ACCESS & PARTICIPATION SCRUTINY COMMITTEE

AGENDA for the 16th of June 2021 meeting

The 8th 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 22 March 2021	APSC202017	Chair
A3 Actions and matters arising	APSC202018	Chair
A4 Review of ToR and Membership*	APSC202019a-b	Chair

Part B: Major Topics	Paper	Led by
B1 Access Developments	Verbal	C Watts
B2 Success Developments	APSC202020	P Cardew
B3 Progress Developments	APSC202021	M Stow/C Prince
B4 Impact of post 16 Skills Bill	Presentation#	Chair/A Fern
B5 Local variations in graduate opportunities	Presentation#	A Fern

Part C: Next Steps	Paper	Led by
C1 AOB		

Next meeting: 7 December 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 22 March 2021 meeting (held via MS Teams)

Present:
Tracey Lancaster (TL) – Chair
Akin Akintoye (AA)
Phil Cardew (PC)
John Craig (JC)
Andrew Cooper (AC)
Andrew Fern (AF)
Sherry Iqbal (SI)
Lee Jones (LJ)
Jo Norry (JN)
Damien Page (DP)
Ruth Pickford (RP)
Charlotte Renwick (CR)
Mark Stow (MS)
Rhodri Thomas (RT)
Chris Watts (CW)
Andy Withey (AW)
Nigel Yates (NY)
Angela Schumann (AS) – notes

Apologies:
Chris Prince (CP)
Kay Rhoden-Campbell (KRC)
Sarah Swales (SS)

Part A: Preliminary Items

A2 Minutes from the last meeting

APSC.2020.028   **Received:**
Paper APSC-2020-10 – Minutes from the meeting on 1 December 2020

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

A3 Matters arising

APSC.2020.029   **Received:**
Paper APSC-2020-11 – Actions from the meeting on 1 December 2020

The following actions were agreed to be closed:
APSC.2019.055b (2)
APSC.2019.056
APSC.2019.128
APSC.2020.012b
APSC.2020.021 (superseded)
APSC.2020.022

APSC.2020.030   Action 2020.008 – *Share the Student Research Agreement with Emma Curson and Sarah Swales in HR once a final version had been agreed*
Noted:
The original discussion had been around offering access to additional pastoral support to students who participate in research, as this could bring up emotionally difficult topics for some. The SU had been working with Student Services on this. This had led to questions raised about ensuring similar support was offered to staff.
ACTION: Sarah Swales would raft a set of guidelines/rules around supporting staff who participate in internal research such as focus groups, surveys, etc. to bring to APSC for discussion (seek advice from Research Ethics Committee on dos and don'ts to incorporate in the guidance)

APSC.2020.031   Action 2020.012b – *Discuss how representation from the BAME fora at future APSC meetings can be facilitated*
Agreed:
Feedback from the existing SU fora would be provided to APSC by the SU representative at the regular meetings as a standing item on the agenda.

APSC.2020.032   *Action 2020.022 - Share data on the hardship fund and impact on withdrawal rates for the last two to three years*
Received:
AW shared a paper (APSC-2020-016) on the impact of the hardship fund on withdrawal and progression rates. The analysis showed that students receiving funding were less likely to withdraw (except data for 2018/19).

ACTION: AW to add absolute numbers (in addition to percentages) to the report and re-circulate to Committee members

Jo Jones was also leading on further work to measure the impact of a range of interventions by Student Services that would be shared with the group at a later meeting.

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

APSC.2020.033   **Received:**
Papers APSC-2020-012a-b
- Access and Participation Scrutiny Committee Terms of Reference
- Access and Participation Scrutiny Committee Membership

Sherry Iqbal stepped down as the SU representative on the Committee due to securing employment outside the University. The chair and the Committee thanked her for her valuable contribution to the Committee.

Kay Rhoden-Campbell had been invited to join the Committee as the current SU E&D Officer.

Committee meetings for the 2021/22 academic year would be scheduled according to key points in the year when we would receive/have to submit APP data.
- Early December – review previous recruitment cycle in terms of our APP targets
- March – review monitoring return
- June – review APP targets, theory of change, plan for following year

Part B:

B1 Access and Participation Plan 19/20 monitoring statement

APSC.2020.034   **Received:**
Paper APSC-2020-013– 2019-20 APP
Paper APSC-2020-014a – APP 19/20 monitoring statement – questions on impact of COVID: replies for Success (Teaching and Learning) and Progress (draft)
Paper APSC-2020-014b – APP 19/20 monitoring statement – review of Access targets (draft)
Paper APSC-2020-014c – APP 19/20 monitoring statement – review of targets by AF (draft)

APSC.2020.035   **Noted:**
2019/20 was the first year when universities were asked to submit the new Access and Participation Plan document (before that Access Agreements were in place).

Targets were pre-set by the OfS, taken from the previous Access Agreement. These did not reflect all of the commitments we made as part of the full 19/20 APP. In the monitoring statement we would therefore need to find a way to reflect on progress of both, the commitments made in the APP and the separate and unrelated targets shown in the accompanying spreadsheet.

PC also noted that the templates provided for the 19/20 monitoring return asked institutions to reflect on the impact COVID had had on achieving the targets set, although the period in question included a pre-covid period (August 2019 to March 2020) AND the start of the Covid period (March to July 2020) . Some targets were no longer relevant or, in the case of DLHE, data no longer available.
ACTION:
- **PC to add further information to the Teaching and Learning (Success) sections in the Word document on progress against the initial targets set.**
- **MS to review the information provided to see if it can be focused more on outputs/impact.**
- **PC and MS to review Success and Progress targets on the spreadsheet and add comments/information as required**
- **CW to review COVID questions and add information on the impact this has had on achieving/not achieving our Access targets**

APSC.2020.036 **Reported: (Progress)**
MS reported that the increased use of technology as a result of COVID had enabled the team to widen their reach, both in terms of engagement of students and graduates, as well as increase engagement with external partners, e.g. to offer support for care leavers.
More work was needed to establish short- and medium-term measures to allow for effective evaluation on the impact of the various activities and interventions.

RT noted that the information provided as part of our monitoring return submission should include as much information as possible on the outputs and impact of the interventions, not 'just' describing the different actions and activities undertaken.

APSC.2020.037 **Reported: (Success)**
PC reflected that the decisions taken in response to the COVID outbreak in the spring of last year had aimed to benefit all students and had not had any detrimental impact on students with APP characteristics.
ACTION: It was suggested to include some examples from Schools in the responses. Also mention the 'Study Ready' and 'Study Smart' programmes. – PC to add to submission

APSC2020.038 **Reported: (Access)**
CW provided a draft review of progress against the Access targets set for 19/20.

DRAFT/~~CHAIR APPROVED~~/APPROVED

AF noted that targets were based on HESA data, and as such some student groups, e.g. Degree Apprenticeship students, were not currently included. **ACTION: SI suggested adding information about the BAME ambassadors' work in communities and access work with colleagues – CW to add.**

B2 APP targets update March 2021

APSC.2020.039 **Received:**
Paper APSC-2020-15 – Overview of our progress against the latest APP targets – new data released by the OfS in March 2021

Part C: Next Steps

C1 AOB No items were raised.

Next meeting: 16 June 2021, 14.00-16.00

DRAFT/~~CHAIR APPROVED~~/APPROVED

22 March 2021

ACTIONS

APSC.2019.041	Results of both pieces of research would be shared at APSC
	   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
	Agreed: split forthcoming UCAS data into A-level and BTEC students
		PC	Closed

APSC.2019.054a(2)	Develop a full project plan to monitor progress	AF	
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 Student Services	Closed
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 **UPDATE**: Discuss with CW to specify what data is needed	TL	Closed
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 MS	AA/MS	
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 **Update:** JN to give MS access to the Academic Advisor module	MS/JN	Closed
APSC.2020.008	Share the Student Research Agreement with Emma Curson and Sarah Swales in HR once a final version had been agreed	SI/SU rep	
APSC.2020.012b	Discuss how representation from the BAME fora at future APSC meetings can be facilitated	TL/SI	Closed
APSC.2020.021	Contact the Compliance Team to find out if we have further information on UKVI regulations to establish whether the attendance monitoring system identified would be UKVI compliant	PC	Superseded
APSC.2020.022	Share data on the hardship fund and impact on withdrawal rates for the last two to three years	AW	Closed

APSC.2020.030	Draft a set of guidelines/rules around supporting staff who participate in internal research such as focus groups, surveys, etc. to bring to APSC for discussion (seek advice from Research Ethics Committee on dos and don'ts to incorporate in the guidance)	SS	
APSC.2020.032	Add absolute numbers (in addition to percentages) to the hardship fund and withdrawals analysis report and re-circulate to Committee members	AW	
APSC.2020.035a	Add further information to the Teaching and Learning (Success) sections on progress against the initial targets set.	PC	Closed
APSC.2020.035b	Review the information provided on Progress to see if it can be focused more on outputs/impact	MS	Closed
APSC.2020.035c	Review Success and Progress targets on the spreadsheet and add comments/information as required	PC/MS	Closed
APSC.2020.035d	Review COVID questions and add information on the impact this has had on achieving/not achieving our Access targets	CW	Closed
APSC.2020.037	Include some examples from Schools in the Learning and Teaching (Success) responses. Also mention the 'Study Ready' and 'Study Smart' programmes	PC	Closed
APSC.2020.038	Add information about the BAME ambassadors' work in communities and access work with colleagues	CW	Closed

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 and the annual monitoring statements.
(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 the Access and Participation Strategic Committee, 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.

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 [9]

Deputy Vice Chancellor Resources (Chair) [1] – Ex-Officio
Deputy Vice-Chancellor Academic [1] – Ex-Officio
A nominee of the Students' Union [1] – 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 Strategic Insight and Business Analysis [1]
Director of LLI/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 07 July 2021

Access and Participation Scrutiny Committee Membership – 2020/21

Members [17]
Quorum [9]

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 Equality & Diversity Officer	Kay Rhoden-Campbell	Mar 2021	Jun 2021	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
Associate University Registrar	Stephen Murphy	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 LLI and Student Services	Jo Norry	Dec 2020	Aug 2023	Nominated
Director of Strategic Insight and Business Analysis	Andrew Fern	(Jan 2020)	n/a	Nominated
Co-opted members: Associate Director – People Operations Senior Management Accountant Head of Student Money	Sarah Swales Nigel Yates Andy Withey	Sep 2019 (from April 2020) Dec 2020	Aug 2022 Aug 2022 Aug 2023	Nominated Nominated Nominated

ACCESS & PARTICIPATION PLAN

Evaluation Template: SUCCESS

Key elements of Theory of Change

Benefits	*Know - Increased awareness of the full range of opportunities available within HE to support success*	*Practise Expanded academic and soft skills accumulated throughout HE*
	Choose - Co-constructed, individual learning journey throughout HE and beyond	*Understand Greater understanding of the value of activity that can support and bolster future success*
	Become Developed confidence to expand personal networks and connections within and beyond HE	
Intended Outcomes	*IMD Reduce the continuation gap between IMD Q1 and Q5 from 8.3pp to 2pp by 2024-25.* *Reduce the gap between IMD Q1+2 and Q3-5 from 11.9pp to 5.5pp by 2024-25.* *ASIAN Reduce the gap between Asian and White students from 17.5pp to 5pp by 2024-25.* *BLACK Reduce the gap between Black and White students from 30.7pp to 9pp by 2024-25.*	*POLAR Eliminate the continuation gap between POLAR Q1 and Q5 (now 6.1pp) by 2024-25* *Reduce the gap gap between POLAR Q1+2 and Q3-5 from 6.9pp to 1.9pp by 2024-25.* *BAME Reduce the gap between BAME and White students from 15.9pp to 5pp by 2024-25.* *BAME (high tariff)* *Eliminate the gap between BAME and White students (now 11.9pp) by 2024-25.*

Activity	Progress
Developing and Embedding Inclusive Practice: workshops and development	A short life **working group** (emanating from actions from the ED & I committee) was established to review how we were supporting colleagues to support different and diverse groups of students. Its actions resulted in a review of the university wide Academic Advisor Training embedding links to targeted support for diverse students, targeted information from Careers, new case studies which raised anti-racism, diversity, retention and success issues. The **Inclusive Course Design Tool** (ICDT) is now (after a pause in March 2020 because of the pandemic) embedded in quality enhancement action planning in all the Schools. Training on the Tool has been strengthened and expanded. This includes six sessions for all staff which have been built into the Educational development programme which explore in more detail each of the six sections of the Tool and offer specific milestones staff can work towards in terms of understanding and building their inclusive academic practice in the online and physical classroom. We have also published an impact and evaluation of our ICDT work in a peer reviewed learning and teaching journal. **DEAP21 conference** is now focused entirely on inclusive practice and the issues that underpin this in relation to inclusive curriculum, student engagement, underrepresented groups and student continuation. The online delivery has helped attendance (DEAP 19 face to face = 300 attendees over 2 days; DEAP 20 online 500 over 2 days and DEAP 2021 we have 171 preregistrations.

	We have strengthened our pan University activity on **decolonising the curricula** with a new specific, **vibrant resource page**, a well-attended Forum (n= 60) in Jan 2021. This offered a range of talks and participatory opportunities to explore these issues. Event Resources are all available online for staff to access and revisit. We have appointed **a new CLT Associate** to lead our pan University work from 2021 -22. This Associate will specifically explore inclusive practice, inclusive pedagogy and focus on improve the success of black students through our anti-racism and decolonising curricular work
Developing and Embedding Inclusive Practice: workshops and development: learning and teaching resources	We have updated the following guides* to support staff to be more inclusive in in their learning and teaching activities. (*Online Synchronous Engagement, Using group work to support students' learning, Working with students to use feedback as part of their learning, Ideas for Differentiated Activity) CLT offered a pilot for a **new customised continuation workshops** to Schools who request it on how to build continuation and success. These include a CLT Associate to facilitate practice sharing between Schools. **The Pre-Arrival Questionnaire 2021** After a successful 2020 pilot with 8 UG courses (280 respondents), it will be optionally available to all L4 courses with Sept start date in 2021. Questions relate to prior study experience and fears, needs and expectations of HE study. When the results are analysed online guidance will be produced for the students to provide assurance and direct them to support services. The findings inform transitions, induction issues and focus on raising student support in different student groups. Allows early warning to course staff of issues which may arise in first year. We are planning to run the survey in collaboration with a number of HEIs and findings will be published to inform sector practice
Extension of Prepare to learn module into the induction period (possibly to beginning of Sem 2 of Level 4)	The Prepare to Learn module was developed into two distinct online resources for 2021: Study Ready and Study Smart. Study Ready is a pre-arrival module sent to students before they enrol. It aims to prepare them for University study by highlighting the differences between learning at school/ college and at HE level, and by supporting them to reflect on the academic skills they will need to develop. Study Smart is an extended induction module in MyBeckett on which students enrol once they have arrived;. Around 2500 students used the module throughout teaching block 1, viewing it around 61,000 times. Most students spent about an hour on the module and 99% of them completed it all. Positive feedback from students included comments that it covered everything that a student would need to know and do at the start of their course and that it helped to reduce anxiety about what was expected. Several level 5 and 6 students completed the module, although it is aimed at level 4s, and many students returned to the module over the academic year. Study Smart provides a range of activities to familiarise students with University language, systems, support and the kind of teaching and assessment approaches they may experience. It talks in-depth about being an independent learner and developing academic capabilities in research, writing and referencing in preparation for their first assignment.
Assess impact of Embedded Skills Development Programme	The Library Academic Support team continue to evaluate the academic skills teaching it provides for students within their courses. This teaching moved to blended delivery in 2020-21, using a flipped approach of embedding small chunks of pre-recorded content

	in their MyBeckett module which students use prior to attending a live synchronous question and answer session. This approach allows us to gather data on the use of pre-recorded resources and to evaluate the success of these, based on students' questions at the live session. A feedback form is embedded within the MyBeckett module area for each group of students we work with, thus we are gathering a range of data on the impact of embedded skills activities on their learning and will evaluate this in detail at the end of the academic year.
Improved support for students with disabilities (particularly at transition points)	A new disability registration workflow was introduced in Summer 2020, which proactively prompts students through personalised emails to engage with registering with the Disability team to begin accessing support. This has resulted in a significant increase in disabled applicants / new students engaging with University support at a much earlier stage of their student journey. A project to develop a new approach to Reasonable Adjustment Plans was initiated in Spring 2021, to be implemented for the 2021-22 academic year, with the aim of making the process more effective, responsive and prompt, reducing delays for students and supporting course teams more effectively. Disability Advice online content was enhanced to explain further the types of support available and the benefits of accessing support, and at an early stage. Content is in a range of formats, including video content, online registration form, student testimonies, self-access resources, etc.
Deliver commitments outlined in stand alone pledge and care-leaver covenant	All LBU Standalone and care leaver covenant commitments are in place.
Personalised engagement communications pilot (20/21)	Student Services has further developed personalised engagement communications with care leaver / estranged students and disabled students through its pre-arrival engagement work, in particular through emails, text messaging and follow-up phone calls by the Student Advice Hub team.

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 are 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**.

STRATEGIC MEASURES

Environment
Provide a supportive environment that ensures all students can engage with their studies.

Student Voice
Listen to and understand students' issues that hinder continuation.

Engagement
Focused activities and counselling support to enhance student engagement.

Remove Barriers
Use technology effectively to identify and concentrate on removing barriers to inclusion.

Regulations
Ensure regulations and academic processes are flexible enough to support students with the most challenges.

BENEFITS FOR RECIPIENTS

Know
Increased awareness of the full range of opportunities available within HE to support success

Choose
Co-constructed, individual learning journey throughout HE and beyond

Become
Developed confidence to expand personal networks and connections within and beyond HE

Practise
Expanded academic and soft skills accumulated throughout HE

Understand
Greater understanding of the value of activity that can support and bolster future success.

INTENDED OUTCOMES

IMD
Reduce the continuation gap between IMD Q1 and Q5 from 8.3pp to 2pp by 2024-25.

POLAR
Eliminate the continuation gap between POLAR Q1 and Q5 (now 6.1pp) by 2024-25.

LONG−TERM IMPACTS

**Parity in continuation amongst all students
Increase the representation of under-represented groups in managerial, professional, academic roles
Greater social mobility
Maximising the positive impact of all graduates in society**
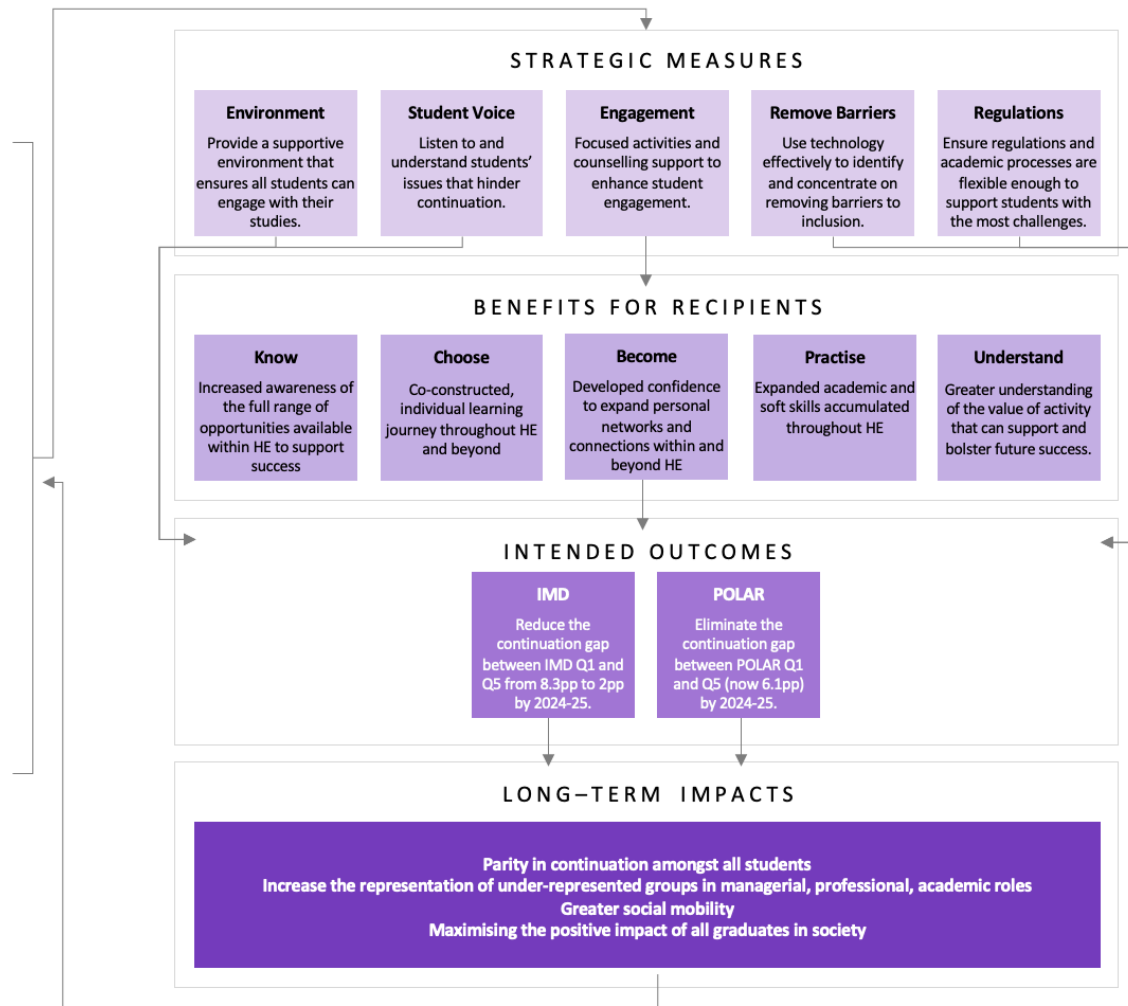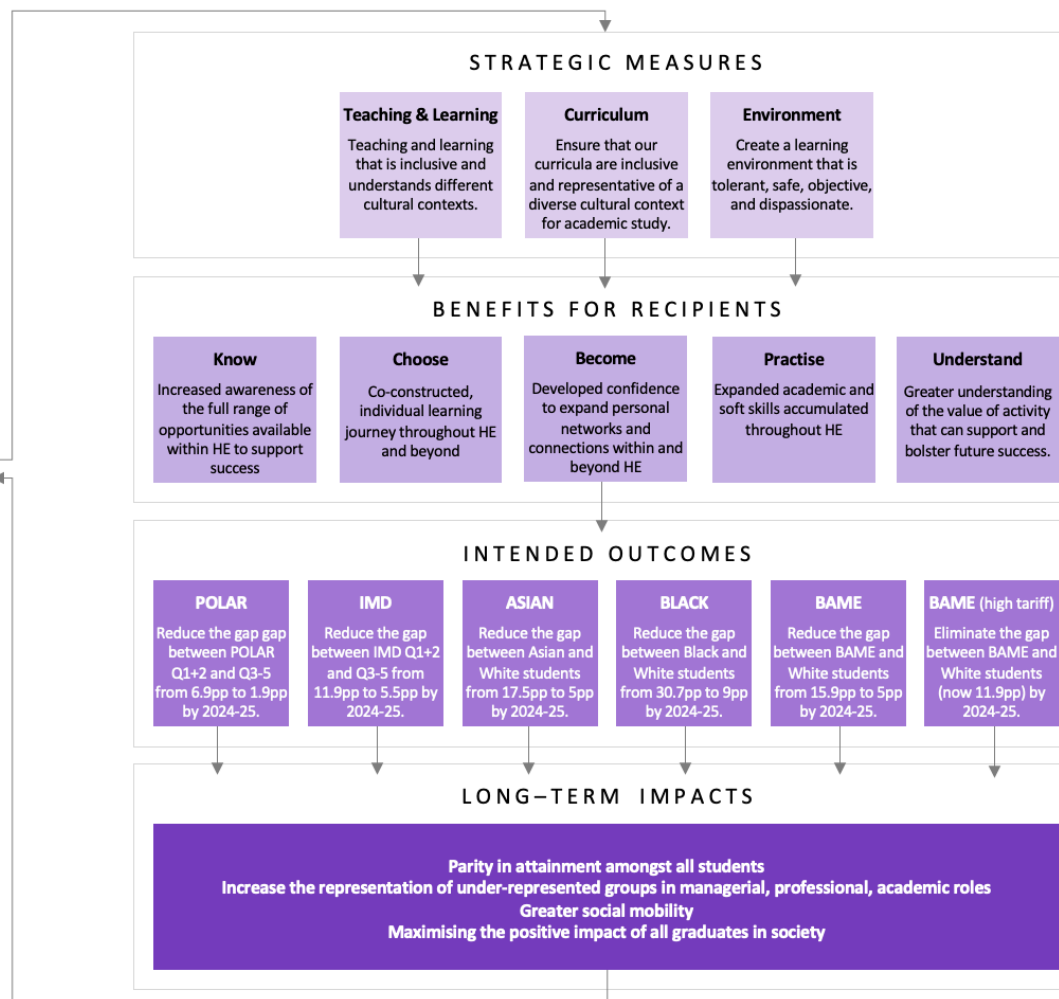
Theory of Change
A T T A I N M E N T

Issues with student success, although all focused on non-continuation, are split between successful continuation through a specified course of study (where are 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 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.

STRATEGIC MEASURES

Teaching & Learning	Curriculum	Environment
Teaching and learning that is inclusive and understands different cultural contexts.	Ensure that our curricula are inclusive and representative of a diverse cultural context for academic study.	Create a learning environment that is tolerant, safe, objective, and dispassionate.

BENEFITS FOR RECIPIENTS

Know	Choose	Become	Practise	Understand
Increased awareness of the full range of opportunities available within HE to support success	Co-constructed, individual learning journey throughout HE and beyond	Developed confidence to expand personal networks and connections within and beyond HE	Expanded academic and soft skills accumulated throughout HE	Greater understanding of the value of activity that can support and bolster future success.

INTENDED OUTCOMES

POLAR	IMD	ASIAN	BLACK	BAME	BAME (high tariff)
Reduce the gap gap between POLAR Q1+2 and Q3-5 from 6.9pp to 1.9pp by 2024-25.	Reduce the gap between IMD Q1+2 and Q3-5 from 11.9pp to 5.5pp by 2024-25.	Reduce the gap between Asian and White students from 17.5pp to 5pp by 2024-25.	Reduce the gap between Black and White students from 30.7pp to 9pp by 2024-25.	Reduce the gap between BAME and White students from 15.9pp to 5pp by 2024-25.	Eliminate the gap between BAME and White students (now 11.9pp) by 2024-25.

LONG−TERM IMPACTS

Parity in attainment amongst all students
Increase the representation of under-represented groups in managerial, professional, academic roles
Greater social mobility
Maximising the positive impact of all graduates in society

APP Update: Access & Participation Scrutiny Committee

16th June 2021

APP Update: Access & Participation Scrutiny Committee – June 2021

Context:

Over the course of this academic year we have been evolving our careers support aligned with our APP groupings. The offer has been developed and presented to students centrally through the 'Elevate' identity. This update focuses particularly on our activity during this final teaching block from April to date.

Engagement:

- Overall engagement in careers provision: Third Teaching Block: Through our central events and activity schedule **890** students (identified through one or more of the APP characteristics) have participated in our 'open all' offer and a further **376** through school-based input and 1:1 careers guidance.

Opportunity generation:

- Over 30 different career experiences shared during the last 3 months targeted at students from BAME, IMD and Disability – cutting across sectors including Media and TV, Law, Professional Services, Health, Local Government, Education, Financial Services.
- Worked in partnership with several high-profile employers on exclusive Beckett opportunities including
  - Lloyds Banking Group Internships – offered up to 5 exclusive paid summer Marketing internships for students from APP profiles - 3 Beckett students have secured places
  - Film Buddy – 4 opportunities offered to our students

Building Experience:

- The launch of the **Placement and CPD Bursary fund** offers support to students from low-income households to access funds to assist them both applying to and accepting a placement. It can also be used to access professional CPD, undertaking accredited courses, conference attendance, professional networking and work insight.

Digital Engagement:

- **869** students, identified across one of more of the APP characteristics, are progressing through our online career development learning module (CareerEDGE+) and we will be able to reflect on their progress and learning gain on completion.
- **Elevate Digital Channel:** this space was created to establish an online peer to peer and student to Beckett Careers community; share unique opportunities targeted at students from less advantaged backgrounds. From the initial build we now have **145** student who are members. We have a project group from our Student Ambassador team reviewing how the platform is working direct with the student members and putting forward recommendations for our digital engagement for 2021/22.

LEEDS BECKETT UNIVERSITY
BECKETT CAREERS

Developing our Elevate offer

Careers Education and Events:

- Launch of the **Confidence Building** programme: this addition to our Elevate offer is in response to the recommendations from the focus groups undertaken in partnership with the LBU Students Union and from feedback within our Elevate digital channel community. The 6-part series has been developed with external graduate recruitment and development specialists GradConsult. Our APP Student Ambassadors have had input on both content and approach.

- *Live delivery:* The programme has been delivered through weekly 'live' and interactive sessions through teaching block 3. Through outreach activity we 'recruited' 72 students to participate, with a target of 50 per session. Maintaining engagement has been extremely challenging.   We have averaged around 10-15 participants per session, despite further follow up between the live events. We conclude the live series on Wednesday 16th June and we will draw down the reflections from participants who have participated throughout the series. Weekly feedback highlights the following:

"It was really informative and engaging, I really enjoyed this session and the practical tips I can put into practice"

"I am more aware of the things that impact my confidence"

- *Catch up content:* Launching over the summer will be the abridged recorded versions of the programme, created specifically for 'catch up' and independent review, with accompanying resources presented to students through our e-learning platform.   Alongside presenting this unique and tailored content directly as part of Elevate offer, we have scope to connect this to our teaching and learning through course and module engagement. This will be spotlighted at the upcoming DEAP conference at the end of June.

'Entering the workplace with a Disability' series – co-created and co-delivered with a current student and the SU Disability Officer, with contributions from industry partner, Tesco. During the second and third teaching block we have seen an uplift in engagement numbers in all aspects of our careers offer including Elevate, from students identified as having a disability.

Student Voice: Our Student Ambassador Team

- Mid-April we welcomed to the Careers team **6 APP Student Ambassadors** to undertake paid work experience until the end of July. Their remit is to support us in outreach and student engagement within our APP student groupings.
- The 6 Ambassadors bring lived experience and the opportunity is supporting their own professional development, as well as offering valued insights to support the evolution of our Elevate offer and our central activity. They are undertaking group project work and independent tasks which include:
  - evolving our digital channels
  - providing input to our communications for 2021/22
  - review of placement provision, particularly on exploring barriers to uptake

- supporting the roll out of our confidence building e-learning
- outreach to our Finalists
- working with our partner at UNITE Foundation to create unique and tailored support for our finalists who are Care Leavers
- research and sourcing of new opportunities targeted at less advantaged groups

Outreach:

- **Targeted at Finalists:** Through the course of this final teaching block we have undertaken outreach to make contact with 2021 finishers. They have been prioritised with at least one APP characteristic and who have had no engagement with our service.
  - Through a combination of direct phone calls, emails and communications driven through the school admin teams, we'd reached out to over **700** final year students. We've spoken with **83** as part of 1:1 guidance interactions.

  - We have captured destination data and directed into relevant careers support based on their individual situations. Below, outlines the insights so far:

Next step and graduate level employment secure	14
Actively job hunting and ready to apply for a graduate job	28
Applying for further study	10
Taking a year out	8
No clear plans or career ideas	23

- The calls to students have been well received and we will be continuing this work through the summer months – adding in insights too gathered from our Finalist Exit Survey which is being shared across the 2021 cohort.

- **Targeted at Finalists – Care Leavers**: During the last month outreach has continued with calls to our 27 final year care leaver students, with support and guidance from our own APP Student Ambassador who is a final year care leaver himself. The individual follow up work continues, led by our School Consultants.

Partnerships:

- Internally: initial scoping meeting with **Pastoral Officers** team based in the School of Education
- Connecting to newly appointed School linked **Wellbeing Officers**, with a view to joint work and better referrals between support services
- Exploring collaborations into next year with our **Student Recruitment** and WP team.
- Externally: continued discussion with **Unite Foundation** on careers support for care leavers including proposal to connect to their graduate ambassadors for one-to-one peer discussions. (This will be facilitated through our outreach work and referrals from it).

- **Bridge of Hope** - discussion regarding collaborative confidence building and leadership events with Kickstart employees. The Bridge of Hope Jobs Board is also now on our Elevate platform and Skills Hub.
- **UpReach** – exploratory discussion on new pilot programme – Rise.
- **Common Purpose** – exploratory discussion on upcoming programmes and employability enhancing activities.
- **Evenbreak –** jobs board focused on promoting opportunities with employers actively targeting students with a disability. Beckett now part of their partnerships which provides access to some exclusive roles and internships for our students.
- **National Autistic Society –** employability resources for students and opportunity for referrals for employer partners to the access to work programme.

Academic engagement and awareness:

The challenges on student engagement in our offer make both awareness raising and referrals from academic and professional services colleagues vital as we move forward.

- Upcoming Employability Conference: contextualising our APP/Elevate activity in the policy landscape
- Contribution to the DEAP conference: introducing our confidence toolkit and student reflection on its value

Looking ahead:

- Full year review of our activity and impact assessment
- Continued outreach including progression to 2nd years moving into 3rd year APP students.
- Feedback and actions from projects being undertaken by our Ambassadors
- Collaboration in discussion with Nottingham Trent and Manchester Met on a combined events series during 21/22 bringing in external engagement and spotlighting on equality, diversity and inclusion
- Resourcing: current proposal for the recruitment of an APP Consultant to join the team.