Widening Participation

Achievements and Progress at the University of Bradford in 2005/06
The University of Bradford - Confronting Inequality: Celebrating Diversity™
The University has a comprehensive policy on equal opportunities, and is committed to promoting and supporting it across all aspects of University activity.

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Introduction

At the University of Bradford widening participation does not just mean encouraging more people to participate in higher education, it means ensuring that the University changes to meet the needs of an increasingly diverse student body. The University has put in place strategies to support students from before they may have even contemplated higher education as an option, through to transitional support for students in their applications, specific additional support during the first year of study, a well-developed bursary scheme, and an ever-increasing investment in ensuring graduate employability.

This report begins with an overview of particular achievements and events during 2005-06. The sections that follow select some significant examples of the University’s work in the following areas:

- Raising Aspirations and Attainment - pre-entry work with young people
- The University at the Heart of its Communities - work with adults and the wider community
- Learning and Teaching Support - particularly developments to support the first-year experience
- Employability - examples of how we achieve our excellent reputation for graduate employment
Bradford has continued to be one of the most socially inclusive universities in the UK and one of the top universities in Yorkshire for graduate employment! 2005-06 has been a busy year with an ever-increasing commitment to engaging schools, colleges and the wider community in widening participation activities.

This, together with a major investment into enhancing the student experience and developing interventions to support retention and achievement, has made 2005-06 a hugely successful year for widening participation. The student body is becoming increasingly ethnically diverse year on year (Table 1) and the University is consistently improving its recruitment from low-participation neighbourhoods and performing above national benchmarks in this area (Table 2). Low-participation neighbourhoods often correlate to low socio-economic standing and, based on 2005-06 figures, Bradford is anticipating awarding more than 70% of its students a University of Bradford bursary in 2006-07. This is reflected in Table 3 which shows that Bradford recruits more students from low socio-economic groups than any other university in West Yorkshire and considerably above the benchmark for all UK institutions.

Table 1: Ethnicity of Home full-time foundation and first-year students

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Home full-time foundation and first-year students from minority ethnic groups*</th>
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<tr>
<td>2002-03</td>
<td>40</td>
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<td>2003-04</td>
<td>50</td>
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<tr>
<td>2004-05</td>
<td>60</td>
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<tr>
<td>2005-06</td>
<td>50</td>
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* Source: HEFCE/HESA Performance Indicator tables

Table 2: Participation of young full-time first degree entrants from low-participation neighbourhoods

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage from low-participation neighbourhoods*</th>
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<tr>
<td>2000-01</td>
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<td>2001-02</td>
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<td>2002-03</td>
<td>10</td>
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<td>2003-04</td>
<td>14</td>
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<tr>
<td>2004-05</td>
<td>16</td>
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* University of Bradford

* Benchmark

Table 3: Overview of the Year

* Source: HEFCE/HESA Performance Indicator tables
Overview of the Year

Table 3: Participation of young full-time first degree entrants from low socio-economic groups

<table>
<thead>
<tr>
<th>Percentage from low socio-economic groups*</th>
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<tr>
<td>All UK Institutions</td>
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<tr>
<td>Leeds Metropolitan University</td>
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<td>Trinity &amp; All Saints</td>
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<td>University of Bradford</td>
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<td>University of Leeds</td>
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Table 4: Percentage of full-time students living at home

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<th>Percentage of students living at home</th>
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<td>25</td>
<td>30</td>
<td>40</td>
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* Source: HEFCE/HESA Performance Indicator tables
New Chancellor Installed

The University was very proud during the year to appoint Imran Khan as the University’s fifth Chancellor since its foundation in 1966.

Imran will be a role model for young people in the University and the city and will strengthen the University’s links with South Asia. Within the city of Bradford 22% of the population are from black and minority ethnic communities - increasing all the time - and a Chancellor of Pakistani origin has been a popular choice.

The University is working closely with Imran over the building of a college in Mianwali as a means of extending access and opportunity.

Links with Pakistan

A delegation of staff from the University, Education Bradford, Bradford Achievement Forum and the Bradford Schools Confederations visited Pakistan in December 2005 to meet Imran, to visit educational centres and to spend time in villages in the earthquake zones crossing Kashmir and Pakistan.

Donations totalling £1,000 from University staff and Bradford citizens were given to a charitable Trust called Al Falah, which is active in the earthquake zone. The main purpose of the visit was to forge links between schools, colleges and universities in Mirpur and Bradford and to provide a co-ordinated approach for close collaboration between organisations in the two areas.

The University has published a report on the visit, entitled ‘The Mirpur Connection’ which calls for greater links between educational organisations in Bradford and the Mirpur district of Pakistan. Already, developments are in place to deliver the University’s Foundation Year of the Combined Studies degree in Pakistan.

Raising the Game

Aspiration raising is a crucial part of any strategy for widening participation and, in December 05, 400 students from Bradford schools attended the University for an aspiration-raising mini-conference.

The pupils were addressed by some inspirational local speakers, including the newly installed Chancellor, Imran Khan. The youngsters were so keen to meet the cricketing legend that a further audience was arranged in July and more are planned throughout 2006/07. The Chancellor captivated the youngsters with stories of his own childhood and pathway to where he is today.

New Widening Participation Appointments

Strategically, the University demonstrated its commitment to widening participation by appointing a new Director of Access and Widening Participation in February 06.

In addition, Javed Bashir has been appointed as an honorary visiting fellow to increase the participation of under-represented groups in higher education in Bradford and beyond. Javed will aim to engage hard-to-reach communities in higher education opportunities. He will work to improve the life chances, education and skills of the diverse Bradford community and support the University’s educational developments in Pakistan.
Overview of the Year

Lifelong Learning Network (LLN)

During the year a collaboration of West Yorkshire’s four universities, the Open University, two Colleges of Higher Education, fourteen Colleges of Further Education, four sixth-form colleges and a network of work-based learning providers began work on the development of a Lifelong Learning Network for the sub-region, in response to an invitation from the HEFCE to submit a proposal.

The aim of the West Yorkshire LLN will be ‘to strengthen the performance of West Yorkshire businesses and the wider regional economy through improved vocational and work-based progression of young people and adults into higher education.’

The network will encourage further development of Foundation Degrees and enable greater articulation opportunities for learners progressing from vocational courses at level 3. There will be a ‘champion’ institution for each occupational sector, and Bradford is pleased that it will take on the lead for Health, Social Care and Early Years as it develops in 2006/07.

Quality Mark

In May, Bradford was delighted to be one of the first universities in the country to be awarded the Frank Buttle Trust Quality Mark for its commitment to supporting and increasing the number of young people entering and succeeding in higher education after being in care.

The award recognises institutions which go the extra mile to provide support to students who have been in local authority care. With only 1% of care leavers entering HE, Bradford recognises the barriers these young people face and is committed to improving this statistic.

The Quality Mark developed as a result of a five-year action research study commissioned by the Frank Buttle Trust, which evaluated the experience of those who had moved to university from care. The final research report ‘Going to University from Care’ demonstrated that those who succeeded did so against considerable odds, both in terms of pre-entry support and support from within their higher education institution.

The University of Bradford’s support package for care leavers offers:

- assistance with applications to the University
- assistance with applying for financial support
- a grant from the University of up to £1,000 per year (in addition to other financial support available)
- someone to guide the learner through all aspects of University life
- all-year-round living accommodation
- support with childcare while studying
- priority support and assistance from the JobShop for the University Work Register
- provision of intensive guidance and support for career planning
Raising Aspirations and Attainment

Aimhigher

Aimhigher is a national programme run by the Higher Education Funding Council for England (HEFCE) with support from the Department for Education and Skills (DfES).

The funding aims to support a wider group of people to enter HE. All over the country Aimhigher is supporting awareness-raising activities for those who may not traditionally have expected to enter HE; projects to raise achievement and attainment pre-16; transition into HE and the development of partnerships and networks to share information and expertise amongst practitioners. The University has been successful in being awarded Aimhigher funding for several of its initiatives both under the banners of The Bradford Academy and of University in the Community. In addition, the University is working in partnership to deliver and contribute to regional Aimhigher projects.

The Bradford Academy

The Bradford Academy co-ordinates and monitors the University’s action on raising aspirations and attainment of young people.

All Schools of the University contribute to a wide-ranging programme of activities aimed at young people from primary school age up to the age of leaving full-time school or college education.

Partnerships

Much of the work of the Bradford Academy relies on working in partnership with others both internally and externally. Internally, all Schools of the University are involved in delivering aspiration-raising workshops to groups of children of all ages. Externally, the partnerships are with the schools, the colleges and other groups funded to increase progression to higher education in the city. One project funded by Aimhigher is HEARWY (Higher Education Aspiration Raising West Yorkshire) which delivers much of the work in this area and facilitates networking and information sharing between institutions.

The schools themselves are crucial partners, and over the year development work has been ongoing with several schools which has resulted in nine West Yorkshire schools committing to become Associate Schools of the University (Table 5). These schools have signed up to an agreement which formalises the relationship between the school and the University. Each school will develop an action plan in association with the University which will be reviewed annually. The action plan will focus on partnership activities to benefit the staff and pupils of the individual school, with a focus on raising aspiration and attainment. During 2006/07 further Associate School partnerships will be developed throughout the sub-region.
Raising Aspirations and Attainment

The Bradford Compact Scheme

The Compact Scheme has seen rapid expansion since its inception three years ago with more schools signing up to the programme. The number of individuals participating has more than doubled in the past year. (See Tables 6 and 7)

The Compact Scheme provides Year 12 and 13 school and college students with a programme of activities throughout the year aimed at increasing their attainment and potential to enter higher education. Once a school or college has committed to the Scheme, pupils select from a menu of activities appropriate to their needs and interests.

Year 13 Compact students can also register on an Assessed Summer School. Upon successful completion of two 5-credit foundation-level modules, students are awarded 30 UCAS points which can contribute towards the tariff points on their application to Bradford. 59 students registered in summer 06, showing a steady year-on-year increase. Of the 422 Year 13 students registered on the Compact, 41.7% applied to study at the University (showing an increase of over 7% on the previous year) and 61.9% of these applicants eventually enrolled.

An E-Portfolio module has been successfully piloted with Year 12 pupils as one of the assessed options, with 60 pupils taking part in the initial phase and 75 more coming on board. Learners are asked to complete an electronic portfolio to encourage them to think about entering higher education. It promotes the idea of making informed and realistic choices about educational options. The module consists of eight generic tasks which substantially aid the completion of a personal statement for university admission.

This is an independent learning module but supported by both teachers in schools and by a member of University staff. The three Bradford schools in the pilot are seeking to increase the number of pupils participating, and further schools are making enquiries. Already it is anticipated that over 200 pupils will register for the module in 2006/07.
In 2005/06 over 200 mentors were registered on the mentoring@bradford database representing all Schools of the University. Students have demonstrated their commitment to the significance of their role by the marked increase in registrations for the accredited module as shown in Table 8.

Employing undergraduates as University mentors, helpers and assistants for the work of the Bradford Academy continues to be an essential part of the programmes. Mentors work as guides and role models when young people come on to campus, at events off-campus and in one-to-one work with individuals who have been targeted for extra support in the schools.

All those who apply to be University mentors are CRB checked (Criminal Records Bureau) and receive training for the role. Mentors are encouraged to undertake a 10-credit level 1 module - ‘Mentoring Skills (Young People)’ in addition to the training received for individual activities.

Due to such high levels of undergraduate participation in mentoring activities, a celebration event was held at the end of the academic year to recognise the contribution that mentors make to the work of the Bradford Academy. Mentors were asked to nominate their peers for special awards and all mentors were asked to cast their votes.

The event was well attended and was a fitting end-of-year tribute to those who had worked so hard.

Various one-to-one mentoring schemes have been developed through the year including:

- Year 11 scheme in a Calderdale high school
- Mentoring at a Bradford high school as part of a learning community citizenship project
- Employers mentoring Year 10 and 11 pupils in schools
- Preparation for pairing undergraduates with children in Local Authority care

**West Yorkshire Aimhigher Mentoring Service (WYAMS)**

From September 2006 the University will be managing the WYAMS mentoring project across the sub-region. In partnership with other institutions, WYAMS brings together expertise in mentoring and offers a unique service to West Yorkshire schools, colleges and universities who are working to meet Aimhigher objectives for mentoring. The project provides advice, guidance, training and support to those wanting to set up mentoring schemes, including advice on the training of mentors.

A mentor is a couple of steps down the path you wish to travel and is close enough to say, “I was where you are now ……… you can be where I am now.”

**Andy Forbes**
Oldham College
Raising Aspirations and Attainment

Widening Participation

www.bradford.ac.uk/sled/awp

90% of young people with two A levels enter higher education but less than 50% of those with vocational qualifications progress to university. Bradford values all post-16 learning and is trying to address this imbalance with a variety of projects aimed at youngsters studying vocational qualifications.

Bradford’s Stepping Stones Project (Aimhigher) has produced a model (Table 9) to demonstrate supporting the progress of the vocational learner. The traditional progression route to HE requires the vocational learner to take additional steps as shown on the left of the table. The Stepping Stones model portrays an holistic approach which identifies interventions needed at various stages of education to enable progression from a vocational route to HE. The model focuses on direct interventions and contact between apprentices, employers, colleges, training providers and the University, raising awareness of and supporting engagement in vocational routes into higher education.

Table 9: Bradford’s Stepping Stones Project (Aimhigher) model demonstrating the progress of the vocational learner

In 2005/6 Step 1 raised awareness of vocational options with Year 9 students (for further information see ‘Reach Higher Vocationally’ on the following page); Step 2 enabled 400 apprentices to view the presentation during their apprenticeship programme; Step 3 saw the University deliver its first vocationally related summer school; Step 4 began investigating opportunities to deliver an HE level 1 module to apprentices as additionality to their NVQ; Step 5 introduced staff development sessions into the institution, particularly with the academic departments in order to increase their understanding of work-based learning qualifications.
Reach Higher Vocationally
School pupils from across South Bradford got together in February 2006 for an interactive week of workshops designed to generate interest and enthusiasm for routes into higher education. Around 150 Year 9 children from four schools in South Bradford took part. The event, which was organised in partnership with South Bradford Confederation and Aimhigher West Yorkshire, was specifically tailored to youngsters who are expected to take a vocational route when they leave school.

Reach Higher Vocationally also ran sessions for adults later in the day to raise awareness and inform parents, carers and professionals of progression routes to higher education.

‘The NHS Needs You!’ Programme
The main aim of ‘The NHS Needs You!’ programme was to provide encouragement and support to students from disadvantaged backgrounds to increase their chances of making a successful application to medicine or other health-related degree programmes. In partnership with the University of Leeds and supported by the Brightside Trust, the project ran from October 2005 to April 2006. 30 students from schools and colleges in Bradford, Leeds and Calderdale took part in a series of interactive workshops on a clinical and medical theme. The project culminated in a conference in April, to which a further 100 students aspiring to a medically-related career were invited. Priority was given to those from groups under-represented in medicine and who demonstrated the necessary academic and personal potential to succeed in the field.

Aimhigher Primary Project
From one very successful ‘spring lecture’ in 2005, four were offered in 2006, bringing in 394 children with over 300 supporting adults from 18 different schools in the Manningham, Girlington and Manchester Road areas of the city. The target group of this project is the Year 6 children in primary schools.

The University has worked in partnership with the project to run interactive events on Sunday mornings. Children and their parents or carers were invited to come onto campus and be entertained. Such activities make the University an accessible place for inner-city families.

Raising Aspirations and Attainment
The range of summer schools supporting different aspects of HE awareness is expanding. The term ‘summer school’ in HE circles has evolved to describe a short period of time devoted to attending focused workshops. Summer schools can be at any time of the year, though they tend to be in the summer months! Often they have their own specific funding stream, and can be held on several consecutive days or other periods of time repeated over a few weeks.

Higher Education Summer School (HESS)
HESS, funded through Aimhigher and the European Social Fund, is now offering both residential and non-residential places at the five-day summer school. 2006 brought 80 young people to one of the hottest summer schools on record, making it a particularly tiring week. The focus of HESS is to target Year 11 pupils in schools from backgrounds under-represented in HE. Many BME (Black and Minority Ethnic) communities, bound by cultural traditions and family restrictions, may not support the idea of a residential programme, and the University has offered both types of places to ensure that no-one need be excluded from the experience.

The programme offers a range of workshops representing the range of undergraduate courses offered at Bradford and is balanced with a varied social programme to encourage good relationships between all participants.

Bradford Summer School in Medicine
This was an action-packed summer school with a wide variety of interactive workshops and practical work experience. This was the second year that a specialist residential summer school was held for Year 12 Bradford young people. It ran for three days in collaboration with Leeds Medical School and was supported with Aimhigher funding. 29 participants were selected on the basis of widening participation criteria.

Specialist Summer School in Medicine
Additional funding from Aimhigher Yorkshire and Humber, and the European Social Fund, enabled the format of the Bradford summer school to be replicated to a wider group of pupils from across the region in July. 48 young people took part, representing six local authorities. This summer school spanned five days and was packed with a wide range of activities, which left everyone exhausted but happy, with many new friendships forged.

Vocational Summer School
This was the first year that the University had held a summer school focusing on work-based learners only. Fifteen apprentices and work-based learners chose to take part in taster workshops in one of either computing, health or engineering. This was complemented with a flavour of study skills in order to raise awareness of the different styles of learning that HE programmes would bring.

I learnt a lot more about things I didn’t really know about, and tried out things I never thought I would do.

Summer School participant

I have gained independence, confidence, new friends and have experienced something new.

Summer School participant
Raising Aspirations and Attainment

Raising Attainment (Study Support)

The University is becoming increasingly involved in supporting local schoolchildren to improve their attainment in order to improve their educational choices. The Junior University, now in its 11th year, has continued to recruit well on Saturday mornings, but is now only one activity of a range that aims to improve attainment in Bradford.

Junior University (JU)
106 children from 14 local schools and colleges registered for the JU during the year for Saturday morning classes, showing a consistent level of participation year-on-year. There is no cost to participants. The JU offers support in Science, IT and Maths with the latter two being the most well attended. The provision was also enhanced with focused revision sessions at Easter and Christmas. Easter Revision for A levels (particularly science) attracted 50 young people and for the Christmas Revision A-level sessions, 80 pupils attended.

Regen 2000 Study Support Project
This project focused on English, Maths and Science, and the feedback from the partner schools was that the intervention really did make a difference with improved achievements in all three subject areas. Funding was received from Regen 2000 (A Bradford Regeneration Company) for this short-term project, to pilot an extension of the Junior University with two secondary schools in the BD3 area of Bradford. Short-burst study support programmes were delivered to Years 9, 10 and 11 prior to key assessment dates at Carlton Bolling College and Laisterdyke Business and Enterprise College, targeting those who were C/D borderline achievers.

Easter Theatre at the University
A group of Bradford children from Year 10 came to the University during their Easter holidays to participate in a week of drama workshops culminating in a grand finale performance at The Theatre in the Mill. The workshops included all aspects of theatre, set and costume design, light and sound-rigging and performing in front of an audience. Supported by undergraduates acting as mentors, the activities are aimed not only to improve attainment by aiding interpretation of the written word, but to inspire the youngsters to consider going to university.

“...This year we got the highest percentage rate of pupils getting Level 5 and above throughout the history of the school... We achieved 49.5% Level 5 and above this year (2006), compared to last year (2005) where we got 34%”

Science teacher at Laisterdyke
**Raising Aspirations and Attainment**

www.bradford.ac.uk/sled/awp

**Student Associates Scheme**

The University is pleased to have received funding, in partnership with the University of Leeds, to deliver the Student Associates Scheme during 06/07. This is a programme funded by The Training Development Agency for Schools which places specially trained undergraduates in secondary schools for the equivalent of fifteen days during the school year. Student Associates also undertake a special project specifically related to raising awareness of higher education among pupils or raising their attainment. It also gives students a chance to get a realistic insight into teaching as a possible career choice. The subject focus will be Maths, Science and Engineering.

The main aims of the scheme are:

- To provide positive role models for local young people
- To raise awareness of higher education
- To increase attainment in local schools
- To raise pupil self-esteem and motivation
- To provide students with the opportunity to gain classroom experience and evidence of transferable skills
- To increase the number of students entering onto postgraduate teaching courses

**PeaceJam**

PeaceJam aims to inspire a new generation of peacemakers who will transform themselves, their local communities and the world. The Department of Peace Studies at the University of Bradford hosts PeaceJam, an exciting and innovative international peace education programme for schools and youth groups in the UK. Leading Nobel Peace Laureates work personally with young people to pass on the spirit, skills and wisdom they embody, tackling issues ranging from violence, racism, problem-solving skills, to conflict resolution.

The first-ever UK PeaceJam conference was held on 25th and 26th March, 2006. Young people from schools in Bradford and across Britain listened to inspiring presentations from Mairead Corrigan McGuire, a peace activist from Northern Ireland awarded the 1976 Nobel Peace Prize. They quizzed her on how she dealt with violence in her own life, and offered their inspirations and ideas on how they too could become peacemakers – at home, at school and in the world.

PeaceJam educates in active citizenship
- builds self-esteem in young people
- helps teenagers choose non-violent solutions to their problems
- trains the peacemakers of tomorrow
- helps kids say no to bullying and fighting
- gives them alternative, positive role models
- and much much more!

**Children’s University (CU)**

The Children’s University in Bradford is now two years old. The CU is a national programme: a concept of recognising children’s achievements for their participation in out-of-school activities.

The CU has been supported by Bradford Vision, the University and Bradford Council, and particularly works with the 8 to 13 age group, engaging the children, parents and carers, schools, colleges and universities. Its philosophy is based on the principles of:

- Learning is a lifelong process
- All children want to learn
- All parents want their children to succeed
- Learning is fun

During the year the CU has run many activities with children in the areas of Science, Technology, Engineering and Maths (STEM), ICT, robotics, construction, astronomy, space and the arts. The programme included a summer technology camp in Tenerife in conjunction with the JIVE project at Bradford College, and participation in the International Space Olympics held in Moscow.

From 2007, the Children’s University will officially become part of the University and, whilst still retaining its own core activities, will be integrated into the work of the Access and Widening Participation Team.
The University at the Heart of its Communities
University in the Community

University in the Community embraces the work of the University whereby ‘hard-to-reach’ groups of adults are targeted in their community settings in order to develop an engagement with the University.

This work can involve anything from University taster days, delivery of short unaccredited teaching, through to completion of single higher education modules or even full certificate programmes. Success in this work is defined as something that has made an educational difference to the individual, whether or not they progress to full degree programmes at Bradford, and there have been many successes throughout the year. Nearly 150 learners are engaging in the community every year.

Adult Learners’ Week

The University sponsors an Adult Learner of the Year award for the annual National Adult Learners’ Week programme of events held in May each year. The University attended the regional presentations, and the University of Bradford award went to a Bradford resident. Throughout Adult Learners’ Week, higher education taster classes were offered for adults in community venues.

Good practice for recruitment, retention and completion for widening participation initiatives:

- Know your target group and where to find them
- Marketing and publicity are important but nothing has the impact of personal contact
- The biggest step is walking through the door - so provide support through letters and phone calls
- Support can be financial, practical or emotional
- Create a safe environment
- Give respect and get respect back
- Be trusted - honest, open and respect confidentiality
Advice for Adults

The University has a member of staff dedicated to supporting mature students making higher education choices. There are strong links with many ‘Access to Higher Education’ courses throughout Yorkshire and Lancashire. The University’s adviser organises visits to colleges, accompanied by existing mature students, to give talks to potential students and help with questions, queries and UCAS applications.

The University is also a partner in the sub-regional Aimhigher guidance project which aims to deliver individual impartial guidance to adults, mainly community-based, and to develop training packages and accessible materials to support both non-guidance specialists and those who already work in the field.

Parents Complete Foundation Certificate Off-Campus

Eighteen parents who have been studying part-time for the past two years in parents’ rooms at schools in the Manningham and Girlington area have now completed the full Foundation Year of the University’s Combined Studies degree. A certificate presentation and celebratory lunch was held at the University to recognise their achievements.

The parents, all women, and predominantly Asian women, had their first taste of higher education study when they were encouraged to study the ‘Understanding School’ module developed by the School of Lifelong Education and Development. The aim of this module was to engage parents and carers in the education of their children by providing clear information about the National Curriculum, their roles and responsibilities as carers of school-aged children, and generally contribute to the raising of educational attainment in Bradford.

The project has been considered so innovative that it was shortlisted for a Times Higher Award 2006.

Table 10 demonstrates the growth of the programme over the last three years.

As a result of the success of the programme, the University has received some funding from Education Bradford to develop a Parents’ Toolkit. The toolkit will include a DVD and booklet showing parents how they can take advantage of everyday situations at home to engage with their children and help develop their learning.

I remember...

- cold days teaching in an attic room in a Victorian primary school and a church in Manningham, where we needed cups of tea to stave off the hypothermia
- winter turning to summer and meeting in Manningham park to sign off your first assignments, and the look of relief and delight in your faces as you handed in your work
- you saying very forcefully that there was no way you could stand up in front of the class and deliver presentations, but by week 5 you were all prepared and arguing as to who would be first
- teaching with babies in push-chairs and children drawing next to their mothers - true intergenerational learning!
- you becoming celebrities when Alan Tucket, the Director of the National Institute of Adult and Continuing Education, came to celebrate your early successes with you
- above all, your motivation, hard work, growing confidence, the support you offered each other, your excellent attendance and the standards that you set for yourself throughout your two years of learning

Reflections of a tutor on the Foundation Certificate delivered in the community at the certificate presentation.

‘Understanding School’ Module delivered in the community and progression to University awards

Table 10: Growth in Progression from ‘Understanding School’ Module

<table>
<thead>
<tr>
<th>Year</th>
<th>U/School module</th>
<th>Progression to award</th>
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<tbody>
<tr>
<td>2003-04</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2004-05</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2005-06</td>
<td>30</td>
<td>40</td>
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</tbody>
</table>

Table 10 demonstrates the growth of the programme over the last three years.
Working with the Unemployed

**Grey Panther Project**

Bradford is working in partnership with the University of Leeds and supported by the European Social Fund to improve the work prospects of unemployed men over the age of 45, via the ‘Grey Panther Project’. The project began with a pilot programme in Leeds but has now been rolled out in Bradford. Bradford’s involvement was officially launched by Marsha Singh MP earlier in the year. The Grey Panther Project specifically addresses the issue of barriers to the labour market through providing an integrated, structured pathway combining study with work placements, guidance and careers advice. All costs, including fees, subsistence and travel, are met by the European Social Fund. Forty men have taken part during the year and the programme will recruit on a rolling programme until March 2007.

**AmazeYourself@bradford**

The successful partnership with the University of Leeds has led to engagement with a new project supported by the European Social Fund. A consortium of six universities and three colleges across the Yorkshire and Humber region will be running the AmazeYourself project in 2006-07. The AmazeYourself programme aims to support unemployed people of any age or gender to develop the appropriate personal and professional skills to enter employment in an enterprise environment, to embark on an exciting business start-up journey, or to access further business-related learning in a college or university context.

**Centre for Community Engagement (CCE)**

The Centre for Community Engagement at the University is a team based in Schools and departments across the University, that often complements the work of University in the Community.

The CCE acts as a catalyst and resource to enable the University to be ‘at the heart of its communities’. The work is carried out through co-ordinating community activities across the University, actively supporting new projects, activities and events. Project staff act as links to facilitate mutually beneficial joint work with communities, which sometimes may support learning, but often is about other community development initiatives.

The focus in 2005-06 was on:

- Helping the University to set up community projects and activities in partnership with our local communities
- Providing open workshops and seminars on community themes
- Improving community access to researchers, academics and students
- Improving community access to the University’s resources and facilities

During 2007 the CCE is developing a new focus, and will approach its work from three perspectives:

- Well-being and community engagement
- Cohesion and community engagement
- Community engagement, sustainability and ecoversity
Learning and Teaching Support
The University is investing a substantial amount of time and resources into its teaching and support of learning in recognition of the diverse needs of its student body.

The factors that may influence student retention can be complex, and the University is establishing a range of measures to support students at different stages of the student life-cycle. The strategy aims to:

- Improve initial student decision-making regarding courses/programmes so that students understand more about the course that they are enrolling on
- Pay greater heed to student socialisation and the general student experience, particularly in the early stages of their course
- Ensure that students are as well-prepared as possible to meet the academic demands of their course/programme
- Support students who fail to meet the demands of their choice of programme
- Be sensitive to external factors which impact on a student’s life

Schools of the University are developing individual Learning, Teaching and Assessment strategies in order to support students on a local basis.
Learning and Teaching Support

Learner Development Unit (LDU)

The new Learner Development Unit will be launched during 2006/07 following detailed research which was conducted to establish the needs of the student body and develop a business plan to support the work. The LDU will offer drop-in sessions and timetabled workshops to support students with specific areas of need such as numeracy skills, English and study support. The Unit will work with University Schools to target individuals and promote the benefit of the service. It aims to be responsive to key pressure points in the year for students.

The LDU will link with all existing services and hopes to enhance, not replace, all current study support initiatives, such as the work of School-based Effective Learning Officers and the English language support for those whose first language is not English.

Focus on Disability

The University of Bradford is aiming to make itself more accessible to students with a disability and is working in partnership with the Disability Rights Commission (DRC) to deliver a project which aims to identify practical steps the University could take to improve the way it delivers its academic programmes for disabled students.

The project called - 'The Learning, Teaching and Assessment Strategy for Disabled Students' - was officially launched at the University in July 06. Two external consultants have been employed to inform the project. After in-depth consultations with staff and disabled students across campus, hearing their perspective on issues surrounding teaching, learning and assessment - such as access to teaching materials, learning styles and examinations - they will produce a report from which the University will be able to implement appropriate action.

Research - Ethnicity, Education and Employment

Bradford was one of five partner institutions involved in a research project part-funded by the European Social Fund. The project aimed to obtain a better understanding of the ways in which minority ethnic students and other stakeholders perceive the effectiveness of institutional strategies and measures designed to promote student success.

Each institution tailored the research to its own university. The particular focus at Bradford was to look at the development and implementation of the widening participation and learning, teaching and assessment strategies as they relate to issues of ethnicity. The Bradford arm of the project has published recommendations under the following headings:

- Strategy and policy development
- Preparedness for HE
- Improving retention and achievement
- Enhancing the student experience
- Promoting employability
Employment Record

The University still retains its position as the number one University for Graduate Employment in the North of England (*Times Good University Guide 2007*). It is interesting to note that the figures for 2005/06 show that, from UK-domiciled undergraduates, 32% of those who graduated gained employment in Bradford and 10% in Leeds. The figures for those gaining employment in Yorkshire and Humberside stand at 68% - a strong reflection of the increased tendency to seek local employment.

Impact Project

The Impact Project, a positive action project which supports the employability of those traditionally under-represented in HE, is now firmly embedded in activity of Career Development Services. Although external project funding has now ceased, the six universities in West and South Yorkshire are all developing the Impact model on a local needs basis. The model provides the target students with access to enhanced guidance, mentoring and career development opportunities. An external evaluation was commissioned, and the final report has now been received from the Centre for Recording Achievement. A tribute to the project’s success, and in recognition of the value of the service, is the fact that nearly all the staff appointed to the project across the two regions are still in post.

As a spin-off from ‘Impact’, a regional diversity event was organised at the University of Leeds. Sixty employers were represented. The project team is now developing a diversity toolkit which will share models of good practice with employers and further and higher education institutions.

Outreach on Campus

Career Development Services has been piloting ‘outreach’ sessions across the campus during the year, taking their service out to the students. This has been very successful in attracting new users to the Service. ‘Drop-In’ sessions for advice and CV clinics have been held in a variety of accessible locations, and this will continue with further possibilities arising once the new one-stop student centre is in operation. There has also been specific targeting of students on courses where job opportunities are seen to be in decline in order to offer additional support for an individual’s future choices.

Career Development Modules

Career Development Services has been developing its partnership with Schools over the last few years, and career development modules have increasingly become core modules in several degree programmes. During the year a new level 3 optional module, ‘Managing Yourself and Others’, has been approved and delivered. This has been specifically for Pharmacy students and focuses on raising business awareness.

Developing employability skills is a key remit of the service, and registrations on the level 2 ‘Career Development and Planning’ module have grown, stabilised and are set to grow significantly again in the next year. (Table 11)

<table>
<thead>
<tr>
<th>Table 11: Undergraduate Registrations for Accreditation in Career Development and Planning</th>
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<tbody>
<tr>
<td>Number of registrators</td>
</tr>
<tr>
<td>0</td>
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</tbody>
</table>

(NB: Fall in participation in 2005/06 is related to lower recruitment the previous year on those courses where these modules are core)