



Access Agreement 2016-17

Background and context

1. Leeds Trinity University has a successful history and strong track record in the recruitment of students from under-represented groups. The Catholic social mission of the University is played out in our desire to empower individuals, regardless of their background or route into higher education, to achieve their true potential and reach the highest standards possible.

Objectives

2. Leeds Trinity University recognises the opportunities in the implementation of this agreement in providing a focus for it to further strengthen its record of supporting the widening of access to higher education. The objectives of this agreement build on existing work in key areas and are as follows:
 - a. Develop and sustain appropriate partnerships with schools, colleges, employers, local authorities and other bodies in order to support aspiration raising and access to higher education
 - b. Further extend outreach activities focussing on low socio-economic areas for all courses, and for Primary Education courses males and BME students
 - c. Provide enhanced support, particularly for new arrivals, for students from under-represented groups to enhance retention and, ultimately, achievement
 - d. Improve access to clear and direct information assuming no prior knowledge of the HE sector
 - e. Establish mechanisms for robust data collection and analysis to provide evidential base for success in widening participation activities

Duration and Scope

3. As outlined in the OFFA guidance this agreement covers the academic year 2016/17 only. This agreement relates to setting of fees for UK and EU students including:
 - a. Full-time and part-time undergraduate (including ITT) honours programmes
 - b. Full-time and part-time foundation programmes
 - c. Postgraduate ITT programmes
4. Other postgraduate provision, international (non EU) students and all other courses will be determined by Leeds Trinity University and approved by the Board of Governors.
5. Existing students enrolled on programmes outlined in 3.2 before September 2016 will continue to be subject to arrangements for fees and bursaries as laid out in the previous access agreements.

Fee levels and additional access expenditure

6. Leeds Trinity University intends to charge all full-time undergraduate entrants programmes tuition fees of £9,000 per annum for 2016/17. It is estimated that around 1,000 new students will be charged this fee.
7. Leeds Trinity University intends to charge all foundation degree entrants tuition fees of £5,000 per annum for 2016/17. It is estimated that around 45 foundation degree students will be charged this fee.
8. Leeds Trinity University intends to charge all Postgraduate ITT entrants tuition fees of £9,000 per annum for 2016/17. It is estimated that around 70 students will be charged this fee.
9. Leeds Trinity University may charge part-time students above the basic fee of £4,500 but will not charge more than £6,750 in any academic year in line with the fee regulations.
10. Leeds Trinity University anticipates applying any permitted annual increases on these fee levels for subsequent years.
11. Leeds Trinity University intends spending c. £1.7m on additional access and retention measures in 2016/17. This represents approximately 24% of the anticipated total additional fee income for 2016/17.

Current Performance

12. The following section provides statistical indicators of the institution's current performance.

- (a) % of students recruited from state schools (young full-time first degree entrants)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2013/14	98.9%	95.6%	3.3	96.4%	2.5
2012/13	97.9%	96.0%	1.9	97.0%	0.9
2011/12	97.3%	95.3%	2.0	95.9%	1.4

Source: HESA Performance Indicators Table 1a

- (b) % of students recruited from low socio economic classes (young full-time first degree entrants)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2013/14	41.4%	39.1%	2.3	40.5%	0.9
2012/13	43.9%	39.6%	4.3	42.4%	1.5
2011/12	42.2%	36.5%	5.7	38.3%	3.9

Source: HESA Performance Indicators Table 1a

- (c) % of students recruited from low participation neighbourhoods (young full-time first degree entrants)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2013/14	20.5%	13.8%	6.7	19.0%	1.5
2012/13	22.8%	14.5%	8.3	19.9%	2.9
2011/12	20.3%	13.4%	6.9	18.8%	1.5

Source: HESA Performance Indicators Table 1a

- (d) % of Mature Students from low participation neighbourhoods (first degree entrants)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2013/14	24.6%	15.7%	8.9	24.7%	-0.1
2012/13	29.2%	15.1%	14.1	26.6%	2.6
2011/12	23.1%	14.6%	8.5	25.4%	-2.3

Source: HESA Performance Indicators Table 2a

- (e) % of Full-time undergraduate students in receipt of Disabled Students' Allowance

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance
2013/14	5.9%	6.8%	-0.9
2012/13	4.6%	6.2%	-1.6
2011/12	1.9%	5.6%	-3.7

- (f) Non-continuation in higher education after year 1 (full time first degree students)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance
2012/13	11.4%	8.3%	-3.1
2011/12	7.7%	7.7%	0
2010/11	11.2%	8.3%	-2.9

Source: HESA Performance Indicators Table 3a (all entrants)

- (g) Projected Outcomes (Likelihood of a full time first degree student achieving a degree)

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance
2012/13	76.6%	79.8%	-3.2
2011/12	81.1%	79.9%	1.2
2010/11	76.8%	79.4%	-2.6

Source: HESA Performance Indicators Table 5

(h) % of full-time leavers in work or further study

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance
2012/13	94.1%	93.5%	1.12%
2011/12	90.8%	92%	1.25%
2010/11	93%	91.5%	1.26%

13. From these tables, it can be concluded that Leeds Trinity's outreach activities are performing well in attracting students from under-represented groups, and preparing students to succeed beyond their degree in work and with further study. In terms of retention, however, tables f and g show under-performance. The University have embarked on a series of interventions since 2012/13 and internal data shows significant improvements for 2013/14.

Outreach Work

14. Leeds Trinity University has an excellent track record in terms of the extent and success of its outreach work. Notable investment, activities and interventions include:
- a. A dedicated Schools and Colleges Liaison Team who deliver the 'Inspire' programme of activities which supports teachers, advisors and young people by raising aspirations regarding progression to higher education.
 - b. Extensive reach with schools and colleges in West Yorkshire, with relationships with over 180 institutions, together with a highly-targeted approach to prioritise schools with high ratios of under-represented pupils.
 - c. An intensive and structured school partnership programme, including formalised partnership agreements with over 33 schools and colleges.
 - d. A comprehensive menu of activity including pupil talks and workshops on topics such as "why go to university", "making the most of your personal statement", "student finance", and "preparing for your interview", with over 280 events held every year.
 - e. A structured programme of HE "taster days", academic focus days, and a residential summer school for up to 90 learners.
 - f. High take-up of offers to attend at careers fairs and parents' evenings, in particular with our target schools.
 - g. Effective use of current students acting as Student Ambassadors and mentors to under-represented pupils in schools and colleges.
 - h. A focus on transparency and sharing knowledge for underrepresented groups in Primary and Secondary Education focused through dedicated publications, visits to campus and presentations in schools/colleges.

- i. A contextualised admissions programme which offers underrepresented students 20 additional UCAS points if they graduate from the 'Reward Scheme Residential'.
 - j. Co-ordination of the Leeds Children's University, which is part of the Children's University Trust, offering exciting and innovative learning activities and experiences for 7 to 14 year olds outside normal school hours. Research shows that engagement with the Children's University™ has a measurable, positive impact in a range of key areas including attendance, attitudes and attainment. For details, see the report 'Evaluating Provision, Progress and Quality of Learning in the Children's University™ 2012', by Professor John MacBeath,
 - k. Care Leavers are offered an enhanced package of advice and guidance in both the pre and post application process and once they arrive. This includes a single point of contact.
 - l. Adult learners are also offered a dedicated package of advice and guidance, as well as tailored financial advice, a dedicated 'return to learn' programme prior to induction and an Adult Learners officer who runs events throughout the year.
 - m. 'LTYou' website is a dedicated personalised online portal for students prior to their enrolment at Leeds Trinity. It supports increased engagement and better targeted communication to specific underrepresented groups to encourage the transition to University life.
15. In 2016/17 Leeds Trinity University will further develop these initiatives by enhancing existing activity and delivering new outreach activity as follows:
- a. Enhanced educational partnerships through continuing to work with targeted schools and colleges with high ratio of students from under-represented groups, and develop meaningful partnerships that will raise aspirations and attainment of students.
 - b. Work with private, public and third sector organisations to support and encourage eligible part time and mature students who have the potential to succeed at Leeds Trinity University.
 - c. Greater use of graduate ambassadors in employment to provide interactive talks and activities to schools, businesses and community groups.
 - d. A differential offer making policy which aims to admit the brightest and best students regardless of background.
 - e. Targeted summer activities (academic and social) that will enhance engagement (face to face and virtually) with applicants who have accepted their offer to encourage enrolment and enhance transition to University and likelihood to stay.
 - f. Expand and grow Leeds Children's University to promote social mobility to KS1 and KS2 children in Leeds.

- g. Increased investment in the LTYou portal enabling us to further target and track student progression from underrepresented groups.

Collaborative Outreach

16. Leeds Trinity University is committed to the Higher Education Access Rewarding Transforming (HEART) partnership established by twelve HE providers in West Yorkshire (FE Colleges providing HE, HEIs and Universities) until December 2015. We are also committed to the Single Point of Contact (SPoC) secured by HEART which operates to December 2016.
17. HEARTs mission remains to work in partnership to improve access to, and achievement in, Higher Education to enhance individual and economic development.
18. Strategic target groups for core HEART activity are established as Looked After Young People (LAYP) and Care Leavers and further strengthening relationships with Leeds City Region (LCR) Local Enterprise Partnership (LEP) and through this addressing issues relating to higher level skills required for economic growth and therefore including mature and part-time learners.
19. HEART will act as the Single Point of Contact (SPoC) and coordinate the collaborative outreach being provided by partners and contributing to the National Network for Collaborative Outreach (NNCO). We are committed to utilising a proportion of formula funding toward outreach which engages a number of schools in HEFCE Cold Spot areas with targeted collaborative outreach activity.
20. HEARTs approach to engaging with LAYP/Care Leavers working through the intermediaries (local authorities, social workers, foster carers and independent fostering agencies) has strengthened considerably and has led to an increase in activities and attendance at these activities. HEART will continue to manage relationships with local authorities, foster carers and independent fostering agencies leading to a sustained range of activities targeting intermediaries and the young people in care (approximately 3,500 in West Yorkshire)/leaving care. The HEART Manager, in the role as representative for Yorkshire and Humber on the National Network for the Education of Care Leavers, supported the successful application for the NNECL SPoC and continues to ensure that activities in West Yorkshire are reported to the NNECL.
21. The LCR LEP continues to attract devolved funding and HEART is the representative for all partners on the Leeds City Region Skills Network. HEART continues to lobby for greater emphasis on Higher Level Skills in the LEP Strategy and Skills Plan and has informed development of the LEP Skills Service and the proposed interventions for ESF funding within the European Single Investment Framework including specific mention of outreach and access. We expect HEART to continue performing this role and ensuring the outreach and access agenda remain in the LEP thinking and plans.
22. HEART Higher Level Skills Ambassador (HLSA) scheme continues to recruit additional business leaders able to disseminate the value of higher education and higher level skills to their own workforce and throughout their business networks.

23. Mature and part-time learner recruitment and progression remains a concern within West Yorkshire as it is nationally. HEART produces regular reports for the Board advising strengths and weaknesses in partner presentation of part-time courses and this is leading to improvements such that genuine part-time provision is simpler to find for mature and part-time learners. HEART will, subject to the organisers agreeing the new format, continue to sponsor the regional Adult Learners Week awards and to support the Adult Learners' Festival.
24. HEART continues to be monitored carefully for effectiveness and impact by the Board (comprised of senior managers from all twelve partners and representatives from HEFCE and LCR) with strategy and priority activities informed and agreed by the Board. Operational activity is overseen and guided by members of HEART planning groups (comprised of senior practitioners working in outreach/widening participation and business engagement).

Success Work

25. Leeds Trinity University is committed to enabling all learners to reach their full potential and succeed. Our model for widening participation is based upon the learner's decision line through from thinking, applying, starting, progressing and succeeding. Notable investment, activities and interventions in place to support student success include:
 - a. Student Support Centre – This brings together a range of support services with a central Student Information Desk. Students benefit from a Student Health Centre, Dyslexia and Disability Support Services, Counselling Service and Student Advisors.
 - b. Learning Support – Launched in January 2014 the dedicated Learning Hub offers personalised, one-to-one academic skills support to all students, including help with time management, essay writing, revision strategies, critical thinking, note-taking, and the research process. The Student Achievement Advisors who work in the Learning Hub work closely with academic departments to support and assist students who have been identified by progress and module tutors as being in danger of withdrawing or failing. Students are contacted and offered regular tutorial appointments. In its first year the learning hub has conducted 1,476 tutorials, 500 of these with new students.
 - c. Progress Tutors – When student enrol on their course, a member of the lecturing staff will become their progress tutor, offering students personalised academic support. Students have the same progress tutor throughout the whole of their degree.
 - d. Resident Mentors – Experienced and trained students live in all of our halls of residence on campus as Resident Mentors. They are available to support students as they make the transition to student life, they also play a crucial role in maintaining the community feel that the University is renowned for.
 - e. Peer Learning Mentors (PLMs) – PLMs are level 5 and 6 students on track to achieve a 1st or 2:1 degree in each academic department, they offer students advice on all aspects of academic work through

one-to-one or group sessions. The scheme launched in September 2014 after a successful pilot in 2013/14. There are now 42 PLMs appointed. In the first term of 2014/15 there were 245 PLM sessions.

- f. Employability Focus – The University is proud of its employability focus which includes a special blend of support and guidance that gives our graduates a head start in the getting their first graduate job, innovations include:
 - i. Employers are involved in the creation of our degrees
 - ii. Our teaching staff have extensive professional experience
 - iii. A dedicated Enterprise Centre opened in 2014/15 to support enterprising students
 - iv. A Jobshop to help students find part-time work
 - v. Embedded employability skills in all our degree courses
 - vi. Career support through dedicated advisors who offer valuable, impartial and confidential advice to prepare student for the world of work and life after University
 - vii. Graduate internships scheme whereby our most recent graduates may apply for a range of six-month paid positions at the University.

- g. Professional Work Placements – Every degree course at Leeds Trinity includes at least one six week professional work placement, this helps students to gain degree-relevant employment experience and gain contacts and future work opportunities that often lead to future work opportunities.

- h. Volunteering Opportunities – Students are encouraged to volunteer with a range of organisations to enhance their employability skills. The University is proud to be a validated ‘vinspired’ award validator which means student commitment to volunteering is recognised by the UKs leading youth volunteering charity.

- i. Transition to HE - In order to facilitate the transition into HE and settling in on academic work at university, Leeds Trinity University runs “Intro Week” on an institution wide basis. In 2014/15 this was further developed, listening to what our current students have said about their own experiences, to build the sense of community and the programme engagement among cohorts. Recognising that under represented students may require an even greater level of support; Leeds Trinity University will be piloting a pre-Intro summer school in September 2015 particularly targeting underrepresented students to offer an enhanced introductory experience.

- j. Enhanced strategic information on retention and success rate – The development of a new Planning and Information Office (in January 14) has resulted in improved performance data at a student characteristic level. This information is used as part of the Annual Academic Review process and the enhanced performance data enables the University to consider the success trends of students from underrepresented groups. This will be enhanced further in 2015/16 and 2016/17.

- k. Mental Health – In common with the rest of the HE sector, Leeds Trinity University has experienced a substantial increase in student

presentations for counselling, including higher than average referrals from under-represented groups such as mature and disabled students, as well as a concentration of complex domestic situations and pre-existing mental health conditions. At the same time, reduced external services and charities now routinely advise clients to access University services as a priority. Accordingly, Leeds Trinity University has consolidated its counselling provision in order to underpin retention and attainment, and will continue to ensure service resilience subject to consistent demand.

26. Although progress has been made against Leeds Trinity University University's continuation and success measures internally, this remains a priority area for the University. In 2016/17 Leeds Trinity University will further develop these initiatives by enhancing existing activity and delivering new success activity as follows:
- a. Review of progress tutoring – A project group, with all academic departments represented, has been established to review and develop our current progress tutoring system (Feb 2015). The aim of the project is to enhance guidance and support to all students through improved staff training, updating and use of up-to-date selected resources. All academic staff will be formally trained for their roles and responsibilities such that they can work better with their students to help them reflect on their learning and plan for their progression during their studies and beyond graduation: student induction, developing the student-tutor relationship, use of feedback, academic counselling skills, fostering student motivation and commitment are likely to be featured in training and development sessions.
 - b. Identification of support needs among students - In 14/15 Leeds Trinity University continued to use indices such as progression tutor reports and assignment results to identify students who may not be confident in their commitment to higher education and alerts the Student Achievement Team in the Learning Hub to ensure these students receive attention. This will be enhanced through a project to improve the systems that link Learning Hub data and student records.
 - c. Reasons for withdrawal – The University has enhanced the recording of information on student reasons for withdrawal through recording one to one interviews with all students wishing to withdraw. The University will invest further in a project to enhance the information recorded in the student records to gather more management information around this issue.
 - d. Enhanced strategic information on retention and success rate - Leeds Trinity University will continue to enhance this information building profiles of our students in terms of retention, by programme of study, gender, ethnicity, age, whether they reside on campus and previous qualifications. This information will be built into institutional indicators with a clear action plan in place to facilitate appropriate departmental responses and support improvements.
 - e. Student representation - Leeds Trinity University recognises the value of students' input and feedback about all aspects of their experience at the institution. Therefore Leeds Trinity University will continue to

proactively and extensively elicit feedback from the student body via mechanisms such as focus groups, surveys and termly student forums. It commits to responding to comments and feedback in an action-orientated manner to foster on-going improvements.

- f. Engagement, attendance and attainment – We anticipate better student engagement through a range of activities in Intro Week and following on will lead to stronger engagement with studies and better attendance leading to improved attainment levels. Student attainment across the institution has been targeted as a strategic priority.
- g. Expectation management - It is crucial that students considering HE have a clear idea of what their student experience will be like and the expectations that will be made of them (e.g. the level of academic work required on vocational courses), as failure to do this can lead to disengagement. Therefore Leeds Trinity University will look to further enhance its communication of what it offers and what will be required of students in relevant publicity materials.
- h. Transition to HE – The University will continue to look for ways to enhance the transition to HE, for some programmes with particular issues of retention and progression, early engagement via residential courses is under consideration once the course begins. Other programmes will feature early field trips and professional site-visits to promote inclusion and fostering genuine community of learners.
- i. Learning, Teaching and Assessment Strategy (2015-19) – The Strategy will be in its second year in AY16/17 and it is anticipated that a number of initiatives that are designed to enhance student progression and achievement such as programme-level assessment, student-led enquiry and student-led assessment will be featured across the full range of undergraduate programmes. Work on pilot projects during 15/16, such as the University-wide module on critical thinking skills and contemporary debates will be rolled out to all programmes following the evaluation of the 15/16 pilot. This enhanced provision will allow the University to meet the key goals of the Strategy, including ‘active enquiry and collaboration allowing students to both shape and be responsible for their own learning’, thus promoting more engaged student learning and developing successful, confident graduates.

Financial support for students

27. The University conducted primary research in Autumn 2013 with potential students to consider how it would allocate its financial support package with the closure of the National Scholarship Programme. The results indicated that the majority of respondents would rather see a smaller financial sum distributed to a larger number of students, and should be based on the criteria of financial background.
28. From 2015/16 entry and continuing for 2016/17 entry, the Leeds Trinity Bursary will be provided to eligible students. This will be a cash award of £1,000, to be awarded at level 5 (the second year of the course), to all eligible students with a household income of £25,000 or less. To be eligible for the award students must be UK home or EU student with a household income of £25,000 or less (as assessed by Student Finance England or other relevant funding body) who start an undergraduate honours programme in 2016/17. So for 2016/17 entry the bursary will be paid in 2017/18. The decision to make the award at Level 5 rather than Level 4 was made in consultation with student representatives and aims to reflect that Level 5 is often a more difficult year financially as students move out of halls and off campus.
29. A Care Leavers Bursary will also continue to be available in 2016/17. This is available on undergraduate three year degree programme entry in 2016/17, and recognises that some people from a care background may face different and/or further challenges when making the decision to apply to university. This is a £1,000 annual cash bursary, given for three years of study. To receive the Care Leavers Bursary, students must meet the following criteria:
 - a. Be a UK or EU student on a full-time or sandwich course and are paying the full fee either yourself or by a sponsor
 - b. Have 'former relevant care leaver status' according to the Children (Leaving Care) Act 2000. This status applies to people under the age of 25 who were 'looked after' by the local authority for at least 13 weeks since the age of 14 and ending after the age of 16. This will be evidenced by a letter from the local authority detailing your status.
 - c. Must be aged 25 or under at the time of enrolment with the University.
30. Two elements in the financial support package continue from 2015/16 in response to evolving government changes. The first is to replace funding that would previously have been available to students through the Disabled Students Allowances (DSA) and the second is to provide additional hardship support where it is felt that the mainstreaming of the Access to Learning Fund (ALF) into HEFCE's student opportunity funding will leave a shortfall compared to need.
31. Full details of the financial support package will be available on the Leeds Trinity University website.
32. We will have evaluation programmes in place to capture how our financial support is helping to achieve our aims.

Targets and milestones

33. Our detailed targets and milestones are set out in the Annex. It remains our intention to maintain and ideally improve our performance across the board;

however, current performance in relation to access targets in particular is very strong and we anticipate it will be difficult to continue to improve in all areas. For example, we already recruit 98.9% of students from state schools and to continue to increase this figure will present an extremely difficult challenge.

34. The area where we feel we have most scope to improve our performance is reducing the percentage of students no longer in HE after year 1 and the improving the percentage of an undergraduate student achieving a degree. Our milestones therefore include a steady increase in these percentages, and will be the subject of targeted actions, as set out in more detail in this agreement.

Monitoring and evaluation

35. Promoting access to under-represented groups is, and will continue to be, an institution wide responsibility with active engagement from academic and support staff and the Students' Union.
36. The Access and Success Group (which includes student representation) review the agreement in accordance with OFFA guidance, determine an appropriate action plan and monitor progress accordingly. This steering group reports to the Academic Board (which also includes student representation) under the guidance of the Vice-Chancellor.
37. There are a series of interim evaluation measures in place which help the University address the strategic questions about the extent to which we are making a difference to access and success. These interim measures feed into the targets and milestones outlined in the Annex and are monitored by the Access and Success Group. Some of these methods of evaluation include:
 - a. Pre and post activity surveys to monitor student attitudes, awareness and aspirations and attainment;
 - b. Staff activity feedback surveys;
 - c. Analysis of external data sets – HESA, UCAS etc.
 - d. Analysis of internal data sets – Student satisfaction, retention, success, employability etc. This incorporates providing greater internal visibility of performance in respect of Widening Participation characteristics.
38. The following methods of research are under development to further enhance evaluation and planning of activity:
 - a. Enhancement of existing systems to better support our understanding of student retention (e.g. linking learning hub data to other aspects of the student record system);
 - b. Longitudinal tracking of student progression (the University has invested in a new customer relationship management (CRM) system, which will enable longitudinal tracking);
 - c. Assessing performance in schools;
 - d. Assessing attitudes and impact of staff in schools;
 - e. Progress tutor evaluations.

Provision of information for prospective students

39. Leeds Trinity University appreciates how important it is that prospective students have all the relevant information about the fees an HEI will charge them, and that it is an important part of the consideration and selection

process. Therefore Leeds Trinity University will ensure that information about tuition fees is clearly and prominently communicated through all key channels with prospective students.

40. Examples of these communication channels include the prospectus and other collateral material aimed at prospective students, the web site, Open days, information given at UCAS fairs and other similar public conventions. UCAS will also be supplied with information regarding fees promptly.

Equality & Diversity

41. Leeds Trinity's Strategic Plan 2014-19 is based on the values of dignity, respect, social justice and equality; it is on these values that Leeds Trinity's Equality and Diversity Strategy and our Access Agreement are based.
42. Leeds Trinity's Equality and Diversity Policy sets the practical context and basic principles for the Equality Strategy. The Policy was approved by the Board of Governors in October 2010.
43. The Equality and Diversity Strategy, which is being revised during the course of 2015, has supported our approach to promoting equality across all protected characteristics as defined in the Equality Act (2010) from strategic to operational level across all its core activities. Our stated commitment is; *'In order to foster a positive reputation regarding equality, the University needs to demonstrate its inherent inclusive nature in which all individuals, regardless of their background, status and personal circumstance, are actively encouraged and supported to achieve their full potential.'*
44. Our annual Equality and Diversity action plans address all the protected characteristics and overlap with the activities in the University Access Agreement and Widening Participation action plan. This includes areas such as targeted outreach work; overt promotion of support for disabled students; targeted partnership work with mature Access course providers; and retention activity which specifically supports the protected characteristic groups.

Consulting with Students

45. Leeds Trinity University is committed to working closely with Leeds Trinity Students' Union (LTSU) to improve the student experience for all students at Leeds Trinity. All Academic Board committees relating to the student experience include student representation and the Students' Union president sits on the Senior Management Group meetings; this enables students to be involved in the operational and strategic decision making processes and to have the opportunity to monitor progress.
46. Members of Leeds Trinity Students' Union have been directly involved in the design and development of this Access Agreement through the Access and Success Group. Students input and involvement in Leeds Trinity's Widening Participation programme is significant and a contributory factor to its continued success.
47. Leeds Trinity Students' Union and Leeds Trinity University run an annual Student Voice Week. This is an institution-wide initiative that engaged students and staff (service and academic) around the main theme of listening and responding to students. The event continues to be a great success.

48. Student Forums are now embedded in the annual calendar, centred around key themes voted for by students. Key staff, including the Executive, attend all Student Forums and respond to questions. Students can pose questions directly or anonymously via the Students' Union President.
49. A student suggestions scheme was piloted in 2014/15 building on the success of the Student Voice Walls introduced in 2013/14. The scheme will be rolled out further in 2015/16.

Conclusion

50. As an institution, we have always believed that education is a fundamental human right, regardless of background. We continue to make great strides in the widening of access to Higher Education to all. We will continue to focus on maximising access to our high quality educational experience, which is based on a commitment to mutual respect, social justice and equality, enabling our students, alumni and staff to play a full part in the development of their respective communities and society at large.