



## University of Hull: Access Agreement

### 1. Introduction

This Agreement sets out the measures taken by the University of Hull to safeguard and promote fair access. It is intended to cover a period of five years from 2005/06 – 2010/11. To ensure the measures are effective the University will conduct a review of the operation of this Agreement after the first intake of students to be charged variable fees (2006/07 intake).

This Agreement is structured as follows:

- Background - the context in which this Agreement is drafted
- Fees - the maximum limits
- Financial support for students - existing and future provision
- Communication and signposting - for students, parents and sponsors
- Outreach - existing and future provision
- Milestones - objectives to be achieved
- Monitoring and evaluation - measuring fulfilment of the Agreement

### 2. Background

The University of Hull is a pre-92 university with long standing commitment to access to higher education.

The Higher Education Funding Council for England (HEFCE) commenced in 1999, publishing performance indicators<sup>1</sup> which cover a range of measures that, when taken together, indicate the extent to which an institution attracts a wide range of applications.

The indicators show that the University of Hull has consistently performed better than the national<sup>2</sup> average for participation of under-represented students:

- from state schools or colleges
- from social classes IIM, IV, V
- from low participation neighbourhoods
- in receipt of disabled students' allowance

The existing record of the University is not one that has been achieved by chance. We have an embedded, resourced and targeted widening participation strategy which:

- promotes outreach work to raise aspirations
- stimulates proactive engagement with partners to increase attainment
- provides student support services appropriate to deliver good levels of retention

It is our intention to sustain that record.

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<sup>1</sup> Now published by Higher Education Statistics Agency (HESA)

<sup>2</sup> English institutions

### **3. Fees**

From 2006/07 we intend, subject to the terms of this Agreement, to adopt a maximum tuition fee for full time undergraduate programmes and the Postgraduate Certificate of Education (PGCE) of £3,000 per annum. A reduced fee will be charged, at a maximum of £1,500 p.a. in 2006, for students on Foundation Years (Year Zero) and for the year abroad or on placement on relevant programmes. Tuition fees will be increased annually in line with government revisions of the fee cap.

An estimate of the additional fee income expected to be achieved over the five year term of this Agreement is set out in the cover sheet.

### **4. Financial support for students**

#### *Bursary provision*

The current profile of entrants is that 43% of our full time undergraduates have their tuition fee paid by the Local Education Authority either in full or in part. We have, with effect from academic year 2006, decided to introduce an income contingent bursary scheme for students on full price (£3,000 p.a.) programmes who qualify for full or partial state maintenance support.

#### *Bursaries for students in receipt of full state support*

The University will offer undergraduate students in receipt of the full Higher Education Maintenance Grant a bursary of £1,000 per annum. The University will offer PGCE students in receipt of the full Higher Education Maintenance Grant a bursary of £300 per annum.

#### *Bursaries for students in receipt of partial state support*

We shall provide to those undergraduate students qualifying for partial state support annual bursaries of £1,000 for family incomes up to £22,500 (in 2006/07) and £500 for family incomes up to £37,425 (in 2006/07)<sup>3</sup>.

#### *Targeted bursaries*

Our institution is based in an area of predominantly low attainment with significant areas of deprivation (see Annex 2 for fuller details of the region). We have, therefore, for the last nine years offered bursaries<sup>4</sup>, renewed annually subject to satisfactory progress, for students from schools or colleges within HU, YO, DN or LN postcodes. In awarding these bursaries we look for personal 'achievement' in its very widest sense. For example, awards are made to students who have overcome adversity to reach their goal and preference is given to students who are the first in their family to attend higher education. Students in receipt of these bursaries are expected to participate in our student ambassadors scheme and become core to our outreach work (see below, Section 6). Our bursary scheme has been made possible by the close relationships that we have developed with schools and colleges across our locality. We shall maintain our targeted bursary provision, monitor intakes from our locality as variable fees are rolled out and consider adjustments as necessary.

#### *Part time fees*

It has been our practice for many years to reduce or exempt from fee payment those in categories that would cause them to be unable easily to afford our standard rate of tuition fee. This Access Agreement relates primarily to full time undergraduates and we have not yet concluded specific proposals for part time fees in 2006. However, it

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<sup>3</sup> To be reviewed as government support levels change

<sup>4</sup> Currently 40 worth £500 p.a.

may be relevant to note that we do not in 2006 intend to charge pro rata fees across the full range of our part time provision.

### *HYMS*

The University is a partner with the University of York in the Hull York Medical School (HYMS). Although a separate entity from both institutions, in the interests of transparency, details of its income contingent bursary provision are provided in Annex 1.

## **5. Communication and signposting**

We accept that key to maintaining access will be the provision of accurate and timely information for applicants and their family. We have a range of support services which currently operate:

- Publications and website
- Student Recruitment Service
- Learning Partnerships Office
- Study Advice Service
- Student Ambassadors
- Gateway programme
- Local education providers network

Our fees for 2006 and beyond will be announced initially through a combination of statements in our prospectus, website announcements and specific publicity material devoted to funding issues. We are currently in the process of revising our website and have had in mind the need to make easily accessible information for applicants regarding fees, bursaries and scholarships. We currently publish detailed information for international students about the cost of living in our area and intend to extend this for home and EU students.

We intend proactively to engage with potential applicants through our outreach work, coordinated by Learning Partnerships Office and our recruitment work led by Student Recruitment Service. Our use of student ambassadors and our programme of detailed advice and guidance operating through partner schools and colleges will be important vehicles for ensuring that applicants receive accurate information.

In support of these arrangements and to administer the bursaries and scholarships we shall make provision to meet from our increased fee income £150k of costs.

## **6. Outreach**

Our outreach work is already extensive and summarised at Annex 3. We are mindful that we need to work with schools and colleges both to deliver our own outreach activity but also that coordinated by Aimhigher for which we are the administrative host institution in the region. We shall continue to review our outreach. At this stage we do not envisage extensive additions but rather to progressively enhance existing activity in partnership, recognising the need to avoid 'swamping' schools with uncoordinated activity. We shall continue fully to engage with Aimhigher activity. In the absence of long term certainty about the funding of Aimhigher it is impossible to anticipate in this Agreement specific increased commitment.

We have a well supported, and nationally recognised, summer school provision operating for the last four years. Students have been drawn from across the region and hence a limited number of the students who have benefited from these summer schools have progressed to study at the University of Hull. To that extent, it has been

a contribution to increasing progression into higher education and benefited other institutions. Whilst we anticipate maintaining our current level of commitment we intend to use additional tuition fee income to launch a series of assessed summer schools. These would be aimed more specifically at students in our locality with a view to stimulating applications to the University of Hull.

We recognise that a key element in sustaining and improving participation rates is to stimulate applications from those with prior experience, vocational or other qualifications rather than A levels. We intend to adopt a range of strategies aimed at increasing the number of non-A level applications to the university.

Our strategies will include:

- additional mandatory internal staff development to make staff more familiar with the range of qualifications and experience that applicants offer and to increase confidence that such students can achieve high standards
- extending the recognition of programmes which are accepted for access
- developing relationships with partners to allow guaranteed progression.

We shall fund, from increased fee income, additional £50k costs of our enhanced outreach activity.

## **7. Milestones and targets**

### **Participation**

- Over the period of this Agreement annually to remain above national average for entrants:
  - from state schools or colleges
  - from social classes IIM, IV, V
  - from low participation neighbourhoods
  - in receipt of disabled students' allowance

### **Summer schools**

- by 2008, at least 100% expansion of participants from a base of 110
- by 2008, at least 70% of participants to progress into HE
- by 2008, at least 25% per annum to progress to the University of Hull.

### **Generating applications**

- from 2006, 2% per annum growth of applications to HE from the Hull and North East Lincolnshire LEAs from 2005 baseline. [These areas have furthest to go in terms of applications to HE]

## **8. Monitoring and evaluation**

Monitoring of this Access Agreement will be the responsibility of a member of our Senior Management Team. The Agreement will be reviewed after the first intake of students in 2006/07 and more extensively in 2008/09.

Commitments in this Agreement will be built into the annual work plans for our Widening Participation and Student Recruitment Committees.

We shall revise our management information systems and allocate appropriate resource to ensure that we can measure, monitor and evaluate the targets and milestones that are part of this Agreement. We shall also ensure that data concerning attainment and progression are better understood within the institution.

**Bursary scheme for students in receipt of state maintenance support on full price programmes at the University of Hull and Hull York Medical School**

<b>Student category</b>	<b>Bursary support</b>	
In receipt of full state support or partial state support (with family income below £ 22,500 in 2006/07)	£1,000 per annum	Payable after 1 December.
In receipt of partial state support (£37425 in 2006/07)	£500 per annum	Payable after 1 December.

To be reviewed annually as government support levels change

## **SOCIO-ECONOMIC SITUATION OF HUMBER AND NORTH YORKSHIRE REGIONS**

### **1. Our region, population and its characteristics**

#### **1.1 Large area, low population density**

- 80% of the 1.5m hectare Yorkshire and the Humber region is rural.
- The population density is low. East Riding and North Lincolnshire is 1.3 people per hectare and in North Yorkshire 0.7 compared to the national average for England of 3.77
- There are few large conurbations from which the University of Hull can draw. Within the sub-region only Hull (244k) and Grimsby (125k) are over 120,000.

#### **1.2 Significance of Hull**

- Hull constitutes 44% of the North Bank (East Riding and Hull Unitary Authorities) population. On virtually every indicator of social and economic deprivation whether it be unemployment, teenage pregnancies or educational attainment the city of Hull is to be found at the 'wrong end' of the league tables.
- To the west the cities of York, Leeds, Bradford and Sheffield have their own well-established HE providers. There are no significant urban communities within travel to work distance of our Scarborough campus.

#### **1.3 Diversity**

- The region and sub region have a significantly less diverse population than nationally. Under 2% of the Humber region's population belongs to a non-white ethnic group compared to over 9% nationally (England). This is disadvantageous for many reasons but including the fact that all ethnic minorities have a higher propensity to participate in HE than the rest of the population.

#### **1.4 Insularity**

- The predisposition of many students in the region is well known. "It is no good telling students in Doncaster that 12 miles down the road in Sheffield there are two universities. They simply will not go." (Sir Howard Newby, Evidence to the Education and Skills Select Committee 5 March 2003).

## **2. Educational Factors**

### **2.1 Attainment**

- Levels of attainment are low:
  - ⇒ In the region only North Yorkshire exceeds the national average for GCSE passes.
  - ⇒ Since its establishment in 1996 in every year, except 2001, the Hull LEA has been bottom of the league tables for GCSE results. Hull is the only Council ranked at the lowest grade for Education by the Audit Commission (December 2004)
  - ⇒ In 2002 only 28.9% students in Hull achieved 5 A\* - C at GCSE compared to a national average of 51.6%

⇒ Average A level scores for Hull maintained schools are 14.4 compared to English average of 16.4

## **2.2 Progression**

- Progression rates are significantly worse than the national average:
  - ⇒ Hull has the third lowest percentage (42%) in full time education at age 17 in England. English average 58%. Inclusion of data for part time study makes some difference but Hull is still ten percentage points below the national average.
  - ⇒ 0.3% (total of 843) of Hull's usual resident population are students in full time education living away from home. English average is 1.0%.

## **2.3 Skills**

- Basic skills are lacking.
  - ⇒ In Hull over 30% are recorded as having poor literacy and numeracy standards. National average 24%.
  - ⇒ In one Hull ward over 50% have poor numeracy skills.
  - ⇒ North, North East Lincolnshire and Scarborough all have significantly worse literacy and numeracy skills than the national average

## **2.4 Aspiration/Family background**

- In many parts of the region there is little tradition of education being valued.
  - ⇒ Over 40% in Hull and over 33% for the Humber region have no educational qualifications
  - ⇒ The proportion of the population educated to graduate level or above is much lower than the English average. Hull 10%, England 20%
  - ⇒ The region has a low proportion of employment in professional occupations (Hull 15%, England 26%)

## **3. Deprivation**

- 75% of students progressing to higher education from Hull post codes HU1 – 9 pay no fees.
- Over 75% of Hull wards are in the top quartile by indices of deprivation
- The Humber sub region is recognised by the EU for structural fund assistance purposes as having Objective 2 status and it also benefits from the Objective 3 programme.
- The area has three statutory Education Action Zones in Hull, Grimsby and Withernsea

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## Raising Higher Educational Aspirations

A briefing paper

prepared by the University of Hull

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**[Please note** – this briefing document was updated in December 2004 by means of footnotes throughout the text to indicate some of the developments since its preparation]



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## Executive Summary

- The commitment of the University of Hull to widening participation is not new but longstanding c.f. Access to Continuing Education (ACE) days introduced 1994, Local bursaries introduced 1995
- We have adopted a strategic approach. Activities align with a widening participation strategy and are monitored by a widening participation group chaired at senior level
- The approach is also collaborative: Networks and forums have been established for meaningful liaison and identification of progression issues with other providers developed Associate Colleges, Humber HE Executive<sup>5</sup>, Joint Development Boards. Collaborative working reflects the fact that no one agency is likely to be able to counteract serious issues of low aspiration, attainment and progression.
- Activities are proactive and effective: Many aspiration raising activities involve staff and students engaging themselves in feeder institutions and other learning environments. By their nature many aspiration raising activities are long term and students do not necessarily progress to the University of Hull. Appropriate monitoring is in place and where it is possible to measure short term effects these appear to be successful e.g. over 50% of the Gateway students applied for HE<sup>6</sup>
- There is a broad range of activities since it is likely that not all strategies will prove effective. In total over 50 projects are sponsored by University Widening Participation Group
- Our approach is increasingly to embed widening participation activity. Academic departments are provided with incentives and good practice is identified for dissemination.
- We have nationally recognised expertise. The SciX programme is well known but other elements have been recognised by awards of ESF grant funding and invitations received to participate in national schemes.
- Increasingly our strategies involve staff and students on a funded or voluntary basis becoming involved in local schools and communities.
- This briefing is only a summary of activity and further details of any aspect are available on request

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<sup>5</sup> Reformulated as Humber HE Council in Summer 2004

<sup>6</sup> Latest data (2004) shows 70% from Gateway programme and 90% from summer schools apply to HE

## **Section A - Raising Aspirations**

### **1. Introduction**

- 1.1 This briefing has been prepared, on request, for Alan Johnson MP and reports principally on activities to raise aspirations in Hull and its sub-region. It is not designed as a comprehensive analysis of all widening participation activity either of the University of Hull or its partners though Section B provides examples of that wider activity.
- 1.2 The brief is structured to discuss those activities of the University of Hull and those in which we participates in partnership. Finally the brief reports on other areas of activity to widen participation beyond aspiration raising.

### **2. University of Hull Structures and Strategy**

- 2.1 *Widening Participation Group (WPG)*<sup>7</sup>  
Established in 2000 with cross Faculty membership and relevant service area representation. Responsible for WP Strategy development and monitoring
- 2.2 *Widening Participation Strategy*  
Submitted to HEFCE in 2000/01 with subsequent annual action plans and reports
- 2.3 *Learning Partnerships Office (LPO)*  
Established in 2000/01. Key areas of responsibility include operating as the executive arm of the WPG, engaging in longer term recruitment activities working with young people (pre-16) in the region and sub-region to raise levels of aspiration and achievement and also operating as the link with University partners with regard to learning opportunities and progression in the sub-region.
- 2.4 *Student Recruitment Service (SRS)*  
A sub section of our integrated student services function the SRS works with schools and colleges as well as individuals. It has been expanded in recent years as the challenges of the local area do not diminish
- 2.5 *Associate College Network*  
Established in 1995 and now comprising 12 FE partners<sup>8</sup>. The network acts as a forum for identifying opportunities and barriers to progression. Current developments include joint staff development programmes and work on the future of Foundation Degrees across the sub-regions<sup>9</sup>.

### **3. University of Hull Activities**

#### **3.1 HE Adventures**

Most awareness and aspirations raising activity run by the Learning and Partnerships Office now operates under the HE Adventures umbrella. The

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<sup>7</sup> Now Widening Participation Committee fully integrated into institutional processes

<sup>8</sup> 13 colleges now have representation

<sup>9</sup> The federation led by the university secured one third of the Foundation Degree Additional Student Numbers allocated to the region. Amongst current initiatives is the development of a Lifelong Learning Network.

projects have been commended as innovative and supportive of the promotion of HE to young people in the sub-region.

- **ACE**

ACE (Aiming for College Education) has been running very successfully since 1994. Large numbers of year 9 pupils (3000 to 4000) from the surrounding sub-regions attend the programme each year. ACE days bring pupils onto University campus - dispel “myths”, generate “feel-good” factor. Their specific objectives are to raise pupil awareness of:

- The accessibility of Higher Education
- The opportunities offered by Higher Education both in terms of study opportunities and personal development
- The opportunity Higher Education provides for an exciting, challenging and varied learning experience
- The difference between School and Higher Education
- The variety of entry routes to Higher Education
- The positive outcomes of Higher Education through qualifications, enhanced opportunities and personal development
- How to assert their independence, shape their destiny and access sources of information

- **SciX**

Running since 1994 Science Experience (SciX) is an integrated year-round package of learning enrichment and Higher Education profile-raising activity for young people. Activities include the annual rocket trials, Young Scientist Awards scholarships, lecture/seminars, Hostage to Fortune Game Show, and activity days. It is unique among UK universities for the variety of activity provided.

- **HUPLA**

Launched in summer 2003, the University of Hull Personal Learning Award (HUPLA) offers a recognised academic outcome for young people aged 11 – 18 taking part in personal learning and development activities provided by the University. HUPLA is a way of providing learning enrichment and encouraging young people to develop learning interests beyond the National Curriculum. A key aim of the award is to recognise and reward achievement in personal learning and development and to encourage eventual progression to HE.

- **HEAdFurther**

HEAdFurther is a mentoring scheme for young people in the care of the Local Authority, a joint project with the City of Hull Social Services and Learning Services Departments. The project links university students with young people using a mixture of long term, one to one mentoring and tailored events, including a summer school, to increase the young person’s confidence and motivation, especially in participation in education and training. The scheme is funded as an ESF project

### **3.2 Gateway<sup>10</sup>**

The Gateway programme was designed to meet the Excellence Challenge in the Hull area. Working initially with the four providers of 16-19 education in the city, the programme aims to reach out to talented young people in the area and encourage them to fulfil their potential by applying to higher education. It does so by providing those students entering level 3 study programmes with appropriate experiences, advice and guidance, to enable them to investigate available progression routes to higher education and to make informed choices and decisions.

A pilot programme began in January 2002 with 194 Year 12 students. Activities and experiences offered to those Gateway students include:

- advice and guidance sessions in College
- student shadowing
- subject tasters (as part of a developing Excellence Challenge Masterclass programme)
- an HE Day on campus to work alongside our own students to demystify the applications and admissions procedures
- counselling after AS results

Once the students have made an application to HE, they have the opportunity to seek further advice and guidance and complete a separate Gateway application to the University of Hull. College tutors have the opportunity to recommend students for a 'Guaranteed Gateway' place at Hull.

As a Gateway applicant to Hull; one who has shown commitment to the University by taking part in the activities on offer, students can expect to receive a preferential offer (perhaps a grade or 20 points lower than standard).

Of the 194 who joined the programme in its early pilot, more than 50% had applied to HE by the 15 January deadline. Monitoring and tracking will continue up to and beyond the Confirmation and Clearing period. The programme is now in its second year, working with a new cohort of 188 students<sup>11</sup>.

### **3.3 Local Student Bursaries**

The local student bursary scheme was established in 1995 as part of a package of measures to widen access and encourage the participation of a greater proportion of local students in the programmes on offer at the University. At the time only 6% of the total student population was 'local' now over 25% of our fulltime undergraduate population comes from homes with Hull postcodes (over 50% if part time students are included)

40 bursaries are made available each year to students who reside and/or attend school or college within the Humber region (all HU postcodes, some DN, YO, LN). The selection process looks for 'achievement' in its very widest sense; some recipients have achieved the very best results academically, some have overcome adversity to reach their goal.

Those selected for a bursary award become 'Student Ambassadors' and we expect them to share their experience of university life with others and encourage them to follow by example and fulfil their potential. In return we ensure that bursary students are encouraged and assisted in the development of their own potential

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<sup>10</sup> Both HE Adventures and Gateway have extended their coverage through Aimhigher

<sup>11</sup> Gateway now has 385 students

### **3.4 Student Ambassadors**

150 Student Ambassadors<sup>12</sup> act as a role model for younger pupils and encourage others to apply to higher education in general and this University in particular. They may be called upon to take part in any number of activities organised by the Student Recruitment Service to raise aspirations and awareness of opportunities in higher education.

These would include:

- going into schools and colleges to talk about university life and Hull in particular
- working with Primary school pupils involved in the Children's University
- working with groups of younger pupils during the Ace programme
- allowing prospective students to shadow them for a day as part of the Gateway programme
- going into local schools to help out in the classroom
- greeting visitors at Open Days and showing them around the campus
- acting as buddies during the University Summer School

### **3.5 Summer Schools**

Higher Education Summer Schools is a national scheme which offers gifted and talented sixteen year olds from Excellence in Cities areas opportunities to sample university life, to make them aware of the huge range of educational opportunities open to them and encourage them to fulfil their potential. The University of Hull has just completed its third successful Summer School<sup>13</sup>.

Although allocated 74 funded places by HEFCE, the popularity of our Murder Mystery Summer School is such that this year we were again oversubscribed. Therefore, for a week in July, 84 young people from Leeds, Bradford, Sheffield, Rotherham, Barnsley and Hull lived together at a Hall of Residence to sample both the academic and social aspects of university life, with the help and encouragement of some 30 University of Hull students who volunteered to be their 'buddies'.

A hugely varied programme of academic tasters, within the broad theme of 'Murder Mystery,' was offered from the departments of Law, Forensic Science (Chemistry and Biology), Film Studies, Psychology, Archaeology, Languages, History & Economics.

Students worked in groups to research topics based on the theme and prepare for group presentations on the final afternoon. As in previous years, these turned out to be the highlight of the week with some imaginative, thought-provoking and highly entertaining performances from students who, at the beginning of the week, did not even know each other.

On the social side, a 'Murder Mystery' dinner, Quiz night, and Pool Party were on offer, while the disco in the University nightclub 'Asylum' provide a last night to remember.

### **3.6 Open Days**

As part of its general recruitment activity, the University hosts 2 Open Days each year when prospective students, their parents and their teachers can find out more about the study opportunities available. All departments are represented at an Open Day and offer talks and tours, as well as general advice and guidance. There are

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<sup>12</sup> There are now 250 Student Ambassadors

<sup>13</sup> The fourth summer school has now been completed with 111 student places

also sessions, particularly aimed at those with no HE experience, to demystify the admissions process and present the facts about student finance.

### **3.7 HE Days**

Originally developed for Gateway students (see above) they are full day sessions at the University where students work alongside current University students and obtain advice and guidance from academic staff. Activities throughout the day aim to demystify the application and admissions process for students with no family background in HE and take a realistic look at student life, transition issues and student finance. They are now on offer to all schools in the local area.

### **3.8 Talks, Parents Evenings, Literature**

As part of its general liaison work with schools and colleges, the Student Recruitment Service (SRS) offers impartial advice and guidance about opportunities in higher education to all prospective students, their parents, teachers and careers advisers.

A wide range of talks (perhaps 40-50) is given each year in schools and colleges throughout the region to students of all ages and also to their parents at Parents Evenings (up to 20 each year)<sup>14</sup>. Supporting literature has been developed to accompany these talks which include:

- Making a successful application
- What Admissions Tutors are looking for
- The Personal Statement
- How to choose a university and course
- Transition from home and school to university
- A Parents Guide to Higher Education
- Student Life
- Money Matters
- Thinking about university (for younger age groups)

SRS also attends up to 20 Careers Evenings, mostly in local schools (although occasionally further afield) to offer advice and guidance about progression. More recently, staff have also attended 5 Aimhigher launches in city schools to provide similar services in order to raise aspirations.

## **4. Partnership structures and strategy**

### **4.1 Humber HE Executive (now Humber HE Council)**

Chaired by the University of Hull<sup>15</sup> the Humber HE Executive brings together representatives from the Learning and Skills Council, Learning Partnerships (including Hull Citylearning, North East and North Lincolnshire), Connexions, Open University, AimHigher, FE colleges and University of Lincoln The LSC will include the HE Strategy Framework in its development strategy.

### **4.2 Joint Planning Group<sup>16</sup>**

A group established between the University of Hull, Lincoln and Hull College in order to ensure that demand for, higher education in Hull, Lincolnshire, and East and North Yorkshire is catered for comprehensively, efficiently and effectively. The institutions work co-operatively to increase the quantity and quality of higher education provision in Hull and its region, in particular to improve progression.

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<sup>14</sup> SRS also offers a Student Finance Information Evening to update potential students, advisers and parents about support arrangements

<sup>15</sup> Now chaired by Chair of East Riding Learning Partnership and serviced by University of Hull

<sup>16</sup> Now replaced following reformulation of the Humber HE Council and refocusing of University of Lincoln

#### 4.3 Aimhigher: Partnerships for Progression (P4P)<sup>17</sup>

The Aimhigher:P4P HEFCE/LSC funded initiative has been successfully developed for the sub-region through the Humber HE Executive Group, with the University of Hull as the host and LPO as the support/developer to the initiative. The project is initially funded for three years (£1.2m) and involves partners working together to promote progression to HE to meet the Government target of 50% of 18 to 30 year olds having access to HE. This initiative also requires work across the region through Yorkshire Universities. The University is also part of the North Yorkshire Aimhigher: Partnerships for Progression initiative.

#### 4.4 HUMBER HE Strategic Framework

The Humber HE Strategic Framework aims to promote access for those who live and work in the Humber sub-region, for a broad range of learners to both vocational and academic routes, while requiring partnership and collaborative working to promote and deliver quality HE provision. Key themes are: social and economic regeneration, market understanding, promotion of learning, promotion of access, developing progression, staff development and joint action planning, delivery and evaluation.

### **5. Partnership Actions**

#### 5.1 Children's University

The Children's University is an out of hours school literacy programme originally set up by John Butterick, to work with Hull primary school pupils, aged 7-11. University funding provides support, mentor tutoring and accreditation. It also enables increasing numbers of volunteers from the University of Hull to become mentors in schools. In addition the University provides campus Taster Days for the children who participate in the project, enabling them to experience campus life and subjects. This has helped support the expansion of Children's University into 3 secondary schools, and will continue to encourage further project developments.

#### 5.2 Learning Shop

The Learning Shop is based in Princes Quay shopping centre and provides easy and free access to information about all educational provision in Hull. The shop is a key educational resource for the city and uses a variety of methods (taster/bite/size and special events) to encourage learners back into or to progress their education. The University is a substantial sponsor of the project from its inception.

#### 5.3 Masterclasses

Working with the Hull Excellence Challenge Partnership, the University has developed a series of 'masterclasses' for 16-19 year old students following an advanced level programme in the city.

The Masterclass programme provides lectures, demonstrations, seminars and workshops, designed to expose those students not only to the stimulus of cutting edge thought and research, but also to contact with their peers from a range of backgrounds. Such contact increases students' confidence, broadens their understanding, introduces them to new ideas, and gives them a taste of the intellectual stimulation they can expect to enjoy in Higher Education. Masterclasses are of 2 hours duration and are delivered at the University to groups of Year12 or Year13 students in January and June each year. 13 subjects are currently on offer and over 200 students have been through the programme this year<sup>18</sup>.

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<sup>17</sup> The University now acts as area banker for the new integrated Aimhigher initiative

<sup>18</sup> Provision is now accessible to young people across the Humber sub region



#### 5.4 Achievers in Excellence

Established in 2000 by Kingston upon Hull Learning Services, the University of Hull and the University of Lincoln this innovative and hugely successful programme offers Saturday morning workshops at both Universities (this year an intensive weekend with an overnight stay in a Hall of Residence) for Year 8 pupils identified by their schools as high achievers. Student Ambassadors work alongside Hull teachers to encourage the pupils and inform them about the advantages of working hard and aiming for higher education.

Singled out for praise by the Department for Education, as a “successful way of firing pupils’ imagination and ambition”, the scheme takes the top10% of pupils from every 11-16 school in the city, giving everyone an equal chance. A conditional offer of a place at either University is available to those taking part and in July the 350 Achievers, togged out in cap and gown, are awarded a scroll and formal offer of a place in a Graduation Ceremony at the City Hall.

#### 5.5 Aimhigher video

We are producing a short video with David Lister School in Hull and ‘the Zone’ to help to raise aspirations of both pupils and parents at that particular school. The video will demonstrate examples of partnership working between the school and the University, demonstrate the benefits and successes of aiming higher and present several case studies of students who have been the first in their family to go into HE. When completed it will be for wider circulation in other city schools.

#### 5.6 Student Associates

The pilot aims to attract as a priority first generation students in higher education who exemplify widened participation and thus best placed to act as positive role models to motivate and encourage young people in schools and colleges to progress. It will run for two academic years 2003-2004 and 2004-2005. The scheme is an opportunity to extend some of the ad hoc work already in place using our Student Ambassadors as teaching assistants in schools. We have submitted proposals to the TTA to recruit 50<sup>19</sup> of our students in 2003/04 as Student Associates to work in schools in Hull, in the Excellence Cluster of Grimsby schools and in the Withernsea Rural Action Zone.

#### 5.7 Drama in Selby and Scarborough

HE Adventures funded by North Yorkshire Learning Partnership is along with other HE providers, schools and colleges in the delivering drama projects as an innovative way in encouraging progression into H E.

#### 5.8 Excellence in Cities

The gifted and talented programme of activities supports the top 10% (academic ability) of children in the City Secondary Schools. The University supports the Achievers in Excellence programme and provides booster classes in mathematics for pupils at Key Stage 3 and 4. Postgraduate students teach on the programme partly funded by the University and partly through EiC.

#### 5.9 Aimhigher: Excellence Challenge

Activities under the Aimhigher banner include HE, but there are also those which run within the schools and/or the Colleges in Hull; Withernsea High School; the Schools in the Education Action Zone in Grimsby - three schools and two colleges. The

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<sup>19</sup> 75 students have been recruited to the scheme in the second year of operation

activities relate to raising aspiration and achievement to continue in education e.g. taster days, revision support, updating sessions for schools, links to other schemes<sup>20</sup>.

## **Section B - Other Widening Participation Activity**

### **6.0 Postgraduate involvement in schools**

Mathematics postgraduates are working on a regular basis with teachers and pupils in five Hull schools. Booster sessions for Key Stage 3, Year 9 pupils are provided at the University.

### **6.1 Foundation Degrees - the Future**

At a recent University sponsored Foundation Degree conference over 50 colleagues (from 13 partner FE institutions and the University) met to look at the implications for, and the future development of, Foundation Degrees across the sub-regions. Partners had expressed the wish to share their perceptions and consider ways in which the development of the Foundation Degree qualification and the subsequent progression routes, can serve to meet the needs of the learner and the economic regeneration in the sub-regions. A working group is looking at the market, working with employers to ascertain the vocational curriculum needs, examining opportunities for collaborative development and for developing the necessary progression routes<sup>21</sup>.

### **6.2 Work-Based Learning (WBL)**

One work-based learning project, developed through the Business Forum group, has succeeded by ensuring that employers' views drive the model. The Transferable Management Skills programme has outcomes at Levels 1-3 recognised through the Open College Network and then levels 4 & 5 through the University. This type of programme can be delivered in 60 credit modules and is proving attractive to employers and is being rolled out in other areas of the Humber sub-region. It is a useful way of enabling people to progress from pre-degree to degree level study.

### **6.3 Study Advice Service, Advisers for mature students and part time students**

The Study Advice Service provides assistance particularly with numerical skills, academic English, ICT skills and study skills. This support is particularly valued by those entering University with lower graded A levels and/or with a non-traditional learning background. Recognising the specific needs of students who of necessity or choice study part time or enter as mature students the University also funds posts devoted to advising these students. A range of techniques are used ranging from drop-in sessions through to more proactive work by the advisers. The widening participation group monitors the activity.

### **6.4 Adult Learners**

The University has a long tradition of adult and community education supporting both vocational and non-vocational learning. Qualifications commence with the bite-sized pre-degree University Foundation Award modules which provide the opportunity to progress to degree and masters programmes. This allows learners uncertain of their intentions to enter into learning in a gentle and supported manner. Work is predominantly based in out-reach community centres both in Hull but also across areas of rural deprivation such as the North Yorkshire Moors. Family/intergenerational learning is delivered to parents and carers linked with the schools their children attend. The development of parents as learning role models is an effective motivational activity.

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<sup>20</sup> Under the integrated Aimhigher initiative, activities have been extended to cover all North and North East Lincolnshire and the East Riding

<sup>21</sup> The University delivers 2 Foundation Degrees and validates a further twelve for local FEIs

### 6.5 Analysis of Student Participation (ASP)

The ASP system is a graphical based tracking system used to identify areas of low progression to HE and to monitor progression. Academic and administrative departments use the system to inform their widening access strategies and to monitor progress. The aim is also to share data between partners to establish valid baseline data.

### 6.6 Research

The University is conducting a number of studies including: retention issues relating to non-traditional participating students, progression of students in receipt of Opportunity Bursaries, students taking repeat years and the support provided, wp student experience from entry to six months post-graduation, why qualified students do not progress to H.E.

### 6.7 Curriculum and Partnership Development (CUPID)

A HEFCE and LSC funded joint project with FE Colleges responding to changing student market and needs. It is based on staff and curriculum development driven by student and employer perceptions. It comprises a four-way sustained and focused engagement with future provision: its design, content, mode of delivery, flexibility. HE and FE providers and employers are devising a methodology to assess more accurately views of students (current and prospective) and employers<sup>22</sup>.

### 6.8 Staff Development

The Associate Colleges Strategy Board is establishing a joint staff development programme relevant to the needs of the partner institutions. It had been agreed that there was much to be gained by the FE and HE sectors sharing staff development activities and following a survey carried out earlier this year an introductory event was held. At that extremely well attend session (62 people) it was agreed a series of seminars/workshops would be delivered throughout the next academic year that would reflect current and future issues affecting the needs of staff and students in FE and HE. By exploring these issues it is intended that the participants will gain a clearer understanding of the differences, and hopefully similarities, of approaches as to how FE and HE enhance the experiences of the learner

### 6.9 Doncaster Education City (DEC)

The project is a multi million pound venture which puts learners at the heart of economic regeneration. The University has been working with Doncaster College as a partner college for some time as the chief validating institution for its degree and masters programmes. The University is the official HEI partner to the Education City project which hopes in due course to establish its own University.

### 6.10 Mentoring

The University is part of a group of 5 HE institutions involved in providing 150 to 200 student mentors for every secondary school in Doncaster. The scheme is run through the National Mentoring Scheme based in Swansea and the University will provide between 40 and 50 mentors to work in Doncaster over the next year. The students involved will be trained and accredited as mentors.

### 6.11 Volunteering<sup>23</sup>

This project is in its second year of operation and is proving innovative and successful in working with students on both campuses enhancing the volunteering traditions of students and staff. It comprises:

- A University-wide Active Community Strategy.

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<sup>22</sup> Report now published and development work progressing

<sup>23</sup> Funding secured to sustain the project until summer 2006

- In-depth review and mapping
- A Volunteer Recruitment Campaign
- Best practice guides for students and staff
- A Volunteer Appraisal Scheme
- A Volunteer Charter and Partnership Agreement
- Outcomes of
  - increase in recruitment of both student and staff volunteers
  - increase in the number of new community partnerships.

#### 6.12 HUSSO

HUSSO is the student volunteering organisation of the University Union (which is one of the largest in the country) and runs a wide range of projects serving the needs of young people and adults in the community. The Active Community Fund has a worker supporting HUSSO, disseminating good practice and developing codes of practice to support the work of the students. Thousands of students work in the community throughout the year and are likely to benefit the raising of aspirations amongst otherwise hard to contact groups.

#### **Footnote**

Originally prepared August 2003. Updated 2004 by Strategic Development Unit, Learning Partnerships Office and Student Recruitment Service