UNIVERSITY OF HUDDERSFIELD

ACCESS AGREEMENT SUBMISSION

1. Introduction

The University of Huddersfield is a teaching and learning led university that places students' needs first. We are proud of our record in widening participation to higher education with a highly socially inclusive student population. This is combined with high levels of student achievement and success in graduate employment. The University is committed to its local community and to actively taking education to students in order to widen participation, as well as delivering excellence in teaching and enhancing student success.

The University's Strategic Plan for 2003-07 commits it to continuing with this success and to ensuring further enhancement of the quality of the student experience through a strategy of improving learning and teaching. As an example of this strategy in action, about £1.2m pa is to be invested in 35 additional new teaching appointments that will be advertised during 2004-05 to improve student:staff ratios and to enhance student learning. This investment is being made on the assumption that the new fee regime will increase income to the University, **which will be predominantly dedicated to teaching and learning.**

The University has performed well in terms of recruiting regionally and especially from low-income groups and local ethnic-minority communities. Since the publication of the first set of HEFCE Performance Indicators in 1999 the University has performed above the national benchmarks, all-England averages, and the average for universities in Yorkshire in many of them. For example, throughout the last five years, the University has recruited a higher percentage of young full-time undergraduate entrants from state schools, lower social classes and low participation neighbourhoods than any other university in Yorkshire. Despite sector-wide growth in these areas, further improvement has been achieved with the result that we continue to exceed the benchmarks. The scope for further improvement is now more limited.

Although a number of definitions have changed in terms of the data collection, the charts in Appendix 1 demonstrate how the University's performance compares with all English universities, the HEFCE-assumed benchmark (and a location adjusted benchmark in the last two years) and all eight universities in Yorkshire. These confirm the University's position in terms of securing greater social inclusion with, for example, 46% of our home and EU first year students coming from the three lowest socio economic groups in the latest HEFCE PIs.

The University is currently in discussion with colleges in a number of other towns concerning the possible expansion of higher education provision in localities which currently lack dedicated stand-alone higher education provision and have low participation levels in HE. If successful, this will allow improved participation in these towns, in line with the Strategic Plan. Access will be increased by providing opportunities within areas where participation is low. In particular, we are developing initiatives in Oldham and Barnsley and, if successful, we will encourage access by having a reduced fee for students located in these two areas. Longer term it is planned to have about 1,000 extra students in these two centres by 2010.

2. Fees from 2006-07

In accordance with the terms of the Higher Education Act 2004 the University of Huddersfield plans to use the facility for charging variable tuition fees in excess of current standard levels for our current courses, from the academic year 2006-07.

(i)   For full-time home and EU students on all undergraduate degree courses (including PGCE students, but excluding those funded by the NHS) the University will charge a fee of £3,000

p.a. This fee will apply to the whole duration of the course for which the student enrols and will be subject to annual inflationary rises.

(ii) To encourage widening participation and access further, indirect financial support will be given to students enrolled on **sub-degree courses** (Foundation Degree, HND) by charging a **reduced fee of £2,000 p.a**. To those students who enrol on **foundation, access or other 'year zero' courses**, the fee will be **reduced to £1,200 p.a.** for that year. This is equivalent to a reduction in opportunity income to the University of about £300k.

(iii) Indirect financial support will also be provided by charging **no fee** (currently £560 p.a.) for those students undertaking a **placement year** to encourage the up-take of this facility and further enhance the employability of our students. This is equivalent to a reduction in opportunity income to the University of about £300k.

(iv) To facilitate access for students who need or choose to study **part-time** the University will **reduce** the full-time fee (equivalent to £500 per 20 credit module) so that for 2006 the fee will be **£250 per 20 credit module**. This is equivalent to a reduction in opportunity income to the University of £2.2m.

(v) Collaborating institutions that offer our franchised programmes will set their own fee and bursary levels. The Colleges must provide at least the minimum £300 bursary to students on the full state support, if they charge the full fee. However, the University will increase its vigilance of the quality of the provision and the standards of the awards in these institutions. If there is evidence that the fees set by the partner college are having an adverse effect, then we will review this arrangement.

3. **Amounts of additional fee income to be spent on bursaries**

The estimated additional fee income based on present student numbers and at steady state is approximately £12.6m p.a. and £4m in the first year 2006-07. The expenditure on bursaries is estimated to be £3.4m (£1.1m in 2006-07); representing about 27% of the additional income.

4. **Bursaries and other financial support for students**

(i) The University's strategy is to increase access by offering a bursary scheme for all full-time home and EU students on all our degree and sub-degree courses (excluding those funded by the NHS). The scheme targets the most economically disadvantaged of our students by the following grants:

- £1,000 to all students in receipt of the full HE Maintenance Grant of £2,700 p.a. from the Students Loan Company (SLC) (~43% of students)
- £750 p.a. to those students with residual income of less than £20,000, but more than that qualifying for the full HE Maintenance Grant, as indicated by the family income confirmed by the SLC (~1% of students)
- £500 p.a. to those students with residual income of less than £25,000 , but more than £20,000 as indicated by the family income confirmed by the SLC (~7% of students)
- £300 to all PGCE students in receipt of the full £1,500 means tested element of the HE Maintenance Grant

The cost of these bursaries is estimated to amount to about £3.4m. Income thresholds will be defined for each of the payment levels and set annually in advance. Thus, in advance of taking up a place at Huddersfield, students and parents will be able to use the ready-reckoner on the SLC's website to find out how much they will receive from the SLC and how much additional bursary from the University. Full details of government maintenance grants and related

threshold residual family incomes can be found at:
http://www.dfes.gov.uk/studentsupport/students/

(ii) Bursaries paid to students located in our partner FE colleges, who will set their own fee level, will be at the discretion of the FE college.

(iii) Students at the University centres in Oldham and Barnsley will have a reduced fee of £2,000 for entrants in the first three years to encourage access to HE. Within the next 5 years, we plan to double the FT numbers to 1,400 at these centres creating an extra £2m income, of which an estimated £518k (26%) will be spent on bursaries, using the same methodology as at Huddersfield.

5. **Provision of information to students**

All prospective students will be given written information about the financial support they could receive and the total cost of their tuition.   This will include state and institutional support as well as some other potential sources.   It will describe the direct costs and indications of associated costs such as accommodation and cost of living. It will indicate typical deferred costs in terms of repayment of loans.

The University provides an extensive financial information service to potential students. This provides a wide range of advice and support, including financial guidance, and the administration of financial relief, bursaries and awards. All of this information will be easily accessible through:
- the University's web-site
- the prospectus
- promotional material

6. **Outreach work**

The University has a long history of out-reach work. We have a Widening Participation unit, a Schools and College Liaison group and a College, University and School Partnership (CUSP) to raise aspirations and applications to HE from currently under-represented groups. The University is involved in AimHigher and P4P activities. The University is proud of the success of its outreach programme, which has put the University of Huddersfield at the forefront nationally for recruiting students from low-income families. The activity is fundamental to our Strategic Plan and our key objectives include:
- collaborating with FE partners to develop a Trans-Pennine network of local delivery centres
- contributing to an improvement in the economic, social and cultural well-being of the region.

On the assumption that HEFCE maintains its financial support for widening participation at its present levels, including special initiatives, the University plans to maintain its current expenditure of about £1.5m p.a. on widening participation and reach-out activities.

Our outreach work will be further embedded into the work of the institution in the period of the Strategic Plan and we do not initially plan to fund additional outreach activity from additional fee income. Our record to date is set out in the charts given in Appendix 1 and our aim is to at least maintain this level of achievement. The University's Widening Participation Strategy is given in Appendix 2.

The University has long held the view that successfully widening participation requires that students succeed in their programmes of study and then move into graduate employment. The University's retention rate continues to be a focus of attention and improved significantly during 2003-04. Early signs are of further improvement in 2004-05, and it is intended to continue this improvement throughout the next five years by improving levels of student support.

The University continues to achieve positive outcomes for graduates in employment and further study. We are particularly proud of our high numbers of sandwich courses, with around 800 students per year undertaking work placements integrated into their full-time studies. This has contributed to the good graduate employment rates in Huddersfield with 94.2% of leavers from the 2002/03 cohort taking up graduate or graduate track employment or further study.

The Strategic Plan for the period 2003-07 contains commitments to:
- deliver programmes with structures, curricula, and learning strategies matched to students' learning capabilities and entry qualifications.
- improve the employability of students by ensuring that programmes focus on the needs of professional bodies and employers.
- improve access and completion rates of students from neighbourhoods with low participation in HE.
- provide HE in areas of low participation.

The University's commitment to achieving inclusion goes well beyond the admissions process, and we are fully committed to ensuring that students are supported in a manner that is appropriate for their own circumstance, to ensure that retention rates are good, and that students from all backgrounds have an equal opportunity at success. We are therefore keen to safeguard our current success at attracting, retaining and equipping students from the most under represented groups.

7. Milestones and Objectives

The University is fully committed to the following:
- Enhancing the strong level of participation of older learners
- Maintaining the current ethnic diversity of our population of home undergraduates
- Maintaining our position above benchmarks relating to low socio-economic groups

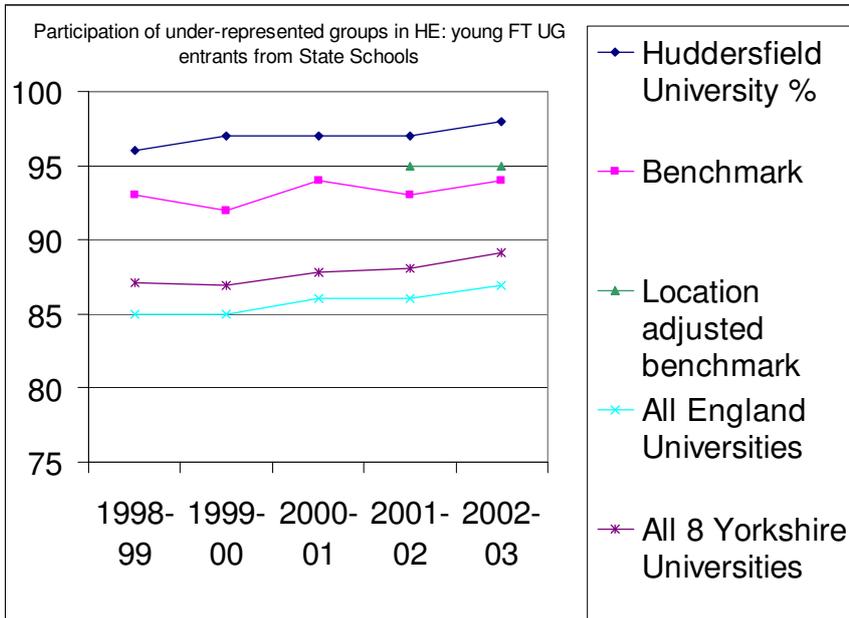| Baseline Data Definition	Milestones
Participation from lower socio economic groups	To maintain the position against 2004 HESA PI location adjusted benchmark for undergraduates and, through our trans-Pennine network, deliver Huddersfield programmes to areas of low participation.
Participation of students from low participation areas	Maintain the 2004 position against benchmark for undergraduates.
Participation of Disabled students	To maintain the position against 2004 HESA PI benchmark.
Participation of mature students	To maintain the position against 2004 HESA PI benchmark.

8. Monitoring compliance with the agreement

The University has well established mechanisms by which it monitors its achievements in widening participation, and will continue to use these reporting mechanisms to ensure that the aims set out in this document are fulfilled. Details are given in Appendix 2, but briefly consist of student tracking from pre-entry to employment, comparisons with benchmarks and regional and national performance indicators which are evaluated through the relevant university's committee structures. The University's Strategic Plan for 2003-07 is subject to performance management to ensure that key targets are met. This includes the development of suitable data sets, which will support the monitoring of our compliance to this access agreement.
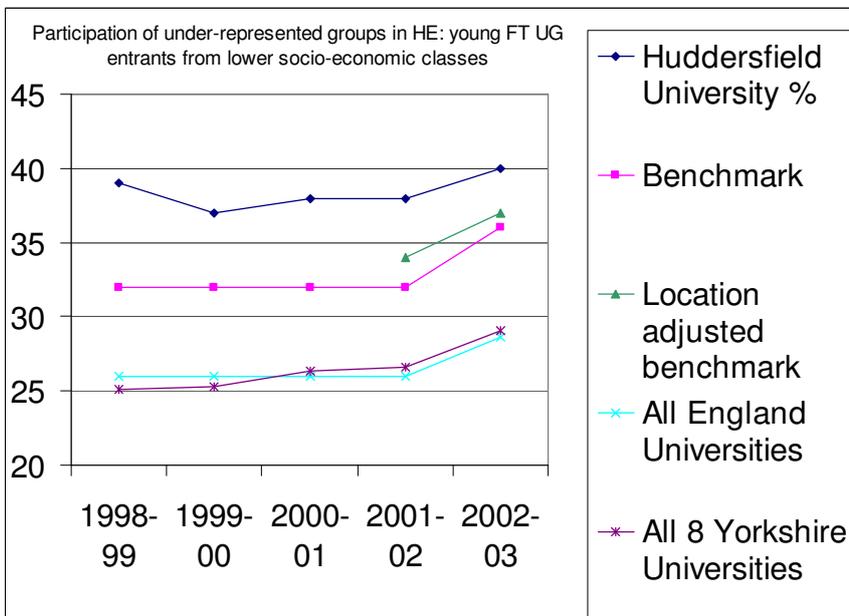
Chart 1
Students from state schools and colleges compared with HEFCE benchmark, location adjusted benchmark, all universities in Yorkshire and with all universities in England over a five year period 1998- 2003

Participation of under-represented groups in HE: young FT UG entrants from State Schools

- Huddersfield University %
- Benchmark
- Location adjusted benchmark
- All England Universities
- All 8 Yorkshire Universities

Chart 2
Students from low socio-economic groups compared with HEFCE benchmark, location adjusted benchmark, all universities in Yorkshire and with all universities in England over a five year period 1998- 2003
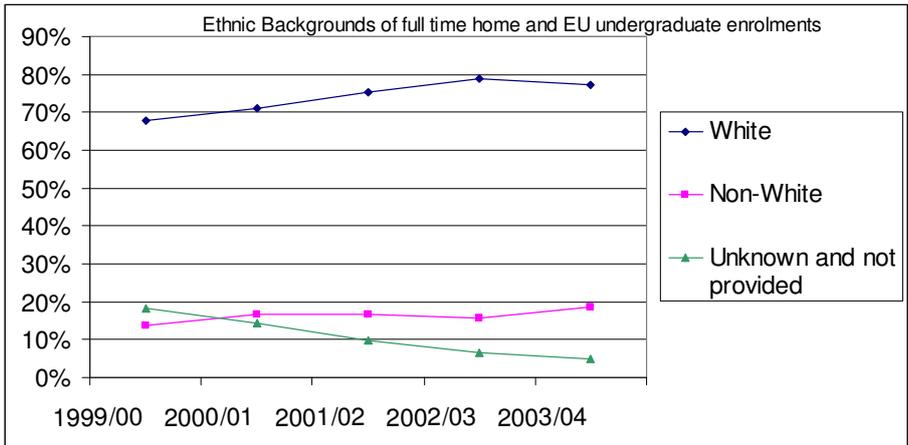
Participation of under-represented groups in HE: young FT UG entrants from lower socio-economic classes

- Huddersfield University %
- Benchmark
- Location adjusted benchmark
- All England Universities
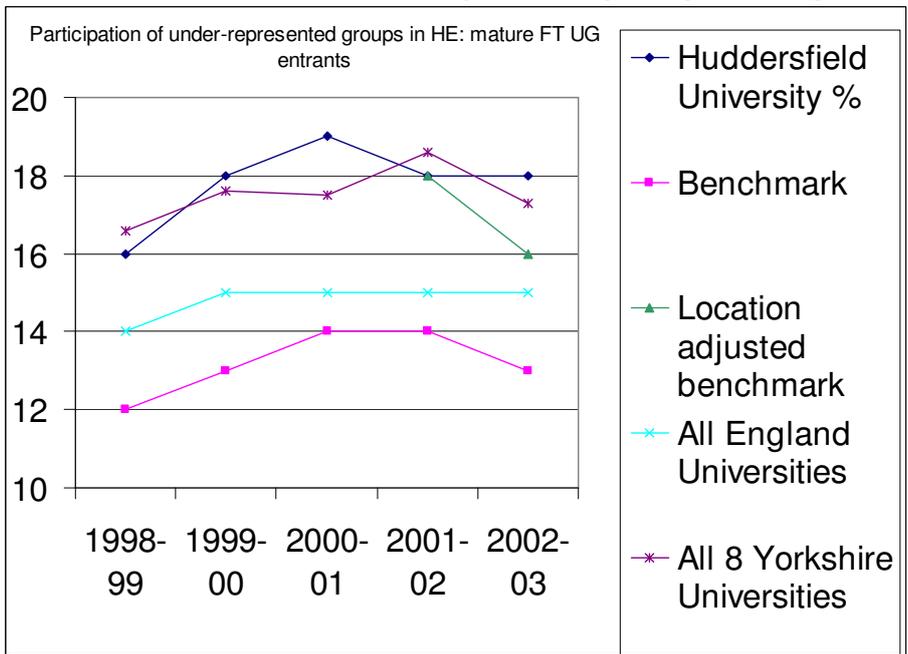- All 8 Yorkshire Universities

This level of participation level clearly shows the strength of the University's approach to widening participation. It has worked hard with local communities, schools and colleges to seek to provide a student population in accord with the needs of the sub region.

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Chart 3
Ethnicity of home first and foundation year students

Ethnic Backgrounds of full time home and EU undergraduate enrolments

Legend:
- White
- Non-White
- Unknown and not provided

The university has enrolled a steadily increasing proportion of non-white home and EU undergraduates over the last 5 years. Those students choosing not to declare ethnicity has declined so improving the accuracy of the data

Chart 4
Numbers of mature students on entry from low participation neighbourhoods

Participation of under-represented groups in HE: mature FT UG entrants

Legend:
- Huddersfield University %
- Benchmark
- Location adjusted benchmark
- All England Universities
- All 8 Yorkshire Universities

The University has continued to exceed its benchmarks throughout the period.

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Appendix 2   WIDENING PARTICIPATION STRATEGY

1.   Key Themes

The key themes of the University of Huddersfield Widening Participation (WP) Strategy are:

- Continuation of our highly effective approach to encouraging students from under-represented backgrounds to **access** our programmes,
- Improvement in our intelligence about students via a user-friendly **student tracking and monitoring** system,
- Increased attention to **retention**, progression and completion of such students, with emphasis on **employability,**
- Further development of **partnerships** in widening participation
- Significant improvements in providing **information and dissemination** of good practice, based on more rigorous evaluation.

The WP Strategy will continue to be closely linked to the Learning and Teaching Strategy, and forms a significant element of the University's External Relations Strategy. The implementation of integrated strategies is achieved by the University's Annual Planning Round, in which School and Service Plans are reviewed in a dialogue with the Planning and Resources Group.

2.   Objectives for Widening Participation

The University has re-emphasised its commitment to WP as a key strategy in its Strategic Plan 2003-07:
The University of Huddersfield is a teaching and learning led institution that places students' needs first. By widening access the University intends to make a significant contribution to achievement of the government's target of fifty per cent of young people between 18 and 30 participating in higher education by the end of the decade. Access will be increased by providing opportunities within areas where participation is low. Taking education to students will become as important as bringing students to education. Excellence in teaching and in support are pre-requisites for attracting and retaining students and to achieving the University's widening participation targets.

Key Objectives in the Strategic Plan 2003-07 include:
- *To provide a high quality, supportive and friendly learning environment that is inclusive, accessible and learner focussed.*
- *To deliver programmes with structures, curricula, and learning strategies matched to learning capabilities and entry qualifications.*
- *To improve access and completion rates of students from neighbourhoods with low participation in HE.*

Key performance targets in the Strategic Plan 2003-07 include:
- *Exceed HEFCE benchmarks for*
  - *retention*
  - *progression*
  - *proportion of socially and economically disadvantaged students*
- *Collaborate with FE partners to develop a Trans-Pennine network of local delivery centres.*

Our Vision Statement also emphasises opportunities for all and a commitment to continuous improvement:
The University of Huddersfield focuses on providing opportunities for all, especially groups not currently well represented in universities, and supporting students to ensure the maintenance of high standards in their qualifications.

- *We will support learners to enhance their knowledge, skills and understanding through initial study, professional practice and lifelong learning.*
- *We will be innovative in the delivery of our programmes, combining face-to-face tuition with high quality IT-based support, offering flexibility of location, timing, speed and content, providing helpful support through services on campus, and looking for efficiency and effectiveness in administration.*

In determining the key themes for its WP Strategy, the University has taken into account these commitments, has considered its strengths and weaknesses in various aspects of widening participation, has reflected on

its position re the performance indicators, has consulted widely among staff, and with partners and external agencies, and has reached the following conclusions:

- The first key theme is **access**. Our aims are to maintain the numbers of students from socio-economic groups under-represented in HE in an increasingly competitive market, and to improve the quality of our activities in relation to access.
- Understanding what is happening to students as they pass through our programmes is of crucial importance to decision-making in relation to WP. Although we have installed a new student record system for management information purposes it needs a usable front-end which can provide statistical indicators, based on student tracking. Thus, **student tracking and monitoring** is the second key theme.
- The University's highest priority is to improve rates of retention, progression and completion for students and this is reflected in the first two key performance targets in the University Strategic Plan.   We take the view that employability is an important factor in retention, and our third key theme focuses on **retention and employability**.
- The fourth theme is concerned with the development of mutually beneficial **partnerships** to support WP activities.   We have many such partnerships in existence, and we intend to develop them and to build new ones in order to enhance our work in WP.
- In reviewing the WP strategy within the University it became apparent that many staff, though enthusiastic supporters of widening participation in their own area, were not aware of national, regional or local developments.   The final key theme of the Strategy, therefore, is **information and dissemination** in order to increase awareness, raise interest, tackle culture change and share good practice.

A   *Access*

Work in this area is concerned with enabling students from disadvantaged backgrounds to access the University.   We target state-educated students and those without A-level qualifications. It involves all Schools and most Services. It is necessary to ensure that activities are co-ordinated, and to work in close collaboration with family members and the various schools, colleges, community groups and awarding bodies.

The key objectives in this area are to:

A1   raise awareness of higher education among those currently under-represented in HE

A2   reduce anxiety in the minds of potential students

A3   build progression relationships with Schools and Colleges

A4   provide user-friendly information to potential students and their families

A5   attract potential students to the University.

The University's Admissions Policy is closely linked to the Widening Participation Strategy and addresses admissions processes and criteria, including the role of Admissions Tutors and managing the transition into HE.

We seek and encourage admissions in order to widen participation.   We aim to improve access and apply the principles of equal opportunity.   We provide support for applicants who require additional assistance in order to select the right programme of study, and make arrangements to ensure a successful transition to the university

B   *Student tracking and monitoring*

Student tracking and monitoring is concerned with following students from pre-entry through to employment, and relating this information to national/regional trends and performance indicators. It must have a WP dimension built into it, which can help to identify and monitor targets. Procedures are required to ensure that appropriate data are collected, analysed and disseminated, and that follow-up action is taken

The University collects data on age, gender, ethnicity and postcode from all students on entry.   It has information for some students on their socio-economic grouping, usually those entering via UCAS.   This last piece of information is much more subjective than the others. As cohorts progress through the University, information will be added on outcome and first destination.   This will enable the institution to carry out analyses of performance and compare them with internal and external benchmarks.   Each academic year, towards the end of the first semester, Schools are provided with standard sets of analyses to compare performance in the current year with targets, and produce action plans for the next academic year.

The key objectives in this area are to:
B1.   ensure that the student record system is robust and reliable
B2.   continue development of a database, which facilitates useful statistical analysis, ease of access and regular reporting
B3.   track students on a day-to-day basis.

C   *Retention*

Retention is one of our highest priorities. It is concerned with putting more effort into ensuring that retention, progression and completion rates are improved for ALL students without lowering standards. We do not wish to establish a culture which suggests in any way that under-represented groups are expected to under-achieve. This involves Schools and Services in:

- auditing their provision to identify good practice and gaps
- managing the student experience proactively, especially the 'transition' stages
- working in partnership with FE and schools on 'transition'
- identifying successful pre-entry access and exit initiatives, as aids in tackling retention
- answering the question why do our students drop out and addressing it in appropriate ways
- establishing mechanisms for responding to the learning needs of diverse groups
- developing inclusive learning strategies suitable for a range of learning styles
- developing pathways which might better suit different types of entrants through collaboration with FE, the voluntary sector and employers.

Retention is an area where WP is closely articulated with the Learning and Teaching Strategy.

The key objectives in this area are to:
C1.   improve the induction process for students
C2.   reduce the burden of assessment
C3.   improve access to learning resources
C4.   strengthen support mechanisms for students, including personal tutoring and peer mentoring
C5.   place special emphasis on support for disabled students
C6.   provide more opportunities for identification of needs/study skills
C7.   help students in managing their finances
C8.   establish why students leave
C9.   improve employability skills and awareness.

D   *Partnerships*

This key theme is about encouraging and nurturing partnerships with external agencies in order to widen participation. It involves setting up networks, providing information across the University about partners, and taking active steps to work with them. The University has identified a number of partners for its WP programme, including nearby further education colleges in the 'Towns Like Us' initiative, FE colleges that have programmes, including foundation degrees, articulated with those of the University, local schools, the PCET consortium, and the schools and FE colleges in the 'guaranteed places' scheme that gives students a guaranteed place on a number of programmes at the University.

The key objectives in this area are to:
D1.   identify key partners and to seek and articulate mutually beneficial outcomes
D2.   develop closer links in particular instances (e.g. franchises, guaranteed places, foundation degrees.)
D3.   work with other universities in West Yorkshire to raise aspirations
D4.   build on the work of Aimhigher Projects
D5.   work in partnership with other stakeholders including local communities, Learning Partnerships, Huddersfield Pride, Connexions Service etc.

With regard to D4, we will continue to engage proactively with the work of Aimhigher at regional, area-and district level in order to:
- improve coordination and transfer of best practice,
- develop strategic partnerships with providers and partners,
- improve information and guidance to assist learners and others,
- raise aspirations and awareness of the potential of HE,
- develop flexible learning pathways,

- embed best practice through institutional change, and
- monitor and evaluate outcomes.

E   *Information and Dissemination*

Information and dissemination are felt by practitioners within the University to be an essential component of the WP strategy.   They feel unaware of activities in different parts of the institution and that good practice could be better disseminated, and they would like regular meetings of those involved in this type of activity. In addition, external consultation has identified difficulties in communication with the University from outside.

The key objectives in this area are to:
E1.   raise awareness of WP developments
E2.   provide staff development opportunities in areas associated with widening participation
E3.   ensure that good practice is disseminated.

3.   Targets, milestones and outcomes for the use of a WP Action Plan

A set of activities, with targets, milestones, measurable outcomes, and explanation of funding arrangements is published in a separate Action Plan.   The University's approach to the WP funding is to allocate it through its devolved revenue mechanisms to all Schools and Services, on the grounds that all areas contribute to the activity.   The targets in the Action Plan are negotiated with Schools and Services and operationalised through School and Service activity plans.   Co-ordination of, and a learner-focus for, the development of action plans and targets has been encouraged at School and Service level by the production of a common template relating to the student life cycle and key themes of the University strategy. This (see next page) has been used to stimulate discussion and to encourage Schools to consider new ways of addressing the WP agenda.

4.   Monitoring/evaluation

A small group has been set up to monitor, evaluate and disseminate achievement.   It is chaired by the Head of Widening Participation and reports to the Teaching and Learning Committee. It includes in its membership the Pro Vice-Chancellors for Academic Affairs and External Relations, a Dean and two representatives from Teaching and Learning Committee.   Its terms of reference are to:
- assist Schools and Services in articulating SMART targets for widening participation, and in embedding them into their planning documents
- receive reports from Schools and Services in order to monitor the achievement of targets identified in the WP Strategy and to report on them once per year via the Annual Operating Statements
- carry out evaluation of selected projects, through discussion of achievements with relevant staff
- identify achievement/developments which should be more widely disseminated and to initiate that dissemination via the Staff Development Group.

The Teaching and Learning Committee considers its reports and recommendations.   Where there is slippage or there are problems in delivering targets, the School or Service concerned will be visited by one of the Pro Vice-Chancellors and helped to produce an Action Plan to retrieve the position.   In cases where targets clearly cannot be met, funding will be moved to more fruitful areas.

A typical summary sheet for the three key areas of Access, Student tracking and monitoring and Retention is given on the next page.

Widening Participation – Areas of activity/objectives/programmes

A - ACCESS   **B - TRACKING/MONITORING   C – RETENTION/EMPLOYABILITY**

| | Aspiration raising at a younger age | Pre-Entry | Entry, Induction And term/semester 1 | Moving through the programme | | |
				Components of the programme	Retention, progression, completion	Moving On
1.	Visits to Schools/use of facilities	Pre-entry guidance on website and hard copy	Induction week	Academic counselling	Personal Tutoring (acad. and welfare)	Career planning tools
2.	Lectures/tasters/master classes/subject events	Open Days/Afternoons	Guidance on planning learning	Support for study skills	Peer Mentoring	Advice to part-time students
3.	Summer Schools e.g. UFA and Maths	Role of Admiss. Tutors /Office/external mods.	Introduction to range of personal support	Extra help when needed	Addressing student needs	Alumni society
4.	Excellence Challenge activities	Access/admissions policies with targets	Help for disabled/special needs	Career planning/Career Management module	Personal Action Plans	Talks from alumni
5.	Targeting parents and disadvantaged studs.	Guaranteed Places Scheme	Learning Support Arrangements	Changing programmes	Rapid response to absence	Information about follow-up courses
6.	Developing School-specific links	Clearer progression routes from FE	Improved joining instructions	Learner feedback/ module questionnaires	Dedicated year tutors	Mentors identified
7.	Shadowing existing students	Financial Advice/ promotion of funds	Diagnostic testing skill levels/special needs	Placements	Improved timetabling	Post-graduation advice for careers
8.	Targeting adult learners	Attention to quality/ intelligibility of material	Residence life programmes	Student Ambassadors	Enhance all courses to the best	Feedback success to Schools/FE
9.	Profile raising of University	Bridging course for GCSE English/Maths	Look carefully at individual needs	Open learning workshops	Buddy system	
10.	Targeting ethnic minorities	Guidance Manual for staff on admissions	More use of peer advice	Increased flexibility/more inclusive curriculum	Follow up early leavers via exit interviews	
11.	Student mentoring scheme	Readily available employment statistics	University induction into assessment	Buddy system	Belief in success, regular affirmation	
12.	Emphasis on career prospects/employability	Appoint marketing managers	Early contact with named person	Personal Development Portfolios	Improved statistics on progression	
13.	Compacts, associate students, partnerships	Course-related pre-entry handbooks	Help with managing workload	Engagement strategies		
14.	Improved website	Show-casing student achievements/campus	Help with managing finances	Prompt formative assessment feedback		
D	**Building partnerships**					
E	**Information and Dissemination (including staff development)**					

Widening Participation Action Plan Report 2003/04

Theme A :Improving Access to the University	Outcomes 2003/2004 New Admissions Policy approved	Comments/good practice identified
A1. To raise awareness of HE among those currently under-represented in HE.	**A1.1** All 7 Schools working with SCLS within CUSP to visit schools and colleges. 223 visits made **A1.2** CUSP activities sustained in 5 key areas **A1.3** Ace days increased to 6 **A1.4** Student Information Centre. 10 community visits. **A1.5** Focus days maintained level of activity at 18. **A1.6** Year 10 Presentations increased to 20 **A1.7** 'HELPS' scheme included in CUSP activities.	Above benchmark for WP intake Good practice – CUSP development
A2. To reduce anxiety in the minds of potential students.	**A2.1** Student Mentoring increased target to 60 students **A2.2** Student tutoring scheme - 97 students Participated **A2.3** Budgeting workshops, increased to 11. **A2.4** Student shadowing discontinued in 2002. **A2.5** Student experience panels	Good practice – response to differential fees anxiety
A3. To build Progression arrangements with schools and colleges and AVA's.	**A3.1** Links with schools and colleges - 37 partners in CUSP **A3.2** Links with WNYOCN sustained. Plus progression pathways activity in 6 areas with HTC/HNC **A3.3** Guaranteed places scheme increased to 27 colleges and schools involved. **A3.4** Teachers/Career Advisors Forum held for all CUSP partners.	
A4. To provide user friendly information to potential students and parents.	**A4.1** Course information improved by PR and Schools. **A4.2** Websites - all pages revised. **A4.3** WP included on website - new content added. **A4.4** Open Days - 2000+ visitors Parents Information	Good practice – Open Days positively identified in B2B

	Evening - 600 parents. Subject specific Open days in Schools	report
A5. To attract potential students to University	**A5.1** Visits to University increased number of students by 10% plus additional summer school provision. **A5.2** Student Ambassador scheme - 100 students involved. **A5.3** Towns Like Us strategic developments in Oldham and Barnsley	Patrick Stewart Campaign including event for local schools Good practice :- Summer schools offered by SA&D and SHHS
Set up an Effective Student Record and Tracking System		
Activity	**Outcomes by 04**	**Comments**
B1. To ensure that the student record is robust and reliable	**B1.1** Student Record system robust and reliable data available.	Plans for tracking WP activities underway with ASIS Director
B2. To continue development of a database which facilitates useful statistical analysis, ease of access and regular reporting	**B2.1** Tracking system - system maintained, expanded training programme and undertaken user satisfaction review.	ASIS staff in Schools spreading info
B3. To track students on a day to day basis	**B3.1** Attendance recording linked to personal tutoring/viable system in place.	Good practice : positive reports on attendance monitoring coming from Schools
Theme B : Improve the Retention of Students from Under-represented groups and Enable them to Succeed		
Activity	**Outcomes by 04**	**Comments**
C1 To improve the induction process for	**C1.1** General induction/monitor with best practice	Approx 3% improvement across

Students	disseminated amongst schools. **C1.2** Student Services induction - maintained improvements. **C1.3** Quick Start Days delivered in 3 Schools **C1.4** Maths Bridging Course for 60 pre-entry students **C1.5** Student Services Reception area – improved provision	Uni with some problem areas
C2. Reduce the burden of assessment	**C2.1** Assessment strategy/reviewed in all areas	Good practice for WP – formative feedback
C3. Improve access to learning resources	**C3.1** Learning Centre: improved access to electronic resources plus front of house guide posts. **C3.2** Special needs co-ordinator in library appointed. **C3.3** Learning progress files project developed by LIC	Good practice:- excellent action plan for continuous improvement
C4. To strengthen support mechanisms for Students	**C4.1** 'At Risk' students identified by diagnostic testing **C4.2** Enhanced tutor training support in schools	Good practice : evaluation report from Academic Skills Tutors
C5. To place special emphasis on support for disabled students.	**C5.1** Improved physical resources/progressed Estates plan **C5.2** Improved website - dedicated website completed by Student Services	
C7. To provide more opportunities for identification of needs/study skills	**C7.1** Provided via academic skills tutors who are embedded across schools. **C7.2** Produce tutorial handbook/materials available in book form and on web.	
C8. To help students with managing their Finances	**C8.1** Student Finance Office/continued development with 7000 enquiries. Ran more financial advice workshops. **C8.2** Student support funds/marketing to encourage student to seek help quickly -800 students supported plus 50 new student bursaries of £500 for WP students from W Yorks	Good practice ;- Student Finance Office service and literature
C9.To establish why students leave	**C9.1** Review of exit interviews in some schools	

Theme D :Develop Effective Partnerships		
Activity	**Outcomes by 04**	Comments
D1.To identify key partners and seek and articulate mutually beneficial outcomes	**D1.1** CUSP worked to build new partnerships which are established with an identified link person **D1.2** Foundation Degrees/ 2 new degrees have been validated for Sept 04 delivery.	Major expansion in CUSP plus Towns Like Us initiative
D2. To develop progression routes and closer links	**D2.1** P4P project plus on-going access to HE, Zero year provision.	WITS – 20 years old
D3. Work with other Universities in West Yorkshire to raise Aspiration.	**D3.1** Collaboration via West Yorks WP strategy group, and HEARWY (HE Aspiration Raising in West Yorks) **D3.2** New HEIF bid successful	Hosting HEARWY
D4. To build on the work of the Widening Participation Projects	**D4.1** 10 WP projects are being undertaken with external partners and increased involvement from Schools and Services.	Good practice :- Summer Schools run by SHHS and SA&D Hosting W.Yorks Aim higher Office
Theme E :Improve Communication and Dissemination about WP Policies		
Activity	**Outcomes by 04**	Comments
E1. Ensure that good practice is disseminated	**E1.1** T&LC seminar and VCO seminars on WP issues. **E1.2** Staff Development - new programme of role based training has been introduced for personal tutors and admission tutors with WP dimension. **E1.3** Equal opportunities and diversity training continued. **E1.4** Ongoing work of academic skills tutor group **E1.5** Admission tutors Forum, Retention Forum, Foundation Degree Forum all meeting regularly	Increased focus on identifying and spreading good practice on retention