3. Introduction

4. Targets, Milestones and Progress

6. Outreach, Raising Aspirations and Awareness

10. Access

14. Student Success

16. Partnership/Collaboration

18. Measuring Impact

Our Education Engagement Outreach Programme remains fundamental to the University’s vision for success. We believe that individuals from all backgrounds should have the opportunity to benefit from a University of Leeds education, so over the years we have invested in a variety of ways to help make this happen: through a robust, high quality outreach programme which has proven success in raising aspirations and achievement; through admissions processes based on the principles of fair access; and through giving our students the support they need during their time with us.

In 2016/17 we have worked with 1,049 schools and colleges reaching over 129,364 learners and many of their influencers. In addition we have worked with 2,477 adults returning to learning.

Our on-course support has continued to contribute to the all-round personal growth of students helping individuals to make informed decisions at key stages of their educational journey.

We are extremely proud to remain at the forefront of educational outreach activities nationally. Our evaluation approach into financial support and how it impacts on access and student success was included as an example of best practice in the Office for Fair Access 2015/16 monitoring report.

Through our Lifelong Learning Centre we have contributed to research led by the Open University (commissioned by OFSA) to investigate the impact of adult outreach across the sector. Our foundation years have also been highlighted as a case study in the Sutton Trust “Admissions in Context” report which emphasises that staff are “dedicated to providing a first rate experience for their students” and are “passionate and knowledgeable”.

Our work with the Brilliant Club, to increase the number of pupils from under-represented backgrounds to progress to highly-selective universities, has enabled our PhD community to share its expertise with high performing pupils from local areas of deprivation. So far, we have engaged with over 200 pupils and 100 parents/carers as part of the programme.

This report highlights just a handful of our many achievements in 2016/17 and congratulations are due to the dedicated staff and students who have contributed to our successes.
Our key targets enable us to measure outputs and outcomes of activities against our key strategic objectives. This ensures we are able to map our progress and review our practices on an annual basis.

Key outputs during 2016/17
- 129,364 learners were engaged in Educational Engagement activity
- 2,477 adults were engaged in educational and community activity
- 1,350 current UG and PG students contributed to outreach activity (working as mentors, tutors, hosts and ambassadors)
- 90% of young people worked with (years 12-13) said they will consider applying to Leeds or other Higher Education institutions
- 647 talented young people engaged with our Reach for Excellence, Thomas Transition, and Realising Opportunities programmes
- 2,768 students applied through Access to Leeds with 647 talented young people engaged with our Reach for Excellence, (ambassadors)
- 2,768 students students in years 8, 9, 11 and 12 took part in the Leeds Festival of Science and the Festival of Arts and Humanities.
- 6,989 students in years 8, 9, 11 and 12 took part in decision making conferences through the Excellence Hub partnership with the universities of Sheffield, Hull and York.
- 7,274 teachers/tutors/parents took part in information sessions
- 8,046 school children, post-16 students, and adults were engaged in educational and community activity
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Outreach, Raising Aspirations and Awareness

Our Educational Engagement teams work across the UK with schools and colleges to raise awareness of, and aspirations towards, higher education. We offer an extensive programme of talks, workshops and enrichment events for primary and secondary school learners through to post-16 students. Our activities are tailored to individual stakeholder requirements and are delivered either on campus or in schools.

We also deliver a programme of events specifically for teachers and careers advisors. These include subject-specific conferences, CPD seminars and our annual teachers and advisors’ information day. All are designed to equip those working in the post-16 sector with a range of up-to-date resources and advice relating to progression to Higher Education.

International Baccalaureate Support

Our presentations, workshops and activities are designed to help International Baccalaureate students of all disciplines develop the key skills required for the core elements of the IB curriculum; the extended essay and theory of knowledge.

Delivered by experienced postgraduate researchers, our sessions this year introduced and explored key research skills, encouraging students to apply and develop these abilities independently. The programme is divided into four sections; Theory of Knowledge, Introduction to Research, Making Connections and The Write Up. All workshops are available both on campus and in schools/colleges.

Research-based Project Support

As a research intensive institution, we recognise the value of research-based projects and the enormous benefits to students that complete one. Undertaking research assignments develops students’ skills in independent study, provides academic confidence and prepares them for degree-level study.

In 2016/17 the Education Outreach team have been working with schools and colleges across the UK to offer a series of research skills workshops, suitable for students of all disciplines, at all stages of their project. Delivered by experienced postgraduate researchers, our support programme is divided into core and supplementary sessions allowing tailored packages for students.

Core introductory sessions cover the key skills needed for students to be successful throughout their research project and supplementary workshops explore key research skills in greater depth. These were split into 5 categories:

1. Planning research projects, aimed at students in the early stages of their research project
2. Working with and evaluating sources of information, for students once they have started or are starting to collate their research.
3. Critical thinking, to encourage students, who have chosen their subject and research question, to critically evaluate the resources they have found.
4. The final project, helped students compile their research before completion of the project.
5. Teacher guidance, sessions for teaching staff involved in supporting students undertaking research projects.

GP Work Experience Project

Pre placement is facilitated by the admissions team and post placement is facilitated by current students to maximize the transferable skills they have developed and to allow reflection on how their skills can help them in their pathway to their chosen career.

In 2014 twenty four participants were selected to take part in the GP work experience project (developed in partnership with the Postgraduate Department of General Practice). Participants were selected using widening participation criteria and linked to work experience placements in General Practice. Participants received pre-placement packs, a pre-placement workshop covering ethics/how to get the most out of a placement and a post-placement workshop.

By 2015 the project expanded to 60 placements and collaboration between The University of Sheffield, Hull and York Medical School and in 2016 the same model was extended to Wales.

Dr Gail Nicholls, Associate Professor in Primary Care, Leeds Institute of Health Sciences

The School of Medicine has worked hard to develop a nationally renowned work experience programme in partnership with local GP surgeries and Leeds Teaching Hospitals Trust.

Skill development and helping students make informed career choices are key aims for the project which provides short-term placements with clinical teams who already teach our undergraduate students.

This year, funding of £30,000 was obtained from Health Education England (HEE) along with additional funding from the Royal College of General Practitioners (RCGP) to provide a further 200 placements across several regions of the country.

More than 300 placements are now being offered nationally with 16 universities utilising the same model, learning gain tool, questionnaires and interview questions. The reflective diary was a key resource that will be available again next year through sponsorship by the Medical Schools Council.

Our GP work experience programme was nominated for the Guardian Higher Education Awards 2017 and Dr Nicholls was shortlisted for the RCGP Award for Outstanding Contribution to Education Engagement.
Discover ARTiculation

ARTiculation and Discover ARTiculation, is a national competition for 6th form and GCSE students. It is organised by the School of Fine Art, History of Art and Cultural Studies and Educational Engagement team at the University of Leeds, alongside partners, the Roche Court Educational Trust and the Devonshire Educational Trust.

Students from Campsmount Academy in Doncaster and St Paul’s Girls School, London won this year’s Discover ARTiculation competition with the final taking place here at Leeds in July 2017.

Thirty five GCSE students from schools across the UK submitted a short film of themselves speaking about a work of art, an artefact or a piece of architecture of their choice. Adjudicators from the University of Leeds and the Association of Art Historians viewed each film received, looking at content, structure, delivery and the speaker’s original approach and unique potential.

Six students from five different schools across England were chosen from the wide range of entries. They each delivered seven minute presentations at the final and their presentations were judged by Kate Brindley, Director of Collections and Exhibitions.

Francesca Wilson, Roche Court Educational Trust, said: “It has been fantastic to see how Discover ARTiculation has developed over the past two years. The six bold young speakers who presented in the final gave everyone in the audience a lesson in excellent communication and presentation skills and demonstrated how much can be achieved with passion for a subject and good research.

All the speakers, with the support of their teachers and the University of Leeds, have taken on a challenge which we know from experience will bolster their confidence and have a resounding impact on all areas of their education and development.”

Ellie Johnson from the Educational Engagement team in the Faculty of Arts, Humanities and Cultures said: “We received entries for Discover ARTiculation from a wide range of schools from all over the country. The number of students entering the competition has increased since 2016, and we hope this will continue to grow year on year. One local school from Leeds – Abbey Grange Academy – entered their whole art class this year and two of their students made it to the final.”

Teaching staff within the schools taking part this year were extremely positive about the overall experience for their students. Paul McGinty, an art teacher at Abbey Grange Academy, said:

“If I’m totally honest we entered the competition not really knowing much about the actual event. However, seeing two of our Year 9 students talk so eloquently about their chosen artwork to a room of art enthusiasts in a University lecture theatre was one of the proudest moments in my career.”

Paul McGinty, Art Teacher

The winners of Discover ARTiculation Challenge 2016, for key stage 4 students. From left judge Kate Brindley, Fox White (St Paul’s Girls’ School), Rebecca Lingard (Campsmount Academy) and Professor Abigail Harrison Moore (Head of School, Fine Art, History of Art & Cultural Studies, University of Leeds).
Access

Access to Leeds

At Leeds we have a distinctive contextual admissions scheme enabling access for learners from across the country whilst taking an inclusive approach to identifying students from disadvantaged backgrounds. Access to Leeds provides additional admissions consideration and alternative offers to students whose studies may have been affected by personal or social circumstances.

Since Access to Leeds first began in 2003 we have seen a continued growth in the number of students applying and registering here at Leeds. This year 2,768 students applied through Access to Leeds with 985 registering on University programmes.

The national spread of Access to Leeds means the academic module is delivered online. Students are able to access the module material via the University Virtual Learning Environment (VLE) which guides them through the learning process for their study skills exercise. Tutor support for the subject skills exercise is available by email or via the VLE.

I came across the Access to Leeds scheme whilst searching on the University’s website. At the time I felt overwhelmed by the process of applying for university because I didn’t know anyone planning to study the same course as me. I am really pleased to have taken part in the scheme because it allowed me access to lots of support which helped me through the process – I felt like they were doing everything they could to help me.

Taking part in Access to Leeds ensured that I chose the best university for me. I am studying in an environment where I feel happy, comfortable and valued. The study skills module was great for giving me a taste of what it’s really like to study at university before I arrived. I was able to gain some experience of referencing and improving essays using feedback from a university tutor which is still valuable to me now.

Florence Mutlow – Current UG Medical Student

Geographical

Direct applications were received from 1,165 schools across the country including applications from an additional 402 new schools this year. We have been working to promote the scheme more widely by identifying eligible students on application to the university and disseminating information directly to schools to flag our alternative offers. As a result, 374 of the schools we received applications from were outside the Yorkshire region, so our national reach is increasing using this way of working to target/identify schools.

2017 Entrants

Applications and Places

2017 has been a popular year for Law applications, with over a third of the 262 Access to Leeds applicants choosing to study Law here at Leeds.

Although applications to Arts courses have been slightly down this year, many applicants accepted their places within the School of English, School of Performance and Cultural Industries and Joint Honours which have continued to be popular choices. In the STEM subjects, geography, computer science, biology and maths were also in high demand. Our links with the Widening Access to Medical School scheme are working well, leading to a 28% increase in the number of students placed Leeds.

<table>
<thead>
<tr>
<th>Region</th>
<th>Applications 2015</th>
<th>Students 2015</th>
<th>Applications 2016</th>
<th>Students 2016</th>
<th>Applications 2017</th>
<th>Students 2017</th>
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<tbody>
<tr>
<td>Yorkshire &amp; Humberside</td>
<td>386</td>
<td>574</td>
<td>100</td>
<td>146</td>
<td>726</td>
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<td>2,285</td>
<td>3,210</td>
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<th>Faculty</th>
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<th>Applications 2015</th>
<th>Applications 2016</th>
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<td>Medicine and Health</td>
<td>117</td>
<td>166</td>
<td>228</td>
<td>321</td>
<td>147</td>
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* ARTS figures are combined, reflecting merger of ARTS/PVAC faculties
**IntoUniversity**

IntoUniversity provides a national network of high quality, local learning centres where young people from Britain’s poorest backgrounds are inspired to achieve. Each centre offers an innovative programme of sustained academic support, motivation and encouragement to provide young people with a chance to realise their full potential.

Programmes typically include a combination of:
- After-school academic support
- University student mentors
- Specially-designed study weeks and workshops (FOCUS Weeks)
- Direct experience of university life.

IntoUniversity is distinctive as it begins working with children in primary years in order to have a decisive impact upon their futures. Continuing to provide academic and pastoral support right through to university application, IntoUniversity are the only organisation offering a long-term, multi-stranded programme to young people from disadvantaged backgrounds.

IntoUniversity Leeds East and Leeds South have had many successes since the first centre officially opened in February 2015. During 2016/17 academic year a team of 30 mentors have supported the two centres to deliver over 100 academic support sessions, 47 primary workshops and 64 secondary workshops in schools and at the centres.

2,397 students were involved in sustained engagement via this programme. On average, 90% of the participants involved in academic support were in receipt of free school meals, were looked after children, lived in social housing or had a household income of £25k or less. 280 primary and secondary learners participated in academic support on a regular basis. On average 84% of participants reported that they were more likely to progress to higher education as a result of attending academic support sessions, and 84% reported that they are working better in school.

**The Brilliant Club**

We have continued to increase the number of pupils from under-represented backgrounds to progress to highly-selective universities by working in partnership with the Brilliant Club and local state schools.

As part of the programme, high performing pupils from Key Stage 2 upwards are selected to be involved in the project, with the majority being eligible for Pupil Premium, have no history of Higher Education in their family or live in an area of deprivation according to postcode. By utilising the expertise and passion of PhD students to deliver programmes of academic enrichment to high potential pupils, the Programme has delivered university trips, in-school tutorials and independent assignments. Pupils are also able to study rigorous academic subjects, which are ‘super curricular’, and complete weekly homework assignments, culminating in a final 1000-2500 word assignment. So far, we have engaged with over 200 pupils and 100 parents/carers as part of the programme, and recruited 22 PhD students as tutors.

**Lifelong Learning Centre (LLC) Foundation Years**

Our Foundation Year has continued to provide a supportive environment and alternative progression route for applicants of all ages who have the potential to succeed at university but who may not meet standard entry requirements.

Designed to complement Access to Leeds by providing intensive, rigorous support for learners, the Foundation Year has enabled our students to develop academic skills and knowledge to progress to Level 1 of an honours degree.

Applicants are required to have a good GCSE profile and a minimum of CDD at A level. However, provision is made via the University’s Alternative Entry Scheme for applicants with work and life experience who lack formal qualifications.

We are absolutely delighted that 94% of our full-time Foundation Year students completed their programmes this year.

**Child and Family Studies (CFS) – Blended Learning Delivery**

The Lifelong Learning Centre's part-time programmes are designed to draw students from particular constituencies that are under-represented in higher education such as those in low paid employment, CFS targets unqualified staff who work in children’s and young peoples’ workforce and who lack the HE qualifications that would enable their career development and professional recognition.

This foundation degree and top-up BA programme was developed in 2005 as a partnership development with the local authority and private sector employers initially with an aim to professionalise the early years staff.

Recently this programme has developed a blended learning flipped classroom approach. This was prompted by public service cuts with employers being unable to release staff for study in work-time. The development of blended learning has given students much greater flexibility to study at their convenience as well as continuing to have the benefits of the on-campus student experience and peer contact. Initially the adult students were given increased levels of support which helps to alleviate any concerns around digital learning.

Excellent student feedback indicates that flipped learning is being viewed as a beneficial option for adults with busy lives. Students appreciate being able to access content in their own time in tandem with on-campus weekly co-operative learning sessions.

**Student Case Study: Sarah Mayhew**

Sarah works as an assistant children’s centre manager in inner city Leeds. She was unsure about her career when she left school. She started working in the children’s centre as an unqualified member of staff and has since completed the NVQs required to work in early years. In her current role, Sarah feels that she would benefit from having a degree and also thinks it would be important if she considered a change of direction.

Sarah became aware of CFS as it was advertised on her Leeds City Council wage slip. In addition one of her colleagues was a CFS graduate and had encouraged her to apply. As well as feeling that the University of Leeds has an excellent reputation, she felt that blended learning would befit her circumstances, balancing a job with caring responsibilities and study.

“I do less contact hours and get plenty of support. I can email my tutors and always get a response. The programme starts with less blended learning and builds up so that you can increase your confidence and skills in a different way of learning. I feel I have really developed as an independent learner and I can see that this approach will help me with my digital skills to be more relaxed about technology and elearning at work.

When I finish the degree, I may think about a PGCE or specialise in a particular area of early years and additional needs”.

**Student Case Study: John Smeaton Academy Sixth Form**

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When I finish the degree, I may think about a PGCE or specialise in a particular area of early years and additional needs”.

**Student Case Study: John Smeaton Academy Sixth Form**
Alumni and Development

Through a combination of financial and practical support, the Alumni and Development Team is helping the University make a transformative difference to many lives. As our students graduate they become part of a global alumni community. That they valued their time at Leeds is best demonstrated by a growing number making donations to our Footsteps Fund. The Footsteps Fund is part of our Making a World of Difference Campaign aiming to create life-changing opportunities for students using our outstanding teaching, research and facilities to make a major impact on society worldwide.

For those who achieve a place at Leeds, and receive financial support from the Footsteps Fund, it eases their financial burden through donor support. Each year our donor-funded scholarships assist a growing number of students from less well-off backgrounds.

These scholarships provide financial support to ease the demands of earning enough on which to live and create time to explore other activities beyond studying. Alumni also play active roles in our students’ lives, offering mentoring, career guidance and internships through our Leeds Network, a secure online database of Leeds alumni who have provided career profiles or have agreed to answer career-related questions.

Plus Programme

Our Plus Programme continues to develop and to support an increasing number of students. The Plus Programme offers a bespoke menu of on-course support, developed to support students most at risk of withdrawing from study early. The programme has expanded to also support refugee/humanitarian protection students.

Vital to the success of the programme is Educational Engagement’s ability to identify students most at risk e.g. those progressing through existing widening participation recruitment routes including, Widening Participation Scholarships, Access to Leeds, Realising Opportunities and Care Leavers. This continuity of contact and support is essential to ensuring the smooth transition of students from school 6th form or college into Higher Education. Once the students arrive at University, the Plus Programme team continues to work with Faculties and Support Services to try and identify widening participation students who have not entered the University through one of our recognised widening participation routes and could benefit from the support of the programme.

There are three strands to the Plus Programme; retention/transition, student success and employability. Within each strand participants are invited to engage with a variety of talks, workshops and activities to help students make the most of their time at Leeds and to put them on equal footing with their standard entry peers.

This year there are around 3000 students on the Plus Programme. For 2017 entry there has been an increase of 1000 students eligible to take part in the scheme; in addition to the 2000 existing students currently supported.

Plus Programme Case Study Liv Powell

Liv went to Leeds City College to study A-Levels in History, Government & Politics, and English Literature for two years, as well as studying Sociology at AS Level.

She is currently studying International History and Politics and is in her second year. Liv completed the Access to Leeds (A2L) programme and was thus enrolled on to the Plus Programme when she started university.

“I’d been able to talk my transition from college to university over with my A2L tutor as well as Student Hosts when I came onto campus for A2L days. Furthermore, because I was moved onto the Plus Programme when I started, I was able to attend the A2L celebration event where I met other freshers. The Plus Programme also put on a lot of social events so there were lots of opportunities to meet other students and make friends. I struggled with my move into University Halls, and I worried about making friends with my flatmates and missing home, but it really helped that I knew I could go to Plus Programme events to meet people and I could always contact the team if I needed help or signposting to other university services.

Since starting at Leeds, the Plus Programme has been incredibly helpful. I was able to attend a Student Host Preparation Session, which aided me greatly when I applied for the role as I knew what they were looking for. I’ve also been able to attend social events, where I made a few friends, as well as workshops that help with the academic side of university.”
Go Higher West Yorkshire
This year saw the re-launch of what was formerly the HEART partnership – a consortium of twelve Higher Education Providers in our county – as Go Higher West Yorkshire (GHWY). As a partnership, we remain committed to ensuring that all those who can benefit have access to higher education, regardless of background or personal circumstances.

Across GHWY, we have collaborative Access Agreement targets to meet on behalf of all partners, all of which were slightly exceeded this year:

- Working in partnership across the region, GHWY will provide bespoke support for young people in public care, aged 5–18, through sustained engagement: target of 119 exceeded at 126.
- The young people in public care who are engaged with sustained engagement via GHWY will increase in confidence through exposure to new and challenging experiences: target of 87% exceeded at 96%.
- Working in collaboration with partners, including HE providers, GHWY will engage learners from areas and regions with low participation rates in sustained engagement: target of 80 exceeded at 93.

National Networks for Collaborative Outreach (NNCO)
Late 2016 saw the completion of the two-year, HEFCE-funded National Networks for Collaborative Outreach, led by HEART/GHWY on behalf of partners. Activity enabled by this project funding included a good practice sharing event for partners, around supporting WP students on their journey through higher education (From Access to Success) and a CPD event aimed at equipping teachers and advisers with resources to help guide young people into careers in our local LEP priority areas (Resourceful Futures).

“The keynote speaker and morning speakers were excellent. Really informative and thought provoking.”
Access to Success attendee

National Collaborative Outreach Programme (NCOP)
Go Higher West Yorkshire was successful in securing £6.7 million of HEFCE funding over two years as part of the National Collaborative Outreach Programme (NCOP). Our NCOP is supporting young people aged 14-19 from across West Yorkshire to access higher education. It is targeted at areas where rates of progression to higher education are low, and particularly low when GCSE attainment is taken into account.

As part of our NCOP we have created a new role based in schools, academies and colleges – Higher Education Progression Officers. These staff are delivering a bespoke programme of activity for young people in their school, academy or college with support from staff and students from the 12 Higher Education providers.

Reflecting our mission to include the voice of young people in our work, students from Hanson Academy in Bradford and Rodillian Academy in Leeds took part in an assessment day in May as part of the recruitment of the Higher Education Progression Officers. The students tested candidates’ ability to engage young people. After putting the candidates through their paces they enjoyed lunch at the Refectory followed by a campus tour.

“It was a great day, I thoroughly enjoyed being part of the process but also learning about university life”
Student panel participant

Key to the project is Higher Education Providers working together to create opportunities for young people to explore their options, this included a summer school for Year 10 students in July.

A legacy project initially enabled by the National Networks for Collaborative Outreach, this year 94 pupils attended the ‘Class of 2023’ summer school. Over three days they explored a Higher Education student’s journey: making informed decisions about courses, sampling university and college-level subjects in taster sessions, and employability and graduation. The theme of the student’s journey was reinforced by a bespoke ‘Class of 2023’ reflective workbook designed by Kyle Prior, a student at Leeds Arts University.

Students were able to visit a number of different institutions and took part in activities run by Go Higher West Yorkshire partners, including the University of Leeds.

“The best activity was the university taster sessions on the second day: these were engaging and a chance for them to dive in and have a look at what a Higher Education course could actually be like for them. It was also a good opportunity for them to mix in with other schools which is something that they’re going to have to do at university and was a rewarding experience.”
James Kelly, Higher Education Progression Officer at Carlton Bolling College in Bradford.

“I’ve learnt that I don’t just want to be a back-street hair-dresser. I want to go further in life, I want to progress, I want to go to university.”
Summer School participant

What will I use following the event? I’m certainly going to access the excellent videos produced by HEART, possibly try to secure Catherine [one of the video case studies] to do a presentation for our work with schools!
Resourceful Futures attendee

I felt valued and proud to be a part of the recruitment team, it’s good that they involve young people to help make decisions see as though we are the ones who will access their support.
Student panel participant
Measuring Impact

Educational Engagement Monitoring, Evaluation and Research

The University’s Monitoring, Evaluation and Research Team is responsible for monitoring and reporting on the outcome of widening participation (WP) and outreach work within Educational Engagement. Our team coordinates and guides the evaluation and monitoring processes for all educational engagement activity ensuring evaluation practices remain consistent and effective. Through our systematic use of targeting, monitoring and evaluation we continue to inform programme development and explore ways in which we can contribute robust research to the sector.

Our key aims are to:
- Continue to develop the University of Leeds evaluation framework used across all educational engagement activity
- Ensure monitoring and reporting procedures remain effective through transparent and collaborative communication
- Support external reporting requirements (e.g. HEFCE, OFFA) and liaise with relevant external agencies
- Foster links between academics, professionals and practitioners who share an interest in the widening participation and fair access agendas
- Build a research community which facilitates/supports the production of research across the sector
- Showcase and share good practice
- Develop an archive of good practice in terms of both research and evaluation

Measuring Success

Both WP and non-WP targets for our work are set on an annual basis. These targets relate to the number of students or schools we work with as we all the number of WP students we recruit as an institution. We annually report, through HEFCE and OFFA monitoring, on our WP targets (i.e. recruiting and retaining key numbers of students through our access and support measures) which are set within Educational Engagement and endorsed through the University’s Executive Group.

Evaluating Activity

Our key evaluation tool is a set of standard questionnaire templates. These have been carefully designed to include a series of core questions to ensure events/programmes are targeted appropriately.

In addition we use qualitative measures including focus groups, interviews and more in-depth programme reviews to gain a comprehensive understanding of the impact our activity. We also use the national Higher Education Access Tracker (HEAT) and our Customer Relations Management (CRM) system to track participants throughout the student lifecycle in order to longitudinally monitor the impact of engagement.

Research and Postgraduate Opportunities

National guidance and institutional commitments require that we carry out research to identify ‘what works’ in supporting students prior to making their entry to HE, during transition and also the impact on retention and completion. At Leeds we utilize the expertise of our academic researchers and employ external consultants who carry out robust qualitative and quantitative research, taking into account multiple measures of disadvantage. It is also expected that the University contributes to the national research agenda analysing what works best in terms of student retention and success and research projects are carried out by skilled academics in order to do this.

We also provide opportunities for current postgraduate to carry research projects to investigate the impact of various interventions and pre-entry pathways on retention, completion and student success.
For further information on the Report's contents please contact

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