



AGENDA for the 1st of December 2020 meeting

The 6th meeting of the Access and Participation Scrutiny Committee will be held at 14:00-16:00 via MS Teams

Part A: Preliminary Items		Paper	Led by
A1	Welcome and Introductions	Verbal	Chair
A2	Minutes from the meeting on 12 June	APSC202001	Chair
A3	Actions and matters arising	APSC202002	Chair
A4	Review of ToR and Membership	APSC202003a-b	Chair
Part B: Major Topics		Paper	Led by
B1	Review of APP targets and Theory of Change	APSC202004 APSC202005	All
B2	Access Developments	APSC202006#	C Watts
B2	Success Developments	APSC202007#	P Cardew
B3	Progress Developments	APSC202008 (with Appendix)	C Prince/M Stow
B4	APP data (headlines 2020 & process for 2021	Presentation# APSC202009	A Fern
B5	Major set- piece projects – timing	Verbal	P Cardew
B6	Equality, Diversity & Inclusion action plan 20/21	Verbal	E Curson
Part C: Next Steps		Paper	Led by
C1	AOB		

Next meeting: 20 January 2021, 14.00-16.00

#paper to follow

**item will be taken without discussion unless a member notifies the secretary in advance that she or he wishes to request amendments*

MINUTES of the 12 June 2020 meeting (held via Skype for Business)

Present:

Tracey Lancaster (TL) – Chair
Akin Akintoye (AA)
Phil Cardew (PC)
John Craig (JC)
Barbara Colledge (BC)
Andrew Cooper (AC)
Andrew Fern (AF)
Sherry Iqbal (SI)
Priscilla Preston (PP)
Chris Prince (CP)
Charlotte Renwick (CR)
Rhodri Thomas (RT)
Chris Watts (CW)
Angela Schumann (AS) – notes

In attendance:

Sue Smith (SS)

Apologies:

Ahmed Ali (AAI)
Damien Page (DP)
Ruth Pickford (RP)
Sarah Swales (SS)
Nigel Yates (NY)

Part A: Preliminary Items

A2 Minutes from the last meeting

APSC.2019.100 **Received:**
Paper APSC-2019-028 – Minutes from the meeting on 3 April 2020

The minutes were agreed to be an accurate record of the last meeting.

A3 Matters arising

APSC.2019.101 **Received:**
Paper APSC-2019-029 – Actions from the meeting on 3 April 2020

APSC.2019.102 *Action 2019.039 - Feedback from the Business School project to gain a more detailed understanding of the student experience of shared modules at Level 4 to be provided to APSC before July 2020*

ACTION:

PC would check on results to report from the LBS project on the student experiences of shared modules

APSC.2019.103 *Action 2019.053a – APP conference*

Noted:

CW reported that planning for the conference had been delayed due to the COVID 19 epidemic response.

Social distancing and related government measures were likely to impact on the planned activity to contribute to meeting our APP targets, especially activity planned by the Outreach Team. APP targets set by the OfS were expected to remain the same. Reporting requirements had been reduced while universities were dealing with the additional challenges posed by the virus outbreak. PC noted that this position could change at short notice and it would be prudent to be prepared for new guidance being released by the OfS.

It was suggested to deliver the ‘conference’ as a webinar to ensure staff within Schools and Services were aware of the OfS requirements, the activities planned to meet our APP targets, and how progress and the impact of those activities would be measured. It was agreed to aim for September to offer the webinar, with the expectation that OfS guidance on reporting requirements would be clarified before then.

ACTION: CW would check whether revised OfS APP reporting guidelines had been provided

APSC.2019.104 *Action 2019.054a – Develop a full project plan to monitor progress*

Reported:

See items B1 and B2 below for a dashboard approach showing progress against the University’s APP targets.

- APSC.2019.105 *Action 2019.055b – Work on a model that measures impact of welfare support*
Reported:
 Further analysis to better understand any correlation of students accessing financial support and progression/success outcomes would be undertaken.
- PP reported that Student Services were conducting further research into the impact of digital poverty among students. Early data showed that 48% of applicants to the COVID fund came from families with a total household income below 25K.
ACTION: AF/PP to report back at the October meeting on the impact of welfare support on continuation and attainment
- APSC.2019.106 *Action 2019.057b – explore opportunities the BAME conference may offer to work with the student community on addressing issues raised by BAME students*
ACTION: AS to arrange a meeting for TL/SI to discuss how insights from the BAME student ambassadors can inform APSC and the APP targets/activities
- APSC.2019.107 *Action 2019.080 – Progress update on the development of a University Equality and Diversity plan and processes to support the recruitment of staff from BAME backgrounds*
ACTION: HR to be invited to the next APSC meeting to report on the above
- APSC.2019.108 *Action 2019.092 – Theories of change*
Agreed:
 The committee agreed that the theories of change should be reviewed at least annually as part of the monitoring of progress towards the targets. This should also include investigations of why any interventions were not successful in terms of closing the identified gaps.
ACTION: AF to suggest review points for APP targets and theories of change (check for update on OfS monitoring requirements) and report at the next meeting
- APSC.2019.109 *Action 2019.093 - New forms and process for reporting financial spend on activities that relate to the University's APP targets*
Reported:
 Meetings had taken place; the working group were awaiting replies from some Deans in order to complete the first year of financial reporting.
 Longer term, the plan was to 'tag' APP related spend to be able to extract the information via set data reports at the end of each year. Details of the process would be reported to APSC in the Autumn.
- APSC.2019.110 *Action 2019.098 - Discuss offering pastoral support to students who participate in focus groups*
Agreed:
 Guidance notes for focus group organisers, including existing guidance on research ethics, would be developed.
ACTION: SS to send PP research ethics guidance

A4 Review of Terms of Reference, Membership & meeting schedule for 20/21

- APSC.2019.111 **Received:**
Papers APSC-2019-030a-b
- Access and Participation Scrutiny Committee Terms of Reference
 - Access and Participation Scrutiny Committee Membership

Part B:

B1/B2 Update on key targets

- APSC.2019.112 **Received:**
Paper APSC-2019-031/032– APP target update (University and School level)

- APSC.2019.113 **Reported:**
AF provided an overview of progress against the University APP targets (2020-25) at University and School level.
Performance against the targets varied across Schools with some performing better in one area, but worse in another. All Schools could report good progress with some measures.

Progression data was not yet available. Results of the Graduate Outcomes survey were expected to be available in the autumn and would be used to update the progress report.

- APSC.2019.114 **Noted:**
It was noted that small shifts in numbers of applicants/students, in particular under-represented groups, could significantly affect the University's performance against the target. In some cases, the difference in actual student numbers would be so small that it would not normally be regarded as statistically reliable.
Reporting over a 5-year period should help to identify overall trends.

- APSC.2019.115 **Noted:**
SI asked if the data could be broken down for BAME applicants/students permanently resident in the UK and international BAME applicants/students. AF clarified that the slides provided covered UK domiciled applicant and student data only.
It was also noted that some international students might experience more pressure to achieve, for example if their family was funding their studies in the UK, which could impact on their success outcomes.

- APSC.201.116 **Noted:**
PP asked if disability data could be broken down into types of disability per School. This would help identify whether particular types of disability had a greater impact on student success and progress. The Disability Support Team could then also correlate this with data on students in receipt of Disability Support Allowance and use this to better target interventions.

APSC.2019.117

Agreed:

It was agreed, that further analysis of the data was required, for example comparing the data for applicants vs entrants and further analysis of intersectionality of BAME and socio-economic factors. AF stressed that the reports were still work in progress. Further information would be added to Tableau over the coming months.

Deans would find a progress report with benchmark information at subject level useful – in addition to the School level analysis provided. The committee discussed setting targets (LBU performance against national benchmark) at subject level. It was felt that subject level targets would be even more volatile and likely less useful.

ACTION: AF to look into providing benchmark information at subject level and providing an indication of gaps between groups at School level

APSC.2019.118

Noted:

Deans noted that Schools would need support in shaping communications with applicants, reviewing and adjusting delivery methods and possibly making changes to their portfolio to meet the APP Access targets. More detailed analysis of the data should help with formulating School level action plans. TL also encouraged Deans to work with their School BAME ambassadors.

B3 Progress Updates – Access, Success, Progress

Access

APSC.2019.119

Tabled:

Paper APSC-2019-036 – Evaluation template

ACTION: CW to circulate template to APSC members

APSC.2019.120

Reported:

Much of the activity planned by the Outreach Team, such as school visits, on-campus events like summer schools or most of the progression module, had to be put on hold or cancelled due to the current epidemic. The team were working with GHWY on creating a ‘progression module light’ version, so that this could still be delivered with social distancing and other government restrictions in place.

Outbound school liaison work continued online. The team had developed online presentations and organised live online sessions for teachers, etc.

Virtual Applicant and Open Days were trialled with good levels of interaction. Feedback had been positive.

CW thought it unlikely that large interactive and face-to-face events, such as UCAS fairs, could resume in 2020. There was some optimism that the team could return to give talks in schools by the autumn.

APSC2019.121

Noted:

BC had been contacted about a GHWY funded project focused on engaging with parents of applicants from BAME/APP groups.

ACTION: BC to provide details to CW; CW to discuss Leeds Beckett participation in the project with Jonathan Holland

Success

APSC.2019.122

Reported:

Some of the planned initiatives were experiencing delays due to the virus outbreak.

The roll out of the inclusive curriculum self-evaluation tool was on hold. This would be reviewed in the autumn with a view to adjusting it to the new online delivery environment.

Attendance monitoring was also paused, but there were discussions on introducing a system to monitor virtual attendance at online lectures, seminars, etc. The International Office and Governance had, between them, kept up excellent levels of contact with international students and these would be developed further in the new academic year.

APSC.2019.123

Reported:

Use of SEMS was progressing well. APP related filters were now available for reporting purposes.

APSC.2019.124

Reported:

Student Services, LLI and ITS were working on initiatives to support all students in gaining access to digital learning resources. Further updates would be reported at the next committee meeting.

Progress

APSC.2019.125

Received:

Paper APSC-2019-133 – progress update for Progression targets

APSC.2019.126

Reported:

Analysis of the APP data for progression at student level indicated that female BAME students from IMD Q1 and Q2 stood out in terms of groups with poor progression outcomes. Initiatives to offer additional support to this group were being developed. A pilot project as part of which Careers Consultants would contact those students to offer individualised support would be run in the Business School during the next academic year; if successful, this would be rolled out to Arts, Sport, Social Sciences, and Cultural Studies and Humanities, as these Schools also had larger numbers of students with the above characteristics.

APSC.2019.127

Received:

Paper APSC-2019-134 – Evaluation of research recommendations from focus groups

Business Engagement were working with the SU on a range of activities in response to the recommendations from the focus group research. Planned actions included:

1. Offering students from BAME communities access to mentors from BAME backgrounds
2. Initiatives to encourage more BAME students to take up placement and other work-based learning opportunities

ACTION: AA would be interested in participating in the project to increase BAME student placement/work-based learning take up and to undertake further research to understand potential barriers for BAME students – to discuss with CP

3. Developing an employment- focused confidence building programme aimed at BAME students and offer BAME focused networking/industry events
4. Offer opportunities for BAME students to seek advice from members of the academic community from a BAME background and consider employability strategies tailored to students from the BAME communities
5. Create an online peer network aimed at BAME students and offer digital resources to create links to industry

APSC.2019.128

Noted:

Colleagues in Student Services were hoping to re-introduce the placement support bursary. In addition, plans were under way to offer targeted career coaching for BAME students and additional academic support. SI confirmed that feedback from the BAME student communities consistently indicated that financial support per se was helpful, but that academic and pastoral support throughout their time of university study was even more impactful.

ACTION: CP and PP to liaise regarding the online guidance module developed for Academic Advisors so that a link to the additional material developed by Business Development can be included

B4 Revised programmes of activity

APSC.2019.129

This item would be considered at the next committee meeting.

Part C: Next Steps

C1 AOB

No items were raised.

Next meeting: 14 October 2020, 14.00-16.00, venue tbc

12 June 2020

ACTIONS

APSC.2019.039	Feedback from the Business School project to gain a more detailed understanding of the student experience of shared modules at Level 4 to be provided to APSC before July 2020	PC/PP	
APSC.2019.041	Results of both pieces of research would be shared at APSC <ul style="list-style-type: none"> 1. Analysis of unexplained gap in attainment between black and white student populations 2. Research into continuation and attainment rates for BTEC vs A-Level students 	PC	1. Closed
APSC.2019.053a(2)	An APP conference idea would be developed for the next APSC UPDATE: It was suggested to deliver the 'conference' as a webinar in September (as long as OfS APP guidance was available before then to develop the webinar)	PC, TL, CP, CW, AF CW	in progress
APSC.2019.053b	Circulate link to selected pieces of existing research on cause and effect analysis	DP	
APSC.2019.054a(2)	Develop a full project plan to monitor progress	AF	in progress
APSC.2019.055b(2)	Work on a model that measures impact of welfare support on continuation and attainment - report on progress at October meeting	AF/PP	
APSC.2019.056	Contact GHWY about possible data on entry barriers to university study for students from low participation backgrounds the consortium might already hold or collect	TL	
APSC.2019.057a	Circulate selected pieces of national research with best practice examples of increasing engagement with the BAME student community	DP	
APSC.2019.057b	Meet to explore opportunities the BAME conference may offer to work with the student community on addressing issues raised by BAME students UPDATE: TL/SI to discuss how insights from the BAME student ambassadors can inform APSC and the APP targets/activities	TL/SI	
APSC.2019.080	Progress with the development of a University Equality and Diversity plan and processes to support the recruitment of BAME staff would be reported to the committee before the end of the academic year	TL	

	UPDATE: HR to be invited to the next APSC meeting to report on the above		
APSC.2019.084	CW offered to provide a detailed list of the various in-school and on-campus visits and the range of activities undertaken – committee members who wished to see this detail should contact CW	All/CW	
APSC.2019.091	Reference the relevant theories of change in their update reports on Access, Success and Progress to the Committee	PC, CP, CW	ongoing
APSC.2019.093	Two online meetings, one with Deans and one with Service Directors would be organised to clarify any questions related to the new forms and process for reporting financial spend on activities that related to the University's APP targets	NY	in progress
APSC.2019.098	Discuss offering pastoral support to students who participate in focus groups	PP/SI	
APSC.2019.103	Check whether revised OfS APP reporting guidelines had been provided	CW	
APSC.2019.108	Suggest review points for APP targets and theories of change (check for update on OfS monitoring requirements) and report at the next meeting	AF	
APSC.2019.110	Send PP research ethics guidance	Sue Smith	
APSC.2019.117	Look into providing benchmark information at subject level and providing a summary of all the targets per School	AF	
APSC.2029.119	<u>Circulate evaluation template to APSC members</u>	CW/AS	closed
APSC.2019.121	BC to provide details about a GHWY funded project focused on engaging with parents of applicants from BAME/APP groups to CW; CW to discuss Leeds Beckett participation in the project with Jonathan Holland	BC/CW	
APSC.2019.127	AA would be interested in participating in the project to increase BAME student placement/work-based learning take up and to undertake further research to understand potential barriers for BAME students – to discuss with CP	AA/CP	
APSC.2019.128	Liaise regarding the online guidance module developed for Academic Advisors so that a link to the additional material developed by Business Development can be included	CP/PP	

Access and Participation Scrutiny Committee Membership – 2020/21

Members [17]

Quorum [8]

Position	Member	Start of term	End of term	Nominated/Ex-officio
Deputy Vice Chancellor Resources (Chair)	Tracey Lancaster	n/a	n/a	Ex-Officio
Deputy Vice-Chancellor Academic	Phil Cardew	n/a	n/a	Ex-Officio
SU Education Officer	Sherry Iqbal	Sep 2019	Aug 2020	Nominated
SU Equality & Diversity Officer	Ali Ahmed	Sep 2019	Aug 2020	Nominated
Senior School representatives: Dean of School of Education Dean of School of Events, Tourism and Hospitality Management Dean of School of Built Environment, Engineering and Computing Dean of School of Social Sciences Dean of School of Cultural Studies and Humanities	Damien Page Rhodri Thomas Akin Akintoye John Craig Andrew Cooper	Sep 2019	Aug 2022	Nominated
PVC Business Engagement	Chris Prince	n/a	n/a	Ex-Officio
University Registrar	Barbara Colledge	n/a	n/a	Ex-Officio
Director of University Recruitment	Chris Watts	n/a	n/a	Ex-Officio
Director of the Centre for Learning & Teaching	Ruth Pickford	Sep 2019	Aug 2022	Nominated
Director of Student Services	Priscilla Preston	Sep 2019	Aug 2022	Nominated
Head of Student Money	Andy Withey	Dec 2020	Aug 2023	
Director of Strategic Insight and Business Analysis	Andrew Fern	(Jan 2020)	n/a	Nominated
Co-opted members: Associate Director – People Operations Senior Management Accountant	Sarah Swales Nigel Yates	Sep 2019 (from April 2020)	Aug 2022	Nominated

Terms of reference

The Access and Participation Scrutiny Committee will monitor the University's progress against our APP targets, reviewing evaluation and referring areas of persistent underperformance to the University Executive Team for remedial action.

The Committee's main responsibilities are to:

- (a) Develop and monitor the University's Access and Participation Plans.
- (b) Lead on institutional engagement, consultation and communication related to the development, and review of the University's access and participation plans.
- (c) Monitor progress against the targets included in the APP for each phase of the student journey, Access, Success and Progress, with the authority to intervene where activities are not demonstrating progress against targets.
- (d) Lead the submission of the annual monitoring statement.
- (e) Commission and receive internal and sector data and research to: monitor of progress towards existing targets, identify new and emerging issues, review and change existing issues and inform the development of activities and targets to address those issues.
- (f) Develop and maintain an evaluation framework for the projects in the APP, ensuring that monitoring is fit for purpose, appropriate and proportionate to the activity being evaluated, referring any ethical approval or concerns to the ethics committee.
- (g) Receive reports on the results of relevant collaborations and their contribution to achieving the APP targets.
- (h) Report to Academic Board, University Executive Team and the Board of Governors, as required.
- (i) Maintain an institutional APP risk register and action plan to manage risk and initiate recovery plans.
- (j) Review information to applicants and students to ensure that it is compliant under the CMA, and that the interests of the students are protected.
- (k) Receive feedback from relevant committees and bodies, e.g. School/student forums, EDI Committee, Race Equality Charter SAT group

Delegated Authority

The Access and Participation Scrutiny Committee has authority from the Academic Board to:

- (a) oversee the implementation, development and evaluation of the Access and Participation Plan targets, the annual monitoring statements and transparency information;
- (b) authority to intervene where activities are not delivering intended progress against targets, recommend proposals for intervention, and maintain an APP risk register and action plan.

Delegation

In accordance with the Standing Orders, the Committee may establish short life working groups to perform specific tasks and in so doing must determine their terms of reference, membership (including the Chair who must be a member of this Committee), and lifespan.

Membership Profile

Members [17]

Quorum [8]

Deputy Vice Chancellor Resources (Chair) [1] - Ex-Officio

Deputy Vice-Chancellor Academic [1] - Ex-Officio

A nominee of the Students' Union [2] - Nominated*

Senior School representatives [5] - Nomination**

Director of University Recruitment [1] - Ex-Officio

PVC Business Engagement [1] - Ex-Officio

University Registrar [1] - Ex-Officio

Director of the Centre for Learning & Teaching or nominee [1]

Director of Student Services or nominee [1]

Co-opted members - up to 3

* Nominated by the Students' Union

** Dean of School(s) or nominee

For non-ex-officio members, terms of office should normally be three years. Students' terms of office should normally be one year.

All nominated or coopted members will be so nominated by the Chair of the Committee unless otherwise specified.

The Constitution of the Committee is made by resolution of the Academic Board on 3 July 2019.

Access and Participation (APP) Target Summary

May 2020

The table below provides a summary of progress towards our 2025 APP targets that we have agreed with the Office for Students using the latest (May 2020) official data. Of the sixteen targets we have, twelve can be updated at this point. The graduate destinations related data has not been updated in the May 2020 dataset. Overall, this summary shows we are making very good progress towards most of our 2025 targets. In particular, we have seen some very impressive reductions in attainment gaps since the last APP dataset release in 2019.

Lifecycle	Target	Baseline gap (pp)	Latest gap	Latest Target	2025 Target	Progress
Access	Reduce the access gap between IMD Q1+2 and Q3-5	21.6	23.0	21.4	20.0	●
	Reduce the access gap between BAME and White students	58.4	59.2	57.8	51.9	●
	Reduce the access gap between Disabled, non-Disabled students	74.9	73.8	74.9	73.3	●
	Reduce the access gap between Mature and Young students	73.8	70.4	73.3	70.1	●
	Reduce the access gap between POLAR quintiles 1 and 5	7.2	7.9	7.0	5.6	●
Continuation	Reduce the continuation gap between POLAR quintiles 1, 5	8.3	5.9	8.0	2.0	●
	Reduce the continuation gap between IMD quintiles 1 and 5	6.1	5.0	5.8	0	●
Attainment	Reduce the attainment gap between POLAR quintiles 1+2 and 3-5	6.9	3.8	6.7	1.9	●
	Reduce the attainment gap between IMD quintiles 1+2 and 3-5	11.9	8.9	11.7	5.5	●
	Reduce the attainment gap between White and Asian students	17.5	14.0	16.8	5	●
	Reduce the attainment gap between White and Black students	30.7	15.0	28.0	9.0	●
	Reduce the attainment gap between White and BAME students	15.9	12.0	15.0	5.0	●
	Reduce the attainment gap between White and BAME with high tariffs	Needs more analysis; not readily available.				●
Progression	Reduce the progression gap between White and Black graduates	Not updated in APP dataset.				●
	Reduce the progression gap between White and Asian graduates					●
	Reduce the progression gap between IMD 1+2 and 3-5					●

Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns



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Access and Participation Plan Theory of Change

March 2020

Theory of Change

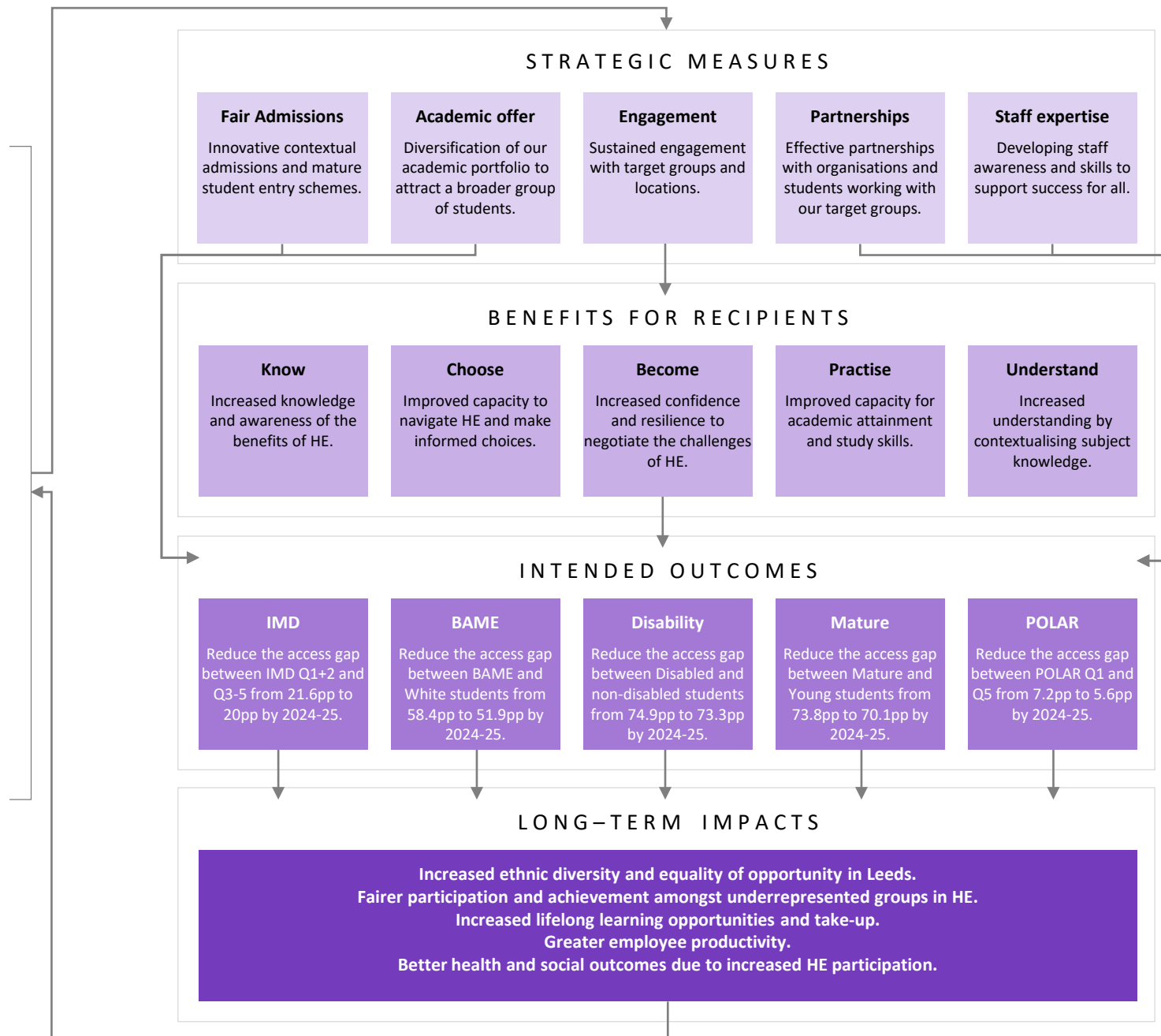
ACCESS

Specific groups of students are under-represented because:

- They cannot **access information** about HE that demonstrates how it is relevant to their future ambitions
- HE or LBU recruitment information, events, communications, activities do not meet their specific requirements, and create a sense of HE/LBU ‘**not being for them**’
- Able potential applicants, who are disadvantaged by their prior educational or social experiences, are excluded by recruitment information, activities, processes which are aimed at the ‘average’ applicant.

Therefore, to increase representation we:

- Take **information** into the communities that are under-represented
- Ensure that that information and the **activities are relevant** to the communities at which they are aimed, taking into consideration and informed by the requirements of those communities
- Our **processes** are designed to mitigate against those disadvantages which might under-represent the ability and the appropriateness of the individual applicant from each community



Theory of Change

CONTINUATION

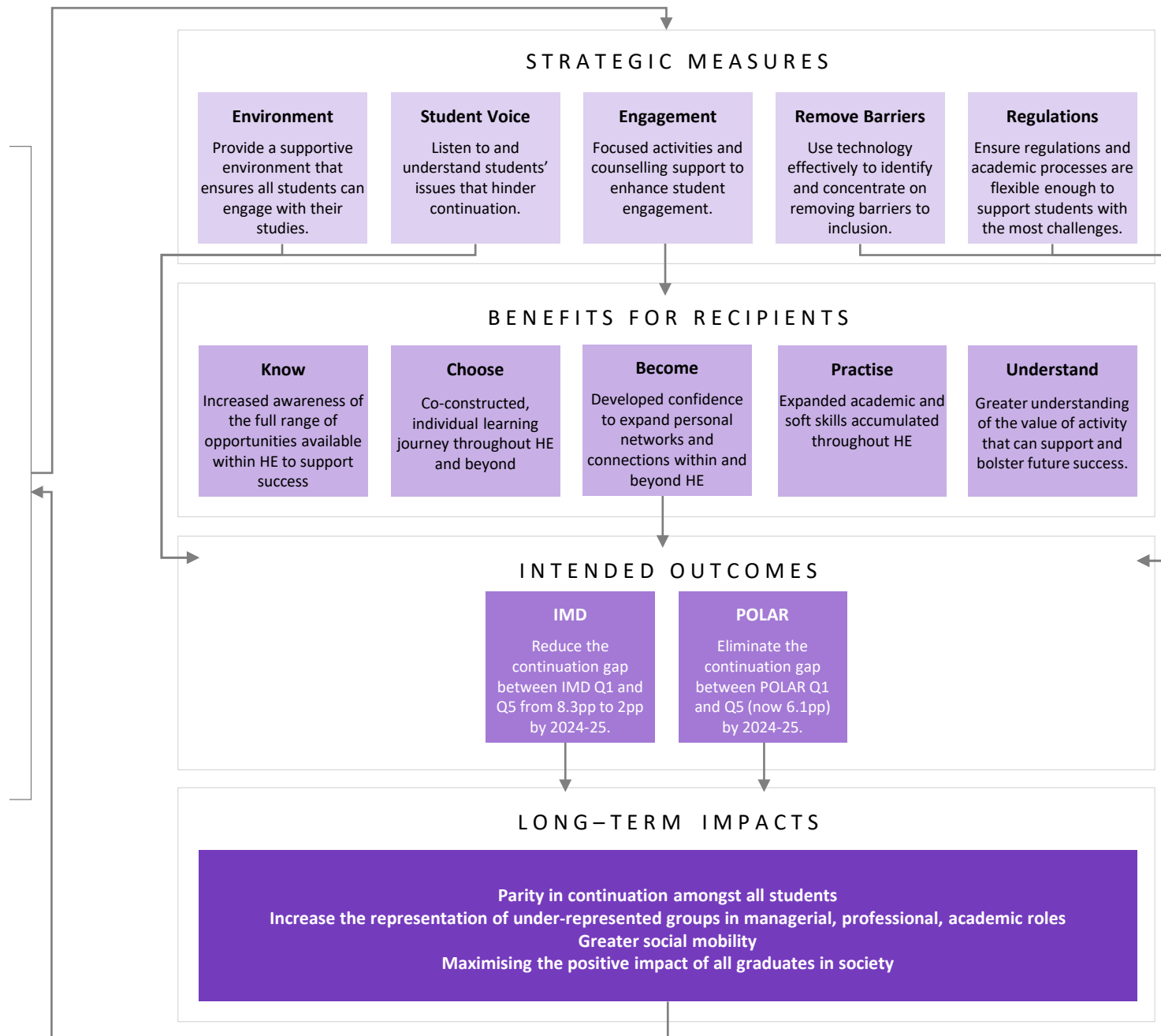
Issues with student success, although all focused on non-continuation, are split between successful continuation through a specified course of study (where challenges are predominantly focused on socio-economic circumstances) and successful attainment at the end of a course (where our challenges are predominantly related to the ethnicity of the student). However, it is likely that there are intersectional relationships between these two aspects of student success, and we are, therefore, not treating them entirely independently.

The starting points for interventions are that:

- Student success is affected by **inclusion**, which can both have a deleterious effect on engagement and achievement.
- Inclusion can mean inclusion within a **social group**, but also inclusion within an **academic environment**, as manifested through the curriculum of study.
- **Exclusion** can be experienced through a perception of authority (for example, within academic regulations) which imposes a particular world view, or perception, on an individual.
- Our duty is to **remove barriers to inclusion**, not seek to change the individual, or in any way imply deficit.
- However, the establishment of **peer-support networking** and **mentoring** does not necessarily imply a deficit on those who are included within the network.

Students from under-represented groups are at a higher risk of facing difficulties with continuation because:

- They lack **confidence** in a new academic environment.
- They face **economic or social difficulties** which prevent regular participation in academic activities.
- They lack a home, or social environment, which might provide **support in times of difficulty**.



Theory of Change

ATTAINMENT

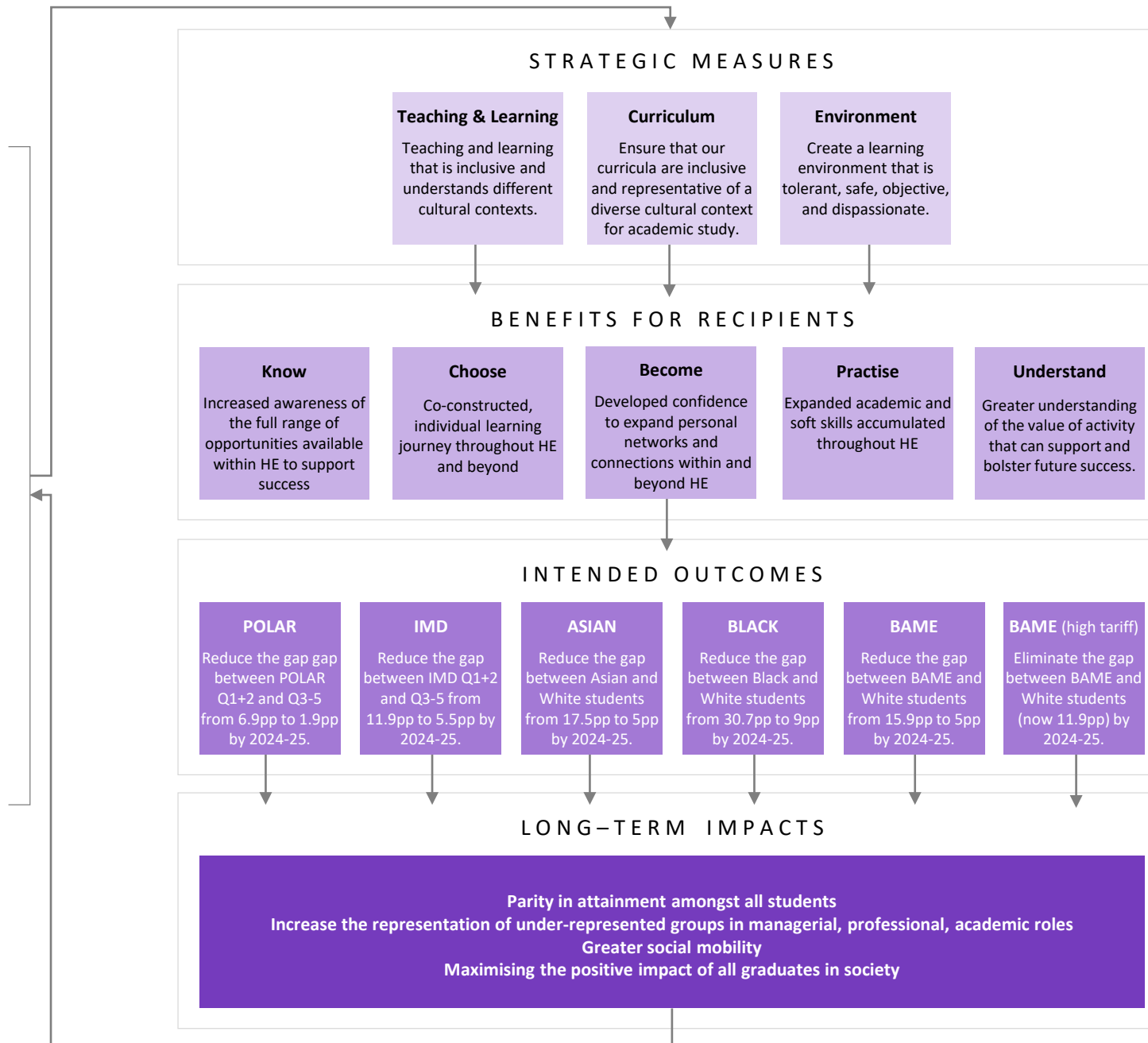
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The starting points for interventions are that:

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- Our duty is to **remove barriers to inclusion**, not seek to change the individual, or in any way imply deficit.
- However, the establishment of **peer-support networking** and **mentoring** does not necessarily imply a deficit on those who are included within the network.

Students from under-represented ethnic groups face challenges with successful achievement because:

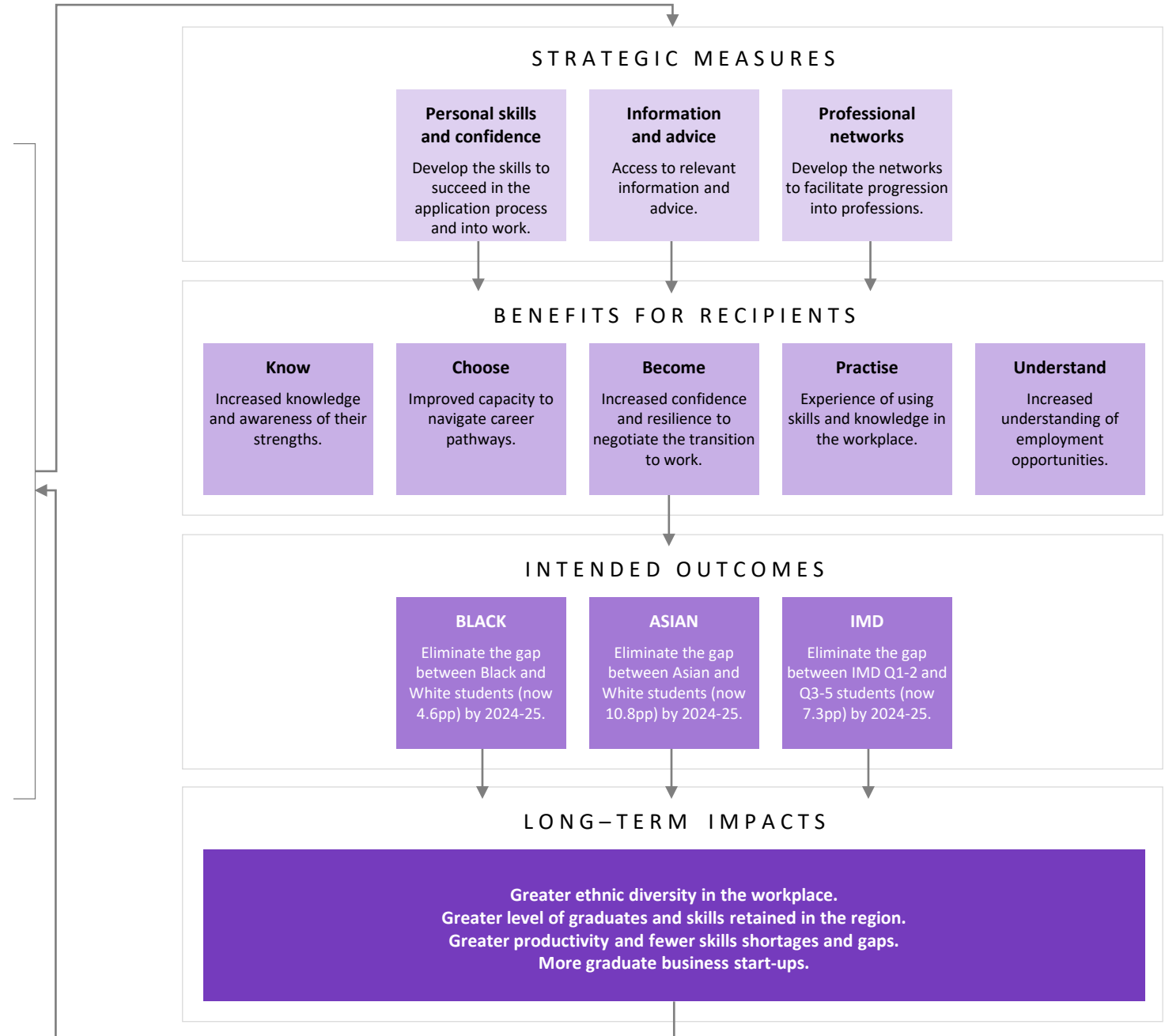
- They may face **difficulties with engagement** which affect them academically. These might be practical (in terms of such aspects of life as commuting, or needing to work to support themselves throughout their studies) or academic (in that they feel excluded from curricula).
- They face challenges with particular **academic aspects** of their course (which may be related to curriculum, but also to such matters as type and range of assessment, or the need to work in groups).
- They feel **excluded by the social or cultural environment** of the University and are challenged, or threatened, by this.



Theory of Change PROGRESSION

Students may not progress to graduate level work because:

- They need to develop the **personal skills** to succeed in the application process and into employment, including confidence
- They need access to **careers information and advice** suited to the skills that they have acquired
- They need to develop **contacts and networks** into their chosen professions





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Welcome to ELEVATE

Listening

During the early part of 2020, Beckett Careers commissioned the Students Union to start a conversation with students from Black, Asian and minoritized ethnic groups. We weren't and we aren't, reaching enough students from those groups with much of the support we offer and we wanted to learn about what was needed to better help with their career development.

The conversations were wide-ranging. Exploring university life as a whole experience, as well as more specifically insights into “careers” including experiences at work, in recruitment, perceptions around opportunities, aspirations and concerns.

[If you'd like to explore the reports in more detail, please do get in touch: careers@leedsbeckett.ac.uk]

Learning

The students made 5 key recommendations:

1. We want to see more role models and mentors available to support us.
2. We want to see more varied opportunities for placement and work experience – beyond the 12-month – and with a greater range of organisations.
3. Confidence – and subsequently drawing on that confidence to develop networks – is an aspect where we'd like more support.
4. We want to see more of that support being delivered by people from Black, Asian and minoritized ethnic groups who have lived experiences to share.
5. We'd like to be able to access support on and off-line and in such a way that builds a sense of community amongst peers.

And what else was said...

Students told us they want to move on from *being asked* what's needed to actually seeing some *action* on what's needed.

We're starting with **Elevate**.

Elevate is about raising voices and discussion around careers and experiences in work.

Elevate is about surfacing opportunities be they work insight, placement or graduate.

Elevate is about highlighting dedicated networks set up by industries striving to create greater levels of diversity and inclusion, wanting to connect to you.

Elevate is about lifting up role models and mentors, those who can inspire, influence and give a helping hand.

Elevate is about levelling things up and offering you the type of careers support you've asked for.



elevate



Elevate: Ways to get involved now

Elevate Digital Community Space on TEAMS

Raising visibility of exclusive Opportunities
Networks
Employers
Contact links with Beckett Careers
Contact with Staff

Elevate Confidence & Networking Building Sessions

Beckett Careers: 4th November / 3.30-4.30pm
Bright Network: 11th November / 4.00-5.00pm

Elevate Mentoring
Pilot LBS: Autumn 2020

Elevate Work Experience

1:1 Mentoring support from City & Headingley
Placements teams
Diversification of placement opportunities

Elevate: And what's in progress

Elevate Future Leaders

Leadership Programme working together with
the SU
Feb 2021 launch

Elevate Role Models

Alumni
Peers
Staff
Industry
Experience Share Series: Block 2

And Elevating role models in everything we do...

Call to action

Join

**Elevate Digital
Community Space
on TEAMS**

**NEED THE LINK
HERE**

Take part in

**Elevate Confidence
& Networking
Building Sessions**

Wednesday 4th
November

<https://myhub.leedsbeckett.ac.uk/students/events/Detail/1119785>

Find out about

**Elevate Work
Experience**

Contact the teams:
headingleyplacements@leedsbeckett.ac.uk
cityplacements@leedsbeckett.ac.uk

**Get advice and
support**

Elevate Mentoring

Pilot Leeds Business
School students
Contact:
Fran Bostyn (LBS) or
careers@leedsbeckett.ac.uk



LEEDS BECKETT UNIVERSITY
BECKETT CAREERS

Thank you

for listening.

Contact: careers@leedsbeckett.ac.uk



Access & Participation Scrutiny Committee Dec 2020: APP Progression Developments.

1. Access to Data:

- Working with Andrew Fern and his team, we now have a comprehensive Graduate Outcomes dashboard which allows us to interrogate the GO results and inform our operational plans for targeted careers education across the Schools.
- This data now features in School plans which our School Careers Consultants have developed for the 20/21 academic year.
- The major challenge that we still have at present is up to date access to operational 'live' data. We are working with Mark Burns to try and develop an operational dashboard which will allow us to access the student APP data, and develop a deeper understanding of APP student engagement with our services throughout the academic year, enabling us to be more agile in our delivery.

2. Repackaging our APP employability activities.

'Elevate'

- SU and Beckett Careers conducted some research into BAME student perceptions of 'barriers' and what they wanted from our support services. You can see some of the key findings in appendix 1, but the overarching message was that students told us they want to move on from *being asked* what's needed to actually seeing some *action* on what's needed.
- Whilst previously we have developed and delivered a number of APP focused activities and initiatives, they were ad hoc and as such we experienced challenges in student engagement, and clearly were not visible.
- We have now developed a new APP brand – 'Elevate' – to respond to the feedback we received. Elevate will become our 'umbrella' brand under which we will position all our APP activities. We will be developing 'Elevate' as a title synonymous with helping students from all of our APP categories to overcome any real or perceived barriers they may face to progression and will build focused activities across the APP characteristics.
- 'Elevate' was launched at the beginning of November focusing primarily on our BAME APP objectives, with a bespoke Teams platform, securing 110 BAME student within 7days.
- To launch, we have developed a [Welcome Video](#) and have promoted through some bespoke induction sessions (see Appendix 1).

Partnerships

- We are now a '[Bright Network](#)' University and are collaborating with [EDI](#). Both of these organisations will offer unique access to opportunities and resources for our students and critically, will provide an extended network of employer partners (large corporate organisations with national and global reach) helping us to support our most vulnerable students to raise their aspirations and become more geographically mobile.
 1. EDI Microsoft Business Challenge for BAME students – we have successfully entered 3 teams into this national competition, which will give them exposure to 'real world' challenges, connect them with other students nationally, and links directly into Microsoft.
 2. Bright Network – have provided us with a breadth of employer led and informed resources for digital outreach, and as a partner institution, they are actively delivering sessions at our targeted APP students e.g. Confidence and Networking with over 70 students registered.



- Students Union – the new year will also see us developing and delivering a BAME leadership programme, which will incorporate careers education with effective role modelling and opportunities.
- Alumni – Collaborating with our alumni team to develop the use of Beckett Connect, to offer an effective and efficient online mentoring platform, connecting our APP students with inspirational graduates. This is currently being delivered as a pilot with the Business School and will be reviewed in the new year to explore value for money and impact. Launched in November, the scheme has already resulted in 13% of the BAME L6 Business students signing up for online mentoring.

IMD 1&2

- Whilst at present 'Elevate' is primarily focused on our BAME students, we are also developing a suite of initiatives for our IMD students, these include:
 - A National Pilot with Bright Network to develop an IMD focused employability framework, linking our careers education provision to national recruiters, and suite of resources from Bright Network, co delivered by ourselves and the Bright Network team.
 - Development of a 'placement bursary' with colleagues in 'Student finance' to help students from our lower socio-economic backgrounds to access and succeed with our placement provision.

3. Graduate Support

- In response to the Graduate Outcomes Survey and the associated 'data lag' of 15 months post-graduation, we have been working to enhance our graduate support.
- Through collaborating with an external provider we have established a dual approach:
 1. The development of a comprehensive online, webinar series targeted at graduates: <https://myhub.leedsbeckett.ac.uk/students/infopages/detail/111>, combined with our own 'Beyond Beckett' initiative (<https://myhub.leedsbeckett.ac.uk/students/infopages/detail/112>), this is a comprehensive self-directed learning resource for graduates which we are promoting through collaborating with our colleagues in alumni.
 2. The procurement of approximately 115 coaching 'credits' from our partner organisation. This provides targeted graduates with up to two bespoke coaching sessions, delivered by a team of graduate recruitment specialists.
- The second element of this plan (coaching) has been targeted primarily at our APP priority graduates, initially for our 2019 graduates (surveyed Sept 2020) and latterly now for our 2020 graduates (surveyed Sept 2021).
- Response and feedback from Graduates have been very positive, engaging some of our graduates who have had little to no engagement with Beckett Careers until now. However, due to timeframes of the survey, the reach of the coaching for 2019 graduates has been diminished (only having 1 month from launch until their survey deadline). We now embark upon emulating this small-scale success over a larger cohort for 2020 graduates.
- Following this, and cognisant of the challenges posed by Graduate Outcomes, we have pulled together a Graduate Support proposal with a range of resource and non-pay investment initiatives to further enhance our ability to make a step change in our graduate support. These include funds to support the further development of our graduate facing services, which will further impact upon our APP priority groups, in a timely manner.



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ACCESS & PARTICIPATION SCRUTINY COMMITTEE

1 December 2020

Discussion paper from Equality, Diversion and Inclusion Committee on priority actions for 20/21

This paper is to provide additional information alongside the verbal updated provided to the Committee at the meeting.

The action plan is still work in progress.



Equality, Diversity & Inclusion – Priority Actions

Purpose of the report

To share our thoughts and proposed priority action plan with Committee members. Comments and feedback will be incorporated into a follow-up paper which will go to UET for approval.

Action Requested

This report is **for discussion.**

Author

Name: Emma Curson & Craig Downing

Date: October 2020

PRIORITY ACTIONS

Background

- LBU is far from sector-leading in respect of our EDI activities and outcomes pertaining to colleagues. There is a renewed determination to make progress at pace. To achieve this, we need to have clear, purposeful plans about those agreed activities which will allow us to make and measure progress. These are challenging times and so resource is limited. It is therefore important that we agree a plan which is focused, stretching but achievable, and through which we shall build momentum as we begin to see actions delivered.
- Current activity rests with a small group of dedicated colleagues who should be applauded for their successes to date. Their continued support will be critical to success, and we hope that their support will be supplemented by activities and support from across the wider LBU community. To make the scale of change we are advocating will take a genuinely collective effort, led by senior colleagues.

Purpose of this paper

- To share our thoughts and proposed action plan with Committee members. Comments and feedback will be incorporated into a follow-up paper which will go to UET for approval.

Recent completed progress

- Athena SWAN SAT/Subgroups set up and operational.
- Recognising constraints on budgets, we have created an Equalities Task & Finish Group in HR to draw on relevant skills.
- Revised flexible working policy drafted for feedback and an external partner (Carers Leeds) has agreed to provide awareness training for managers – both will also form part of the re-launch of Working Carers Network.
- Annual Race Lecture organised and publicised (collaboratively with Race Equality Forum, Events, Comms and CRED).
- 2020/21 university, global, national and local observances, and Calendar of Events, publicised.
- Recruitment training updated - new online course offerings (Inclusive Decision Making / Effective Recruiter)
- Integration and intersectionality of EDI considerations through all People and Organisational Development course design and delivery.
- New online eLearning offerings for 2020 - Inclusive Leadership, BAME Awareness, Neuro Diversity, Micro Behaviours.
- EDI / POD Communications Plan in place, to cover multimedia approach: Tweet Deck, @leedsbeckett, LBU Voices, My Beckett

Short to mid-term priorities

- We have reviewed current EDI planning documents and key elements have been selected for relevance/importance and short to mid-term priority focus. Once completed, they will provide foundational work in support of future longer-term EDI elements of the University's next 5-year strategy. Each element is discussed below.

Governance, compliance and data

- We need greater clarity about where accountability sits for EDI. We need to identify valid measures, relevant case studies and establish clear channels for regular feedback and robust data reporting mechanisms.
- The requirement for regulatory compliance publications (PSED & GPG) will continue and possibly increase (e.g. ethnicity pay gap reporting).
- We don't have sufficiently detailed insight regarding EDI issues. So, we will complete a detailed analysis of our EDI data to understand our workforce profile and recruitment data, establish what we wish to achieve over the mid to long-term, and how we can enable and measure progress. This will also inform our longer-term EDI strategy.

Actions recommended: Establish internal reporting responsibilities/governance structure, identify valid measures and develop our data to derive insights, which will guide our EDI action planning.

Setting standards

- We need to make sure that all colleagues know what our basic expectations are in respect of compliance with EDI standards (as set out in the EDI Framework), the sanctions the University will take against those found to breach those standards and the support available to victims of such behaviours/circumstances.
- We need confidence that all colleagues have completed EDI training, that appropriate refresher training is provided as necessary, and that our behavioural standards are clear and well understood.

Actions recommended: Develop and deliver (what the VC calls) a Code of Conduct around all matters EDI; upgrade training as necessary; and make sure we can demonstrate that all colleagues are trained.

Inclusivity of our recruitment and selection processes

- We need to understand how inclusive LBU is as an employer and where we want to get to. Inclusive attraction, recruitment and selection policies and processes are key milestones of our journey. We need to monitor and analyse if there are any blockers to inclusivity within the recruitment and selection processes and how we can unblock them. We also aim to make our 'employer brand' more inclusive

- Initial current state analysis shows that recruitment training for managers is an immediate priority. Any manager or supervisor undertaking recruitment should, as a minimum, have completed relevant 'diversity training' before undertaking recruitment. Some colleagues have undertaken such training in the near or more distant past. We need to be able to demonstrate that such training has been completed and that relevant refresher training has been delivered.

Actions recommended: Agree short to mid-term priorities, which should include catch up training as required so that, from April 2021, anyone who undertakes recruitment is 'diversity trained' and having our recruitment processes reviewed by an external expert eye.

'Zero Tolerance' and 'You belong Here, Racism Doesn't' campaigns

- Student Services have developed anti-sexual harassment, (Zero Tolerance) and a racial harassment, ("You Belong Here, Racism Doesn't") campaigns (which are extremely topical and highlighted in current global awareness). These campaigns now need to be extended to colleagues.

Actions recommended:

Introduce "You belong Here, Racism Doesn't" campaign to colleagues by initial soft launch that's aligned with the Student Services' launch date of October 2020, and hard launch for colleagues in Q1 of 2021. Consider hard launch delivery as part of a wider anti-harassment campaign.

Bronze award submissions for Advance HE's standard sector charter marks - Athena SWAN and Race Equality (submissions for each are due in 2021)

- We have held Athena SWAN bronze since 2016 and our re-submission I has been put back twice from April 2020 to November 2021. By then we will need to show that we have reflected on and honestly evaluated progress since 2016 and created a fit for purpose action plan. Under Cathy Barnes' leadership a revised plan is in progress, which will set out the substantive work needed between now and November 2021.
- Despite being part of the Race Equality charter mark pilot in April 2015, we have not subsequently been in a position to apply. Our submission date has been put back to July 2021 (although we will may need to request an extension). More substantive work will be needed before the submission date and, at present, we don't have the sense of momentum around this that Cathy has built recently around Athena SWAN. The creation of a new Race Equality Charter Self-Assessment Team (SAT) and review of the lead role (which aligns with the overall University Race Equality Champion role) needs urgent attention to ensure an extended REC submission is considered for the relevant applications round.
- Outside of the Athena Swan and Race Equality charter mark requirements, we also want to make process against plans, in line with feedback received from our various fora.

Actions recommended: Support Cathy and her team in the delivery of their action plan; identify a team leader for REC and get an action plan underway with a similar sense of momentum behind it. Include relevant fora and EDI groups in development of the plans and oversight of implementation.