial support of which: £1m is for cash scholarships for 1000 eligible new entrants through the National Scholarship Programme, and £50K is for bursaries for “old scheme students”.
- We estimate we will also use 60% our £544K Access to Learning Fund to support those OFFA countable students who suffer from specific disadvantage (£326k)

## **Monitoring and Evaluation**

### **20. The University of Huddersfield’s WP evaluation strategy**

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

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

### **21. The University of Huddersfield WP measures**

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

- Key results/outcomes:
  - a The numbers of WP students participating in HE from feeder schools and colleges where the University of Huddersfield have outreach programmes compared with schools and colleges not involved in these programmes.
  - b The numbers of WP students enrolling in the University of Huddersfield.

- Key stakeholders on the outcome and impact of the University of Huddersfield's WP activities. The key stakeholders are:
  - a Prospective and current students.
  - b Advisers and teachers in feeder schools and colleges and other pre-sixteen educational establishments.
  - c Parents and carers of prospective and current students.
  - d Staff in other Higher Education Institutions.

22. In September 2013 the University commissioned research into the impact its WP activities have had on its key stakeholders. This covered a review of the views of staff in feeder institutions and those of first year students and how they believed that the University's WP activities had encouraged prospective students to participate in HE.

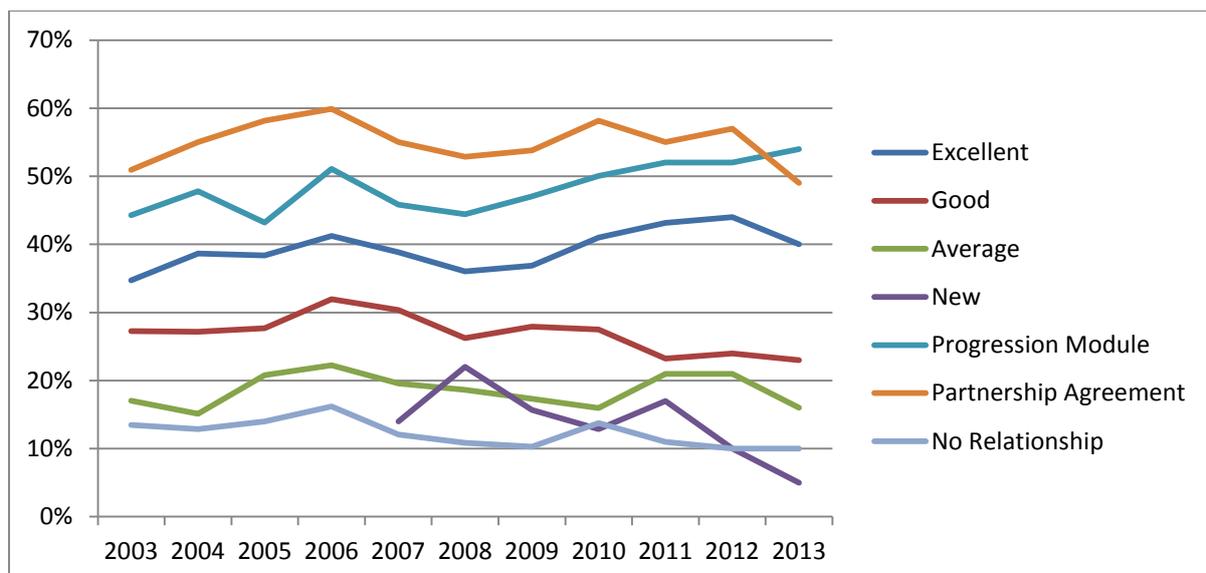
23. Views from parents and carers were collected at three Parents' Information Evenings (large on-campus events).

Additionally we annually review the following impact measures:

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

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

26. Analysis of our feeder institutions by relationship type over the last 10 years, clearly demonstrates a correlation between the strength of the relationship with the institution and the size of the University's market share of applicants from each institution. The Progression Module and Progression/Partnership Agreement partners yield the strongest market share of applications.



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

Conversion analysis from enquirer to applicant shows that 24% of applicants to the University can be shown to have participated in some form of outreach activity. These applicants are twice as likely to enrol than those who just enquired and received a prospectus.

## 28. Actions as a result of findings

- relationship strengthening and development through more formal partnership agreements and the development of activity aimed specifically at teachers and advisers
- consolidation and strengthening of our Student Ambassador Scheme through additional training and the introduction of “senior” Ambassadors with more responsibilities including sending Ambassadors back into their former schools/colleges to act as inspirational role models.
- Making visits to the University campus more accessible by funding transport costs for groups.
- Development of tracking and conversion analysis.

## A summary of the evaluation of our work to improve retention and success

30. The University has conducted its 2012/13 Annual Evaluation of all programmes. The review has demonstrated all Schools are, in line with University strategy, demonstrating an increased focus on retention through a common approach to escalating issues and actions plans to resolve them. Following a major thematic review of retention in 2011/12 retention has improved in 2012/13 and is now at the highest level in our history. The University has however set more stretching targets to reduce withdrawal and non progression to below 8% by 2017/18 and is pursuing a range of strategic initiatives to achieve this including:

- “Back on Track” was introduced in 2010/11. In 2013/14 to date 625 “at risk” students have used the service of whom 49% were in year one, 32% in year 2 and 19% in years three and four. In previous years 70% of the students who used the service have stayed on their programme.
- Standardised attendance monitoring system 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.
- Exemplary systems to manage student complaints, requests for extensions and extenuating circumstances.
- The University’s new assessment tool which allows students to view the preparation, submission, assessment, and feedback criteria and dates for all elements of their coursework.
- The University completed its Faith centre for students in 2011. User surveys show a significant increase in student satisfaction with the service including the 2012 International Student Barometer.
- The introduction in 2013/14 of a “support priority” system for vulnerable students based on predictive analytics.

## Targets and Milestones

31. Given our strong track record in widening participation, where we exceed by some distance the benchmarks for recruitment of students from low income families, and the obvious uncertainty in the way in which national policy may affect recruitment from these groups, we intend to maintain our current levels of performance. Our targets to 2016/17 are:

- **Outreach activities:** To complete the programme set out in Appendix A, including 641 events reaching 26,000 potential students and their advisers, at a cost of £2.3m.
- **WP targets:** We aim to remain within one standard deviation (or better) of our HESA benchmark. In practice this will mean we recruit no less than 38.5% of

our students from NS-SEC 4,5,6 and 7, and no less than 14.1% from low participation neighbourhoods.

- **Retention activities:** To complete the programme set out in Appendix A, at a cost of £4.6m, to improve the retention rates among the 59.8% of our intake who are from groups currently underrepresented in HE, and to maintain effective access to university and the professions at our satellite campuses.
- **Retention targets:** To achieve retention figures within one standard deviation, or better of our HESA benchmarks 3a and 3b.

## Information Provision

32. We have developed an information strategy to inform and disseminate the key Student Finance messages to potential applicants for 2015 entry and beyond. The University is using the following media to allow students and their parents to make informed decisions about the financial aspects of going to University, including the University's own Scholarship scheme. They include full engagement with the KIS and:

- Brochures and information leaflets.
- Videos and short films and on YouTube
- The University website includes signposts to other sources such as Student Finance England/ Student Loans Company/ BIS and in addition we will have a special parent specific section. The web pages have had more than 1.8m page views in the last 12 months of which 1.2m were unique page views. The undergraduate fees and finance landing page has received 21402 page views of which 15025 were unique page views. 87% of visitors clicked through this page to more detailed information.
- E-mail campaigns via iHud - the University's customer relationship management system for enquirers. 40% of our target audience have viewed the emails on finance compared with an industry standard of 26%. Of these 3% have clicked through to additional information about finance.
- Presentations and seminars to a variety of audiences covering schools, colleges, University Open Days and Careers Services. 87% of parents, 95% of students and 100% of teachers rate our presentations either excellent or very good.

33. The University has already developed material and key messages it will use through these different media and will target different approaches for different audiences. We will evaluate the effectiveness of our campaign and use this to inform and shape material we produce in the future. The University will also inform by letter all applicants who accept an offer of a place of the positive changes to the fee waiver Scholarships scheme. Any applicant who has accepted an offer of a

place before the revisions to this Agreement have been accepted by OFFA will also be contacted directly by letter should the revisions be approved.

### **Engagement of Students with the Access Agreement**

34. The officers of the Students' Union have been consulted over the content of this Access Agreement. They recognise the reasons (financial and reputational) which led to the raising of the University's fee. They are particularly supportive of: the University's setting of a nominal placement fee; changing scholarships paid as fee waivers to bursaries paid in cash; maintaining 1000 scholarships; and of the University's outreach and retention programme. The President of the Students' Union has asked that this statement be included in the University's Access Agreement; "The University has consulted with the Students' Union over the setting of the current fee. We support the University's approach to fees and to minimising additional costs to students. The Students' Union recognises the University has no long term debt and that fee income is fully focussed on enhancing the student experience academically and socially. The University also works in partnership with the Student Union on its recruitment and retention programmes. We are particularly pleased that the University has considered our representations and chosen to focus expenditure on scholarships upon cash for students during their studies rather than fee waivers that represent a deferred and questionable benefit to individual students."

### **Equality and Diversity**

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

**Appendix A**

**University of Huddersfield**

**Equality and Diversity in  
Teaching and Learning**

**2012-2015**

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## **Section A Equal Opportunities Policy Statement**

### **1. Intent**

1.1 The aim of this policy statement is to communicate the commitment of the Vice Chancellor, University Council and senior management team to the promotion of equality of opportunity in the University of Huddersfield.

1.2 It is our policy to provide equality to all, irrespective of:

- Age
- Disability
- Gender, including gender reassignment
- Marital or civil partnership status
- Pregnancy and Maternity
- Race
- Religion or belief
- Sexual orientation

1.3 We are opposed to all forms of unlawful and unfair discrimination. All applicants, students, employees and others who work for us will be treated fairly and will not be discriminated against on any of the above grounds. We recognise that the provision of equal opportunities in the University is not only good practice, it also makes sound business sense. Our equal opportunities policy will help all those who work for us and those who study here to develop their full potential so that the talents and resources of all will be utilised fully to maximise the efficiency of the University.

### **2. Scope**

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

### **3 Commitments**

3.1 We are committed to:

- Promoting equality of opportunity for all persons
- Promoting a good and harmonious environment in which all persons are treated with respect
- Preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment and victimisation
- Fulfilling all our legal obligations under the Equality Act and associated codes of practice
- Complying with our own equal opportunities policy and associated Equality Scheme

3.2 In meeting our general duty under the Equality Act we will have due regard in the development, delivery, evaluation and review of policy, service provision and procurement to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups

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

## **Section B Teaching and Learning Information**

*This section is based on the outcomes of students completing in the academic year 2010-11, and applicants for September 2011. This section will be updated in September 2012 and subsequently on an annual basis.*

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

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

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

- Approximately one in twenty children are disabled, a figure rising to one in seven of the working-age population (HMG, Office for Disability Issues, 'Disability Facts and Figures'); given the significant preponderance of people aged under 30 in the University's population, a disabled student population of over 7% is in line with background population.

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

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

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

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

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

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

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

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

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

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

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

### **1. Student Applications**

1.1 The University prospectuses will:

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

1.2 We give you:

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

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

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

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

- 1.5 When we assess your potential for the course we consider your existing and predicted examination results. We also consider any factors that may have led you to under-perform.
- 1.6 The University supports schemes that encourage applicants from backgrounds that are currently under-represented in higher education.
- 1.7 Students who are registered on courses that involve contact and/or care of children or vulnerable adults are subject to a Disclosure check by the Criminal Records Bureau. In such cases you will be asked to disclose all convictions even if they are “spent” under the Rehabilitation of Offenders Act 1974. Having a conviction will not necessarily bar you from study. This will depend on the circumstances and background to your offence(s). Details of any convictions disclosed will only be considered where relevant to course requirements and future employment prospects.

## **2. Assessment**

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

## **3. Teaching and Learning**

- 3.1 We promote equal opportunities in:
- course content;
  - teaching and learning methods;
  - course documents;
  - teaching materials;
  - assessment methods; and
  - structure and timetabling of courses of study.
- 3.2 Staff and students of the University are expected to use language and imagery that will not cause offence to other people. However, it is a basic principle of academic freedom that views and opinions of all kinds should be tested and challenged; in no circumstances may this clause be used to discourage or prevent the exercise of that freedom. In some

professional courses equal opportunities issues are explored through case studies of varied practice.

3.3 We value the different cultures and life experiences of our students and use them in our teaching and learning materials, avoiding stereotypes.

3.4 We use a wide range of teaching and assessment methods designed to meet the specific needs of all our students.

#### **4. Placements**

4.1 We arrange placements and exchanges only with organisations that demonstrate good equal opportunities practice.

4.2 Where it is a component of their course, we work hard to make it possible for all students to participate in year abroad or placement schemes.

#### **5. International Students**

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

#### **6. Cultural and Religious Observance**

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

#### **7. Student Services and Facilities**

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

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

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

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

- 7.5 The work of the Careers Advisory Service is monitored and scrutinised in respect of equal opportunities. All employers who recruit staff through the university must demonstrate equal opportunities practice in employment.
- 7.6 Our Disability Support Team provides:
- assistance to students with disabilities so that they benefit from equal opportunities
  - assistance to academic staff who teach students with additional needs
- Where practicable, materials in alternative formats, for example large print, based on each student's individual needs are made available.
- 7.7 We recognise the wide variety of religious faiths represented on campus and publish details of opportunities for religious worship for all students.
- 7.8 We review social facilities on a regular basis to ensure that no particular group of students is disadvantaged.
- 7.9 Our policy on transport and parking incorporates equal opportunities principles, particularly in relation to the needs of students with disabilities.
- 7.10 The Students' Union Equal Opportunities and Diversity Policy is consistent with ours.

## **8. Disciplinary Procedures**

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

## **9. Monitoring**

- 9.1 Every year we monitor all applications, admissions and achievements by ethnic origin, gender, age and disability.
- 9.2 We regularly monitor the quality of the educational experience we offer students in accordance with our Quality Assurance Procedures.
- 9.3 Monitoring information is confidential and is used anonymously to compile statistical reports.

## **10. Training**

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

## **11. Student Harassment Advisers**

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

## **12 Student's Responsibilities**

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

## **Section D Teaching and Learning Equality Objectives**

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

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

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

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

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

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

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

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

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

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

## Widening Participation Outreach Activity Targets

## Appendix B

| Theme  | Target Group  | Activity   | Target Number/reach of Activities 2014/15                     |                 | Cost         |                 |
|--|---|--|---|-----------------|--------------|-----------------|
|  |   |  | Activities  | No. of Learners |              |                 |
| To raise the aspirations and awareness of HE among those currently under represented in HE   | All   | Visits to schools, colleges and community groups | 300   | 9000            | £84,000      |                 |
|  | Under 16  | Year 7 HE Experience Days                        | 4   | 260             | £10,000      |                 |
|  |   | Year 8 HE Experience Days                        | 4   | 100             | £9,000       |                 |
|  |   | Year 9 & 10 HE Experience Days                   | 5   | 500             | £30,000      |                 |
|  |   | Year 8 Gifted & Talented Days                    | 3   | 150             | £8000        |                 |
|  |   | Pre 16 Careers Fairs                             | 30  | 9000            | £15,000      |                 |
|  |   | Mock Interviews                                  | 20  | 150             | £8,000       |                 |
|  | 16 to 19  | Year 12/1 HE Experience Days                     | 20  | 240             | £76,000      |                 |
|  |   | Mock Interviews                                  | 10  | 60              | £4000        |                 |
|  | Looked After Young People                           | HE Experience Day                                | 1   | 100             | £10,000      |                 |
|  |   | Celebration Event                                | 1   | 200             | £5000        |                 |
|  | Adults  | Access Your Future Programme                     | 40  | 800             | £30,000      |                 |
|  |   |  | <b>SUB TOTAL</b>  | <b>438</b>      | <b>20560</b> | <b>£289,000</b> |
|  | To reduce perceived barriers for potential students | All  | Student Ambassador Scheme                                     | 100             |              | £60,000         |
|  |   |  | Social Media Reps (pre-entry social networking and mentoring) | 12              |              | £20,000         |
| iHud – providing electronic information advice and guidance from enquiry to enrolment – supporting the research and application process. |   |  | (8000)  |                 | £120,000     |                 |
| Budgeting Workshops/Finance Presentations  |   |  | 40  | 1200            | £19,000      |                 |
| Dedicated customer service team to support applicants  |   |  | (10500)   |                 | £111,000     |                 |
|  |   |  | <b>SUB TOTAL</b>  |                 |              | <b>£330,000</b> |

|  |          |   |  |             |                 |
|--|----------|---|--|-------------|-----------------|
| <b>To contribute to improvements in attainment at levels 2 and 3</b>                       | Under 16 | Study skills/revision workshops   | 20   | 600         | £5600           |
|  | 16 to 19 | Study skills/revision workshops   | 30   | 900         | £8400           |
|  |          | Year 12/1 Master Classes/Focus Days/Taster days   | 25   | 1000        | £50,000         |
|  |          | Schools and Colleges Lecture Programme  | 50   | 750         | £6,700          |
|  | All      | STEM Specific Outreach Officers   | 2  |             | £220,000        |
|  |          | <b>SUB TOTAL</b>  | <b>125</b>   | <b>3250</b> | <b>£290,700</b> |
| <b>To provide accessible and clear information to parents/carers of potential students</b> |          | Year 12/1 Parents' Information Evenings on Campus   | 3  | 600         | £20,000         |
|  |          | Parents' Evenings in school/college   | 25   | 2800        | £11,000         |
|  |          | On Campus "Coffee Morning" for foster carers and residential care workers.                    | 1  | 20          | £2000           |
|  |          | Publication with advice and information specifically tailored for parents and carers          | (3000)   |             | £1500           |
|  |          | Dedicated web pages with advice and information specifically tailored for parents and carers  | (5000)   |             | £4000           |
|  |          | <b>SUB TOTAL</b>  | <b>29</b>  | <b>3420</b> | <b>£38,500</b>  |
| <b>To build progression agreements with schools and colleges</b>                           | 16 plus  | Progression Module  | 10   | 1000        | £62000          |
|  |          | Partnership Agreements  | 15   |             | £50,000         |
|  |          | <b>SUB TOTAL</b>  |  |             | <b>£112,000</b> |
| <b>To develop effective partnerships.</b>  | All      | To work in partnership with other HEIs in West Yorkshire to raise aspirations and attainment. | HEART Partnership  |             | £25000          |
|  |          |   | Higher Education Aspiration Raising in West Yorkshire (HEARWY) |             | £2000           |
|  |          |   | Wakefield LA WP Group  |             | £1000           |
|  |          |   | Kirklees LA WP Group   |             | £1000           |

|   |                   |   |                          |            |                 |
|---|-------------------|---|--------------------------|------------|-----------------|
|   |                   | <b>SUB TOTAL</b>  | <b>£29,000</b>           |            |                 |
| <b>To improve communication and dissemination about WP and recruitment policies</b> | All               | University Admissions and Recruitment Forums  | 3                        | 120        | £14,000         |
|   |                   | Central representation on Schools of Study Admissions and Recruitment Committees                        | All                      |            | £2,000          |
|   |                   | Recruitment + WP literature   |                          |            | £80,000         |
| <b>Relationships with Schools/Colleges</b>  | Teachers/Advisers | iHud Adviser to provide structure for effective communication with teachers and advisers post Aimhigher | 350 "live" relationships |            | £10,000         |
|   |                   | Access to the Professions CPD Events for Teachers and Advisers  | 7                        | 210        | £28,000         |
|   |                   | Blog for teachers and advisers  |                          |            | £2000           |
|   |                   | <b>SUB TOTAL</b>  | <b>10</b>                | <b>330</b> | <b>£136,000</b> |
| <b>Academic Schools based activity</b>  | All               | <b>Conversion activity at School level</b>  |                          |            | <b>£1.1m</b>    |
|   |                   |   |                          |            |                 |
| <b>TOTAL EXPENDITURE</b>  |                   |   |                          |            | <b>£2.3m</b>    |

**Retention, Success and Career Development Programme**

**Phase 1: Managing transition to University**

**Appendix C:**

| Activity   | WP Eligible student no's | Attributable spend    |
|--|--------------------------|-----------------------|
| (a) <u>Personal Tutoring/PDP</u><br>Every student allowed a personal tutor to co-ordinate academic guidance and personal support.                  | 2631                     | £1266k                |
| (b) <u>Study Skills</u><br>Academic skills tutors appointed in every school to support WP students. Web-based material continuing to be developed. | 2631                     | £540k                 |
| (c) <u>Peer Mentoring</u><br>Adoption of peer mentoring across campus under UoH T and L Strategy 2013-18   | 2631                     | £77k                  |
| <b><u>Phase 1 Sub Total</u></b>  | <b><u>2631</u></b>       | <b><u>£1.883m</u></b> |

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

|   |                    |                     |
|---|--------------------|---------------------|
| (a) <u>Managing Progression</u><br>Priority support mechanism for WP students using predictive analytics  | 2631               | £102k               |
| (b) <u>Enhancing Assessment and Feedback</u><br>Support involving all academic staff on improving feedback on performance and assessment to aid personal development. | 4400               | £395k               |
| <b><u>Phase 2 Sub Total</u></b>   | <b><u>4400</u></b> | <b><u>£497k</u></b> |

### **Phase 3: Improving Targeted Welfare Support**

|   |                    |                      |
|---|--------------------|----------------------|
| (a) <u>Support for Disabled Students</u><br>General and specific guidance; specific support for mental health issues; support/networking group; scheme to provide 24 hour support workers for students requiring social care; equipment loan scheme; support workers service. | 2700               | <b>£940k</b>         |
| (b) <u>Care Leaver Support</u><br>Support targeted at looked after young people (at school) and students who are care leavers.  | 48                 | <b>£20K</b>          |
| (c) <u>Support for WP Students</u><br>Back on Track scheme to support students having difficulty in continuing to study (improving retention).  | 650                | <b>£70k</b>          |
| (d) <u>Welfare Support and Advice for WP Students</u><br>Including advice on budgetary, health, relationships, accommodation and counselling.   | 4400               | <b>£185k</b>         |
| <b><u>Phase 3 Sub Total</u></b>   | <b><u>4400</u></b> | <b><u>£1215k</u></b> |

### **Phase 4: Improving Communications and Advice to Students**

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

### Phase 5: Enhanced Career Management Scheme

|   |      |        |
|---|------|--------|
| <p>(a) <u>Career Guidance Support for WP students</u><br/> Guidance support to suit individual student needs and circumstances. <b>Careers Express</b> delivers guidance directly in the Schools; <b>E-guidance and telephone guidance</b> for students unable to access the service in person; enhanced support for <b>disabled, postgraduate</b> and <b>international</b> students via named careers advisers; <b>Student Employability Scheme</b> develops higher level work skills <b>Career Management Skills</b> module – electronic teaching and learning tool.</p>  | 4400 | £185k  |
| <p>(b) <u>Employer Engagement for WP students</u><br/> <b>Professional body membership</b> – maximising opportunities for students in the jobs market through relevant professional knowledge and qualifications; <b>Events</b> – fairs, presentations, employer drop-ins; skills sessions; interviewing on campus; <b>Career Mentoring Network</b> – bringing together current students with successful alumni to mentor them into graduate professions; <b>Internships</b> – short term projects with local employers to develop basic work skills; <b>Business networking</b> – staff develop regional, national and international contacts via events, conferences, meetings etc; <b>Employer Partnership Board</b>; our <b>JobShop</b> is highly placed in the region for numbers of vacancies on offer to our students and graduates.</p> | 4400 | £155k  |
| <p>(c) <u>Careers and Employability Resources for WP students</u><br/> Enhanced careers information, support and self-directed learning tools provided in a range of formats ensuring accessibility and equity of opportunity: <b>Careers Information Library</b> – hard copy resources; IT access; computer-assisted IAG; <b>Careers website</b> – online information resource, includes all paper resources available to download as well as relevant links and online career learning tools; resources available, on request, in <b>large format</b> and <b>Braille</b>.</p>   | 4400 | £80k   |
| <p>(d) <u>Placement Support for WP students</u><br/> Staff in School based placement units work in collaboration with the careers service to ensure that students receive professional, as well as practical, support. Placement support for WP students hugely important in order to develop their business awareness, experience and contacts.</p>  | 4400 | £230k  |
| <p><b>Phase 5 Subtotal</b></p>  | 4400 | £650k  |
| <p><b>Total</b></p>   |      | £4.63m |

