University of Huddersfield TEF Submission 2023
University Context

The University of Huddersfield is a campus based post-1992 institution in West Yorkshire and our strategic approach is heavily informed by our geographical and socio-economic context. Huddersfield town lies within the Kirklees Metropolitan District Council area, which is recognised as one of the most socio-economically deprived areas in England: 2019 EIMD data ranks Kirklees as 81st (out of 317) for most deprived local authorities.[1] Our full-time undergraduate home entrant demographics indicate that 63% are from IMD 1&2 households against a UK proportion of 41%,[2] the majority commuting from the family home to study (66% of our home UG students compared to a sector average of 45%)[3]. This population is also ethnically diverse with 45% from minority groups, including 26% from Pakistani heritage (21/22). 85% of those from minority ethnic heritage are from IMD disadvantaged households.[3] Although the major cities of Manchester, Leeds and Sheffield are geographically within 30 miles of Huddersfield, there are cultural, social, economic and transit barriers to accessing education and work in these areas. This makes the University a positive choice for our local community but can impair graduate access to the widest range of highly skilled employment. 18% of our student body is international and we have welcomed students from 126 countries over the last four years. Of our non-UK students, 74% come from low or low-middle income nations as classified by the World Bank.[3] This blend of internationalisation and diverse home population makes for a rich cultural environment on campus.

The University is over halfway through its current Strategy Map (2018 to 2025) with a vision of being "*an inspiring, innovative University of international renown*". Teaching excellence is prioritised in our 'Inspiring' objectives and KPIs with targets for our NSS metrics to be top quartile and there to be no statistical difference with regard to differential achievement and student outcomes. Our Teaching and Learning Strategy is underpinned by our ethos of academic excellence providing outstanding teaching in an inclusive, authentic and enriching learning community, where every individual is valued and supported towards achieving their potential. We challenge our students to extend their learning in real world situations, supported by lectures, seminars, workshops, practical and lab-work, and promote critical reflection and a strong engagement with underpinning theory and research, based on an understanding that personalised student-centred teaching is critical to success.

Our portfolio is designed around vocational programmes that enhance careers prospects and serves the needs of our communities. 60% of our undergraduate courses are accredited by 55 PSRBs[3] [4] where active relationships with these enable the programmes to retain currency and authenticity. We offer placement opportunities for the majority of courses and work experience opportunities in all of them to ensure career readiness and have 5 stars for employability in the QS Stars Rating, one of only 24 UK institutions to achieve this. The University's Apprenticeship Strategy[5] aligns closely with the University's Teaching and Learning Strategy[6]. We have recently introduced apprenticeships in two areas, business and allied health professions, with the latter having the vast majority of the provision. New partnerships continue to be made, with over 75 employers currently engaging in our apprenticeship courses.

Our teaching excellence is underpinned by our commitment to research and enterprise, having been awarded three Queen's Anniversary prizes since 2015: in 2021 recognising ground-breaking work in advanced measurement in smart manufacturing in our Centre for Precision Technologies; in 2019 for innovation through our Institute for Railway Research, and in 2015 for expanding global boundaries in new music. In April 2022, we received the Queen's Award for Enterprise for our work with international students in computing and engineering. The University has also been awarded an overall 5-Star rating from [QS Stars](#), including for teaching and academic development.

All permanent academic staff are research active, expected to hold, or be working towards, doctoral qualifications and take a research informed approach to teaching to ensure our curricula are current

and offer our students challenge and stretch. Of the University's 900 plus academic staff, 77% hold doctorates, a further 180 have other higher degrees, meaning the percentage of academic staff with higher qualifications   the highest proportion in mainstream English universities (those with more than 100 academic staff FTE). 94% of teaching staff hold teaching qualifications (HESA)[3.] We are joint first in the UK for the number of National Teaching Fellowships awarded, marking Britain's best lecturers in Higher Education, with a total of 20 since 2008[7].

The University is structured around six academic Schools: the Huddersfield Business School **(HBS)**, and the Schools of Arts and Humanities **(SAH)**, Human and Health Sciences **(SHHS)**, Applied Sciences **(SAS)**, Computing and Engineering **(SCE)**, and Education and Professional Development **(SEPD)**. Teaching and learning in the institution is delivered through 21 Departments, and it is highly supported and organised to ensure students receive support and challenge within a carefully structured learning environment. Each School has   members of their School's senior management team and directly accountable to the Pro Vice- Chancellor for Teaching and Learning (PVC-TL). Strategic direction for teaching and learning and student support is set by the University Senior Leadership Team, which includes Deans of Schools, and has oversight of Schools' performance. The PVC-TL reports to University Senate and Council on progress against teaching and learning KPIs, and teaching excellence initiatives. Sited in Registry, under the direction of the PVC-TL, the Strategic Teaching and Learning Team (STLT) develops and manages institutional projects to foster teaching excellence, provides a platform for sharing good practice across all Schools and works with Schools in a targeted way to help them realise their goals. The PVC-TL and STLT also collaborate with the Students' Union (SU) and professional services teams (International Office, Student Services, Computing and Library Services, Marketing and Communications and Estates) to ensure a holistic approach is taken to the development of excellence.

The University Teaching and Learning Committee (UTLC) oversees of the management of teaching and learning, strategic direction and policy development, with reporting lines to and from School Teaching and Learning Committees (STLCs). In order to ensure an inclusive approach is taken to developing teaching excellence, membership of UTLC includes representatives from all Schools, STLT, ADTL/DTLs, the Students' Union and professional services teams. This ensures that academic excellence develops in collaboration with teams responsible for the physical, virtual and social environment involved in the deployment of outstanding teaching and learning.

Our context shapes our approaches to delivering excellence in student experience and outcomes. The disadvantaged nature of our student demographic prompted early investigation into differential achievement through the Intervention for Success project which in 2018 was awarded the Guardian University Award, and the SCUTREA Social Justice Prize. This project crystalised into the Huddersfield Differential Attainment Project (HuDAP) which won the THE 2022 award for *Outstanding work in equality, diversity and inclusion*. HuDAP presents institutional attainment data at departmental level and scrutinises it against all student characteristics; insight from this process is used to target specific and context-driven interventions. It impacts directly on one of the University's strategic goals of no statistical difference for retention, highly skilled employment and degree classification across all characteristics. Work towards meeting this goal is threaded through teaching and learning activity and initiatives across all Schools and Services, and in 2020-21 OfS data confirmed that there were no statistically significant gaps in student attainment for students of Black, mixed or other heritage, a narrowing attainment gap for students of Asian heritage, and no statistically significant gaps across all B.A.M.E. characteristics for student continuation and progression. Judges for the THE 2022 award described HuDAP as a *"particularly robust approach to tackling the awarding gap which is a pernicious and longstanding sector challenge. Huddersfield showed clear institutional leadership and accountability, and it developed a creative, coordinated approach that included a range of aligned*

interventions". The THE Impact Rankings 2022[8], which measures global universities' progress towards the United Nations' Sustainable Development Goals, placed the University of Huddersfield =6th out of 796 institutions against SDG 10 for reducing inequalities (2nd out of 40 in the UK), and in the top 50 out of 746 institutions (16th out of 42 in the UK) against SDG 16 for the promotion of peaceful and inclusive societies for sustainable development. The University holds the Athena Swan Bronze Award, (SAS holds Silver), and we are currently working towards the Race Equality Charter Assessment (March 2023) and the University Mental Health Charter (July 2023).

HuDAP as a capstone project informs our approaches to excellence which are discussed throughout this submission under the areas most relevant to each initiative. However it must be recognised that these are holistic cross-sectional interventions, each covering several of the TEF features of excellence, and this speaks to our work on Educational Gain. They include:

- Transition to HE programmes *Ready Steady Study, Flying Start*, and *Huddersfield Essentials*
- Study support through the *Academic Integrity Module,* Personal Academic Tutorial system, Academic Skills Tutors, Student Guidance and Support Officers, and Library support
- Student wellbeing for learning through Student Services and Disability Services
- Preparation for graduate employment through the Careers Service and *Global Professional Award*
- Staff development through PGCertHE provision, annual conferences, and targeted staff training.

Taken together our initiatives and interventions provide a rich environment where staff work in collaboration with the students, the Students' Union and across academic Schools and Services to deliver outstanding experience and outcomes, placing students at the heart of teaching and learning, and developing with them a well-structured and supported pathway to personal success. Students through their Students' Union are submitting their own TEF submission, and have also been fully involved in discussions, planning and drafting of this institutional submission.

Student Experience
The Teaching on My Course

A culture of innovation and excellence in teaching and learning at course level is underpinned by a range of institutional initiatives which are developed and contextualised through School structures. Extensive use of internal and external data informs our approach and since 2018, we have evaluated non-final-year student experience annually through the Huddersfield Student Survey (HSS) which puts questions to students similar to those in the NSS. The purpose is to enable us to internally evaluate performance and develop amelioration at a point when feedback from students will be useful to them while they are still members of our academic community, rather than when they are ready to graduate.

All staff are required to have Fellowship of the Higher Education Academy (FHEA) or be working towards this as a condition of employment. Academic staff new to teaching are actively supported, with time within workload allocations and mentoring, through a Post Graduate Certificate in Higher Education (PGCertHE) or PGCert in Health Professional Education which confers FHEA status, to enable them to prepare and deliver engaging teaching and learning with confidence. Experienced academic staff are mentored through the direct FHEA application process.

Our minimum expectation for all staff in leadership and management is attainment of Chartered Manager status with the Chartered Management Institute, and since 2017 more than 350 of those in management roles, including the senior management team, Deans, Heads of Department, and Subject Leaders, have successfully completed our in-house CMI accredited Strategic Leadership Programme. Ann Francke, Chief Executive of CMI stated: *"Huddersfield is now the first HE institution- and indeed the first organisation in the world – that is managed and led entirely by Chartered Managers."* The University won CMI's HE Partner of the Year award in 2021 for outstanding positive

impact on the student experience and professional development; and the [CMI Outstanding Innovation and Delivery award](#) in 2019.

Our commitment to the development of outstanding teaching translates into national and international recognition. The University was the first to be awarded the Global Teaching Excellence Award in 2017 by AdvanceHE, celebrating institution-wide teaching excellence.

Staff recognised for excellence in their field, which underpins our commitment to outstanding research-informed teaching,

To foster the sharing of good practice across the institution, all teaching staff participate in peer observation of teaching and the University holds an [annual teaching and learning conference](#) and in 2022 we held our first post-covid conference, with more than 20 workshops and 480 staff participants. The theme addressed authentic assessment and enabled us to look at ways of enhancing assessment practice in a post-covid environment.[9]

A team of Learning Technology Advisors (LTAs) work with all staff to foster excellence in the use of the virtual learning environment and emerging trends in teaching technologies. They are embedded in Schools but also report centrally via their own cross-institutional fora. Academic staff new to the University are supported in understanding our teaching technologies through a structured training programme in the operation and management of the platforms and systems used and are mentored by LTAs. LTAs also develop bespoke training in teaching technologies relevant to the context of their subject and work directly with students, supporting them in navigating our learning platforms through training embedded in academic programmes and in one-to-one tutorials, for example how to navigate the VLE and access specialist software.

Pandemic constraints from March 2020 required a rapid pivot to online learning. Within 8 weeks a new research-informed training programme Moving Your Module Online (MYMO) was developed, drawing on our excellent pedagogic research in SEPD and STLT. Over 1000 teaching staff engaged with the programme in summer 2020, equipping them with the skills and confidence in delivering outstanding online teaching and learning and MYMO is now part of the University's strategic development in the use of distributed learning.[10] MYMO impacted positively on student satisfaction: after one term's experience of blended learning following staff engagement in MYMO, the Huddersfield Student Survey revealed a 7.4% increase in satisfaction in organisation and management of their course and a significant 5.9% increase in satisfaction in the teaching on their course against data from the previous year (HSS of non-final year UGs; response rate 34.5% conducted March 2021).[3] The *JISC Digital Insights Report* into online teaching and learning in HE (Jisc, 2021) also supported this outcome. Two-thirds of both students and teachers at the University of Huddersfield said learning was at least *Good* and 62% of students said our support for them for learning online was *Best Imaginable/Excellent/Good* compared to the sector benchmark of 57%.[11]

We embed intellectual challenge and reach in our programmes, with a philosophy of research-informed teaching, and skills development drawing on experienced industry practitioners who are part of our teaching teams. Courses across the University score highly in the NSS22 against the question *the course is intellectually stimulating,* for example, 15 courses including Chemistry, Design, Costume, Paramedic Science, and FD Nursing Associate all score 90% and above, with 6 courses including English Literature, Geography and Mathematics scoring 100% satisfaction for this question.[3]

HSS22 data signals a high degree of satisfaction from our non-final year students when asked about the teaching on their course, with very good/good responses above institutional NSS scores, and 22 individual courses scoring 100% overall satisfaction.[3] This improvement in *teaching on my course* metrics has fed through with a significant increase in the NSS22 metric and 2022 data from HSS suggests this improvement will continue. HSS also indicates improvements in some challenging areas, for example in the Sports subject area (65% of students arrive without any A-levels vs 46% at University level[3]), where current TEF data indicates we are performing below benchmark. HSS22 data for this area indicates improvement in teaching satisfaction to 81.8%, responding to course restructure and targeted teaching development.[3] A review of NSS and HSS scores for organisation and management indicated improvement work was required in this area, and in September 2020 a Course Leader Training Programme was developed for all in role; we have already seen a 10% increase in student satisfaction (Q15 NSS22 63.7% v NSS21 53.6%) which is now above benchmark.[3] Examples of excellence and innovation in teaching on my course include:

Social work – Our ground-breaking research through the [None in Three](#) centre for the global prevention of gender-based violence informs our social work and health and social care curriculum, particularly the international landscape of gender-based violence and adolescent dating violence and abuse, and supports students' legal literacy in these areas, where data and findings from the project are used in teaching across a range of our undergraduate provision. Our students work with charities and social service users in their final year, for example the Reign Collective, a local charity supporting survivors of child sexual exploitation. Student feedback on the value of this is very positive, and comments indicated it helped them *"to understand better the challenges of complex social paradigm previously explored in the classroom"*.

Nursing and allied health – This is the largest subject area and innovation and excellence in teaching has been supported through more than £1.5 million investment in technology-enhanced teaching suites since 2018, chiefly through the development of high-fidelity (hi-fi) patient simulation provision,   The suites present a very accurate representation of patient physiology to enable students to develop critical thinking and clinical reasoning skills in nursing, operating department practice, paramedic science, physiotherapy and midwifery. It exposes students to critical events which may not be present in placement practice and was particularly useful during the pandemic where access to traditional placements was limited. Feedback from students included   *"in simulation you can see the gaps in your knowledge, and it acts as a stimulus to learn"*.   have been awarded the Queen's Nurse Award since 2018 in recognition of their contribution to teaching and developing the next generation of practitioners. The majority of our apprenticeship provision is based in nursing, and the covid pandemic had a significant impact on this group who were front- line NHS staff. Despite this, continuation for this group is in line with benchmark and NSS22 scores have shown significant improvement[3]. A recent Ofsted monitoring assessment of these courses gave *significant assurance* and inspectors[12] said: *"… in response to a shortage of nurses …this programme very successfully helps local employers such as NHS trusts, general practice and private healthcare providers to recruit and train staff to fill vacant posts… These apprentices take on more complex caseloads of patients and, as a result, become more autonomous practitioners."*

Engineering – Staff identified that students lack experience and confidence in problem solving and therefore developed *Engineering an Activity Based Learning Environment* (EnABLE) which brings together problem, project and design-based learning, and also the Massachusetts Institute of Technology's [Conceive, Design, Implement and Operate](#) methodologies. An EnABLE challenge, which runs across 4-5 weeks, takes an authentic engineering scenario requiring self-regulated student learning, leading to the design, build and test of an engineering solution. The initiative has

been strongly commended by the Department's Industrial Advisory Panel

Computing – Staff improved student engagement in team-based learning in games design and programming by introducing three intensive, week-long game jams as an authentic learning resource. These run across all years of the courses and are supported by practitioners from the games industry including Red Kite Games, Sigtrap Games and Torchbearer Interactive. The effectiveness of collaborative team-based approaches is evidenced through student response in NSS22 to Q22 about having the right opportunities to work with other students which was 10.6% above benchmark[3].

Education and professional development – Courses within teacher training are recognised through NSS data as among the best in the country across all key questions, with students on BA Primary and Early Years education recording an overall satisfaction score of 95.8% in NSS22, and BA Education and Professional Development recording 95% on *teaching on my course.*[3] Course design responds to student and civic need through close involvement of employers as members of course committees and validation events. Collaborative provision is located within this area, with students from 30 teacher training providers registered. The annual Subject Specialist Conference provides an opportunity for students from across CP providers to come together to present their research into an area of their specialism and share their learning. Similarly, final year students on Early Years programmes conduct research into children's rights and experiences and present papers to the annual Childhood Studies *Finding a Voice* Conference, which is designed to enrich students' understandings of their world of work, recognising that many of them are from IMD1&2 and have had restricted life experiences, exacerbated by Covid limitations.

History – This subject is rated in the top ten in the country and best in Yorkshire[3] for overall student satisfaction and students are presented with challenge and reach in research and practice in exploring intercultural contact and influence in history. They are encouraged to think about how different groups engage with history at a practical as well as an intellectual level and this draws on long established relationships with heritage professionals and employers. This includes placement opportunities with the *Mental Health Museum* in Wakefield, Leeds City Museums, and on campus facilities such as Heritage Quay and the *Holocaust Centre North*.

Arts and design - Students moved into a new building (the Barbara Hepworth Building) in 2019. The open studio environment empowers students through the co-location of disciplines within the same learning spaces, including contemporary art, graphic design, photography, architecture, fashion and textiles. Designed for experimentation, students develop, curate and exhibit their work utilising extensive and leading-edge facilities, making use of the innovative space to develop interdisciplinary working using workshops, ateliers and student exhibitions to encourage confidence in creativity. In NSS22, students in interior design registered 100% overall satisfaction, graphic design 90% and music performance 100% satisfaction for *teaching on my course.*[3]

Music – The University hosts two major music festivals, the *Huddersfield Contemporary Music Festival* and *Electric Spring* and students are exposed to a wide range of ensemble playing to support their learning including in brass band;

Law –Removal of covid restrictions meant that the student-run Legal Advice Clinic, which offers free assistance to those who would otherwise have no access to legal help within the local community,

could resume full operation. The clinic, which works in partnership with local law firms including Ramsdens Solicitors, gives valuable experiential learning to the students across many aspects of the law curriculum covering family, contract, landlord and tenant, wills and probate, employment and property law and develops professional attributes and competencies. This subject area has had some issues with curriculum changes and student frustration around covid restrictions' impact on work experience and is currently working with STLT to enhance academic practice.

Marketing - Students undertake civic engagement projects offering free marketing research to local business and charity organisations who do not have the resources to undertake their own. This develops students' marketing research skills and encourages application of their theoretical marketing knowledge to help solve real-world problems. Feedback from local organisations signposts the commercial benefits of this work, including *"we re-launched last week and the response has been phenomenal"*, and *"we found their reports extremely helpful"*. [13]

Applied Science - Problem based learning is used extensively across all science programmes where practical work is foregrounded and students allocated significant amounts of dedicated laboratory time across all years. The coverage and approach to Analytical Chemistry, for example, was "commended" in the Royal Society of Chemistry degree accreditation visit 2018[14]. The Chartered Society of Forensic Sciences accreditation in December 2021[15] applauded *"the extensive opportunities for hands-on experience with analytical equipment"* and *"the impressive integration, coupled with the development of the technical staff into the teaching of the course, particularly the practicals".* Student satisfaction in this area is high, scoring 84% in NSS22[3] and comments in the NSS reflect this: *"Lab sessions have been a highlight...it's insightful to see things taught in lectures in action"* and *"I've enjoyed the practical work...a lot of the time this is how I learn and things stick".*

In summary, a number of our courses routinely score very highly for student satisfaction on teaching, for example Geography 98.6% and Education and Professional Development 95% in the NSS22.[3] A small number of areas which score below benchmark are supported through interventions, either within School or through the STLT. For example, staff in social science are building active learning into their curriculum in response to student feedback and have created their own staff handbook so that good practice in managing student interaction and engagement is shared and becomes more consistent across the Department. In Architecture, low confidence in using teaching technologies was linked with lower scores in teaching, and intensive workshops and mentoring was deployed by STLT in this area in 2021. In each case, there are early signs of improving student satisfaction with better scores registered in 2022 in these areas, and close monitoring and support continues.

Assessment and Feedback

All programmes use a broad range of assessment types and innovate in assessment practice, with a focus on authentic assessment *for* learning, operating to a University Assessment and Feedback Framework which has been co-produced with students to facilitate progression and attainment. There has been a continuing move away from a reliance on the standard essay and exam approach towards assignment design which is inclusive, challenging and authentic for the context of the area of study, in line with the University commitment to embedding the development of graduate attributes within the curriculum. Feedback is required to be full, helpful and timely and returned to students within three working weeks. Schools are encouraged to include low stakes early assessments, designed to build confidence and introduce students to the expectations of university assessment, and to use feedback as an improvement tool.

Student satisfaction in the NSS against assessment and feedback is outstanding, consistently significantly above benchmark (5.8% above in 2022) with programmes in Geography, Interior Design, Paramedic Science, Education and Professional Development and Business Management (degree apprenticeship) all scoring over 90%.[3] This is a reflection of central support for assessment design

through workshops and careful monitoring of practice against policy. The Teaching and Learning Conference themes have recently had assessment design as a focus, in 2018 *Diversity in the curriculum: designing learning for all our students;* 2020 *'Closing the Gap' revisiting assessment and feedforward;* and 2022 *'Inspire'* *with keynote on authentic assessment.* Our approach also links with the work of HuDAP which enables us identify the most appropriate assessment strategies for students in their context through annual evaluation of course and module attainment data.

External examiners rate assessment and feedback practice as excellent across a range of our provision and recognise innovative approaches, for example through the use of real-life projects developed with industry partners (as collated in our External Examiner Feedback Database). The majority of courses have final projects, where they encourage innovation both in terms of their approach to research but also in skill and practice development. [16] [17]

Developed in partnership with the Students Union, the University's Academic Integrity Module takes students through the definitions of academic misconduct with advice on how to ensure they are working with integrity in preparing and submitting academic assessments. Completion of the module is contingent on students passing a quiz which reviews their understanding of key issues. Students are encouraged to complete this before they submit work for assessment. In the first full year of normal (non-covid) deployment in 21/22, 12,654 students completed the summative quiz (74%).[18]

Each School employs Academic Skills Tutors (ASTs), LTAs and specialist technical staff, for example science technicians or drama studio technicians, who work with students in groups and also on a one-to-one basis to help them understand and interpret assignment briefs and support them in developing good academic practice, for example structuring assignments and referencing citations.

Within the context of the University Assessment and Feedback Framework, assessment design and management is contextualised to the subject area and is informed by HuDAP insights. For example:

Engineering - Students follow an innovative Score As I Learn (SAIL) approach which uses frequent low stakes assessment from the first week of study, building to an amalgamated assessment score at the end of the module. Its philosophy is to provide a helping hand to students in their academic journey, rewarding those engaging well and awakening those that fall behind to start engaging with tutors and gain confidence in their abilities.[19] It draws on problem-based learning, split into weekly gateway activities, with frequent early feedback opportunities. Student feedback on this approach via module evaluation has been highly positive, with reference made to building academic confidence and encouraging early engagement. The development of SAIL was in response to the need to develop positive study habits and early student engagement and has led to improved engagement and attendance in engineering and technology programmes, and in the NSS22 student satisfaction for the school against "marking and assessment has been fair" is 7.8% above benchmark.[3]

Education and professional development – Portfolio-based assessments are designed to be professionally relevant, and to enable experiential learning and theoretical ideas to be embedded and mutually supportive so that each informs the other. For example, in *Developing Language and Communication for Learning*, an Early Years Education module, the assessment tasks students to create a story sack containing materials that a practitioner could use in a primary or early years setting to develop children's language skills and articulate the rationale for this design: the story sack is an authentic and creative product enabling students to demonstrate their theoretical understanding.

Strategic management - Students take part in a simulated wargames assessment where within tutorials they are exposed to games of increasing complexity related to a particular element of their assignment, with the aim of enabling them to grasp complexity, ambiguity and uncertainty in relation to business environments. Module evaluation indicates students enjoy the challenge of this approach to assessment.[20]

Biology – The PSRB (Royal Society of Biology) complemented the breadth and popularity of the computational projects where students are encouraged to engage with big data, an important skill in

the graduate job market. Biology students choose laboratory or computational projects, the latter are an example of how a laboratory-active discipline can accommodate accessibility.[21]

Academic Support

Our strategy on academic support recognises that students need personalised learning and that support must be tailored to the individual and seamlessly connected to personal and social support. There are a number of institutional initiatives enacted at School level and adapted to take account of the nature of the courses and student need.

One of the factors of our unique context is the low proportion of students who arrive at the University with 3 A-level qualifications, a result of the study programmes chosen by our feeder schools and colleges. Only 32% of first-degree entrants had the full complement of three or more A-levels, for the others there is a mix of BTEC (44% have some form of BTEC qualification)[3], fewer A-levels, or other level three qualifications. HuDAP, in a detailed intersectional analysis of internal data[22], identified BTEC qualifications as the biggest determinant of lower attainment, suggesting a range of interventions including the need for intensive early academic support to better enable our students to achieve their best. This has led to a sophisticated institutional tool kit, including transition initiatives, academic skills development, technical support and access to specialist learning support and resources to ensure students are secure in meeting the expectations of higher education engagement and assessment.

Our students' introduction to the University is purposefully scaffolded: before they arrive, they are invited to engage in the *Ready Steady Study* resource, moving into the *Flying Start* programme during the first few weeks of term, underpinned and supported by the *Huddersfield Essentials* resource.

Ready Steady Study, developed in collaboration with our student community, is electronically distributed and promoted to all students in the weeks prior to commencement of first year programmes; it provides practical guidance about the first weeks of term, foregrounding what to expect, identifying basic study equipment (introducing key software platforms), signposting access to welfare and support services and introducing the people they will meet who can support them in their first weeks at university. It is complemented by live online sessions where students have the opportunity to meet and talk to staff from across the University before they arrive. This primes new students for the community building activities embedded into our face-to-face *Flying Start* induction programmes.

Flying Start (winner of [2018 Guardian University Awards, Course and Curriculum Design Award](#)) is designed to build communities of enquiry within student cohorts during their first two weeks as undergraduates, to enhance continuation and to introduce the expectations of learning in HE at Huddersfield and how they should manage those expectations. It was developed at institutional level but is adapted and contextualised at course level. For example, journalism students begin team building from day one, through generating and producing journalistic work using cameras and recording equipment around campus and the town centre. This provides immediate exposure to the people, environment and equipment they will work with across the three years of their programme while at the same time undergoing induction to the wider university. Graphics and animation students built a collective video presented at a local venue building confidence in the development of creative understanding and technique alongside exposure to useful methods and equipment.

From its inception in 2017 when eight courses (800 students) worked with *Flying Start*, the value of its central principles was quickly recognised and embraced by all Schools.[23] This initiative is now operated across over 90% of our undergraduate courses. It encourages students to take a professional approach to their studies, builds early confidence and sets out our expectations around time commitment and behaviours. *Flying Start* starts to build an inclusive learning community and is

augmented by online resources preparing students for their academic journey via *Huddersfield Essentials.*

Huddersfield Essentials is a resource in the VLE, co-produced with students, which provides ongoing support throughout the lifetime of the student's programme and signposts all students towards relevant supporting structures and initiatives for university study, self-directed learning and well-being. It includes online video help guides, booking systems for personal one-to-one support from all student services, key information about library support, and also help in accessing technical equipment and IT resources.

Students access key services through a gateway app MyHud, which was co-produced by the University and SU following significant student consultation. Providing single sign-on to services including timetables, email, the VLE and library services, there have been more than 48,000 downloads of MyHud since its launch in 2020 across a range of platforms, and each year students have accessed this resource more than 4 million times. MyHud enables students to get the right information at the right time so that they can focus on their studies. Feedback from students and the SU is that this has been a successful development and this is validated by the high volume of traffic.[24]

At School level, support for students is outstanding, delivered through a comprehensive matrix of teams of Personal Academic Tutors (PATs), Academic Skills Tutors (ASTs), Student Guidance and Support Officers (SGSOs), Careers Officers, Placement Officers, Graduate Teaching Assistants (GTAs), LTAs and technical support. Each role is contextualised to the area of study. All academic staff are expected to work as PATs to named groups of students who they remain with throughout the student's time at the University. PATs work in alignment with the institutional PAT Policy[25] which was co-produced in consultation with students who had indicated that low attendance at earlier iterations of the tutorial system was a reflection of students' desire for tutorials to support academic progress, and not just provide a checkpoint for a wellbeing review. PATs meet with students at a minimum of five points in a year and, whilst wellbeing is still part of the PAT role, their focus has shifted towards a reflection on student academic performance, helping them lever the best out of their personal university experience and identifying and signposting relevant additional support, including career planning. PATs are central to the individualised approach to student support which underpins the University strategy and philosophy, and they are supported in this function through a resource within the VLE which contains guidance, suggested tutorial structures and also holds individual PAT records.

Alongside their role in assessment, ASTs within each School work with academic teams to embed study skills across all levels of study, run workshops and seminars designed to enhance self-directed learning strategies, and offer one-to-one appointments to all students who request bespoke additional support. They liaise with academic teams and School committees to identify changing trends in study support needs and help the institution take a proactive approach to planning targeted and impactful interventions to help students get the most out of their studies. The work of ASTs is contextualised by subject, with specialists in mathematics working in the SAS and SCE, and staff with experience in teaching professional English supporting international students. Students report very high levels of satisfaction for ASTs with a survey of AST provision in SAH in 2021/22 indicating that 100% strongly agreed/agreed help from ASTs was useful, and 87.5% strongly agreed/agreed AST support had helped them improve their work, with positive comments including *"my writing became more reflective rather than descriptive and the tutors gave advice on how I could apply this to my dissertation".*[26]

Each School also has SGSOs who provide first line welfare support, for examples helping students navigate extension and extenuating circumstances systems, operate attendance monitoring reviews and engage with students at risk of withdrawing from study. They often serve as the first contact point for students struggling with mental health and signpost professional wellbeing services and much of their work is contextualised to the School need. For example, in SAH, they work with staff and

students to develop the annual show, a multi-disciplinary public exhibition of final year student work. In SEPD they use attendance data and referral from course leaders to identify students that may need help to catch up. They structure the development of student autonomy with support tapering off as students progress into their second year. International students also have access to specialist SGSOs for help integrating into English academic life and also with academic language, and the International Student Barometer Spring 2022[3] indicated 100% satisfaction in SEPD for communication with tutors and 93% satisfaction for Learning Experience.

School-based GTAs are a direct response to HuDAP data which highlighted the need for more transitional support, and they work alongside first year students helping them develop their study skills to ease into the expectations of HE. They run study skills drop-in sessions offering one to one support and also basic skills workshops including sessions on time management, and how to get started on essay writing. These posts are part-time fixed-term salaried positions for recent graduates from the University, who engage in our teacher education programmes and undertake part-time PGR study. They benefit our postgraduate community and our undergraduates who are able to gain support from staff who have recently experienced the challenges of undergraduate study themselves within our context. GTAs are a highly valued resource as set out in peer reviewed journal *Arts* which explores the role and impact of GTA in creative arts at the University.[27]

In SCE, GTAs organise and run a peer-assisted learning scheme where students who have recently progressed into second year with a 2:1 average or better participate in selected first-year tutorials and practical sessions as support tutors. Peer assisted learning is also used extensively in social science, and music programmes to build community and support transitions. There are currently 12 peer assisted learning leaders in music and feedback from first year students includes *"it was helpful to hear specifically about what we would need to do from a students perspective rather than just an assessment criteria"* and *"we were fortunate to have very friendly PAL leaders who ultimately became our friends as well and helped us adjust to university life well."* [28]

Disabled applicants and students are supported by Disability Services who co-produce Personal Learning Support Plans (PLSPs) which identify the support and adjustments required by students during their studies. In the 21/22 academic year, there were 2542 disabled students (2289 in 20/21), comprising 14.9% of the student population (13.5% in 20/21), of whom 92.6% (95.3%) were registered with the Disability Service.[3] The implementation of these plans is managed at School level by disability co-ordinators, who ensure that all staff are aware of the adjustments and support students need.

We operate a robust suite of inclusion by design measures, such as Lecture Capture, auto captioning functions (MS Teams and PowerPoint), deployment of MS inclusivity checker and Blackboard Ally, alongside the standard provision of lecture slides in advance (within the VLE). These provide independent access for disabled students but, also offer benefits for the wider community of learners. A number of these initiatives were requested by students and developed in collaboration with representatives from the SU. Our Inclusivity Checklist is applied and reviewed by Registry, academics, the Students' Union and Disability Services when courses are validated or revalidated. All TEF metrics are broadly in line with benchmark for students who identify as disabled and materially above benchmark for both *Learning resources* and *Assessment and feedback*, which validates the success of our inclusion practice measures and additional support for disabled students.

The International Student Experience Group (ISEG) works with Schools to ensure overseas students are integrated fully into their academic programmes. The ISB 2022[3] showed an overall satisfaction of 89%, (UK average 88%), with the second highest response rate in the UK demonstrating good engagement with the survey. The satisfaction score for "studying with people from other cultures", an indicator of integration, scored 93%. The University recognises the challenges incoming international students face and the ISEG coordinates a range of actions to help these students integrate and

succeed. A programme of inclusive events ranges from inter-School sports competitions to celebrations of different cultures, while the Careers and Employability service provide dedicated sessions for international students.

Contextualised academic support at School level includes:

Science Extended Degree (SED) – This programme supports students who did not meet entry criteria into named undergraduate programmes through an extensive, year zero, multidisciplinary approach. Teaching teams are supported by specialist ASTs, one of whom has experience of delivering the science curriculum in secondary education, to enable best practice in tapering the teaching and support to prepare students for year one of their chosen route, responding to the need within our local context. Maths is frequently a barrier to successful entry to science, and we also deliver a maths bridging course between year zero and year one as part of *Flying Start* in this School. This reinforces mathematic skills but also serves as a diagnostic tool so that additional help can be deployed by ASTs in mathematics during year one. The impact of SED is in student attainment: since 2017, 296 students from SED have completed a science-based degree with us, 197 gained good degree outcomes, 20 were awarded Masters level qualifications, and 13 gained PhDs. In 2021, 56% of the graduating cohort of Optometry started on the SED programme, and of these, 90% gained good degree outcomes.[29]

Sports and exercise – Students are supported in the development of critical thinking, problem solving and academic writing through participation in a Journal Club which was created to develop student interaction with research papers and build academic confidence. Student feedback[30] includes: *"… my academic skills greatly improved, especially in relation to my ability to critically read journal articles and interpret data...Journal clubs also provided me with the opportunity to socialise with peers and academic staff."*

HBS – All international students are supported in developing English language skills and take a Business Learning Development module to help them navigate assessment, an initiative which has been well received by students[31]. These have helped improve good degree outcomes for international students, which increased from 56.4% in 2017/18 to 77.7% in 2020/21.[3]

Learning Resources

The University has invested more than £120 million since 2017 in facilities for students, and 96.5% of the estate is classified as Grade A and B (HESA EMR 20/21) which puts us in the top 5% in the country for building condition.[3] Recent developments include the Barbara Hepworth Building for Arts and Humanities, to provide interdisciplinary studio spaces for creative teaching and learning; new cross-disciplinary large-scale laboratories and refurbished multi-use teaching spaces in Applied Sciences, including a new optometry suite; refurbishment of Student Central space to provide a student hub encompassing front line student support services; studios for the new Yorkshire Film and Television School; the Oastler Building for humanities and business teaching with a new law court and large conference space; the Laura Annie Willson building which provides leading edge facilities for engineering students, including a "smart house" for study of automation, smart goods and services, to be employed in the built environment.

As part of the current digital strategy (£28 million investment) there has been significant investment in new technology platforms to support teaching and learning. In 2018 we moved to a new virtual learning environment Brightspace, developed by Desire 2 Learn, which presents a modern interface designed for accessibility across mobile devices as well as through traditional IT. As early adopters of this platform, staff and students had significant input into its development. Students worked as consultants throughout the commissioning process, including the choice of the new platform and the development of training for staff and students in its deployment. Staff training on content, structure and deployment was mandated and fully supported through workshops. Staff and student satisfaction

with the new VLE was evaluated via a survey (321 student and 154 staff participants), 47 student panels, and 56 individual student interviews to understand priorities for ongoing platform improvement, which has led to a deep and rich understanding of what works well for our students.[32] General feedback via student focus groups suggested that student satisfaction on the platform's functionality on mobile devices was a significant improvement over the previous VLE, helping unlock learner potential because of the accessibility of the platform from any device. The number of VLE logins in 2021 was 67% higher than in 2017, when the old platform was phased out. Our innovative approach to exploring the functionality of the platform with our students has led to our recognition as experts in developing Brightspace for blended learning in HE, and in 2022 we were invited to address the D2L Europe and Middle East Alliance Conference about our experiences and deployment of the platform and participate in round table discussions to share best practice with other European HEIs. Training in best practice in the use of Brightspace is a requirement for all new staff, with regular updating events throughout each academic year to develop excellence in the use of teaching technologies. This prior embedding of VLE functionality was critical in the successful implementation of online learning during covid.

In responding to pandemic disruptions between March and July 2020, the University ensured all teaching staff had access to technology in their own homes to enable the continuation of high quality teaching and learning. The majority of students at the University are from low-income households and often experience digital disadvantage. To mitigate against this, the University introduced a Laptop bursary providing 569 (20/21) and 432 (21/22) awards to enable those from low-income households to purchase their own equipment. All students were provided with the specialist software they needed to continue to engage in teaching and learning. We ensured every student had a dynamic workspace integrating multiple core systems (including integration of Teams with the VLE, timetabling and the student portal). This offer meant that students were able to self-serve their needs intuitively, locating online synchronous and asynchronous activities, reviewing recorded content, learning on their chosen device and accessing digital tools. For the year 2020-21, over 54k online synchronous sessions were delivered seamlessly. The success of our approach was recognised by Microsoft and we were invited to present our innovative use of technology to the wider sector.

The library has specialist academic librarians attached to specific disciplines, who support students in the development of their independent learning and information seeking skill, including referencing during both the induction period and throughout the academic year. In 21/22 this included 350 induction and information skills sessions, as well as bookable individual appointments (with 450 booked in 21-22) relevant *LibGuides*, video guides (including one on referencing which has been viewed nearly 30,000 times), bespoke teaching, and the 15 different Library Live bookable workshops (introduced during the pandemic). Named subject librarians develop close relationships with academic Schools to ensure there is effective two-way communication to promote library services to academic staff and students and also respond to local need in access to resources.

Our CLS commitment to excellence in delivering the student experience is recognised through the Customer Service Excellence Accreditation (CSEA), which it has held since 2014. In 2022 it was commended by CSEA assessors for its *"exceptional, exemplary and innovative practice"*.[33] CLS also holds Service Desk Certification, a globally recognised best practice award conferred by the Service Desk Institute, one of only four Universities in the UK to hold this award.

In recognising that many of our students are from low IMD households we ensure that they have easy access to the resources they need for study. Since 2018 the Library has opened throughout the University's close-down period at Christmas and on a 24/7 basis between early November and late May in response to student need. This is in addition to the provision of a 24/7 Computer suite which is open every day of the year. The University Library also remained open as far as practicable throughout the pandemic because of its critical importance to students disadvantaged by digital

poverty. To help students with their own technology at home, we provide 24-hour access to IT Support via multiple channels (face-to-face, phone, email), with out of hours support via phone by Northumbria University Managed Services (NorMAN).

The self-service laptop loans scheme was initially introduced in 2013. Its popularity and value to the student body has led to a significant expansion and investment in the service. Since 2017, the number of available laptops has increased from 108 to 276 (155%); over £250,000 has been invested in new and refreshed equipment. Huddersfield is one of only a small number of universities that permits the laptops to be borrowed and taken offsite, an important policy in supporting our students. Since 2017, an average of 15,000 loans per annum has been recorded.[34]

At School level, significant capital investment ensures students have access to state-of-the-art equipment to support learning:

SAS - Students benefit from the recent refurbishment and this increased capacity for practical work was commended by PSRBs and is important for graduate skill development.[15] Optometry is a recent additional to the School's portfolio and has seen considerable investment in technical resources including our Eye Clinic; this collaborative development with Valli Opticians is unique in the UK and offers students the opportunity to gain invaluable experience of working with patients presenting with a variety of eye care issues, within a real optical business environment.

SAH - Students have access to bespoke stores and facilities for drama, music, film, media and art and design where students can book industry standard equipment and specialist production rooms as needed, for example a fully equipped television studio and AVID editing suite, Joint Audio Media Education Support (JAMES) approved music technology studios and dedicated print rooms, laser cutting and 3D design. In September 2021, the University invested in a new Yorkshire Film and Television School (YFTS), responding to the skills gaps in key creative industries such as film making, television production and content creation. This includes the newly created Stewart Film Studio which provides high quality industry-standard resources including the first ARRI sky hoist and lighting rig installed in any UK education setting, allowing students to programme lighting to simulate any environmental conditions when studio filming. The facilities enable a multi-disciplinary approach developing a cohesive community of learners. The YFTS has strong links with important industry partners such as Screen Yorkshire, ARRI and RED (camera manufacturer), while consolidating our existing relationships with the BBC and a range of independent production companies.

HBS – Students benefit from a secure Trading Room, equipped with industry leading Refinitiv professional software, which provides a simulation of what it is like to work in the financial industry and experience of financial market environments for students on accounting, finance and economics programmes, a mock Court Room for simulation activity in law and social sciences and an Executive Education Suite. Creation of professional environments is important for HBS students, who come largely from widening participation backgrounds, to help develop cultural and social capital and confidence and levelling the field for them as they move into their chosen career.

SCE – Mechanical, automotive and electronic engineering students are supported by the resourcing of special automotive engineering workshops and the collaborative student initiative Team HARE, the University's Formula Student project. Through designing and building a racing car for the UK competition (run by the Institution of Mechanical Engineers) students from foundation through to masters-level work collaboratively, gaining leadership and project management experience. Team HARE is proud to be amongst the UK's most established and professional teams, having first entered Formula Student in 1999, and in 2019 ranked as third in the UK, and most improved team overall.

SEPD – As well as physical and virtual facilities to support teacher development, academic staff also produce key textbook resources for students and the wider HE community. This is especially

prevalent in SEPD and demonstrates their expertise and commitment to research-informed practice in teaching and learning. For example, McMahon, S and Dyer, M (2019) *Advanced Work-based practice in the early years: A guide for Students,* Routledge. [35]

SHHS - Learning resources support a growing number of healthcare students, currently more than 2600 per year, using multiple technologies in a co-ordinated and orchestrated design, with significant investment in the latest technologically advanced simulators. Students in Operating Department Practice placements are currently participating in a pilot teaching and learning project[36] using Realwear, a camera headset with hands free design and voice activated functionality, which gives a first-person eye view. The images are transferred over an MS Teams platform allowing remote teaching/mentoring from a clinical environment to the classroom, providing a quality learning experience and access to the theatre environment to acquire clinical knowledge and skills which is otherwise difficult to secure. HHS also won a bid for £20,000 from Health Education England[37] for development of simulated learning environments to provide 124 licenses for Incision Academy, an online accredited e-learning platform which has a large video portfolio demonstrating the best standards of surgical care and perioperative practice. It uses interactive 3D anatomy models and is able to measure and track competence. This technology alongside the Realwear technology, is being used to facilitated alternative placement days for students in operating department practice fields and also for case study-based learning.

Student Voice

Student Voice structures and practice at the University are organised to actively encourage effective student-staff collaboration in the development of teaching excellence and the student experience. At institutional level, staff student collaborative approaches underpin key initiatives including the commissioning of the VLE, the design of transition to university systems and structures (*Flying Start, Ready Steady Study, Global Professional Award)*, and the development of estate to better enable teaching and learning. For example, feedback on placement opportunities has fed into the development of on-campus podiatry and optometry clinics and work on understanding the commuter student experience has led to the development of tailored social spaces and storage areas.

At an institutional level, the SU Executive officers are members of Senate, Council and UTLC. They meet with the PVC-TL weekly, and work with STLT, Registry and academic staff directly in the development of policy and practice to ensure that the student voice is systemically embedded. Examples of the effectiveness of our student voice structures are through the timetabling of exams to ensure they avoid periods of religious observance, the launch of Turnitin Draft Coach, and work with the DVC at national level to ban Essay Mills. To support strong staff and student collaboration, the Course Leader Training Programme mandates a session on *Working in Partnership with Students.* Led by members of the Student Union, the session helps to set a culture where students are placed at the heart of the management of teaching and learning and staff are encouraged to understand the importance of staff student collaborative working.

Work on the student voice over the last four years has culminated in the NSS22 score for student voice being materially above benchmark (69.5% against 66.5%)[3]. This is especially important given the difficulties of enacting all student voice mechanisms during covid years. This increase in student voice score in 2022 compared to the previous year is replicated across all demographic groups of our student population which suggests progress in our work towards a "culture of listening to all", which is one of the strands of our EDI framework.[3]

The University's Global Campus initiative provides a platform for international students to make friends, share their personal cultures and engage fully with student voice at all levels, from course panel meetings to standing for election as a student officer. Events include the

Global Tea Party, Diwali, and the Intra-Schools Sports Tournaments, and more than 1000 international students took part in a food festival, fashion show and Spring festival celebration in 2021.[38]

The University operates student feedback systems including course evaluation and an automated Module Evaluation 360 system which collects feedback to inform improvement plans which are in turn shared back with students. Schools use NSS, HSS and course and module evaluation data to take an informed approach to action planning, and work to respond quickly and appropriately to student feedback.

Within Schools, each course recruits student representatives from each year group, who are trained by Student Union officers to be the effective student voice for their peers. There are between 700 and 800 representatives appointed each year, who attend Student Panel meetings where they discuss course business with their course leader.[39] Issues raised are noted on a rolling log which is then tracked through to action taken and sign off. Members of the panel attend Course Committee Meetings where they present matters for the committee's attention, and these in turn are passed to the STLC which monitors progress towards resolution of actions. Student activity as student reps is accredited by Kirklees Volunteering (a local authority run scheme).

Each School also has a range of student voice mechanisms (examples below) in addition to the student panel and these are actively facilitated by SGSOs and Student Rep Assistants, paid posts funded by the SU. Dialogue is at the heart of the way that we work with our students in that we aim to build strong relationships where students and staff demonstrate mutual respect for each other's needs and situations. This approach is foregrounded in our student regulations and helps to ensure that we address issues as they arise through active listening, respect and commitment to shared purpose, and examples at School-level include:

SAS -   said their cohorts were worried about the lack of practical experience because of pandemic impacts on teaching. This resulted in the Department of Chemical Sciences putting on a significant number of extra catch-up practical sessions for students before they entered their final year, giving them confidence and competence in the management of their final year projects. They secured funding from the Royal Society of Chemistry to support students in engaging in this initiative.[40]

SAH – The School shares information with students through newsletters, emails and VLE notices, and SGSOs facilitate 360-degree feedback systems, including informal coffee and cake meetings, a feedback mailbox, and promotion of student panels. In May 2022 they incorporated a *Thank-you Wall* into the School's annual show where students were invited to send comments to other students and staff in appreciation of things done in the previous year, which elicited more than 100 contributions from their community.

HBS and SEPD – Following requests by students in panel meetings, these Schools developed common rooms, especially for commuter students, where they can work and socialise away from noisy communal areas. SEPD hosts the majority of our part-time students (although these are very low in number – 160 respondents across four years in OfS metrics). Given some concerns around academic support and teaching and learning within this group, they have worked with the SU representative to ensure part-time students have their own channel through which to communicate feedback, reflected in the part-time student voice metric which is in line with benchmark.

Student Outcomes
Continuation

The University performance against continuation benchmarks is robust with an overall indicator of 91.4% against a benchmark of 90.8% (full-time). We are also in line with benchmark for the majority of our demographic splits, particularly those associated with ethnicity, disability, sex, age, and IMD.

This is particularly striking when taking our context into account with the demographic distribution of our students and the external challenges they face. For apprenticeships, continuation is in line with benchmark (although we have relatively low numbers of students on these programmes) and for part-time students we are materially above benchmark.

Strategic initiatives across the university support student continuation, underpinned by transition projects *Ready Steady Study, Flying Start* and *Huddersfield Essentials* as discussed in earlier sections, to help students quickly settle into higher education and become embedded in communities of learning within their own discipline. An early evaluation of the impact of *Flying Start* following its pilot year in 2017 demonstrated an improvement in retention of 8.5% for the eight targeted courses which participated and an uplift of 0.9% against other courses at the University in the same year. The success of *Flying Start* led to its wider adoption across the University.[41] In addition to transitions projects, many other areas of work contribute to enhancing continuation of our students, for example, SAIL, PATs, SGSOs, ASTs, GPA.

In line with initiatives to create a sense of learning community all students are auto-enrolled into academic societies to provide a space for students to come together informally but linked to their areas of study. Our SU was the first in the UK to successfully auto-enrol students in this way, and Schools provide funding and resource for this activity.

The University has a holistic approach to monitoring the attendance of students by an electronic automated swipe system, linked with the timetable. Five years' worth of data demonstrates that there is a very strong correlation between attendance and performance and this holds true across all subject areas (range of $r=0.21-0.34$ across Schools). In our context it is important that students engage with a community of learning, develop group working skills and the social capital needed in order to gain graduate level employment. This combined with the fact that the vast majority of our subjects are vocational and practically orientated means that attendance on campus is a critical factor in continuation and attainment.

School staff identify students who have not been attending and/or engaging with their studies (through attendance monitoring and individualised VLE engagement statistics) and liaise with academic staff, SGSOs and PATs (see Academic Support above) to offer support to students in catching up and getting back into the classroom. Also, staff working in SGSO roles identify 'at risk' students at the beginning of each year, that is students who have returned from suspension of study, have any trailing modules or who have just completed a year in industry, so that course leaders and PATs can work with them to ensure successful return to study and completion of their programme.

At School level, interventions to improve continuation have been further developed and contextualised:

SAH, SHHS and SEPD - A number of courses use transition days at the end of years one and two to allow students the opportunity to reflect on progress and discuss their next stage with peers from the year above. This presents a good opportunity to capture common issues identified in students' work during the intense period of assessment at the end of the year and deliver targeted study skills in anticipation of student need for the following year. It also allows staff to present some structure to the summer break, to give students some things to usefully reflect on before returning in September. In Criminology, this is badged as *Flying Finish* to complement *Flying Start* and is useful in raising self-awareness of personal achievement. In humanities subjects, Transition Day is a combination of short, interactive skills workshops, celebration of extra-curricular achievements and community contributions, PAT engagement, and peer mentoring across year groups. Student participants have said they found this initiative helpful in giving them confidence in "moving up" to the next stage of their studies. In SEPD, part-time students are also taught at the weekend rather than in the evening to enable greater participation for those with work/caring commitments.

HBS - SGSOs work with professional services and academic staff to coordinate engagement activity throughout the year, for example the Business Breakfast event in October where external speakers were invited to talk to students from across the School. They run a summer programme for students identified 'at risk' of disengaging from their studies and maintain contact to ensure that they are well supported and make a strong start when they return.

SCE – The guidance team developed a range of resources to support student transition to HE, including *Maths Matters,* sessions that students who need additional support in understanding foundational maths can book onto. Each session starts with a theme, but students then guide the session to cover areas they have identified as being challenging for them. Students can also book one-to-one maths study support. SGSOs run *Study Matters* which develops study skills, *Prepare to Study* for groups of up to six students to help develop good approaches to study, and *Attendance Matters* where students who have missed time in taught sessions can get help to catch up. To raise engagement in these initiatives, students who attend and participate are entered into monthly prize draws for £20 vouchers. The impact of this outstanding series of interventions in SCE has led to improved continuation across the School, with interruption of studies and withdrawals falling from 48 in 2020/21 to 32 in 2021/22 (8.0% to 5.8%).[3]

One area where continuation is not as high is in first degree with integrated foundation year. The foundation provision is mainly located within the School of Applied Sciences (a smaller number reside in SCE) where a foundation year is offered to students who did not meet entry criteria for STEM programmes at the University via the Science Extended Degree (SED) and covers modules in (and hence impacts subject data in split metrics) Biology, Chemistry and Mathematics. It is a result of many years' partnership working with feeder schools and colleges in the Kirklees, West Yorkshire, Oldham and Greater Manchester area to offer a route into science. It responds directly to the local context and need, where students, many from disadvantaged backgrounds, need a more carefully scaffolded foundational programme to enable them to be successful in undergraduate STEM study. The risk associated with SED is that it is often the last chance for students to access science programmes, and despite highly structured support for learning through the deployment of specialist teaching staff and a special focus on mathematical skill building, there is a higher attrition rate here than other programmes in the University. There are cultural, deprivation and financial circumstances that contribute to low continuation. To those who do continue on the course to successful graduation, SED has offered a high value opportunity which would otherwise be denied to students who required slightly longer and more intensive study to bridge the gap into undergraduate science programmes. SED is a mature initiative which responds directly to the University's Access and Participation effort and local context.

Continuation and engagement are grounded in making students feel safe and secure and there are many ways that we work to ensure this on an inclusive campus. This includes work on the *[Share Support and Shape Our Culture](#)* media campaign, delineation of social and study space, work with the SU around spiking and safety during extracurricular activities (for example the *Ask Angela* campaign), briefings by the University campus police officer and an anonymous incident reporting line. The University Equality, Diversity, Inclusion and Ethics Committee maintains strategic oversight of initiatives to address harassment and sexual misconduct across our community and recent initiatives have included a trauma-informed review of the student regulations, investment in an enhanced staff training package and improvements to student-facing web pages to signpost support.

Completion

Our overall performance against completion benchmarks is outstanding. We are also in line with, or materially above benchmark for the majority of our demographic splits, particularly those associated with ethnicity, disability, sex, age, and IMD, and for part-time students. This is a testament to our approaches to excellence in teaching and learning throughout the student journey as set out above,

particularly academic support, and is also integrated with our work on assessment and feedback, and the attainment gap (HuDAP) as the innovation and diversity of assessment allows students to play to their strengths, succeed in their studies and complete their degree. As well as facilitating completion of study, the HuDAP project has had an impact in reducing the attainment gap also discussed above. This project has produced a compendium of good practice that collates work done centrally and in all Schools towards reducing the gap, a valuable institutional resource for cross-fertilisation of HuDAP action planning to target specific interventions as indicated by the data.

The only area where completion is generally lower than the rest of our portfolio is in the Science Extended Degree (SED) and the reasons for this have been discussed above. While completion rates are lower, they are an indicator of success for those that continue to another course from the SED. For example, in 19/20 OfS data shows that of 166 students in the continuation population, 123 (74%) where active at our University, with 31 moving onto Biological Sciences, 30 to Optometry, 28 to Chemical Sciences and 16 to Pharmacy, with others distributed across other courses. A further 28 (17%) were active or qualified at another institution.[3] These are students who would otherwise not have been able to access these programmes.

Alongside the wide-ranging University initiatives to support completion, individual Schools have developed other interventions appropriate to their context to enable a smart and targeted approach.

SCE - Implemented a philosophy of continuous student engagement and feedback in the management of final year projects, following on from the successful deployment of SAIL and EnABLE as previously set out. In the final year, students are expected to engage in ten contact points, enabled through their continuous learning logs, and at each of these stages micro points are awarded (up to 2% of the project final mark) with an interim presentation at the end of term one which is also assessed. This approach better supports students in project design and management and offers a more authentic industry relevant experience, while also leading to more secure completion of studies.

SEPD – The philosophy is to 'meet students where they are and take them where they need to be' and this is evidenced through the approach to Accreditation of Prior Learning and Experiential Learning (APL/APEL). For instance, our BA Education and Professional course has its entry route based on APL. Our programmes have been designed to allow flexibility for the diversity of student body, for instance there are non-placement routes through several of our programmes that enable students who have not been able to meet the demands of practice to be successful on a 'sister' course, e.g. Youth and Community Work and Youth and Community Studies.

Progression

Our performance against progression is broadly in line with benchmark. This is echoed across the majority of our demographic splits, particularly those associated with ethnicity, disability, sex, age, and IMD. Taking our context into account with the demographic distribution of our students and the external challenges they face, this is an excellent outcome. Kirklees MDC is in quintile 1 on the OfS Geography of Employment map and borders other Q1 local authority areas (Calderdale, Oldham, Rochdale and Barnsley). Leeds and Manchester (Q3) are also relatively close but can be problematic destinations for our graduates. [42] Huddersfield is recognised as one of the most socio-economically deprived areas and students face significant challenges in securing entry into graduate jobs where often qualifications alone are not enough to ensure success at interview. They may not have the developed family networks which help them gain the social and cultural capital necessary in highly competitive fields and tend to seek employment close to the family home rather than further afield in Southern England or even in Leeds or Manchester where the larger employers and higher graduate salaries can be found. 66% of those in work or study with known destinations in the UK are in the Yorkshire and Humber region, with 19% within the Kirklees area.[3] The University, Kirklees Council, *The Huddersfield Examiner* (the local newspaper) and the *3M Buckley Innovation Centre* (the University's Enterprise Unit) work together to develop the *Kirklees Top 100* to raise the profile of

Kirklees Businesses. The University's dynamic Careers and Employability Service (CES) interacts with this group to identify demand and supply graduate talent to the local region, and this has proven successful with more than 30 of the companies joining careers fairs or employing our graduates. We also have strong partnerships with the Local Enterprise Partnership (LEP), Mayoral West Yorkshire Combined Authority, local authorities and local employment agencies where University staff sit on the Boards to support the local skills and growth agendas and have contributed to the Kirklees Employment and Skills partnership strategy.

CES operates centrally providing oversight of routes into graduate level careers and the skills required through the development of cross institutional initiatives. Strategic oversight is provided via the University Enterprise and Employability Committee (UEEC) with employability leads from all academic Schools, representatives of CES, Enterprise Unit (EU), SU and Research Innovation and Knowledge Exchange. Each School has its own Committee, which reports to the UEEC, with careers consultants from CES allocated to each School to enable contextualised approaches to employability and enterprise using Labour Market Information procured through Lightcast. This also facilitates the building of relationships with students and this combined CES, School and student group prepares School specific employability plans. The plans detail employability data at course level, monitor and highlight action plans and identify priority focus areas, especially where progression is recognised as a challenge, for example psychology and sports science courses. This approach has been recognised as good practice by UNIAC, the University's internal auditors.[43] The ISEG has a robust delivery plan focusing on employability outcomes for international students, working with UEEC.

CES has delivered several employability projects to date including research into *Barriers to Placement*[44], the *This Student Can* campaign to help raise aspirations, analyses of labour market information and development of employability resources for staff. CES is accredited by sector bodies including the Association of Graduate Careers Advisory Services and Association of Managers of Student Services in HE, Institute of Student Employers and recently received an external quality assessment from AGCAS[45] and was confirmed as outstanding. Each subject area offers degree programmes accredited by relevant professional bodies, and active relationships with these enables the programmes to retain currency and authenticity.[4]

Internal research carried out at the University in 2016 showed that placement years can increase the likelihood of entering professional or highly skilled employment by 50% and students returning from placement outperform their previous assessment performance by 2%.[46] Each School offers placement years for students and feedback in the NSS which makes reference to placement was significantly positive with comments including *"This [placement] year helped me in developing an idea of how I can progress in my practice after university".*[3]

Work integrated learning is mandated across all undergraduate subject areas and if not as a year's placement then through work experience which is embedded into the curriculum or through industry experience. The Work Integrated Learning Forum (WILF) has oversight of placement and work experience activity which is enacted at School level by placement teams, and reports to UTLC.[47] It is central to our philosophy that all courses incorporate aspects of work experience. When validating new courses staff are required to interrogate the government's LMI database to ensure employer-led skill requirements and experience are embedded in the curriculum. They must also detail how the course design supports the development of skills identified in our graduate attributes framework.

In response to progression challenges, in 2019 we launched the *Global Professional Award* (GPA)*,* a three-year programme which all full-time undergraduate students engage in alongside their main programme of study (with the exception of a couple of courses in HBS which cover the same content

through other routes). Its aims are to help students develop social and cultural capital and to secure and maintain graduate careers through employment or enterprise. GPA was developed in collaboration with the STLT, students, and staff working in wellbeing and CES. It is accredited by the Chartered Management Institute (CMI) at level 5 and following a successful pilot in SAS in 2019/20, it is currently in its first year of full deployment across three years of full-time undergraduate delivery with more than 10,000 workshop attendees to date.[48]

GPA is run centrally by a dedicated team of trainers and assessors who are experts in careers, wellbeing and EDI and are not necessarily from an academic background. Students attend workshops and undertake assignments designed to develop graduate attributes and build skills in self-management, networking, reflective practice, resilience, and analysis. Tasks embed the development of graduate-level employability tools such as professional CVs and responses to job advertisements, alongside electives which demonstrate students' ability to work with others in a voluntary capacity. While it is too early to be able to evaluate the impact of GPA on progression data more than 94% of respondents to a post-GPA survey said they found the programme helpful to them. Feedback indicated that students felt the GPA gave them increased confidence in planning graduate career paths and developing the necessary skills for success, had a positive impact on internship and placement applications, and had increased their confidence with peer interactions and group work.[48]

The University's Enterprise Unit (EU) is designed around students as entrepreneurs where students interested in developing and running their own business can apply to take an Enterprise Placement Year (EPY). Now in its 13th year, approximately 20 students each year have engaged in this programme exploring, researching and starting in business or self-employment. Students submit a business plan, financial documents and reflective report and deliver a presentation to a panel of judges. Student feedback on EPY is excellent with students recognising its impact on their personal development[49] and Graduate Outcomes data highlighted the impact with all EPY respondents in full-time employment and/or running their own businesses and 87% being classified as highly-skilled.[3] EU has built on previous initiatives such as Innovation Creative Exchange (ICE) and Honeypot, launched in 2012, and now engages with the ICE+ initiative, designed to facilitate knowledge exchange through a one-day *Hackathon* where organisations pose a challenge to teams of students who provide fresh perspectives for innovation and change. This highly successful intervention helps students interact with new people, create and present solutions for innovation and change whilst achieving essential graduate attributes and enterprising skills. It also enhances internal and external networks, as well as benefiting the local and regional economy. ICE+ has delivered 12 challenges over two years, with 391 student participants and 44 students from winning teams moving on to undertake paid work placements with partner organisations. Students report a huge sense of achievement and enjoyment through engagement with the ICE+ challenge, including *"It's good to have connections and that's something that ICE+ challenges really do allow… creating new connections throughout various industries not necessarily ones that you are wanting to work in in the future but just giving you the chance to be connected."* [50]

Pitch Club is a fun, interactive session for anyone interested in developing confidence in pitching, presentation and communication. Since 2020, there have been 34 sessions engaging more than 270 students who are invited to give a 60-second pitch on an idea for change, an innovation, or proposal for a new business, social enterprise or charity and each participant is given supportive feedback from staff and their peers and this is highly valued by our students.[51]

The development of apprenticeship programmes responds to local need, with significant growth in 2021/22 in recruitment over the previous year to 320 apprenticeship enrolments, in particular in Advance Clinical Practice and Physiotherapy.[52] Our commitment to high quality apprenticeship provision which fulfils local employment needs was recognised in the March 2022 Ofsted Monitoring Visit Report which stated: *"Leaders and managers place a high priority on offering apprenticeships*

that meet the needs of local and regional employers…Managers structure the programmes so that apprentices get their full entitlement to high-quality off-the-job training."[12] Our standard courses in allied health professions are also critical to local workforce needs: 77% of these students, who are employed, work within Yorkshire and Humber and we supply 12% of the respondents in this local workforce (Graduate Outcomes 19/20).[3]

Alumni play a key partnership role with more than 15,500 members of our Alumni Society LinkedIn group, sharing their perspectives of being a student. The Hud Grad Club delivers a series of podcasts relating to reflections of experiences and careers advice from Alumni, who have also delivered guest lectures, provided placement opportunities and created graduate-level roles for our current students, as well as serving on Employer Advisory Boards for academic Schools, co-designing and delivering course content, supporting prospective student recruitment campaigns and mentoring current students.

Examples of School-based initiatives in support of progression to highly-skilled graduate jobs include:

SAS – Chemical Engineering staff hold annual career fairs to bring together all undergraduates and employers to support students into jobs in the industry. International chemical company Syngenta are actively involved in this initiative and also in career development work including contributing to our teaching, work shadowing and site visits.

SCE – The School has a well-established Placements Unit responsible for securing high quality placements for students on 12-month sandwich routes. It reports to the School's Industry Advisory Panel, and in 2021 recorded more than 250 students participating in placement and industry projects.[53] In responding to the challenge of securing placements within the games industry, we have developed an in-house commercial games studio, Canalside Studios which employs students on 12-month placements where they develop and publish industry-standard games. Some of these students have gone on to develop successful careers as games developers. The games teaching team also encourages student engagement in the industry-led [Game Republic Showcase](#), organised by the Game Makers of Yorkshire, where they have had outstanding successes, taking 14 first place, 12 second place and   awards   since 2018, more than any other participating institution.

External placement schemes also have a number of notable successes including students working at Buckingham Palace on the development of the royal web pages. SCE also runs a Design and Enterprise Challenge (DEC), now in its 6th year with more than 300 students participating/year, which brings together second-year students from across a range of courses in Computer Science, Electrical Engineering and Mechanical Engineering. During the DEC, three companies each present a real-world challenge to interdisciplinary student teams, who spend the week working together, sharing ideas and exploring solutions and presenting their solutions back to industry. In common with University-level data, staff in SCE have identified that students undertaking a placement year perform better in their final year of study as being 20%, of those in employment, more likely to be in highly skilled employment.[3]

SAH – Work on progression responds to employment need in the region. The Yorkshire Film and Television has established links with the industry body Screen Yorkshire, and textiles programmes work with Woven in Kirklees, an innovation community in textiles with which students develop relationships to help them develop as enterprising practitioners. The School is also involved in civic projects including the internationally renowned Huddersfield Contemporary Music Festival, the national Huddersfield Literary Festival and local initiatives such as the Cultural Heart of Huddersfield (redesign of the town), the yearlong 2022 Cultures of Place and Cultures of Sound, and Kirklees Year

of Music. History runs Hands on History modules in year two and three, which are community facing and develop students as historical practitioners, equipping them to work in public history and community heritage industries, for example a recent graduate was recruited as a Programme Assistant in Wakefield Council's arts and heritage service. Disappointing progression data for Architecture graduates has been heavily impacted by covid where routes into professional training were affected by lockdown and our local employment context, but the most recent Graduate Outcomes dataset shows more than a 27% improvement in positive progression to 68.0%.[3]

HBS - Delivers employability education through their ASPIRE module. This supports students to find and secure placements and engage with employers and includes live business projects. HBS has a long-established placement unit which won the [Best University Placement Service Award](#) at the National Undergraduate Employability Awards 2021. The School also facilitates virtual internships using *The Forage* platform, a resource which is supported by major international businesses and organisations. Since October 2017, 973 business students have engaged with 1617 career development units within the resource and report that they find this initiative helpful.[54]

SEPD – The majority of programmes in this School are vocational and directly linked to employment outcomes. Students also work within a three-year initiative *My Graduate Plan* which provides a coherent pathway from enrolment to employment within their chosen field. Its design helps to develop a mindset of 'career readiness', introduces discussions around graduate attributes and career opportunities (opportunity awareness) from Year 1, inculcating a sense of agency, developing the ability to articulate their skills, knowledge and graduate attributes.[55]

SHHS – The School has a number of dedicated routes into employment in health and social care with around 350 nursing graduates annually[3], as well as operating department practitioners, podiatrists, social workers, and physiotherapists among others, many who go to work within the local area contributing to the local NHS workforce plan. Progression into graduate outcomes in Sports and Exercise Science presents challenges so staff, along with CES, have developed interventions where students work, throughout the three years of their undergraduate programme, with pupils and staff in local primary, junior and secondary schools developing student teaching and coaching skills with children of different ages and abilities.

Sports students also work with elite sports clubs in the area in performance analysis, testing and conditioning while developing inter-personal skills as sports practitioners through regular placement opportunities where they are exposed to high-performance environments. This has led to paid employment for some students in this field. Feedback from our external partners in these initiatives consistently praises the high quality of our students, as evidenced by the long-standing nature of these placement arrangements.

Social work programmes are part of a DfE funded Teaching Partnership that developed close working relationships between the university and our neighbouring local which has meant that we have been able to offer two statutory placements to all these students. This has enhanced their learning experiences and means that they are entering the workforce prepared for practice. Through the teaching partnership we have also developed arrangements for practitioner input into our programmes and we have regular contributions from practitioners throughout the curriculum so that students can learn from the lived experiences of social workers.b. This programme also fosters the development of students as citizens through supported engagement in community activities, including charity raffles for a local food bank and collecting provisions for charities including St Augustines in

Halifax or Focus4hope, which sent items to Ukraine refugees fleeing violence. Our work for Ukraine was picked up by national media and formed part of a programme broadcast on ITV in March 2022 raising awareness and funds for victims of war in Ukraine.[57]

CLS – The Service runs the University Press which publishes the *Fields* journal, a showcase for outstanding final year undergraduate projects. All students are invited to submit work and a selection panel chooses work to take forward for publication. Students receive a bursary to support them to revise the work to publication standard and in an iterative process, *Fields* is used as an exemplar for final-year students about to embark on their projects.

Educational Gain (EdG)

In consultation and agreement with our students we define EdG as "*the experiences we provide that make a difference to our students' lives, enriching and accelerating learning and personal development beyond what otherwise might be achieved.*" Our strategic approach to teaching learning and support as set out throughout this report is predicated on our desire to deliver excellence in EdG in recognition of the unique context in which we operate where we need to transform social disadvantage into successful outcomes for our students.

Table 1 - Educational Gain Measures and Index						
Life-cycle Stage	Educational Gain Projects	Aims of Project	Relevant Metric up to Sept 2022	Further Action Planned and Aims	Mature Metrics	% in Index
Transitioning - Moving In	Ready Steady Study	Pre arrival resources to help prepare applicant for study.	Over 2500 visits with over 50% completing at least one of three sections.	Increased usage of the portal by incoming cohorts.	% students using the portal	30%
	Huddersfield Essentials	Induction and ongoing resource to the Uni and study.	37% of incoming students engaging with material.	Increased usage of the material.	% of students using	
	Flying Start	Focused on building community of learners and student confidence.	% of courses running the programme - currently over 90%	Maintain ethos of programme across the institution.	Maintain at over 90%	
Developing throughout - Moving Through	Global Professional Award	Development programme for employability, resilience and citizenship.	% first year completing workshops – currently 50%.	Completion of CMI and GPA certificate.	% graduating with the certification	40%
	Career Readiness Survey	Ensuring high levels of completion at each enrolment.	% of student completing survey- currently over 90%.	Extend 'My Graduate Plan' and increase % students that are career ready.	% 'career ready' in final year[58]	
	HuDAP	Data and insight informs focus, pedagogy, and interventions to remove differential outcomes.	Attainment gaps are not statistically significant for many groups e.g Black, mixed, other.	2025 aim for no gaps for all ethnic groups and demographics (e.g. IMD).	No gaps by 2025	
	SU 'Community Engagement Measure' and University sports facility usage	SU engagement pyramid (see SU submission) and 'More students, more active, more often' co-developed sports strategy.	SU targets (currently achieved) and over 2000 unique student users of sports facilities in 21/22	Increased engagement with SU and sports activities. Increased demographic analysis of data.	% of target achieved	
Progression and Employment ' Moving On'	Placement opportunities	Increased opportunities for, and students completing, placements.	% students taking opportunity for placement.	Increase in placement completion.	% of student completions	30%
	Employer engagement in course areas	Students engaged with employers and alumni in each year of study.	Under development	More students engaged with employers and alumni in each year of study.	% students with employer engagement	
	Graduate Outcomes data	Evidence of students utilising learnt skills for career and finding GO meaningful.	63.8% agreement with utilising learnt skills and 82.8% finding GO meaningful.	Evidence of students valuing course for career skills and activities.	% positive response	
	'Value Added Outcomes' metric	Not yet measured.	Under development.	Value added score	Value added score	

EdG reflects the benefits accrued by individual students during their journey with the University of Huddersfield, which are of value to them and to their wider community. Our definition of EdG is further articulated in a Theory of Change approach and diagram, which includes a series of proxy measures linked with work that we have highlighted in this submission and is distilled (for brevity) into Table 1.[59] This represents our impact on student experiences, including academic, extra-curricular and personal development, and demonstrates the transformative power of our work with our students. These measures are integrated into the student journey from moving in, moving through to moving on and ultimately combine to provide an 'Educational Gain Index' that can be measured at university, subject, and course level to allow targeting of improvements as necessary. It can also provide a binary checklist for individual students with the transitioning and progression sections allowing for targeting interventions by PATs and other support staff. Many of these measures are already available as part of our embedded offer, and others will be enhanced and developed in line with our definition over the next few years.

All of the initiatives detailed in the table are University wide (although tailored for subject context as necessary) and this facilitates clear direction and measurement of EdG. It should be noted that some of the activities in the table are directly operated through the SU and are covered in their submission. These activities are an important part of the totality of the EdG offered by the institution and their inclusion in the metrics is a further example of cross-collaboration.

Conclusion

We work together as an outstanding inclusive community to deliver an authentic and enriching student experience where every student is valued and supported towards achieving their potential. Our first-class physical and virtual learning environments, including excellent facilities and buildings alongside an innovative leading-edge digital estate provide an outstanding platform for delivery of our mission. We provide a holistic wrap-around experience for our students, covering both the academic and the social sphere, with University-level services and teaching and learning initiatives (e.g. GPA and transition to HE projects as discussed above) supplemented by bespoke School-based implementation and support. We proactively create an enabling environment for our highly qualified staff across academic and professional services to deliver excellence in teaching, learning and support to the benefit of all. Through our collective efforts we transform lives by giving outstanding educational opportunities to students from some of the most deprived areas in the UK.

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