

Equality Analysis (EA)

Widening Participation

Access Agreement

A. Policy/practice details

1. The title of the policy being analysed.

ACCESS AGREEMENT

2. Please explain the main purpose of the policy being analysed.

The purpose of the Access Agreement is to set out the university's strategy for widening participation. There are specific targets related to HESA benchmarks for attracting more students from Socioeconomic Groups (SEGs) 4-7, from State Schools and from Low Participation Neighbourhoods (LPNs).

We will also be closely monitoring participation in our mainstream courses and outreach activities of Black and Minority Ethnic Groups, mature students (over 21 and 25), care leavers, students with disabilities and those with vocational qualifications.

3. Who will be affected?

Young people from schools and colleges and adults engaging in our outreach activities as well as students taking our undergraduate and postgraduate courses.

Academic and support staff developing outreach activities and teaching more diverse groups of students.

4. Aspects of the policy that particularly impact on equality and diversity.

The policy has a very close link to equality and diversity as it explicitly seeks to ensure equal access for groups currently under-represented in higher education and to enhance university life by recruiting a more diverse student body.

B. Analysis

5. Please indicate evidence used and the process by which you have arrived at your conclusions.

Under-representation of certain social groups in higher education is a national issue and this policy has been developed in response to Office for Fair Access (OFFA) requirements.

The current population of students was measured against our PFIs which demonstrated that we do not meet our benchmarks in terms of SEGs, LPNs and State Schools. Our intention to meet these are set out as broader targets in the Access Agreement .

Monitoring the participation of Black and Minority Ethnic Groups, mature students (over 21 and 25), care leavers, students with disabilities and those with vocational qualifications has also been included as we know from HESA data that these groups are also underrepresented in higher education and at the University.

6. Risk of adverse impact on protected groups.

	High impact	Medium impact	Low impact
Age		X	
Disability		X	
Gender			x
Pregnancy/Maternity			x
Race/ethnicity		x	
Religion/belief		x	
Sexual Orientation			x
Transgender			x
Marriage/civil partnership			x

C. Mitigating potential adverse impact

7. Conclusions and recommendations for amendments to the policy/practice. *Please give an outline of the key actions based on any gaps, challenges, priorities and opportunities you have identified.*

The Access Agreement has been designed to meet the challenges of the changing context. It will be revised on an annual basis and robust data monitoring systems will identify areas for amendments and improvement.

8. Timescale for implementation of changes or introduction of new policy.

The policy is has been adopted by the University.

Numerical milestones have been set for meeting our PFIs

Milestones have been set for the various activities and these will be reported on annually. The monitoring information will be reported to the Equality and Diversity Committee.

D. Publication

9. Final reporter:

Bernie Morley, PVC Learning and Teaching

Annette Hayton, Head of Widening Participation

10. Date: 23 May 2012

11. Review date: May 2013