

Access Agreement 2012/13: University of Huddersfield

1. We welcome the opportunity to make a clear public statement of our commitment to improving access to the professions. At the University of Huddersfield a key part of our mission is “to deliver an accessible and inspirational learning experience ... and to engage fully with employers and the community”. Our “strap line” is “inspiring tomorrow’s professionals”. To achieve this mission, and to live up to our brand promise, we seek to support every student through every stage of their personal “student journey”, from supporting their first decision to consider higher education as an option, through application, enrolment, their learning experience, engagement with professions, and trajectory into work and further study.

2. We believe we are being successful in achieving this mission. In 2009/10
 - 41% of our home undergraduate students were from lower socio economic groups.
 - 1 in 6 was from a low participation neighbourhood.
 - 1 in 5 was from an ethnic minority.
 - 4% were students who have a disability
 - According to HEFCE funding and performance indicators this places us consistently among the top 10 UK universities for widening participation

In short, we create opportunities for people who may otherwise be excluded from higher education.

| Table T1b – Participation of under-represented groups in higher education: Young full-time undergraduate entrants | | | | | | | |
|--|---------|--|----------------------|----------------------|--|----------------------|------------------------|
| | | Percent from NS-SEC classes 4,5,6 & 7 | Benchmark (%) | Standard deviation % | Percent from low participation neighbourhoods | Benchmark (%) | Standard deviation (%) |
| The University of Huddersfield | 2009/10 | 41.1 | 35.6 | 1.00 | 16.7 | 12.6 | 0.61 |
| The University of Huddersfield | 2008/09 | 44.0 | 38.4 | 1.03 | 17.2 | 12.5 | 0.64 |
| The University of Huddersfield | 2007/08 | 42.1 | 35.3 | 1.04 | 15.6 | 12.1 | 0.62 |

3. In 2009/10 we were among the top 20 Universities in the UK for graduate employability with more than 93% of our students in work or further study within 6 months of graduating. We are consistently one of the UK’s top 10 universities for

sandwich placements. We can demonstrate those who join us from less advantaged backgrounds or circumstances, are supported and encouraged through the learning process into graduate level employment and into a better start in life.

4. The change in University funding, in which the balance of the cost of studying has been largely shifted from the State to the graduate, may become a major challenge to widening participation and through it to increasing upward social mobility. Research by the Institute of Fiscal Studies, The Student Room and Opinion Panel suggests that this shift in funding may have a negative effect on overall demand for higher education, and one which may also be more marked among less advantaged groups. This research also suggests that changes to the national funding model may also change the relative demand for particular programmes and specific institutions. In response we have reviewed our portfolio, and withdrawn degree programmes which our research suggests will not fare well in the new environment. We are also streamlining the range of content we offer in every degree programme, and increasing the efficiency and effectiveness of assessment. We are using our relationships with professional bodies and employers to ensure our content is relevant and that all students experience meaningful and relevant work related learning as part of their programme of study. We are enhancing our already excellent student support mechanisms and ensuring our infrastructure is of the highest quality and fit for purpose. Working closely with our Students' Union we are also taking steps to identify and support students who may be at greater risk of withdrawing from their studies. In our view these developments will help ensure we retain our current market advantage, and offer students excellent value for their investment in our programmes.
5. Through these actions it is our aim to achieve five interlinked targets which we believe mark an effective contribution to access to higher education and the professions:
 - to continue to meet all HESA benchmarks for the recruitment of students from lower socio economic groups and low participation neighbourhoods
 - to improve retention among these groups so that within three years we are within one standard deviation from our HESA benchmark
 - to increase the proportion of our students who have real work-related experience as an integral part of their degree programme, and to maintain our accredited relationships with professional bodies
 - to increase the proportion of our students who achieve first class and upper second class honours degrees in line with sector norms within 3 years by continually improving student performance while maintaining high quality provision
 - to continue to be one of the UK's leading HEI's for employability

Our proposed Graduate Contribution

6. Subject to OFFA's acceptance of our Access Agreement we propose to ask graduates to make a contribution of £7950 to the costs of their Huddersfield learning experience. Graduates on sandwich year placements will be asked to make a contribution of £500 for the year to cover administration and visit costs. These fees will apply to all those estimated 4600 Full Time Home and EU new entrant undergraduate students and PGCE who enrol with us in 2012/13. We will apply annual increases to their fee in line with the permitted real terms fee increase set by the Government. We believe it is important in a published document to set out clearly the reasons for setting the contribution at this level.
7. First, we must make it clear that we do not approve of the Government's approach to funding higher education. We believe the proposed system of graduate contributions may have unintended or undeclared negative consequences for individuals, for institutions and eventually for the nation. While we understand the attractions of a genuinely free market approach to higher education we believe the Government is in danger of creating a system in which there is a severe disconnect between supply and demand with potentially catastrophic long term effects on the supply of higher level skills.
8. Second, we have made it clear to our own student body that we will not ask them to make a bigger contribution than we require to provide them with the excellent educational opportunities they expect and deserve. Over the last 4 years we have established an effective set of cost controls and business development initiatives which have allowed us to create the financial headroom for investment in a world class educational and research environment. The contributions we are asking our graduates to make are we believe sufficient to maintain these international standards of excellence and to give us sufficient flexibility to respond effectively to changing market demands. Around 80% of our students are on HEFCE Band B and C programmes and studying on professionally accredited programmes which require high levels of investment in materials and equipment. Our Students' Union has been part of the University's decision making process and support the decision we have made.
9. Finally, we have determined on a brand fee whereby every full time undergraduate degree programme for which a Government sponsored loan is available through Student Finance England asks for the same contribution. There are three reasons for this.
 - We are a University community in which every element of our professional portfolio plays an important role in enabling students to fulfil their career

ambitions, and as a result must operate at clearly defined standards with clearly defined levels of excellence.

- We do not wish to create a differential contribution structure which may act as a barrier to some students following their vocation.
- This pricing structure is simple to understand and to operate, and will have a neutral impact on students who choose to transfer courses.

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

10. The University of Huddersfield is one of the UK's most successful institutions at widening participation in UK higher education. We consistently achieve or surpass all of our HESA benchmarks relating to participation of people from less advantaged backgrounds and communities. In our marketing, outreach and community work, in staff recruitment, and in our teaching, learning and student support, widening participation is embedded and engrained in everything we do. When almost 1 in every 2 people who study with us at undergraduate level is from a part of our community normally under-represented in higher education it is counter-productive for us to compartmentalise what we do to recruit and support them, from what we do to recruit and support all of our students, the majority of whom are domiciled within 40 miles of our Campuses. The eligible expenditure on outreach and access and retention included in this document forms 41% of our total expenditure on these activities.

11. As we have stated in paragraph 3 of this document we believe the new funding regime for higher education will, despite the post study contribution system, make widening participation more, rather than less challenging. Research from the Student Room suggests that while 5% of middle class students who would otherwise have gone to University may not pursue opportunities in higher education post 2012, this figure rises to 7.5% of students from less advantaged backgrounds. More than 44% of our students fall into this group. Our Oldham and Barnsley campuses are located in two of the UK's most 40 deprived neighbourhoods. The key barriers to widening participation are cultural rather than financial, and involve complex views about opportunity costs.

12. 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 the curriculum. 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

13. 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. What we are being told and are learning from these networks is that there may be a testing period ahead in which people and communities come to grips with the new system and weigh up the investment and opportunity costs of higher education in the context of a changing economy and labour market. We believe therefore, that it is important for us to intensify our outreach activities, and also to contribute as part of a consortium of West Yorkshire Universities to maintaining the coordination of outreach activity achieved so successfully by close involvement with Aimhigher.

14. In 2009/10 we spent £2.2m of expenditure specifically on outreach to eligible groups, through which we delivered 630 events and activities attended by 22,000 people. £1.6m of this investment came through HEFCE via Aimhigher and West Yorkshire Lifelong Learning Network funding. This money has been cut in its entirety by HEFCE in the latest budget reductions. Through a combination of efficiency gains and an operational review we plan to deliver 770 events in 2011/12 to 29,925 individual attendees. We will double our own eligible financial contribution to delivering these events to £1.2m, largely through greater involvement of a wider range of University staff working with target groups. The detail of the activity we propose to carry out under each heading, along with the target numbers of beneficiaries and the cost of delivery are attached at Appendix A. the outreach activity identified here has been targeted at those school, college and community groups identified by AimHigher as having the largest number of students from the IMD (Index of Multiple deprivation). These are consistent with POLAR2 data.

Retention, Success and Career Development

15. It is of course a clearly observable truth that students from groups generally less well represented in higher education are often less well prepared technically, academically and culturally to manage the transition to higher learning, and that this is often reflected in higher withdrawal and failure rates. This is true of Huddersfield, where our above-benchmark recruitment of students from backgrounds under-represented in higher education is reflected in attrition rates which, in some HESA

tables, are higher than our HESA benchmark. Our aim is, within three years, to be within one standard deviation, or better, of the benchmark for both Tables 3a and 3d of the HESA Performance Indicators.

| Table T3a and Table T3d – Non continuation following year of entry: full-time first degree and other undergraduate entrants | | | | |
|---|-----------------------------|---------------|------------------------|---------------------------|
| | Percent no longer in HE (%) | Benchmark (%) | Standard deviation (%) | Difference from benchmark |
| 2009/10 PI | | | | |
| Table 3a | 12.4 | 9.8 | 0.50 | -2.6 |
| Table 3d | 14.3 | 16.3 | 1.01 | 2.0 |
| 2008/09 PI | | | | |
| Table 3a | 12.9 | 10.7 | 0.51 | -2.2 |
| Table 3d | 12.8 | 15.4 | 1.00 | 2.6 |
| 2007/08 PI | | | | |
| Table 3a | 11.9 | 11.5 | 0.52 | -0.4 |
| Table 3d | 12.0 | 16.4 | 1.08 | 4.4 |

16. In 2010/11 we have developed and are proposing to implement an integrated Retention and Success programme to help all of our students develop the skills and strategies they need to manage the transition to University and to complete their programme successfully. The six key elements of this strategy are :

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

17. We will invest £3.5m in delivering the Retention, Success and Career Development Programme to those 41% of our students who are attributable under OFFA criteria. In our 2010/11 Access Agreement we agreed £1m of attributable spend to deliver retention activities. In this agreement we have counted the same funding at our outlying campuses as previously agreed by OFFA, and have increased the sum invested in retention by a further £2.5m. 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 B.

18. We will not operate our own bursary or scholarship scheme for new entrants from 2012, although all existing commitments to students who enrolled before that will be maintained. We accept the findings of OFFA's research which demonstrates clearly that there is no positive correlation between income expended on bursaries and effective widening participation. In 2008/9 we halved the sum we offered to any individual through our Huddersfield bursary scheme with no discernable impact on recruitment or retention.
19. We will participate in the National Scholarship Programme. Our estimate is that investment in our current scheme will be £1.8m of countable income in 2011/12 and that the National Scholarship programme will cost us £660K in 2012/13, making expenditure on student support £2.46m in total from our resources, and £3.12m including the Government contribution. We have been offered 220 National Scholarships and will match this to create 440 in total. Because we will have over 2,000 entrants who are likely to meet the national threshold for eligibility for the scheme, we will need to ration the Scholarships by using other criteria. It is our aim to support those students from less well off backgrounds who demonstrate excellent academic achievement by objective national standards. In order to widen access to the professions from those groups currently under-represented in Higher Education, we will offer them to students whose family income is below £20K and who achieve more than 320 UCAS points, and to students whose family income is less than £20K and who wish to join our Foundation programmes in Science and in Engineering. The Scholarships will be offered as fee waivers of £3000.
20. We will also aim to help students support themselves financially through the development of our "Job Shop". This is a bureau through which employers (including the University itself) advertise paid part time work opportunities and internships for students. The opportunities are vetted by the University to ensure they are from bona-fide employers who are health and safety compliant, and who pay at nationally agreed rates.

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

21. The University will invest £7.8m in widening access improving retention and widening access to the professions. This 6% of our estimated total turnover in 2012/13 and 10% of our total estimated income from undergraduate fees and the residual HEFCE T grant in 2012/13. This forms the majority of the additional fee income above baseline. This is made up of:

- £1.2m outreach
- £3.5m retention
- £3.1m financial support

Monitoring and Evaluation

22. We will continue to use existing systems and processes to monitor and evaluate the success of our interventions, and to ensure we are making expected progress towards our targets.

23. We monitor the effectiveness of our outreach activity through a tracking system which enables us to record the details of individuals who have participated in widening participation events or activities. This enables us to monitor the effectiveness of specific activities by allowing us to track students who have participated through enquiry, application, enrolment and ultimately graduation. Individual activities are evaluated in terms of quality and learner outcomes and more sustained programmes of activity, for example the Progression Module and Preparing for the Professions programmes are evaluated in terms of impact on the learner in addition to tracking the progress of the individual learners. Analysis of the top 200 UCAS feeder institutions is undertaken annually and the feeders are categorised by the type of relationship the University has with each of them. Relationships are defined as excellent, good, average, new, Progression Module partner, Progression Agreement partner and no relationship. This analysis helps us to demonstrate the correlation between the strength of the relationship and number of applications to the University. These issues are reviewed annually at our Marketing Practitioners' Forum and at University Teaching and Learning Committee, and scrutinised by Senate and Council.

24. Our retention activity is evaluated via our University Learning and Teaching Committee through module and programme evaluation. Targets for retention are set

for every degree programme and form part of the School KPIs during the Annual University planning round.

Targets and Milestones.

25. Given our strong track record in widening participation, where we exceed by some distance the benchmarks for recruitment of students from low income families, and the obvious uncertainty in the way in which national policy may affect recruitment from these groups, we intend to maintain our current levels of performance. Our targets for the next 5 years are:

- **Outreach activities:** To complete the programme set out in Appendix A, including 770 events reaching 29,925 potential students and their advisers, at a cost of £1.2m.
- **WP targets:** We aim to remain within one standard deviation (or better) of our HESA benchmark. In practice this will mean we recruit no less than 41% of our students from NS-SEC 4,5,6 and 7, and no less than 15% from low participation neighbourhoods.
- **Retention activities:** To complete the programme set out in Appendix A, at a cost of £3.5m, to improve the retention rates among the 41% of our intake who are from groups currently underrepresented in HE, and to maintain effective access to university and the professions at our satellite campuses.
- **Retention targets:** To achieve retention figures within one standard deviation, or better of our HESA benchmarks 3a and 3d.

Information Provision

26. We have developed an information strategy to inform and disseminate the key Student Finance messages to potential applicants for 2012 entry and beyond. The University will use the following mediums to allow students and their parents to make informed decisions about the financial aspects of going to University. They will include:

- Brochures and information leaflets.
- Videos and short films.
- The University website which will include signposts to other sources such as Student Finance England/ Student Loans Company/ BIS and in addition we will have a special parent specific section.
- Local TV and radio interviews.

- E-mail campaigns via iHud - the University's personalised enquirer website.
- Presentations and seminars to a variety of audiences covering schools, colleges, University Open Days and Careers Services.
- Full engagement with the Key Information Set.

The University has already developed material and key messages it will use through these different media and will target different approaches for different audiences. We will evaluate the effectiveness of our campaign and use this to inform and shape material we produce in the future.

Widening Participation Outreach Activity Targets

Appendix A

| Theme | Target Group | Activity | Target Number/reach of Activities 2011/12 | | Cost |
|--|---|--|---|-----------------|-----------------|
| | | | Activities | No. of Learners | |
| To raise the aspirations and awareness of HE among those currently under represented in HE | All | Visits to schools, colleges and community groups | 300 | 9000 | £84,000 |
| | Under 16 | Year 7 "Passport to Uni Days" | 4 | 260 | £10,000 |
| | | Year 8 Citizenship Days | 2 | 100 | £4,500 |
| | | Year 9 & 10 HE Experience Days | 10 | 500 | £55,000 |
| | | Year 8 Gifted & Talented Days | 3 | 150 | £8000 |
| | | Pre 16 Careers Fairs | 60 | 8000 | £29,000 |
| | 16 to 19 | Year 12/1 HE Experience Days | 6 | 240 | £23,000 |
| | Adults | Access Your Future Programme | 20 | 400 | £30,000 |
| Looked After Young People | Reaching Higher for Young People Looked After | 15 | 100 | £50,000 | |
| | | SUB TOTAL | 440 | 18750 | £293,500 |
| To reduce perceived barriers for potential students | All | Student Ambassador Scheme | 75 | | £30,000 |
| | | Social Media Reps (pre-entry social networking and mentoring) | 20 | | £10,400 |
| | | iHud – providing electronic information advice and guidance from enquiry to enrolment – supporting the research and application process. | (8000) | | £117,000 |
| | | Budgeting Workshops/Finance Presentations | 40 | 1200 | £11,000 |
| | | Dedicated customer service team to support applicants | (10590) | | £111,000 |
| | | SUB TOTAL | 115 | 1200 | £279,400 |

| | | | | | |
|--|------------------|--|-------------|-----------------|----------|
| To contribute to improvements in attainment at levels 2 and 3 | Under 16 | Study skills/revision workshops | 20 | 600 | £5,600 |
| | | GCSE Mathematics Bridging Course | 1 | 50 | £10,000 |
| | 16 to 19 | Study skills/revision workshops | 8 | 240 | £2240 |
| | | Next Step Programme – workshops to provide support with academic writing. | 3 | 300 | £5500 |
| | | Year 12/1 Master Classes/Focus Days/Taster days | 30 | 1200 | £60,000 |
| | | Schools and Colleges Lecture Programme | 60 | 1800 | £12,000 |
| | All | STEM Specific Outreach Officers | | | £217,000 |
| | SUB TOTAL | 122 | 4190 | £312,340 | |
| To prepare under represented students for application to “Professional” courses | 16 to 19 | Preparing for Pharmacy | 4 | 25 | £12,500 |
| | | Preparing for Law | 4 | 25 | £12,500 |
| | | Preparing for Physiotherapy | 3 | 25 | £10,000 |
| | | Tomorrow’s Health Professionals Today | 5 | 120 | £20,000 |
| | SUB TOTAL | 16 | 195 | £55,000 | |
| To provide accessible and clear information to parents/carers of potential students | Parents/carers | Year 12/1 Parents’ Information Evenings on Campus | 3 | 600 | £20,000 |
| | | Year 10 Parents’ Evenings | 2 | 70 | £2,600 |
| | | Parents’ Evenings in school/college | 35 | 4000 | £15,000 |
| | | Dedicated web pages with advice and information specifically tailored for parents and carers | (5000) | | |
| | | Publication with advice and information specifically tailored for parents and carers | (3000) | | £3000 |

| | | | | | |
|---|-------------------|---|---|-------------|----------------|
| | | SUB TOTAL | 40 | 4670 | £40,600 |
| To build progression agreements with schools and colleges | 16 plus | Progression Module | 8 | 800 | £50,000 |
| | | FE to HE Progression Agreements | 26 | | £26,000 |
| To develop effective partnerships | All | To work with other HEIs in West Yorkshire to raise aspirations and attainment | West Yorkshire HEI WP Strategy Group | | £10,000 |
| | | | HE Aspiration Raising in West Yorkshire (HEARWY) | | £2000 |
| | | To be an active affiliated member of the Specialist Schools and Academies Trust | The U of H was the first HEI to achieve the SSAT's Advanced Partnership Award in March 2011 | | £2280 |
| | | SUB TOTAL | 34 | 800 | £90,280 |
| To improve communication and dissemination about WP and recruitment policies | All | University Admissions and Recruitment Forums | 3 | 120 | £14,000 |
| | | Central representation on Schools of Study Admissions and Recruitment Committees | All | | £2,000 |
| | | Recruitment + WP literature | | | £66,000 |
| Relationships with Schools/Colleges | Teachers/Advisers | iHud Adviser to provide structure for effective communication with teachers and advisers post Aimhigher | 350 "live" relationships | | £10,000 |
| | | SUB TOTAL | 3 | 120 | £92,000 |

| | | | | |
|--------------|----------------|-------------------|----------------------|--------------------------|
| TOTAL | PHASE 1 | 440 | 18,750 | £293,500 |
| | PHASE 2 | 115 | 1,200 | £279,400 |
| | PHASE 3 | 122 | 4,190 | £312,340 |
| | PHASE 4 | 16 | 195 | £55,000 |
| | PHASE 5 | 40 | 4,670 | £40,600 |
| | PHASE 6 | 34 | 800 | £90,280 |
| | PHASE 7 | 3 | 120 | £92,000 |
| | | <u>770</u> | <u>29,925</u> | <u>£1.163,120</u> |

Retention, Success and Career Development Programme

Phase 1: Managing transition to University

Appendix B:

| Activity | WP Eligible student no's | Attributable spend |
|---|--------------------------|-----------------------|
| (a) <u>Personal Tutoring/PDP</u> Every student allowed a personal tutor to co-ordinate academic guidance and personal support. | 2010 | £860k |
| (b) <u>Study Skills</u> Academic skills tutors appointed in every school to support WP students. Web-based support also being developed. | 2010 | £315k |
| (c) <u>Peer Mentoring</u> Roll out of pilot project to all university schools | 2010 | £37k |
| <u>Phase 1 Sub Total</u> | <u>2010</u> | <u>£1.212m</u> |

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

| | | |
|--|--------------------|---------------------|
| (a) <u>Managing Progression</u> Additional support for WP students through consolidating patterns of learning through modules with greater credit values. | 4121 | £45k |
| (b) <u>Enhancing Assessment and Feedback</u> Roll out of pilot support to involve all academic staff on improving feedback on performance and assessment to aid personal development. | 4121 | £375k |
| <u>Phase 2 Sub Total</u> | <u>4121</u> | <u>£420k</u> |

Phase 3: Improving Targeted Welfare Support

| | | |
|---|--------------------|---------------------|
| (a) <u>Support for Disabled Students</u> General and specific guidance; specific support for mental health issues; support/networking group; scheme to provide 24 hour support workers for students requiring social care; equipment loan scheme; support workers service. | 2600 | £625k |
| (b) <u>Care Leaver Support</u> Support targeted at looked after young people (at school) and students who are care leavers. | 48 | £83k |
| (c) <u>Support for WP Students</u> Back on Track scheme to support students having difficulty in continuing to study (improving retention). | 4121 | £25k |
| (d) <u>Welfare Support and Advice for WP Students</u> Including advice on budgetary, health, relationships, accommodation and counselling. | 4121 | £145k |
| <u>Phase 3 Sub Total</u> | <u>4121</u> | <u>£878k</u> |

Phase 4: Improving Communications and Advice to Students

| | | |
|---|--------------------|---------------------|
| (a) <u>Attendance Monitoring</u> System and processes to identify non-attendance and provide support to help students back on track. | 4121 | £196k |
| (b) <u>Portal Plus</u> On-line system to provide personalised support for students. | 4121 | £188k |
| <u>Phase 4 Sub Total</u> | <u>4121</u> | <u>£384k</u> |

Phase 5: Enhanced Career Management Scheme

| | | |
|---|------|--------------|
| (a) <u>Career Guidance Support for WP students</u> Guidance support offered with a view to providing access to suit individual student | 4121 | £151k |
|---|------|--------------|

| | | |
|---|------|-------|
| needs and circumstances. WP students targeted as they often lack 'home grown' links and contacts to graduate professions: Careers Express – delivering guidance directly in the Schools; E-guidance and telephone guidance – offered for students unable to access the service in person; enhanced support for disabled, postgraduate and international students via named careers advisers; Student Employability Scheme – developing higher level work skills whilst still at university; Career Management Skills module – electronic teaching and learning tool; staff work at the UCO/B Campus delivering career guidance. | | |
| (b) <u>Employer Engagement for WP students</u> As above, hugely important to promote employer contact to students who naturally lack both networks and commercial communication skills: Professional body membership – maximising opportunities for students in the jobs market through relevant professional knowledge and qualifications; Events – fairs, presentations, employer drop-ins; skills sessions; interviewing on campus; Career Mentoring Network – bringing together current students with successful alumni to mentor them into graduate professions; Internships – short term projects with local employers to develop basic work skills; Business networking – staff develop regional, national and international contacts via events, conferences, meetings etc; Employer Partnership Board ; our JobShop is the highest placed in the region for numbers of vacancies on offer to our students and graduates. | 4121 | £136k |
| (c) <u>Careers and Employability Resources for WP students</u> Enhanced careers information, support and self-directed learning tools provided in a range of formats ensuring accessibility and equity of opportunity: Careers Information Library – hard copy resources; IT access; computer-assisted IAG; Careers website – online information resource, includes all paper resources available to download as well as relevant links and online career learning tools; resources available, on request, in large format and Braille . | 4121 | £60k |
| (d) <u>Placement Support for WP students</u> Currently, placement units exist in 4 out of the 7 Schools - staff work in collaboration with the careers service to ensure that students receive professional, as well as practical, support. Computing and Engineering – 5 placements staff, including a Placements Manager; Art, Design and Architecture – 1 placements staff; Applied Sciences – 1 placements staff; Business School – 2 placements staff. Other schools have placement functions as part of other roles across departments. Placement support for WP students hugely important in order to develop their business awareness, experience and contacts. | 4121 | £208k |
| Phase 5 Subtotal | 4121 | £555k |

| | | |
|---------------------|---------|---------------------|
| <u>Total</u> | Phase 1 | £1.212m |
| | Phase 2 | £ 420k |
| | Phase 3 | £878k |
| | Phase 4 | £384k |
| | Phase 5 | £555k |
| | | <u>£3.5m</u> |

