



Access Agreement for 2018-19

YORK ST JOHN UNIVERSITY



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Executive summary – Assessment of Performance

- Our proposed full time undergraduate tuition fee for 2018/19 is £9,250, we would reserve the right to review this in the light of future regulatory changes and announcements.
- We are anticipating that we will spend £4,090,000 on access provision in 2018/19 which will equate to 28.4% of our higher fee income.
- We can demonstrate an excellent record for admitting applicants from under-represented groups to our institution as evidenced by improvement across a number of indicators and encouraging performance against targets in areas of: Full time undergraduate students from state school (96.1% in 2015/16), Full time undergraduate students from low participation neighbourhoods (16.9% in 2015/16) and students in receipt of Disabled Student Allowance (14.9% in 2015/16).
- Generally, 40% of our annual undergraduate intake fall into the lowest residual family income bracket.
- Areas that have been identified institutionally as areas for improvement are the percentage of BME students among the student population (currently 4.7 %, up from a baseline of 4.4% in 2014/15) and overall continuation rate after the first year of studies (this fell from 94.7% in 2014/15 to 92.9% in 2015/16.)
- Based on available data, our performance in recruiting students from low participation neighbourhoods has improved in 2016/17 (see page 5) although in terms of our performance against location adjusted benchmark, we are sitting below this mark based on 2015 HESA data (16.9% achieved against a benchmark of 19.6%) and this is an area where we would like to improve.
- Recruitment of students from state schools continues to be strong (96.1% against a benchmark of 95.2%) and we continue to exceed the benchmark for recruiting students who qualify for Disabled Student Allowance (8.1% against a benchmark of 7.1%)
- When looking at students who are no longer in higher education, performance exceeds benchmarks in terms of young entrants (5.5% against a 6.8% benchmark), mature entrants (7.7% against an 11.9% benchmark) and young students from low participation neighbourhoods (6.7% against a benchmark of 8.7%).

Executive summary – Assessment of Performance

- Although retention and student success are areas that we will continue to concentrate on, this data and our performance relative to our benchmarks tell us that we have a strong base from which to build in terms of our current arrangements and initiatives.
- We continually look for ways to improve our current activities and to develop new initiatives to invest our access money on activities that have the maximum impact across the student lifecycle.
- We use a number of methods to evaluate what we do and always try to take an approach that is driven by both quantitative and qualitative data and are able to show a number of examples where our approach has been modified as a result of this.
- We are committed to raising aspiration within our outreach work and are also working hard with our many partners towards raising attainment. Work on raising attainment in schools comes from a variety of sources, ranging from traditional outreach work, bilateral work between our School of Education and school partners and also institutional level relationships with schools and Multi Academy Trusts. Although we believe that much of our current work makes a significant contribution towards raising attainment in schools, we will take the opportunity to review our activity and adjust it where necessary.
- We are committed through our mission and values to widening educational opportunity and to supporting students with diverse needs through their studies towards successful completion and increased opportunity on graduation. We have a strong commitment towards contributing towards the communities that we are a part of and feel that we are already making an impact in terms of raising opportunity and achievement for a wide variety of groups.
- Although we feel that we can demonstrate a good record in terms of access to our institution and helping our students towards successful outcomes, we are not complacent about our record and to continue to take this agenda forward. We are progressing towards making a full assessment of our current position so that we can fine-tune our approach for the coming years and devise a full set of metrics that will help us to monitor our progress in a holistic way.

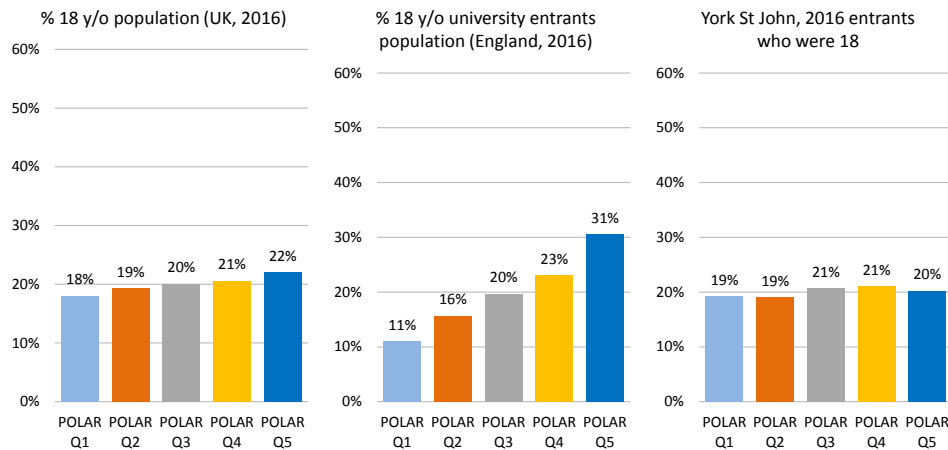
Our University and its context

York St John University has been widening access to higher education since its founding as a Teacher Training College by the Church of England in 1841. Widening Participation to Higher Education continues to be a core part of the University's mission, values and strategy.

We are at the heart of our community – geographically, culturally and economically. The city of York has nearly 200,000 people and is relatively prosperous and not very ethnically diverse (just 10% of the population is from a Black or Minority Ethnic background). Further afield, North Yorkshire is predominantly rural and has a population of 600,000. The University has traditionally recruited the majority of its students from the Yorkshire region and its surrounding areas.

In 2015-16 (the latest official data), the University had 5,980 students and 790 staff. Our applicant demand is strong – between 2015 and 2017 our UCAS applications have risen by 28%, one of the highest rates of growth in the sector. We also have some of the best student retention and satisfaction rates. Our graduate employment figures are impressive: 94.0% of full-time undergraduates enter work or further study six months after graduating; attainment of 'graduate jobs' is typically over 60%.

We are very proud of our widening participation history and remain committed to this agenda. Our 2016 entry POLAR data continues to demonstrate that we reflect the 18 year old population in the UK rather than the more selective English university entrant population:



POLAR is a geographical classification that analyses participation rates in HE. POLAR Quintile 1 are those geographical areas with the lowest HE participation rates; Quintile 5 are those areas with the highest HE participation rates.

Fees and investment in 2018-19

Our tuition fee for all undergraduate full-time first degree students on HEFCE allocated honours programmes, Initial Teacher Training, Physiotherapy and Occupational Therapy at undergraduate level, and PGCE courses will be £9,250 in 2018-19.

Our tuition fee for Foundation Degree students in Education will be £3,500.

Part-time students will be charged an appropriate proportion of the £9,250 fee, up to a maximum of £6,935. We currently have no part time students who are charged more than the basic fee of £4,625.

In accordance with our values, we will reinvest a significant proportion of our additional income from the fees we receive above the basic rate of £6,000 into bursaries, outreach activities and supporting student retention and success. The impact of this investment will be a reduction in our actual average fee level to approximately £9,100.

£000s	2017-18	2018-19	2019-20	2020-21	2021-22
Access expenditure	1,001	1,051	1,101	1,151	1,201
Student success expenditure	1,154	1,154	1,154	1,154	1,154
Progression expenditure	540	540	540	540	540
Expenditure on financial support	1,385	1,345	1,465	1,415	1,415
Total expenditure	4,015	4,090	4,260	4,260	4,310

Our investment increases access, supports student progression and success, and provides financial support in the form of means-tested bursaries for students. Over time, our spend has shifted away from the financial support element – where there is less evidence of impact – towards increasing access and supporting student success. Overall, we spend approximately 30% of the higher fee income on OFFA-countable activities.

Financial support

The previous levels and nature of financial support have been re-evaluated, based on feedback from recipients, research and advice that has been issued nationally and also after consultation with peer institutions. As a result of this exercise, a significant change has been made to the university's financial support package:

From 2017/18 a new system will be implemented where all eligible entrants (Undergraduate Students with the exception of those studying Foundation Degrees) will be given a card with £100 pre-loaded on it, which can be spent on course related materials or other University services. £100 will be available for each academic year of study. Students with a residual family income of less than £25,000 will be eligible for an additional £400 in each academic year. Based on previous data, we anticipate that 40% of our future intakes will be eligible for the higher amount. It is believed that this approach will be attractive to potential students and that it will provide genuine opportunity and support to students from less affluent backgrounds. We are expecting to spend £1,345,000 on financial support in 2018/19.

In addition to the general financial support, the university offers other financial support to specific groups, including looked after young people, refugees and asylum seekers and also runs a student opportunity fund.

The financial support for looked after young people has been greatly reformed in response to evaluation and is now offered for the first two years as two elements: a cash element of £300 and £700 in order to develop non-academic skills and enhance employability prospects. Students will have to account for their expenditure of this money and will be encouraged to spend it on developing skills, organising internships and participating in study abroad opportunities. To qualify for this support, applicants will have left care within three years of starting their course. The criteria also allows applicants who have been made homeless (or been at risk of homelessness) after the age of 16, or have lived in supported accommodation, such as foyer, refuge or hostel.

Financial support

The Sanctuary Scholarship, a package of financial and other support for asylum seekers has been introduced for the 2017/18 academic year and beyond. In order to qualify for this award, applicants or their partners or dependents must be asylum seekers or been granted Discretionary leave to Remain, be unable to access mainstream funding and not require support for living expenses or accommodation. One award per academic year will be available and will include a full tuition fee waiver for the duration of an undergraduate course, £1000 per year towards the costs of study and guaranteed 1:1 personalised support.

In terms of financial guidance and support for students, the University has implemented the online Black Bullion facility. This is a modular based system where students can gain advice and financial skills at their own pace. System analytics have shown that implementation has been successful and that user feedback has been positive. This product was implemented together with Higher York and the University of York and won awards for best partnership and the innovative activity category at the NASMA (National Association of Student Money Advisers) awards in 2016, which is a reflection of the comprehensive financial advice offered at York St John University. Further evidence of this is seen in the series of campaigns around student finance that are run throughout the academic year. Monitoring and evaluation of these campaigns has shown a significant rise in uptake for these campaigns since the 2014/15 academic year, with a 44% increase in take up during the 2015/16 academic year.

The introduction of the aforementioned card system will allow for much greater levels of evaluation of our financial support package. The system has the ability to offer detailed analytics on the usage levels of the cards and how the money is being spent by the recipients, which will facilitate greater insight on the impact of the financial support. In addition to this quantitative analysis, we also plan to collect qualitative data through our annual survey of first and second year undergraduate students.

Outreach - general

Our outreach activity will focus on the following themes:

- Extending our programme of **long term outreach activity** to ensure that we deliver relevant interventions for all target groups and in particular younger school ages, in order to maximise the potential contribution towards raising attainment in our partner schools. This will involve smarter use of resources and moving away from 'one off' events that have a limited impact in favour of more sustainable outreach projects.
- **Targeting our outreach** activity effectively, particularly to address groups where our performance is weaker.
- Continuing to improve our **monitoring and evaluation** of outreach activity, in particular deeper engagement with the HEAT system.
- Ensuring that our **planning and targets** are longitudinal, sustainable and complement work undertaken by the local National Collaborative Outreach Programme (NCOP). For the duration of this agreement, we will continue to mainly focus our activity on a local basis, as we believe that this has greater impact, while looking for further opportunity further afield.
- Ensuring that a **holistic, collaborative approach** is undertaken between departments within the University, including Admissions, Recruitment, Marketing and Student Services so that the pathways for target groups are as well marked and as smooth as possible.
- **Gathering data** in the most effective possible manner and following a data driven approach.
- The University is establishing a framework of meaningful interventions for increasing participation among working class white males.

In the 2018/19 academic year, we will be spending £1,392,000 on Outreach Activity, of which 1,051,000 is OFFA-countable.

Outreach – collaborative working

National Collaborative Outreach Programme (NCOP) is part of the Higher York collaboration between York St John University, University of York, York College and Askham Bryan College. The NCOP includes other partners, with Coventry University in Scarborough, Craven College and Grimsby Institute of Further and Higher Education also involved in delivering and evaluation of activity. York St John University is the lead partner for the Higher York NCOP, and as such, staff and activities dovetail into existing University work in outreach activity with York St John University, picking up where NCOP is specifically targeting students in our target wards, and ensuring these activities are delivered, monitored and evaluated effectively.

As well as NCOP activity and the work carried out specifically by York St John University, we are also involved in a number of collaborative programmes of Outreach which our activity evaluation shows to be highly effective:

Green Apples – In association with the University of York, York College and Askham Brian College, this City of York wide programme also involves NYBEP, the local business and education partnership, and covers eight local state secondary schools and a selection of targeted primary schools. This progressive programme mainly focuses on interventions from year 9 -11 but incorporates a range of activities from year 6 upwards. The programme continues to raise aspirations for under-represented groups and encourages students to consider their options post 16 and therefore also contributes to raising attainment. Our programme of activity includes visits to partner institutions, residentials, workshops, mentoring and Information, Advice and Guidance events. Green Apples continues to build upon its success with positive collaborative relationships and innovative and continued support to students and schools in the local area.

Over 700 pupils will be included in this scheme in 2016/17 and the volume of participants is predicted to steadily increase over the length of this agreement.

Outreach – collaborative working

The **North Yorkshire Coast Higher Education Collaboration** (NYCHEC), launched in 2011, is a collaboration between the universities of York St John, Hull and York which seeks to ensure continuation of activity for learners. The activity supports an area of relative deprivation in North Yorkshire. Provision has been expanded since and now includes family engagement projects, mentoring, subject revision support and taster events targeted at low socioeconomic groups. At present, 12 schools are engaged in this project which represents all of the school within the target area. This project is directly aimed at improving attainment among this target group.

York College – York St John University continues to work closely with York College in supporting course development and providing progression agreements. The current focus of this activity is to work towards meaningful progression agreements that will be targeted at students on access courses who are looking to progress to competitive courses such as Teacher Training, Occupational Therapy and Physiotherapy.

As well as the specific examples give above, York St John University is an active member and enthusiastic contributor to a wide range of national networks and partnerships such as NEON (National Education Opportunities Network) and HELOA (Higher Education Liaison Officers Association), as well as local partnerships such as NYBEP (York and North Yorkshire Business Education Partnerships) and York Cares, which runs a number of initiatives and is promoted as a volunteering opportunity for staff and students.

Outreach – working with specific groups

University projects target support at specific groups:

- **Young people from lower socio – economic groups and low participation neighbourhoods** are targeted through our compact scheme and Year 10 residential scheme. The Compact Scheme targets Year 12 students with a range of attainment and aspiration raising activities. Applicants who choose to submit a final piece of assessed work will receive a UCAS tariff point credit to aid and encourage their entry to the University. The number of participants in this scheme ranges from 30 – 40 and it is aimed to expand this number to 50 by 2020
- **Parents** – A number of our early years interventions incorporate parental engagement, with a view to raising aspirations and achievement levels for children.
- **Care leavers** – We are very proud of our activity with looked after children and our outreach activity covers a range of interventions for raising attainment and achievement levels, as well as pre and post application support.
- **Mature Learners** – We continue to offer regular sessions for potential mature applicants on campus which include information on courses, financial support and application advice. Our annual mature learner applicant dinner supports mature applicants in accessing the student finance system, University advice and building networks with other mature applicants.
- **Students with Disabilities** – We work with local specialist teaching teams to raise aspirations, confidence and knowledge about HE among young disabled people. This includes the opportunity to visit the campus for a day and learn about university life and the support that is available. Current students with disabilities are involved in activities in order to give additional insight into student life.
- **Black and Minority Ethnic (BME) students** – In order to support our institutional target of raising the proportion of BME students to 6.2% by 2020, the University is developing an action plan for promoting the recruitment of BME students. This will look at aspects of marketing, recruitment and admissions policy and practice. This process has received specialist support from the Equality Challenge Unit.
- **Refugees** – York St John is proud to be committed to working with asylum seekers and refugees and has strong links with these groups and their advisors within the City of York. Support is offered through our sanctuary scheme and can involve a scholarship and one to one support.

Outreach – working with specific groups

- **Traveller Community** – we actively promote links with this often overlooked group who are underrepresented within HE. We are working in partnership with the City of York Council and four local primary schools to support progression and transition of students from the Gypsy, Roma and Traveller communities into secondary school education, supporting both achievement and raising aspirations within this community. This scheme is linked to four York Schools and is currently has 16 participants.
- **Year 10 Summer School.** Our Year 10 summer school targets schools with high percentages of students from low socio – economic backgrounds and high proportions of BME students and low levels of familial HE participation. The summer school includes academic input and looks to provide information advice and guidance and access to mentoring following the summer school. A range of subject – based strands are included within the on – campus academic offering, alongside an opportunity to engage in a research question to promote individual learning and research skills. At present, this scheme aims to have 60 – 70 participants, which will expand to 80 by 2018.
- **Students with English as an Additional Language.** This project aims to raise aspirations and achievement for students in the group by the use of student role models and to support student in accessing the curriculum which aims to raise attainment. Initially, we work with schools to design tailored support for their needs which ensures that the work carried out has the maximum impact in a fragmented sector. Examples of our approach include: regular language mentoring through a buddying programme; supporting small groups in the classroom; supporting teachers in assessing new arrivals or connecting teachers to good practice from other partner schools, YSJU and the wider sector. At present this scheme operates directly in two schools and has an active cohort of 67.
- **Students who are users of mental health services.** York St John University has a long running and innovative scheme, in partnership with local mental health service providers, which provides high quality education opportunities for users of NHS and non – statutory mental health services and are 18 years old or older. This successful scheme is known as Converge. As well as successful outcomes that have not involved progression to higher education, the scheme also has a successful record in supporting students into Higher Education.
- **Devolved University Outreach** – As well as centrally driven outreach work, the individual Schools within the University conduct subject specific outreach work. This work involves events such as subject tasters.

Outreach - evaluation

The University has made the evaluation of outreach activity increasingly thorough and longitudinal. We believe that this evidence based approach will help us to direct our outreach spend in the most effective manner.

HEAT - York St John University is a member of the Higher Education Access Tracker (HEAT) membership service which assists HEIs in England to target, monitor and evaluate their outreach activity.

Data about outreach and participants are recorded on the HEAT database. This is entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT helps the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We are able to track student progression to any HEI, including this institution, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole as well as engagement in collective WP sector research.

Intake Data Analysis – A yearly analysis of our intake data is undertaken in order to spot trends among target groups and geographical shifts. Although it is difficult to link this data directly to specific outreach activity, this does allow us to monitor shifts and trends within our intake.

Individual Activity Feedback – Participants are surveyed before and after they undertake outreach activity in order to monitor the effectiveness of individual activities. Data is collated and used to inform future activities. We are beginning to collect student level data from partner schools – attainment, behaviour, attendance and attitude to learning – to support our evaluation work.

Empirical Attainment Data – As part of our NYCHEC scheme, we are working with one of our partner schools on a pilot scheme that involves looking at attainment before and after the interventions. This pilot involves 22 year 8 students who are in the first year of the High Five, NYCHEC, progressive programme. This school has provided a comparison of the attitude to learning and attainment scores before and after the programme in year , we are continuing to collect these school comparisons for these students now that they are in Year 9, second year of the programme. If this methodology produces coherent results, we will use this more widely in future years where applicable.

Moving forward, we intend to analyse the effectiveness of our outreach work and to ensure that we continue to broaden and deepen our work in order genuinely engage with schools and specific cohorts in order to raise their achievement. We believe that our current portfolio of activities give us an excellent base for doing this, in order that we can further plan and set targets that will be elucidated in our next access agreement.

Outreach - working with schools to raise attainment

We believe that there is a positive role for universities (but not necessarily *all* universities) in strengthening links with schools in a variety of ways with the ultimate aim of extending the life opportunities of our young people – irrespective of socio-economic background, race, faith and gender and other factors that so often are seen as determining parameters.

As well as the aforementioned outreach activities, we are also very committed to a programme of parallel activities, mainly carried out through our School of Education.

This activity can be split into two main categories:

- **Delivery of teacher training and CPD activity for teachers and school leaders.** We have a wide variety of established links through School Direct, initial teacher education placements and engagement in CPD activity, with primary and secondary schools across North Yorkshire. These activities impact indirectly on pupil attainment through the quality of teachers and the ongoing engagement in development of those teachers.
- **Research.** Staff within our School of Education are actively engaged in research that will help the sector understand the factors at play in successful schools and the evidence-base supporting pupil success. Example areas covered by current research include: the parental voice and its role in helping to close the attainment gap; understanding the conditions that can create positive and sustainable change in schools and the tools that can be used by students, teachers and HE partners to facilitate this; piloting of a model to support embedding of teaching grammar (primary curriculum).

To complement these activities, the University has become a corporate member of Ebor Multi Academy Trust. This was approved by the Board of Governors in November 2016. This involves having a University representative on the MAT Board. We work closely with the MAT, running established secondary and primary PGCE programmes jointly written and delivered with Ebor. We are currently working on a joint DfE funding bid with the Ebor MAT to focus on enhancing pupils' writing abilities. School sponsorship and other long term school partnerships are a matter of ongoing discussion, as the University looks to establish a clear strategy that will allow us to use our considerable strength and expertise in the field of education to the best possible effect in raising attainment.

Our strategy in terms of direct engagement with schools will be based around further developing CPD and research studies with our school partners, the results of which will enable the schools to make better informed interventions with their pupils and thus drive up pupil attainment. We are not in a position to put an outcomes target this year but will be working on developing one that reflects this work for our 2019-20 Access Agreement.

Student success - general

York St John University invests heavily in student support and student success as this activity sits at the very heart of the institution. Our results for retention and student satisfaction are above average but we aim to continuously improve on these vital indicators.

In 2018/19, we are intending to invest £1,604,000 in this area, of which £1,154,000 is OFFA-countable.

- York St John University has a well-resourced Student Services Department, which delivers a wide range of services to students across the board.
- Service levels are constantly monitored and changes are made in line with feedback and anticipated and actual demand in order to provide a responsive service that meets the needs of users. For example, changes were made to the booking system and delivery of counselling appointments in response to data and feedback from students.
- When dealing with particular under-represented groups, we recognise that success for individuals is not just about access but also transition to HE and subsequent academic achievement.
- In order to support transition and success, there have been a number of institutional developments where previous work with the HEA (Higher Education Academy) student retention and success programme has been carried on. Two important areas to highlight are:
- Vigorous development of pre-entry information for new students and registration and induction 'welcome week' for new starters.
- Inclusive Learning, Teaching & Assessment Framework (ILTAF) – this has been introduced into the University this academic year and all programmes undertook a self-assessment of their inclusive practice. There is work ongoing between Student services and Academic Development Directorate to help staff improve on their inclusive teaching.
- Innovations in learning support are constantly being developed, implemented, evaluated and improved. These include individual and group study tutorial support and an ever increasing range of online study tools that students can be access at their convenience.

Student success – support for specific groups

A number of fantastic initiatives for supporting specific under – represented groups have been introduced and will continue to be fine tuned, evaluated and strengthened:

Early start. This is an initiative to support students who disclose that they are on the Autistic Spectrum as a disability with their transition to university. Autistic students are invited to arrive at the university earlier than the main cohort, to allow them to settle in and familiarise themselves with their surroundings before the hustle and bustle of welcome week. Following feedback from the Disabled Students' Forum, the 2015 Early Start programme for Asperger's students was successfully expanded to include other disabled students.

First in Family. Additional support is offered to students who are first generation attenders of Higher Education and are from POLAR 1 or 2 neighbourhoods or come from families in the lowest income bracket. This comes in the form of having additional information and named contacts at the University in order to help with transition and academic engagement.

Young Carers. Students are given the opportunity as part of the registration process to inform us if they have care responsibilities. These students are then contacted by our dedicated WP support worker and offered additional support and advice. The criteria for access to the university hardship fund have been altered to take into account the specific needs of young carers. A learning support programme for young carers has been developed, which allows support services to liaise with students and support staff to ensure the best possible changes for success.

Looked After Young People. Support for looked after young people is very well established at the institution and is intended to be truly holistic and this group of students receive additional support throughout their course.

Disabled Students. A comprehensive system of support is available for disabled students. As part of the culture of continuous evaluation and improvement, a review of services for disabled students is currently under way. We are delighted that York St John University is now a [DSA QAG accredited Non-Medical Help Provider](#). This means our staff who provide support to disabled students meet the high standards of training, experience and professionalism required to receive this award. We are one of the first universities in the country to be awarded this.

Transgender Students. The University has embarked on a programme of events to educate staff and students on how best to support trans - gender students. The response to this programme has been excellent and departments within the institution have been asked to review their procedures in order to offer the best possible service to 'trans' students. These developments have been backed up with a specific policy and additional guidance to support trans staff and students.

Evaluating student success activity

Achievement levels and support for all students and particularly students from under-represented groups are constantly monitored and changes are made on an evidence-led approach:

Student Data. Achievement levels for students are monitored annually and are reported and monitored at a senior level at the University. Results are collated to provide data for under-represented groups and are published in an Annual Equality and Diversity report and scrutinised by the Enhancing Learning Teaching and Students' Experience Committee and the Board of Governors.

Activity Evaluation. Student Services clients and particularly students who are eligible for the individual initiatives for specific groups are surveyed and feedback is collated.

Student success activities are a particularly good example of a data driven approach being employed to make changes to systems and processes. Our student services departments are also well linked into national networks and attend events in order to gain insight into best practice employed by other institutions. For the current academic year, significant changes have been made to the systems for supporting looked after young people and also young carers. These changes have been based on feedback that has been received and other data.

Student progression

The Careers and Student Opportunities team at York St John University offers a wide range of services to students, ranging from:

- Finding work for students to do alongside their studies
- Job application and interview skills
- A wide range of employability workshops
- Events for graduate employers to come onto campus
- Advice on work experience and internships
- Opportunities for further study
- General careers advice.

Employability is embedded within all courses offered by the institution and is a very important criterion through the validation process.

Much work is being put into planning and the future development of the postgraduate portfolio at York St John and the institution is very active in promoting internal progression opportunities to students at all levels, as well as potential sources of further funding that will allow a wider range of students to have access to opportunities.

Student progression - initiatives

Specific initiatives around student progression are:

Student Opportunity Fund – This fund provides money for current students in order to ensure that all students have equal access to opportunities around international volunteering. The money can be used towards travel and living expenses that students would incur.

York St John Aspiration Fund – Funded through Sodexo - This fund aims to support students to take up work experience opportunities which ordinarily could be out of reach due to financial restrictions. Students who secure Internships in London, overseas, unpaid or low paid Internships in Yorkshire and North East region or in the charity sector can use the fund to contribute to travel, accommodation and visa costs.

Kickstart Your Business Fund – aimed at pre-start up and early start up student businesses, and can provide students with seed funding of up to £500 to progress an initiative to start or develop an entrepreneurial activity. Successful recipients will be assigned a mentor and the fund will be supported by a programme of business start-up master classes which will provide additional training.

Looked After Young People – Based on feedback from previous cohorts about the impact of funding to this specific group, the bursary has been changed. For the first two years, the funding allows £300 in cash and £700 that must be accounted for and invested in increasing employability by the recipient. In the final year the £1000 award is spent on the transition out of HE, to employment or further study.

Careers Ambassadors – Implemented in 2016, this scheme aims to increase the capacity of the Careers and Student Opportunities Team by employing students to help engage other students with careers information. The posts offer a wide range of opportunities ranging from social media to administration to delivering informal lectures and are themselves a fantastic way to enhance employability.

Converge Mentor and Student Buddy Schemes – Students have the opportunity to volunteer to help with the successful Converge scheme, which provides educational opportunities to users of local mental health services, as mentors for Converge students and in providing more general support, both in and outside of the classroom. This activity has led, in a number of cases to students moving into employment with the University to work on the scheme and also towards employment in similar settings.

There are many further employment opportunities for our students within the institution, including helping with learning support and also outreach ambassadors, as well as participating in the Children's University scheme. All of these opportunities are designed with employability in mind.

Targets and milestones

- Evidenced by the contextual data on the performance of York St John University in the attached annex, we have a good record when looking at admitting underrepresented groups to higher education.
- However, we are determined to continue with and strengthen this record and are aware of areas of comparative weakness.
- We have set out our targets for continued improvement until the 2020-21 academic year in Table Seven of the resource plan.
- We believe that these milestones are stretching and will help us to continue to aim high and deliver a programme of activity that is strategically planned towards our long term objectives in raising both aspirations and achievement within our target groups.

Equality and diversity

- Advancing equality of opportunity for all is of key importance to York St John University and is embedded in the 2015-20 University Strategy, in particular through our mission, values and 'Community' objectives. The University believes that all students should have the opportunity to flourish and reach their full potential, and that a diverse community and inclusive curriculum will enhance the student experience and increase employability.
- The annual equality and diversity plan of work is aligned with the access agreement. The agreement provides a focus for our efforts to increase the diversity of our student body, in particular the ethnic diversity, and to enhance support for students. As well as an expectation that WP activities will be subject to equality analysis (for example, the Schools Liaison function had an equality impact assessment in September 2013), equality and diversity training is mandatory for all staff. The equality and diversity work plan is monitored with regular progress updates. Key issues are reported to the Executive Board.
- The diversity of the student body is monitored in relation to age, disability, ethnicity, gender, gender identity, sexual orientation and religion or belief, student carers. In relation to age, disability, ethnicity and gender we also monitor student success (progression, attainment and graduate destinations).
- Each year, detailed information is published on equality and diversity, which is used by the Enhancing Learning and Teaching and Student Experience Committee (ELTSEC) to discuss progress which includes an analysis of student surveys and feedback. Additionally, an annual report to the Governing Body further strengthens accountability.
- Further to the introduction of the inclusive Learning, Teaching and Assessment framework in September 2016, there will be a monitoring of outcomes for students with different impairments, in particular students with specific learning difficulties. The University will continue to seek feedback from disabled students through the Disabled Students' Forum.

Provision of information to students

- We work with Higher York, City of York Council and North Yorkshire County Council to ensure that high quality and appropriate Information, Advice and Guidance is provided amongst schools and colleges and other networks within the area. There is a specific Information, Advice and Guidance project for 14- 19 year olds within York supported by the University and other partners.
- We provide prospective students and their families with clear information about fees and finance packages and there is an individualised approach to admissions handling to ensure appropriate information is provided. Information is reviewed on a regular basis to ensure it remains up to date, including that which is included on the University's website. For example, this includes illustrations of the net costs of studying undergraduate programmes at the University, taking into account estimates for the cost of living and the total financial support that will be available.
- This information is also developed into printed materials and information packs around Student Finance and Support. A brief summary is included in the undergraduate prospectus with signposting back to the website and direct contacts for further information. The brochure and pack will be used in our liaison activities with a particular focus on under-represented groups. The detail available on the website and in the Student Finance Support pack will also be used as the basis for advice and guidance through talks, seminars and workshops targeted at parents, key target widening participation groups, prospective students, advice and guidance professionals, school staff and others who may have a key influence on student decision making not only in areas of student recruitment but also in new areas of activity.
- Advice and support is not confined to prospective students. Additional information for new students is provided as an embedded feature of the schedule of induction, both prior to and after arrival. Additional support for current students is clearly signposted, and Student Services staff work closely with the Students Union to provide appropriate welfare guidance and support. We will also explore the use of appropriate additional media to ensure that we can respond quickly to queries.

Consultation with students

- We take our relationship with the Students' Union (SU) and with the wider student body very seriously. Representation of students is built into all levels of the University's decision-making structures. The Sabbatical Officers regularly meet with the Executive Board and are represented on the Academic Board, Examinations Board and Standards Review Board. There is also representation on the Committees of Ethics and Environment, Equality and Diversity and the Enhancing Learning Teaching and Students' Experience Committee and Appeals Boards.
- The current SU strategy has five strategic themes: Being a Member; Community & Life Skills; Academic Achievement; Professional Development & Employability; Welfare, Support & Advice. These are underpinned by the Enablers which are believed to be: Our People; Finance and Resources; and the University Partnership. All of these are relevant to the Widening Participation agenda. Recommendations from the SU are put into action wherever possible: for example, as a result of specific feedback, the University now stages a specific welcome event for mature students in Freshers' Week, and has developed a "Peer Support" mentoring scheme.
- In relation to this Access Agreement, as well as formal structures of consultation through University committees and boards, specific student consultation has taken place with SU sabbatical officers who work closely with Student Support Services and Widening Participation/Student recruitment staff. This has included discussions regarding the current financial support packages, the level of outreach and student success interventions the University undertakes, and the shared aim for increased involvement in by students in the full range widening access activities. The outcomes of such discussions are reflected in some of the developments outlined in this Access Agreement.

Table 7 - Targets and milestones

Institution name: York St John University

Institution UKPRN: 10007713

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	% from state school	No	2012-13	95.3	95.8	95.9	96	96.1		Currently 96.1
T16a_02	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	% from NS-SEC 4-7	No	2012-13	34.5	36	36.5	37	37.5		No longer available as a HESA PI
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	% from LPNs	No	2012-13	16.7	17.6	17.8	18	18.2		Currently 16.9
T16a_04	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Continuation rate	No	2012-13	94.4	95.3	95.6	96	96		Currently 94.2
T16a_05	Access	Mature	Other statistic - Mature (please give details in the next column)	% Mature students	No	2014-15	41.7	41.9	42	42.1	42.2		Currently 40.4
T16a_06	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	% UK BME students	No	2014-15	4.4	5.2	5.6	6	6		Currently 4.7
T16a_07	Access	Part-time	Other statistic - Part-time (please give details in the next column)	% PT students	No	2014-15	16.2	16.4	16.5	16.6	16.7		Currently 13.2
T16a_08	Access	Disabled	Other statistic - Disabled (please give details in the next column)	% Disabled students	No	2014-15	13.3	13.5	13.6	13.7	13.8		Currently 14.9
T16a_09	Other/Multiple stages	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	% overall student satisfaction	No	2014-15	88	88	89	89	89		Currently 83
T16a_10	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	% Into employment/study	No	2014-15	95.7	95.8	95.8	95.8	95.9		Currently 94.0

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Green Apples: a successful innovative partnership involving all local FE and HE partners as well as the Local Authority, the North Yorkshire Business and Education Partnership, Higher York and local primary and secondary schools. This is a progressive programme of interventions, mainly focused on Year 9-11 but also involving pupils from year 6 upwards.	Yes	2013-14	433	720	730	740	760	760	Numbers of students engaged with the Green Apples programme.
T16b_02	Access	Multiple	Outreach / WP activity (summer schools)	Year 10 Aspiration raising residential	No	2012-13	60	75	80	80	80	80	Gradual increase in numbers to become stable at 80 for this identified group
T16b_03	Access	Multiple	Outreach / WP activity (summer schools)	Part of a broader series of work with schools which are in the lowest POLAR quintiles, have high levels of FSM and a low GCSE attainment level	No	2016-17	0	35	40	45	60	60	A series of general interactions culminating in a course specific project based residential.
T16b_04	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	North Yorkshire work with schools negotiated through a consortia, expanded to include Selby (NYCHEC)	Yes	2013-14	11	14	15	15	12	12	To appropriately expand the geographical reach while at the same time become more targeted within schools, this would result in limited growth in numerical targets but would be more focussed on need
T16b_05	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Access to the professions and other taster day sessions	No	2012-13	83	100	105	110	115	150	Increased focus on taster sessions, through both self selection by individuals and school targeting
T16b_06	Access	Multiple	Management targets	Improve data capture methods and build coherent longitudinal tracking	No	2015-16	0	Full implementation of HEAT	75% participants included	95% participants included	All participants included	All participants included	Implement HEAT tracking and improve data collection across all projects, this has fallen a year behind predicted due to the availability of support from HEAT.
T16b_07	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	SPEAK UP a project targeting BME students involving English Language mentoring to support attainments delivered by current students	No	2016-17	0	90	100	120	150	150	The Speak up project is now called YEAL.
T16b_08	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Game Theory - community project to use sport to create a sense of belonging and identity in learners	No	2016-17	0	30	35	40	45	45	This project is now called SW5 Youth.
T16b_09	Multiple	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Expand the number of MATs the University is working with from 1 to 4 in 2017-18, with outcomes targets in place for the 2019-20 Access Agreement.	No	2016-17	1	4	4	4	4	4	This target is for 2017-18. It is hoped that this work will expand in future years but are not certain of developments other than the 4 MATs that will be in place for 2017-18.

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.