

University of Huddersfield
2019-20 access and participation plan

Assessment of current performance

We are committed 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.

We believe we are being successful in achieving this mission. In the HESA PI’s published in February 2018

- around 1 in 6 was from a low-participation neighbourhood, significantly above our HESA benchmark and among the 20 highest performing English universities with a turnover greater than £100m (Table T1b)

And according to our HESA 2016/17 data return:

- 1 in 4 was from an ethnic minority
- 8.8% were students who are in receipt of DSA

In short, we make a significant contribution to creating opportunities for people who may otherwise be excluded from higher education. We have been confirmed in this view, for example, by the fact that the University was identified by the Social Market Foundation, in its report *Widening Participation* (March 2016), as one of just ten institutions which between them had accounted for 32% of the total net increase in disadvantaged students across the period 2009/10-2014/15.

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

	Percent from NSSEC classes 4,5,6 & 7	Benchmark (%)	Standard deviation %	Percent from low participation neighbourhoods	Benchmark (%)	Standard deviation (%)
2016/17	Not available	Not available	Not available	15.9	14.0	0.65
2015/16	Not available	Not available	Not available	17.9	13.9	0.64
2014/15	46.1	39.5	0.97	17.3	13.9	0.62
2013/14	46.7	39.5	1.04	16.1	13.7	0.64
2012/13	46.5	38.1	1.00	17.6	13.3	0.63
2011/12	41.4	36.3	0.94	17.1	12.6	0.60
2010/11	43.3	37.5	1.00	18.3	13.5	0.64
2009/10	41.1	35.6	1.00	16.7	12.6	0.61
2008/09	44.0	38.4	1.03	17.2	12.5	0.64
2007/08	42.1	35.3	1.04	15.6	12.1	0.62

In the data that has been published in July 2017 96% of our undergraduate students will be shown to have been in work or further study within 6 months of graduating (2015/16 DLHE). We can therefore demonstrate that those who join us from less advantaged backgrounds or circumstances are supported and encouraged through the learning process into careers and into a better start in life.

In context, the reference to student success clearly refers to our success in taking students from WP backgrounds through to good careers. The evidence for this success in good careers would be, for example, that from the current TEF data show the following outcomes, in virtually all cases exceeding benchmark, and in all cases for full-time students being double flagged as significantly doing so:

Teaching Excellence Framework Year 3	Age (Mature)			Disadvantaged (Q1 or Q2)			Ethnicity (BME)			Disabled (Yes)		
	Split	Indicator	Benchmark	Split	Indicator	Benchmark	Split	Indicator	Benchmark	Split	Indicator	Benchmark
Full-time:												
Highly skilled employment or further study	++	82.9	76.6	++	70.5	63.4	++	71.2	66.3	++	74.0	68.2
Part-time:												
Highly skilled employment or further study		82.4	79.0		58.7	63.5		N/A	N/A		74.6	74.0

We are therefore confident that this excellent performance in access and student success extends widely across particular aspects of the policy spectrum:

White working-class boys – we have a good representation of working-class students among our male students. The proportion fluctuates year-on-year, broadly around a third of the male population, reaching a high of nearly 42% in 2013/14 when the recruitment of males was relatively small.

White male	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		2016/17	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Not working class	463	61	618	67	497	62	406	58	476	64	524	69	434	66
Working class	298	39	311	33	305	38	291	42	271	36	234	31	221	34
Total	761		929		802		697		747		758		655	

Part-time students - we were subject to the same pressures as the rest of the sector in our recruitment of part-time students in 2013/14, and having seen some recovery in 2014/15 numbers returned to a level in line with those of the previous year. The sudden drop in part-time numbers from 2015/16 to 2016/17 is due

to a fall in professional healthcare students undertaking a short course that would have been previously funded through the NHS (HESA PI: table T2b – all entrants, number of part-time undergraduate entrants).

2012/2013	2013/2014	2014/2015	2015/2016	2016/17
1165	835	875	815	465

Mature students - having been affected by a notable drop in mature participation in 2013/14 as compared to 2012/13, the University has seen some small further declines in this area (HESA PI: table T2a – all undergraduate entrants, number who are mature).

2012/2013	2013/2014	2014/2015	2015/2016	2016/17
1060	890	870	760	750

BME students – the University has a strong record in offering opportunities to BME students, with the proportion of our full-time first-degree undergraduate students from BME backgrounds growing consistently across the past four years to reach 32.6% in 2015/16 (based on the HESA core file).

Numbers of *looked-after young people* are relatively small, so the meaningfulness of statistics based on them is questionable. The success represented here springs from the ways in which approaches relevant to priority groups are embedded in our ways of working across campus.

Year	14/15	15/16	16/17
Care Leavers	18	44	57

As indicated last year in the 2018-19 Access Agreement, however, we have identified significant performance gaps, in common with much of the sector, between UK white students and UK BME students. Although the proportion of UK BME students achieving a 1/2i classified degree increased from 45% in 2011/12 to 58% in 2014/15, it is only in more recent years that progress has begun to be made in addressing performance gaps, and there is still work to be done: this is a key focus of this document.

Ambition and strategy

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.

In response we have continued to review our portfolio, withdrawn all degree programmes which our research suggests will not fare well in the new environment, and between 2011/12 and 2012/13 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. Given our analysis of the particular issue posed for BME students in progression and success, we are developing our understanding of the challenges affecting these groups and the activities we are putting in place to address them. 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.

Our intended spend on access, student success and progression is just over £7m, representing 22.2% of our higher fee income.

Given the continuing success of our measures to ensure access to our courses is available across the society, we have decided to rebalance our spending towards work in ensuring progression and success.

Our approach to financial support has been shaped by the strong input of the Students' Union, who argued very clearly for the importance of cash support in the first year for our most disadvantaged students. This view from our students is supported by the emerging evidence so far in 2015-16, when we have seen a significant drop in withdrawal and suspension among our year-one undergraduate students as against the situation in 2014-15. We will therefore continue to develop the Scholarship for eligible Home/EU students on the model approved last year, at £1000 paid as a cash sum in the first year of study only. Eligibility is all students that are UK/EU for fees and have a household income of less than £25,000 and more than 120 UCAS points on entry.

White working-class boys – we will continue to monitor this aspect of our work, which is well supported by our developing range of activity, and do not see the need to set targets in terms of access.

Part-time students - We have no intention to take any strategic steps to reduce our commitment to those important aspects of part-time provision that remain, and we have held our fees at a relatively low level, and so although there is likely to continue to considerable fluctuation in numbers year-on-year, we would see no need to set targets in relation to this aspect of our provision but will continue to monitor the situation closely. Given that the main change of recent years has related to NHS funding issues, the introduction of nursing degree apprenticeship programmes from June 2018 will look to address this drop in numbers but the university will continue to monitor.

Mature students - As with part-time students, we have no intention to reduce our involvement in the aspects of activity which engage mature students, and therefore although there is the potential for some volatility in numbers year by year, we do not see a reason to set targets in this area.

BME students – As a result of the performance gap identified above, we have further developed actions against the target set last year to improve that performance by 1 %-point per year to focus our continued

work to address this issue. This year we have added an additional target to reduce the performance gap in 'good degrees' by 0.5% per year.

Degree Apprenticeships – The University is actively exploring opportunities for higher/degree apprenticeships, where these are appropriate within its overall teaching and learning and other strategies, and has projects currently under development in its School of Human and Health Sciences including through collaboration with Go Higher West Yorkshire (GHWY).

Access, student success and progression measures

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.

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

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 (Go Higher West Yorkshire).

School/College Governance

The University of Huddersfield is committed to school and college improvement through the contribution of our expertise by way of school and college governance. We plan to continue to improve our current representation by more strategic targeting of local schools and colleges who might benefit, by working closely with “Governors for Schools” to recruit, train and support more staff to take on these roles effectively.

Across all these strands of access activity, in 2019/20 we plan to deliver centrally 405 events to approximately 38,000 people at a cost of £1.3m.

Work with Go Higher West Yorkshire and NCOP

The University of Huddersfield is committed to the Go Higher West Yorkshire partnership, an established consortium of twelve HE providers in West Yorkshire (comprising FE colleges with HE provision, and universities). The partner members represent a diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP), secured by Go Higher West Yorkshire.

Go Higher West Yorkshire's mission is to work in partnership to act as a single point of contact for information on our Higher Education Provider partners, improving access to, and achievement in, Higher Education to enhance individual and economic development. This is achieved through the consortium's internal structures: each of the twelve partners has representation on their Governing Board and in their

two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

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

The Business Engagement Planning Group has a remit to work in partnership to open up higher education options to underrepresented groups, with a particular focus on employers and their employees, including prospective mature and part-time students. GHWY partners have worked together to develop higher and degree apprenticeships which aim to appeal to a wide range of students, and seeks to investigate the social mobility potential of this emerging area of work.

The Widening Participation Planning Group has a focus on working with specific target groups which have been identified using national data, and contributes towards the meeting of our collaborative access and participation plan targets. The work covers: looked-after young people and care leavers, Estranged Students, former NNCO schools (which do not form part of NCOP) in HE cold-spot areas, and current students from non-traditional backgrounds.

We are proud that our partnership has worked together to develop and sign the first collaborative Care Leaver Covenant, showcasing the commitment across our partnership to this group of students (<http://www.gohigherwestyorks.ac.uk/care-leaver-covenant/>). The partnership's work in this area covers the student lifecycle and includes access work such as collaborative Foster Family Fun Days and engagement with foster carer networks/Children in Care and Care Leaver Councils, as well as progression work such as a pilot Professional Mentoring project we are developing to support care leavers currently in higher education to progress into graduate-level employment. Our partnership is also working towards the development of a collaborative Stand Alone pledge, to showcase the commitment we have towards this equally vulnerable group of students. Other activities include our collaborative Y10 summer school, where young people from low-participation neighbourhoods gain exposure to multiple HE providers to aid informed choices, and a series of workshops to share good practice across the partnership in areas such as supporting current students from non-traditional backgrounds.

The partnership measures success through the assessment of the data collected; this evidences that the care-experienced students with whom we work feel their confidence has increased through their experiences with us. Further, evaluation of our annual collaborative Y10 summer school via the Learning Gain tool¹ demonstrates that the overwhelming majority of the participants leave the residential experience feeling that HE is for people like them, feel more confident about their future and have a good plan for progressing into HE; this is combined with continuous improvement in practice through feedback from teachers and student hosts who are present throughout the event, and debrief of staff from across the partnership who run the event. Monitoring of this work takes place termly and is reported to the GHWY Board.

Our strong partnership work supports complementarity between the work of our own institution, the work of Go Higher West Yorkshire and NCOP, and other local initiatives. To aid complementarity between the work of our own institution and the NCOP, the University of Huddersfield is represented on the NCOP Steering Group meetings and employs an NCOP staff member who sits within our Schools and Colleges Liaison Service. This staff member is our link with the central NCOP team, managed through Go Higher West Yorkshire, and outreach work within our own institution, and a key element of their role is to develop community links in and work with key influencers from the target wards. To ensure complementarity with the Opportunity Area identified in our region – Bradford – the Partnership Manager for Go Higher West Yorkshire is a member of the Opportunity Area Working Group 'Access to Rewarding Careers' and our NCOP Area Manager for Bradford and Calderdale works closely with those involved in

¹ <https://research-toolkit.co.uk/#learning>

the Opportunity Areas. Our partnership has also signed a Memorandum of Understanding with Bradford Pathways, part of Bradford Council, which is a service offering free advice and support to primary and secondary schools on developing a careers framework within the school's curriculum; Bradford Pathways is also responsible for setting up and delivering Bradford's Education Covenant and has strong links with the Opportunity Area.

Retention, Success and Career Development

It is 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. Since 2010/11 our aim has been to be within one standard deviation, or better, of the benchmark for both Table 3a of the HESA Performance Indicators and to seek to ensure we perform within our benchmark for retention. We made very strong progress in bringing down the headline figure under Table 3a from 12.9% in 2008/09, and at 8.7% in 2012/13 it was, for the first time, within the benchmark attributed to us. We recorded our concern at the deterioration in the figures for 2013/14 in last year's Access Agreement, and achieved a slight improvement in the recently published figures for 2014/15, in spite of the fact that this was a year in which our full-time undergraduate entrants had a more WP and notably more ethnically diverse profile than had been the case in 2013/14. The University has put on record its serious concern at the failure of the benchmarking system to recognise the social context (and consequent challenges) of the student body, both with Office for Students and with other stakeholders such as DfES.

Table T3a– 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
2014/15 PI	10.3	8.2	0.48	-2.1
Table 3a				
2013/14 PI				
Table 3a	10.4	9.2	0.45	-1.2
2012/13 PI				
Table 3a	8.7	8.7	0.42	0
2011/12 PI				
Table 3a	9.4	8.7	0.41	-0.7
2010/11 PI				
Table 3a	12.0	11.0	0.48	-1
2009/10 PI				
Table 3a	12.4	9.8	0.50	-2.6
2008/09 PI				
Table 3a	12.9	10.7	0.51	-2.2

Progress has been based on the integrated Retention and Success programme to help all of our students develop the skills and strategies they need to manage the transition to University and to complete their programme successfully which we initiated in 2011/12.

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, with attendance monitoring using predictive analytics
- Effective communication with students deemed at risk of withdrawal, including customer surgeries, attendance monitoring, and community cohesion work
- Managing your career including professional recognition for programmes, career mentoring, relationships with employers, and development of internships

We recognise the fact that, although we have been systematically closing the attainment gap since 2014, there was a large attainment gap of 20.8ppt for black students and 13.2ppt for Asian students in 2016, and one of 7.7ppt for IMD Q1&2 v IMD3-5 students in that year. As we have previously indicated, we have understood these challenges represented by recent trends in the data nationally and locally, and the growing proportion of WP students in our population, and have been progressively intensifying targeted measures under those headings, aimed at analysing the challenges and enhancing support for specific groups. Overall, for the year 2016-17, we believe the overall BME-white attainment gap was reduced further to 14.1ppt.

In the context of increased resource in our award-winning Planning Team (Times Higher Education, Leadership and Management Awards 2018, Outstanding Strategic Planning Team), we appointed a researcher to undertake multi-factoral analysis of student retention and achievement to enable us to identify which groups are most at risk in this institution. She has identified underachievement in students of Pakistani/ Bangladeshi origin, with high proportions of vocational entry qualifications (such as BTEC). We are confident that these factors persist when other factors, such as age, gender and entry qualifications have been taken into consideration.

Consequently, we have identified courses where there are large numbers of student meeting this profile, and will be intensifying our work on transition with these groups, through the introduction of intensive 'Flying Start' programmes focusing on a scaffolded approach to the development of independent learning skills, the development of good study habits, and early engagement in intense subject-specific debate and analysis. The Flying Start programme was the winner of the 'Curriculum Design' category in the 2018 Guardian HE awards. 2018-19 will see the significant expansion of the scheme, including its extension to all undergraduate courses in Huddersfield Business School and the School of Applied Sciences where there are high proportions of 'at risk' students.

We will also be scaling up our data-informed monitoring procedures / personal academic tutoring (PAT) processes, so that aspects of under-performance can be identified quickly and interventions put in place. One example of current enhancements in this area is the development of the PAT Portal to integrate live attendance-monitoring data feeds for individual students, providing critical information on student engagement to staff who need it, in context alongside other pastorally and academically relevant detail.

We have also begun a qualitative research project focusing primarily on students who have withdrawn from their studies, to enable us to gain an understanding that goes beyond surface explanations and to identify actions that might have enabled students to remain engaged.

Among our pedagogical and support initiatives, we introduced lecture capture in 2016/17. It is very widely used (over 17,000 recordings between September 2016 and February 2017) and has been rolled out to additional rooms for 2017-18, such that we are now for 2018-19 able to support what is effectively a whole-campus service in virtually all room-types, not just conventional lecture theatres. It has particular benefits for students with learning disabilities, with persistent health problems and disabilities, and for students for whom English is an additional language.

Elements of this work form part of our contribution to the £485k HEFCE Catalyst project led by Huddersfield, along with Coventry, Lincoln and Manchester Metropolitan University. We are pleased that in the last few weeks the Office for Students has invited us to continue the innovative work supported by this ABSS-supported project led from Huddersfield, and we have indicated that we would be very pleased to do so.

In 2019/20 we will maintain our investment in delivering the Retention, Success and Career Development Programme who are attributable under OFFA criteria at a cost of £4.4m. 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.

Following consultation with and representation from our Students Union in 2015/16 we offered over 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. We will continue this scheme in 2019/20. Eligibility is described below (section 3.3). The scheme will provide much needed financial support to c. 30% 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 £1.3m.

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.

We also recognise, in the context of extremely strong overall performance (double-starred in TEF for HSE), disparities in the success rates in some employment measures (e.g. highly skilled employment for Asian graduates, the 2015 figure being 8.1ppt). We are very aware of the particular challenges facing particular minority ethnic groups in accessing employment, including HSE. Our Careers and Employability Service is configured unlike most university services of its kind, with an understanding of challenges of this type in mind. It is, for example, not primarily focused on 'milk-round' / blue-chip employers, given our understanding of the breakdown of the BME (and other WP) cohort and the issues they often face in accessing employment in London and the South East, and in other locations away from the region. Instead, it is particularly skilled at working with SMEs in the region and accessing HSE opportunities with them, and is known for its continually innovative activity in this field. Similarly, the University is known for its work in the School-based placement units which enable under-represented groups to gain experience and establish networks in relevant fields. 2018-19 will see further developments of data-driven targeted activity working to support groups identified through this exercise, with interventions such as mentoring and the use of the internship programme.

Targeting our activities at under-represented groups

The outreach activity identified here has been targeted at those schools, colleges and community groups based in low-participation neighbourhoods as identified by POLAR 3 data.

Changes from previous years' Plans

The University has made the commitment that it will provide resource to address all the deficits arising from any reductions in DSA. Although the precise details of the impact of these changes are not yet clear, provision has been made in budgets for 2017-18 (and beyond) which will accommodate these variations. A significant element of the impact is likely to be felt in areas related to mental health, and the University's commitment to continued investment in the wellbeing of its students is therefore clear.

Our financial support to students and eligibility criteria

As indicated above, the Scholarship for eligible Home/EU students will be £1,000 paid as a cash sum in the first year of study only. Eligibility is all students that are UK/EU for fees and have a household income of less than £25,000 and more than 120 UCAS points on entry.

Targets and milestones

Through the actions outlined above it is our aim to achieve five interlinked overarching 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; this target has been adjusted to reflect the end of HESA reporting of NS-SEC data, and now draws on SLC data

- to improve retention among these groups so that with a year 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

More specifically, given recent evaluation, we have developed a target for success by UK BME undergraduate students, which is:

- to improve the proportion of non-white UK students that achieves a 1/2i degree by at least 1 %-point each year.

As indicated last year, we have reviewed and confirmed this target, which applied first to the cohort who enter their final year in September 2016, in the light of the current intensive analysis of patterns of underperformance in this group and their causes.

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.

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.

Additionally, we annually review the following impact measures:

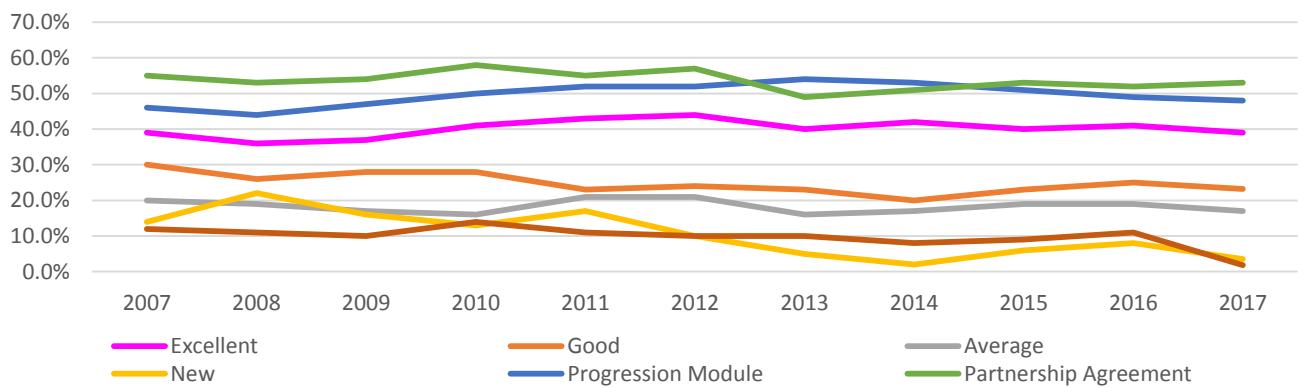
Individual event/activity evaluation ensures that the quality of activity is fit for purpose, is continually improved and has an immediate positive impact. Feedback on the quality of activity delivered is consistently positive from both learners and school/college staff. Impact on intention to go to 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.

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.

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.

Relationship Analysis

Market share of applications by classification of relationship with school/college



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.
- Improving our communications with teachers and advisers through a multi-channel approach
- Development of tracking and conversion analysis through the implementation and development of a new CRM.

Through NCOP, Go Higher West Yorkshire is utilising a blended research approach to evidence impact, appointing external evaluators as well as employing a Research and Evaluation Team. Their remit is to ensure effective research and evaluation of our NCOP work, but also to provide training to GHWY NCOP staff based in partners, and to disseminate research findings and good/best practice to the sector nationally. Longitudinal monitoring will take place through the Higher Education Access Tracker (HEAT). The University of Huddersfield is keen to learn from NCOP research findings and we will use evidence produced to inform our wider WP outreach work.

Aspire to Uni Project

Introduction

“In order to support their aspirations and attainment, it is essential that institutions focus on sustained, long-term outreach with school pupils from a young age, particularly in those areas where few go on to Higher Education. Missing Talent – research by the Sutton Trust reported that 15% of highly able pupils who score on the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE. Highly able children who are eligible for the pupil premium are more at risk of falling into this group of ‘missing talent’. Boys are particularly at risk, with 36% of highly able boys eligible for pupil premium failing to achieve a good set of GCSEs.” *OFFA Strategic Guidance: Developing your 2017-18 access agreement.*

In recognition of this long term approach, the University of Huddersfield has developed a long term (10 year) outreach programme in collaboration with the Aspire Co-operative Learning Trust. The proposal is outlined below, including the monitoring and evaluation plans.

Project Aim

To improve SATS and level 2 examination results and progression to post 16 and HE courses for the target cohort.

Project objectives

- To develop self-esteem, confidence, motivation and ambition to progress to appropriate HE
- To help the cohort make informed decisions and recognise that choices should be related to career aspirations and personal strengths
- To develop an understanding of the financial, social and practical implications of HE study
- To contribute to the improvement of examination results
- To contribute to the improvement of progression to post-16 education
- To improve interest in Higher Education and encourage applications to HE amongst the identified cohort

Target Groups

Pupil premium eligible children from the 6 Aspire primary schools including:

- Ever 6 FSM (Free School Meals)

- Children adopted from care or who have left care (post - LAC)
- Ever 5 Service child
- Looked After Children
- Teacher judgement on potential to succeed

Mentoring activity will be embedded as an integral part of this activity schedule, for White Working Class Boys (WWCB). Ambassadors will be employed as role models as an integral part of all activity.

The cohort currently comprises 46 learners as defined by the 6 Primary schools in the Trust and monitoring and evaluation will include:

Evaluation objectives

- To determine if the interventions and activities employed in the project contribute to and improve attainment in the experimental group
- To determine the effectiveness of SCLS interventions and activities

Attainment Target

We are currently working with the Aspire Learning Trust to develop realistic but stretching attainment targets for the cohort of students involved in the “Aspire to Uni” project.

Evaluation questions

1. Does the experimental group demonstrate **improved self-confidence** and **self-belief** in ability to progress to HE?
2. Does the experimental group demonstrate **improved ability to make informed choices** related to HE and career aspirations?
3. Does the experimental group demonstrate **increased knowledge and understanding of HE**?
4. Does the experimental group demonstrate **improved skills** which enhance effective study, revision and exam techniques?
5. Does the experimental group demonstrate **improvements in attainment** at all levels?
6. Does the experimental group **apply to post 16 study**?
7. Does the experimental group **apply to Higher Education**?

Evaluation Measures

A mixed methods approach will be used to answer the evaluation questions which require a mixture of precise, numerical and quantitative answers as well as descriptive case studies, rich in detail.

Measure / activity	Process	Outcome
Activity registers and progress reports	A register will be taken at each activity	Is there a positive relationship between participation and level of impact?
Baseline survey	An initial baseline survey will be carried out with the learners this will be followed up each year by the annual survey.	To understand and explore current knowledge and awareness of HE at start of project.
Annual survey	Annual survey with both learners and parents	To understand and explore current knowledge and awareness of HE after each year of the project
Annual Focus groups	Reflective focus groups within cohorts	To explore and gauge changes in knowledge, confidence and attitude.
Individual activity evaluation	Happy sheets or similar	To document and evaluate individuals level of engagement with each activity.
Individual and group observations	Controlled observations of activities and interventions will be undertaken where appropriate	To illustrate and inform learners' progress against the measures.
School attendance data	Tracked against each learner	Indicator of success
Year 6 SATs attainment	Tracked against each learner	Indicator of success
End of year attainment (year 7 to 10)	Tracked against each learner	Indicator of success
GCSE results (year 11)	Tracked against each learner	Indicator of success
Application to HE (year 12/13)	Tracked against each learner	Indicator of success
Level 3 results (year 13)	Tracked against each learner	Indicator of success
Acceptance to HE (year 13)	Tracked against each learner	Indicator of success
Individual case studies	Case studies will be developed and updated throughout the project.	To give an overall indication of success of project.

Monitoring and evaluation from the project will inform all the work of the Schools and Colleges Liaison Service at the University of Huddersfield.

Headstart Huddersfield

We are currently piloting a compact scheme aimed at widening participation students. Students are able to register for the scheme online on an individual basis, which means that participation is not reliant on the school/college being part of a partnership or compact scheme, which we are hoping will enable us to reach students in schools that have been more difficult to engage with.

Students participate in primary HE research. This could be attending an Open Day, a subject Taster Day or an HE Experience Day on the University campus.

Students submit a piece of written work for assessment, based on their attendance at the above. The work will be generic in nature (non-subject specific) and will need to demonstrate preparation for HE/HE readiness - for example demonstrate research and academic writing skills. The assessment of work will be at Level 3.

Successful students would be guaranteed interviews, auditions or offers if they meet the published academic and non-academic entry requirements and will be awarded 8 UCAS points (1 grade reduction) in September.

Monitoring and evaluation will be a baseline and final survey to assess the impact of the research undertaken on decisions made and HE readiness as well as tracking participants through application and enrolment.

The University of Huddersfield's retention and success evaluation strategy

The University has conducted its 2016/17 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 shown overall improvement. 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, each of which has specific mechanisms for evaluation and development. These include:

- 'Back on Track', introduced in 2010/11. The service reports annually, and in 2016/17 190 'at risk' students used this face-to-face support service; additionally, at a school level guidance officers and personal tutors provide initial advice and signpost to specialist services.
- Standardised attendance monitoring, introduced in 2012/13. This was assessed through a quality appraisal report submitted to Quality and Standards Advisory Group in March 2012, and its operation has been reviewed by our internal audit service. The system is overseen by a cross-campus Group chaired by the Pro Vice-Chancellor for Teaching and Learning, which regularly reviews its impact.
- Exemplary systems to manage student complaints, requests for extensions and extenuating circumstances. These were a key element to the submission which resulted in the award of Outstanding Registry Team 2013 in the *Times Higher Education* Leadership and Management Awards.
- The University Faith Centre for students, completed in 2011 and fully refurbished in 2015. Even before that, user surveys showed a significant level of student satisfaction with the service.
- A support system for vulnerable students ('support priority students' – SPS), based on predictive analytics, and introduced in 2013/14. This system was further revised and enhanced for the start of the academic year 2016/17, and as a result in that year the proportion of SPS students who withdrew or suspended by the end of January fell, compared to the same period in 2013/14, from 20.7% to 4.8% (and this also represents an improvement on last year's figure). Outputs from the system are scrutinised in every meeting of University

Senior Management Team, and University Teaching and Learning Committee and its Quality and Standards Advisory Group.

Evaluation of Financial Contribution

Since 2012/13 the University has offered our eligible first-year undergraduates a scholarship based on household income and qualification on entry based on their UCAS points. The initial University scheme was a £3,000 fee waiver where we reduced the student's first year tuition fees if they had more than 280 UCAS points and had a household income of less than £25,000. Since 2015/16 the University changed the scheme to a cash payment to the student of £1,000 if they met the same qualifying criteria, following consultation with the Student Union that showed they would prefer immediate financial help while at University rather than a reduction in the total amount they will need to repay after graduation.

We have undertaken some analysis of student retention based on the change of the scholarship we offer before the change up to the 2015/16 academic year so we can compare to see if, first, there is any difference between those students that received a fee waiver as compared to the cash payment and, second, whether there is any noticeable difference between the retention of students that receive a scholarship and those that do not.

2015/16 Scholarship(cash)	Headcount	Percentage (%)
Continuers	977	84.81
Non-Continuers	175	15.19
TOTAL	1152	100.00

2015/16 No Scholarship	Headcount	Percentage (%)
Continuers	4081	84.70
Non-Continuers	737	15.30
TOTAL	4818	100.00

2014/15 Scholarship(fee waive)	Headcount	Percentage (%)
Continuers	897	88.46
Non-Continuers	117	11.54
TOTAL	1014	100.00

2014/15 No Scholarship	Headcount	Percentage (%)
Continuers	3837	84.55
Non-Continuers	701	15.45
TOTAL	4538	100.00

The figures are inconclusive in regards of retention. Further analysis is needed to understand trends and we intend to use the findings of the research project undertaken by OFFA for evaluation. The University is looking to understand the impact of financial support on retention in a more complete way from the 2017/18 academic year onwards.

Equality and diversity

Due regard has been paid to equality and diversity in the design of this plan, under the terms of the Equality Act 2010

The University has published an Equal Opportunities Policy Statement, and an Equality in Teaching and Learning Scheme (January 2016). As will be seen, this Access Agreement is aligned with the overall activity of the University outlined in the Equality and Diversity Statement.

An equality impact assessment for the strategies and policies underpinning the Access Agreement was undertaken in April 2016. No adverse impacts were identified.

Since the Statement on Equality and Diversity in Teaching and Learning 2012-15, there has been an institutional emphasis on the progression and success of groups under-represented in UK higher education, especially where there was emerging evidence for underperformance in those groups in the University. That previous Teaching and Learning Equality and Diversity Statement was provided as an Appendix to previous Access Agreements. Examples of work it supported which have not previously been referenced in Access Agreements but which are relevant to strands of activity now explained here in the 2017-18 Agreement include investigations and activity to address disproportionate impacts of disciplinary and especially academic misconduct regulations in minority ethnic groups, with consequential impacts on their retention and success. These themes are continued in the current document, the Equality in Teaching and Learning Scheme (January 2016).

The wider activity on Equality and Diversity in Teaching and Learning has been led by the University Teaching and Learning Committee, and the Quality and Standards Advisory Group which reports to it. These bodies will continue to monitor and evaluate the impact of all University activities to address diversity issues, including those now included as part of this Access Agreement.

Investment

The University will invest over £7m in widening access, improving retention, and widening access to the professions in 'OfS countable' students. Please see the table below for a summary of our expenditure commitments;

Access and participation plan investment summary (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Access investment	1,317,550	1,317,550	1,317,550	1,317,550
Success investment	4,130,000	4,130,000	4,130,000	4,130,000
Progression investment	300,000	300,000	300,000	300,000
Investment in financial support	1,625,000	1,625,000	1,625,000	1,625,000
Total investment	7,372,550	7,372,550	7,372,550	7,372,550

Access and participation plan investment summary as a proportion of higher fee income (HFI) (%)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Higher fee income (HFI)	31,806,350	31,806,350	31,806,350	31,806,350
Access investment (as % HFI)	4.1	4.1	4.1	4.1
Success investment (as % HFI)	13.0	13.0	13.0	13.0
Progression investment (as % HFI)	0.9	0.9	0.9	0.9
Investment in financial support (as % HFI)	5.1	5.1	5.1	5.1
Total investment (as % HFI)	23.2	23.2	23.2	23.2
Full-time fee levels (£)	2019-20			
Average fee	8,670			
Average fee adjusted for fee waivers	8,670			
Maximum fee	9,250			

In addition to the expenditure in the table the university invests in its access and participation by offering additional support and guidance to all our students regardless of background to ensure that they achieve the best degree outcome. The measures we have in place include attendance monitoring through swipe card registers for all time tabled classes and events and the use of predictive analytics through data to monitor students that are at risk of dropping out of university.

Provision of information to students

This Agreement builds on previous agreements in its relationship to overall institutional strategy, to goal setting, and to specific policy in relation to widening access and support for student success through to graduation and beyond into employment, including financial support. All have been characterised by extensive partnership and consultation with the Students' Union. Key aspects of development of this document from the one presented last year, most notably the commitments to extending support in relation to BME attainment and success and retention more generally have been progressed over the year through the University Teaching and Learning Committee, and its Quality and Standards Advisory Group, on each of which there is strong and effective SU representation. This Agreement itself has been developed through discussion of draft with SU Sabbatical Team members during April 2017.

The University publishes the financial support available to prospective and current students through the University website where it has dedicated pages on fees and finance to ensure we comply with the Competition and Markets Authority rules, ensuring we have a transparent fee policy that is clearly communicated to our students. The webpages cover the tuition fees that the university charges in addition to pages on the scholarships available to students and the eligibility criteria to be awarded the scholarships. The University operates a fair fee policy which is published on our website so students can clearly see what their fee covers and where there may be additional charges.

All prospective students are emailed the university scholarship details prior to entry and the university automatically assesses all new students to see if they are eligible for the scholarship. The university automatically writes to the successful students to inform them of their scholarship award and we do not put a limit on the number of scholarship so all eligible students are guaranteed an award.

All continuing students are sent details of their tuition fees each year by email so they know what their fees will be in their next academic year. This communication is sent out from February of their academic year so they can ensure they apply for the correct support from their respective awarding body.

The approved access and participation plan will be published on the University website so it is accessible to all.

APPENDIX A

New Entrants

White Working Class Boys			IMD			Ethnicity				
Year	Not WWCB	WWCB	Year	1-2	3-5	Year	A	B	O	W
14/15	97.4%	2.6%	14/15	44.9%	55.1%	14/15	16.5%	5.6%	4.3%	73.7%
15/16	97.7%	2.3%	15/16	45.0%	55.0%	15/16	16.9%	5.4%	4.0%	73.6%
16/17	97.6%	2.4%	16/17	44.7%	55.3%	16/17	17.2%	6.3%	5.2%	71.3%
BME			Mature			Disability				
Year	BME	Non-BME	Year	Mature	Young	Year	Disabled	Not Disabled		
14/15	26.3%	73.7%	14/15	57.8%	42.2%	14/15	7.7%	92.3%		
15/16	26.4%	73.6%	15/16	56.1%	43.9%	15/16	8.7%	91.3%		
16/17	28.7%	71.3%	16/17	57.7%	42.3%	16/17	9.2%	90.8%		
Source:			Based on:							
ASIS			Commencement date							

Continuation

White Working Class Boys			IMD				
Year	WWCB	Benchmark	Year	Q1-2	Q1-2 Benchmark	Q3-5	Q3-5 Benchmark
TEF Year 2 (11/12,12/13,13/14)	N/A	N/A	TEF Year 2 (11/12,12/13,13/14)	91.4%	91.7%	92.7%	92.9%
TEF Year 3 (12/13,13/14,14/15)	N/A	N/A	TEF Year 3 (12/13,13/14,14/15)	90.1%	91.8%	92.6%	93.0%
BME							
Year	BME	Benchmark					
TEF Year 2 (11/12,12/13,13/14)	90.5%	90.4%					
TEF Year 3 (12/13,13/14,14/15)	90.5%	91.1%					
Mature							
Year	Mature	Benchmark					
TEF Year 2 (11/12,12/13,13/14)	87.9%	87.7%					
TEF Year 3 (12/13,13/14,14/15)	87.5%	87.6%					
Disability							
Year	Yes	Benchmark					
TEF Year 2 (11/12,12/13,13/14)	90.4%	90.3%					
TEF Year 3 (12/13,13/14,14/15)	89.0%	90.2%					
Source:							
TEF Output Files							

Classifications

White Working Class Boys		IMD					
Year	WWCB	Year	1-2	3-5			
14/15	70.3%	14/15	67.5%	73.4%			
15/16	70.3%	15/16	72.4%	77.9%			
16/17	78.1%	16/17	78.6%	82.7%			
BME		Ethnicity					
Year	BME	Year	A	B	O	W	
14/15	56.8%	14/15	57.2%	46.9%	70.5%	75.4%	
15/16	61.6%	15/16	63.4%	51.7%	64.9%	80.8%	
16/17	70.7%	16/17	71.9%	63.9%	73.1%	84.8%	
Mature							
Year	Mature						
14/15	57.1%						
15/16	66.5%						
16/17	69.8%						
Disability							
Year	Disabled						
14/15	69.0%						
15/16	74.0%						
16/17	78.7%						
Source:							
ASIS							
Notes:							
Based on Good Honours calculation in league table							

Positive Outcomes

White Working Class Boys		IMD						
Year	WWCB	Year	1-2	3-5				
14/15	94.8%	14/15	95.22%	94.01%				
15/16	91.2%	15/16	95.34%	96.48%				
16/17	97.7%	16/17	97.60%	97.10%				
BME		Ethnicity						
Year	BME	Year	W	B	O	A		
14/15	90.1%	14/15	95.9%	92.9%	91.3%	89.0%		
15/16	93.7%	15/16	96.8%	90.6%	93.1%	94.5%		
16/17	96.3%	16/17	97.7%	96.7%	94.9%	96.4%		
Mature								
Year	Mature							
14/15	94.2%							
15/16	96.1%							
16/17	97.4%							
Disability								
Year	Disabled							
14/15	90.6%							
15/16	94.9%							
16/17	95.9%							
Source:								
ASIS								
Notes:								
Based on HESA Employment Performance Indicator calculation								

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The university intends to raise the tuition fee by the approved inflationary measure (RPI-X) as permitted by the Teaching Excellence Framework up to the thresholds set by the Office for Students. Any annual increases in tuition fees will be communicated to students under the terms of the Competition and Markets Authority.

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

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Aim to maintain current high levels of entrants from lower Social Classes, despite changes to recruitment markets	No	2012-13	46.5	0	0	0			The NS SEC data will no longer be produced from 2017/18 so we have removed this from our targets and replaced it with the household income measure below
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Aim to increase level of entrants from low participation neighbourhoods closer to our benchmark	No	2012-13	17.6	18	18				
T16a_03	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Aim to continue trend of improvement in retention of young entrants from low participation neighbourhoods towards benchmark	No	2012-13	10.5	9.3	9				
T16a_04	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & other neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Aim to continue trend of improvement in retention of young entrants from other neighbourhoods to be better than benchmark	No	2012-13	7	6.7	6.6				
T16a_05	Student success	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	Aim to maintain current performance above benchmark	No	2012-13	8.6	8.6	8.6	8.6			
T16a_06	Access	Socio-economic	Other statistic - Low-income backgrounds (please give details in the next column)	Percentage of our students with household income below £25,000	No	2014-15	45.7	45.7	45.7	45.7			
T16a_07	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Percentage of UK non-white students that achieve a first or upper second	No	2014-15	57.76	60.76	61.76	62.76			

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Multiple	Multiple	Other (please give details in Description column)	Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care and care leaver, aged 5-25, through sustained engagement	Yes	2015-16	116	131	136	140	144	148	
T16b_02	Multiple	Multiple	Other (please give details in Description column)	The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence through exposure to new and challenging experiences	Yes	Other (please give details in Description column)	83	90	90	91	92	92	
T16b_03	Access	Multiple	Other (please give details in Description column)	Working in collaboration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement.	Yes	2015-16	47	110	120	130	140	140	
T16b_04	Access	Attainment raising	Other (please give details in Description column)	Improvement in the 'Progress 8' measure at the Park Lane Academy in which we have had a leading role in governance as listed in Appendix B of our Access agreement	Yes	2015-16	-1.13	PILOT	to be determind in 2019-20 AA				
T16b_05	Access	Attainment raising	Other (please give details in Description column)	Improvement in the 'Progress 8' measure at North Huddersfield Trust School in which we have had a leading role in governance as listed in Appendix B of our Access agreement	Yes	2015-16	0.27	PILOT	to be determind in 2019-20 AA				
T16b_06	Access	Attainment raising	Other (please give details in Description column)	Improvement in the 'Progress 8' measure at Trinity Academy/Maltings College in which we have had a leading role in governance as listed in Appendix B of our Access agreement	Yes	2015-16	0.31	PILOT	to be determind in 2019-20 AA				
T16b_07	Access	Attainment raising	Other (please give details in Description column)	Improvement in the 'Progress 8' measure at Westborough High School in which we have had a leading role in governance as listed in Appendix B of our Access agreement	Yes	2015-16	-0.22	PILOT	to be determind in 2019-20 AA				