Assessment of current performance

1. We have assessed our performance through the progress we have made at identifying, recruiting and supporting various underrepresented students, particularly those with multiple dimensions of disadvantage, and against our high level key performance indicators (KPIs).

2. We assess our progress using sector level indicators (HESA, UCAS), publications from OFFA, HEFCE, academic research, internal management information data and internal evaluation work.

Underrepresented groups

Access

3. We employ a number of methods to attract students from underrepresented groups: for example, we work collaboratively (through Go Higher West Yorkshire, see paragraph 59) to promote HE to care leavers and have seen the recruitment of these students rise to our highest ever in 2017/18. However, our Access to Leeds (A2L) scheme is our primary route of recruitment for young full-time students from underrepresented groups. It annually shows proportionally greater progress at recruiting Black, Asian and Minority Ethnic students than the University and the sector (Chart 1).

4. Our institutional Black, Asian and Minority Ethnic (BAME) student recruitment figures have increased by an average of around 1.4% each year since 2013/14. Internal data suggests that 2017 recruitment has increased slightly above this average, and now sits above the average for the 15 year old population in the 2011 census (19.1% compared with 18%) however this figure is still below the 29% entry rate within the sector.

Chart 1 – BAME Student Proportional HE entry: across the sector, at Leeds and through Access to Leeds

5. To understand our figures at a more granular level, each year we review our recruitment profile against the equality and diversity data for the University’s student body and against the 2011 Census data which gives a breakdown of ethnicity proportions across the country. In this way we can position the progress of our fair access in the context of the University and the country identifying groups who are benefitting from A2L and those where more work is required.

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1 32 students declared as care leavers compared with previous figures ranging from 18-21 in the years 2013/14 to 2016/17
6. As Table 1 illustrates, within A2L, when compared with the University as a whole there is positive representation of all ethnicities. However, for a number of ethnic groups the proportional figures for both the A2L and the University are lower than that of the country as whole\(^5\), suggesting that there is more work required to recruit these students (particularly Black Caribbean, other black background and white). UCAS highlight white male students from low POLAR quintiles as underrepresented in HE in their multiple equality measure data.\(^6\) In addition, HESA data, reviewed through HEIDI plus,\(^7\) suggest that, in 2016, the sector average for white male students from the lowest POLAR quintile represented 3.6% of students recruited; the proportional intake at Leeds was 2.4%, placing us seventh within the English Russell Group (ERG) but below the sector average.

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Ethnicity} & \text{Latest UoL Figures %} & \text{Latest A2L Figures %} & \text{Latest Census Data %} \\
\hline
\text{Arab} & 0.4 & 0.6 & 0.4 \\
\text{Asian or Asian British - Bangladeshi} & 0.5 & 1.9 & 0.8 \\
\text{Asian or Asian British - Indian} & 2.9 & 4.8 & 2.5 \\
\text{Asian or Asian British - Pakistani} & 3.1 & 12.8 & 2 \\
\text{Black or Black British - African} & 1.8 & 3.6 & 1.8 \\
\text{Black or Black British - Caribbean} & 0.6 & 0.9 & 1.1 \\
\text{Chinese or Other Ethnic Background - Chinese} & 0.6 & 0.9 & 0.7 \\
\text{Mixed - White and Asian} & 1.9 & 2.2 & 0.6 \\
\text{Mixed - White and Black African} & 0.6 & 1.2 & 0.3 \\
\text{Mixed - White and Black Caribbean} & 0.9 & 1.3 & 0.8 \\
\text{Other Asian background} & 1 & 2 & 1.5 \\
\text{Other Black background} & 0.1 & 0.3 & 0.5 \\
\text{Other Ethnic background} & 0.6 & 0.7 & 0.6 \\
\text{Other Mixed background} & 1.3 & 1.5 & 0.5 \\
\text{White} & 83.7 & 65.2 & 86 \\
\hline
\end{array}
\]

7. When reviewing our A2L recruitment profile across multiple years, as part of our investigation into students with multiple dimensions of disadvantage, our findings showed an increase in progression from all BAME groups. We traditionally have high proportions of A2L students from BAME groups, for example: Asian British Pakistani, in our A2L cohort compared to the institution as a whole (12.8% compared to 3.1%). However white students are significantly underrepresented in our A2L cohort when compared to the institution and we reviewed the composition of this cohort to identify whether white, male students from LPNs were progressing through the scheme. Another facet of this work was comparing the representation of ethnicities such as Black British – Caribbean which still remain institutionally underrepresented when compared with national figures.

8. The findings showed that year on year we had seen modest increases of Black British Caribbean students with 2017 entry showing our highest proportional and actual figures. This cohort is the first to progress through A2L since the introduction of the POLAR 3 quintiles 1 and 2 eligibility criterion. Interestingly, it also coincided with a 5% drop in the proportional recruitment of white students and an increase in the proportional and actual recruitment of white, male students from low participation neighbourhoods (1% and 25 respectively). This is a positive indicator and we wish to further enhance our performance with this group; we outline our next step in paragraph 64.

9. Our retention rate for 2015/16 improved on 2014/15 however we are concerned to ensure that we do not continue to see a rise or plateau in our overall non-continuation rates. We are particularly keen on avoiding an increase in the non-continuation of young students from low participation

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\(^{5}\) When utilising 2011 Census data available from the Office for National Statistics.

neighbourhoods, our performance here has been volatile over the last four years. It is heartening to note that there was a 0.5% improvement in non-continuation for these students between 2014/15 and 2015/16 especially given the introduction of the Plus Programme8 in 2014.

10. We reviewed our non-continuation figures at an institutional level (using KPIs outlined below in Table 2). We also undertook a statistical analysis of five years’ of non-continuation data at faculty level, segmenting data by factors such as age, disability, qualifications, income, LPN and socio economic classification in order to identify predictors of non-continuation. The data suggested that, in a number of faculties, students progressing to Leeds with BTECs or from LPNs were less likely to progress from year 1 into year 2 of a degree course. See paragraph 74 for detail on the early stages of our work to address these findings.

11. These data were utilised to understand predictors of non-continuation specifically within our WP cohort and have informed the targeting of specific activity within our Plus Programme provision towards selected BAME groups (Asian British – Pakistani, other Black background, Black or Black British – African, Black or Black British – Caribbean).

Attainment

12. Our academic attainment data highlighted a 12% difference between white and BAME students gaining a first or upper second and an 11% difference between mature and younger students. Work to address differential student attainment is underway across the institution and will be supported by work and research with our WP cohort (paragraphs 25-35).

13. Sector data9 suggest that students from the most disadvantaged areas have consistently lower HE degree outcomes than those with the same prior educational attainment from other areas. Our latest figures for Access to Leeds cohort show that the proportion achieving a 1st or upper second is 79.3% against an average of 83.1% in the University. This is still positive progress when compared to our APP milestone (70%) across the Russell group (78.6%) and the sector as a whole (70.3%) but we are committed to closing this gap. We have increased our milestones here and will continue to support A2L students as outlined in paragraph 78.

Progression

14. We know that outcomes for A2L students are not as positive as their peers, averaged over five years graduate prospects data shows a 12.9% disparity in destination. The data shows many remain in the region or in the north of England. There is also some evidence to suggest that those staying in the region are entering non graduate roles. We will be working specifically with A2L students (as outlined in paragraph 82) to support their progression into graduate prospects.

15. The Destination of Leavers from Higher Education (DLHE) data shows that BAME outcomes across some faculties is lower than we would like. These data are supported by sector data as reported in HEFCE’s Differences in Employment Outcomes report, published in 2016.10 We have invested in staffing to directly address this issue, see paragraph 82.

Key performance indicators

16. Table 2, below, details our progress against our high level KPIs. Performance outlined in this table suggests focus is required on mature learner recruitment, recruitment of young LPN students and the retention of students from LPNs where we are not meeting our milestones. However, increased progress has been made since last year against the retention of students from low SECs and internal data suggest progress has been made with the recruitment of young LPN students in 2017.

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8 The Plus Programme is our on-course support network targeting students who have entered Leeds through one of our fair access initiatives and therefore meet one or more of the following criteria: low household income, low participation neighbourhood, low socio economic group, carer, estranged, first generation, care leaver, mature learner, attended a school achieving below the national average at GCSE (Attainment 8 score), refugee status.

9 HEFCE (2014), Differences in degree outcomes: Key findings. http://www.hefce.ac.uk/pubs/year/2014/201403/

Table 2 – Progress against Key Performance Indicators

<table>
<thead>
<tr>
<th>High level KPI</th>
<th>Progress against milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of first year, full-time home/EU students (under 21) to annually exceed our HESA Low Participation Neighbourhood (LPN) benchmark from 2014/15</td>
<td>HESA data show an increase in absolute numbers (445 in 2015/16 to 460 in 2016/17) but no growth in the proportion of students from Low Participation Neighbourhoods (LPNs), the percentage of students from LPNs we recruited remains at 8.1, placing us fourth within the English Russell Group. Although we have exceeded our HESA benchmark (7.8%) we have not met our Access Agreement target of 8.6%. Internal data suggests that we recruited our highest ever number and proportion of students from low Socio Economic Classifications in 2017/18 and we are keen to ensure a continued upwards trajectory. Internal data suggests another increase to LPN numbers in 2017/18 and a modest growth in percentage to 8.3, however we detail ways in which we will accelerate progress in paragraph 64.</td>
</tr>
<tr>
<td>Exceed our 2013/14 recruitment performance of 15.5% of mature entrants from low participation neighbourhoods (LPNs) with no previous HE experience (17.2% by 2019/20).</td>
<td>Reflecting national trends, institutional recruitment of mature and part-time students continues to be of concern. The withdrawal of NHS bursaries has reduced the recruitment of mature students into health-related curricula. However we remained fifth in the ERG in terms of proportionate recruitment of mature students with no prior HE experience from LPNs (although are second in terms of absolute numbers). We are also (at 13.1%) one percentage point above the sector average recruitment of this group. More work is required in this area and is detailed in paragraphs 62-63. It is also worth noting that our part-time figures show that in 2016/17, 20.1% of this cohort were first degree mature student from LPNs as compared with a sector average of 8.1% and an English Russell group average of 7.2%.</td>
</tr>
<tr>
<td>Exceed our 2012/13 HESA benchmark for non-continuation of 4.1% for first degree full-time home/EU students</td>
<td>Our cross-institutional non-continuation figures dropped from 4.2% in 2014/15 to 3.4% in 2015/16. This is positive progress but it does not meet our Access Agreement milestone, falling short by 0.2%. With a non-continuation rate of 4.5% for young LPN students, we are pleased to have exceeded our HESA benchmark (5.5%) and improved on our previous year’s performance 5%. This is especially positive given the context of a fairly static picture across the sector (HESA data shows a 0.1% reduction in non-continuation across England). We have a 4.6% non-continuation rate for low Socio Economic Classification (SEC) students, meeting our APP milestone for 2017-18. With each of these targets we have made improvements against previous years’ performance but to accelerate the rate of progress we will continue to invest in support for, in particular, the retention of LPN students.</td>
</tr>
<tr>
<td>Reduce the non-continuation of for young students from LPNs</td>
<td></td>
</tr>
<tr>
<td>Reduce the non-continuation of full-time home/EU undergraduates from NS SEC 4-7</td>
<td></td>
</tr>
<tr>
<td>Meet our 2013/14 HESA non-continuation benchmark for mature students with no prior HE experience (12.4%)</td>
<td>As noted in the University TEF submission, mature and part-time non-continuation rates are low. In 2015/16, our non-continuation rate for mature students with no prior HE experience was 8.7%. A significant improvement on the 2014/15 figure (12.1%). We have revised our milestone upwards for this target and set a more challenging baseline although we do expect these rates to be volatile. We continue to focus efforts on mature student retention, understanding that it is a complex and challenging area. More detail can be found in paragraph 68.</td>
</tr>
<tr>
<td>Increase the percentage of students declaring a disability at Leeds.</td>
<td>We exceeded our target for the percentage of students declaring a disability at Leeds. We have re-profiled our targets as a result. We do not think it realistic to extend our targets above 13%. Our focus will be on working with these students to increase: a) the number of disclosed students who choose to register/engage with Disability Services and b) The number of disclosed students who then access support (see paragraph 75).</td>
</tr>
</tbody>
</table>
17. We are pleased to note that our approach has brought us near to meeting our KPIs in a volatile higher education sector and we believe that we can make further progress. Our work to date, as articulated within previous Access Agreements and our Educational Engagement strategy, is to accelerate our progress at every stage of the student lifecycle. Within the investment section of this submission (paragraphs 92-94) we have increased proportional investment across the board. This is particularly noticeable in student success and progression. Our ambition is to deliver continuous improvement in all areas of our provision.

18. Our commitment to widen participation is embedded within our University of Leeds Strategic plan and all other strategies flow from this. Our strategy for engaging with WP students is well established and was developed in collaboration with colleagues from Educational Engagement (who lead our engagement with young students) and the Lifelong Learning Centre (which leads our mature learner engagement), consultation with services including Equality and Inclusion and academic staff across faculties. The resulting Education Engagement Strategy articulates our commitment to fair access, and student success. Our institutional key performance indicators for widening participation are incorporated in the annual refresh of the Educational Engagement Strategy’s action plan. This helps guide our work at a strategic level by identifying areas for focus and areas of success each year. Underpinning and complementing this is our evaluation strategy which is specifically designed to ensure continuous improvement.

Collaboration

19. Our collaborative approach is well established and includes partnership work with local schools and employers, through Excellence Hubs, Realising Opportunities, Go Higher West Yorkshire and NCOP. Leeds is committed to the Go Higher West Yorkshire (GHWY) single point of contact partnership, an established consortium of 12 HE providers in West Yorkshire. We are also committed to the National Collaborative Outreach Programme (NCOP), secured by GHWY. With a Governing board and two operational groups (Business Engagement Planning Group, and the Widening Participation Planning Group) including members each of the 12 partners as well as Leeds City Region LEP and West Yorkshire Consortium of Colleges, the consortium ensures a joined-up approach between education, city and business.

Employers

20. We work with employers to support our recruitment, success and progression of students to Leeds. This can take the form of employer mentoring/leadership schemes targeting our Plus Programme students or through collaborative course delivery. In partnership with global employer PwC, the University will, from September 2018, offer a new degree apprenticeship in computer science, an innovative way for young people to launch a career in technology. The computer science programme is one of two degree apprenticeships and one higher apprenticeship (see paragraph 63) developed by the University of Leeds. Further degree apprenticeships are planned at the University, as the market for this new approach to higher level training and education grows.

Target Groups

21. The groups outlined below will be specifically targeted in our work from 2019/20 or earlier. It is important to note that the below is additional or adapted interventions, it is not replacing existing successful activity. The intention is to accelerate progress against our milestones, for example, mature and young students from LPNs. Once we are meeting or closer to these we will re-baseline. During 2018 we will review all high level and operational targets in preparation for the 2020/2021 APP in concert with a review of our Education Engagement strategy.

22. Our targeting is informed by our evaluation and monitoring team and teams which deliver and report on the impact of their programmes of activity on a regular basis. This work is outlined in the evaluation strategy outlined below (paragraphs 25-35). As standard, our work targets: low income students; LPN students (mature and young); disabled students; students from particular ethnicities; care leavers; estranged students; first generation students, refugees and low socio economic classification students. This work is undertaken across the student lifecycle.

23. The targets below have been highlighted either because we intend to accelerate progress against existing milestones or because it is a group we have identified where specific interventions would be valuable (as
well as what interventions we will make). Other groups we have worked to identify but who do not feature below will be brought into our subsequent APP, these students are noted in paragraph 24.

**Table 3: Target Groups**

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Stage(s) of student Lifecycle</th>
<th>Assessment summary</th>
<th>Details (Paragraph)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mature students from LPNs with no prior HE experience.</td>
<td>Access</td>
<td>Static recruitment</td>
<td>New initiatives have included outreach with local Armed forces veterans, higher level apprenticeship, nursing associate project (see paragraphs 62-63)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Investment in an academic role focused on closing the gaps in degree attainment review of personal tutoring provision, ESRC “growth mindset” research and transitional support for A2L students (see paragraph 77-81).</td>
</tr>
<tr>
<td></td>
<td>Attainment</td>
<td>Disparity in attainment</td>
<td></td>
</tr>
<tr>
<td>Young LPN students (including white males from LPNs)</td>
<td>Access</td>
<td>Small growth in recruitment</td>
<td>Attainment raising work with local schools (University Technical College, Gorse Academies Trust through RowLeeds), a review of our national outreach team’s work. Changes to Access to Leeds criteria (see paragraphs 61-67)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review support for entrants who studied BTECs, Access to Leeds transitional support particularly for BTEC students, enhanced tracking of disabled students’ interactions with disability services, increased support for these students through the Plus Programme (see paragraphs 74-76).</td>
</tr>
<tr>
<td></td>
<td>Non-continuation</td>
<td>Small improvement, not meeting APP target</td>
<td></td>
</tr>
<tr>
<td>Widening Participation BAME (e.g BAME + LPN or BAME + low income)</td>
<td>Access</td>
<td>Small growth in recruitment-underrepresented in sector</td>
<td>Investment in an academic role focused on closing the gaps in degree attainment. Review of curriculum through Why is My Curriculum White (WIMCW), review of personal tutoring provision, ESRC “growth mindset” research, transitional support for A2L students (see paragraph 77-81).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disparity in attainment</td>
<td>Work as detailed above as well as BAME mentoring scheme through the Plus Programme (see paragraphs 74-76).</td>
</tr>
<tr>
<td></td>
<td>Attainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-continuation</td>
<td>Small improvement, not meeting APP target</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Progression</td>
<td>National disparity of progression</td>
<td></td>
</tr>
<tr>
<td>A2L students</td>
<td>Attainment</td>
<td>Disparity in attainment</td>
<td>WIMCW work, transitional support, personal tutoring review, BTEC review, ESRC project (see paragraphs 77-81).</td>
</tr>
<tr>
<td></td>
<td>Progression</td>
<td>Disparity in progression</td>
<td>A2L student careers interventions, HEFCE catalyst work, BAME Careers Progression post, (see paragraph 82).</td>
</tr>
</tbody>
</table>

24. Future groups:
- WP Disabled students. Identified as a non-continuation risk. Appropriate interventions to be determined alongside systems development (see paragraph 75). Identified as a non-continuation risk
- Students entering through clearing. Identified as a non-continuation risk (see paragraph 35).

**Evaluation and Monitoring**

25. Our evaluation strategy articulates our approach towards continuous improvement. It directs our Evaluation and Monitoring team to ensure that we: gauge and report progress against APP milestones and targets; gauge and report progress against national and internal datasets; review existing
activities to understand whether our activities provide value for money; identify where to direct future engagement and investment.

26. It is embedded into every stage of our fair access and participation work. Within our Educational Engagement Service the Evaluation and Monitoring team lead the development and implementation of this strategy, this approach is mirrored in our Lifelong Learning Centre who lead our recruitment and support work for mature learners.

27. Our monitoring and evaluation programme runs throughout the year using formative and summative evaluation to inform programme development and monitor progress against our targets. As outlined in our Access Agreements, we utilise: standard questionnaire templates; management information data analysis; external performance data analysis; case studies; annual in-depth evaluations of key projects and longitudinal tracking of participants on programmes of sustained engagement. Evaluation is undertaken by Evaluation and Monitoring team staff, PhD students or academics at Leeds or third parties (as when the National Foundation for Educational Research evaluated our Reach for Excellence scheme).

28. Our Evaluation and Monitoring team directed that we align some of our qualitative evaluation of generic outreach with the HEAT common evaluation questions, replacing existing targets (T16b_04 to T16b_06 on the resource plan). This will give us feedback on the perceived effectiveness of outreach but also enable comparison with evaluation data from other HEAT users. HEAT is also being utilised to support the data analysis and reporting on programmes of engagement such as our Reach for Excellence scheme. Where feasible we take a longitudinal and collaborative approach to evaluating outreach.

29. We use a three level process to gauge our performance, direct our investment, and ensure our activities are fit for purpose:

**Level 1: Sector research/trends.** At this level we identify areas of challenge for the sector and are informed by regulatory guidance notes, best practice, research into WP, national-level data (such as UCAS or HESA data) which help to illustrate sector performance for student recruitment and success. This work highlights areas for investigation at Leeds and helps us position ourselves (nationally and against near competitors) and develop performance baselines.

**Level 2: University performance.** Once we have identified sector level patterns or concerns, we review our own progress (against APP milestones or internal/external data) to ascertain whether further investment or investigation is merited, this work now includes reviewing our student groups intersectionally to understand where to target additional recruitment or success in interventions. This level also incorporates the annual evaluation of our activities to ensure they are fit for purpose and the annual monitoring of our WP impact for regulatory reporting.

**Level 3: Evaluation methodologies.** Once we have identified target areas/groups for future intervention, the Evaluation and Monitoring team will ensure that the impact of new or modified activity can be robustly measured, e.g. the most appropriate evaluation size, method and duration, given the context of the work; they identify what performance indicators and datasets to use and how data should be collated and reported.

It is important to note that the model is flexible enough that future areas of work can be initially identified at level 2, by the Evaluation and Monitoring team or by teams leading interventions in particular areas of access and student success through the Educational Engagement Evaluation Strategy and Implementation Group. This group ensures that there is two-way communication between those leading and developing the evaluation strategy and those working to implement robust evaluation within their teams.

30. Below, Table 4 outlines some of the evaluation and research undertaken or in progress over the last year.
<table>
<thead>
<tr>
<th>Area of Evaluation/Research</th>
<th>Summary and Methodology</th>
<th>How findings have been/will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-continuation within University faculties.</td>
<td>We used binary logistical regression to identify, by faculty, predictors of non-continuation. The model included 5 years of data and factored for twelve variables such as ethnicity, disability, tariff score, entry qualification, age and gender to identify indicators. We then used a cross tabs analysis (due to the smaller numbers) to investigate indicators at school level.</td>
<td>This research has been disseminated to faculties and schools and services to inform retention strategies and areas for investment from 18/19.</td>
</tr>
<tr>
<td>Non-continuation within Plus Programme cohort.</td>
<td>The work above was further enhanced through a more granular investigation into a cohort of under-represented students (currently supported by the Plus Programme) in order to be assured that student cohorts who may not be present at numbers sufficient to feature as statistically significant are supported. This is particularly important where we have identified vulnerable intersectional student groups at a national level but at a University level student numbers are relatively low.</td>
<td>This work enabled us to identify BAME students and disabled students we will particularly target for support through the Plus Programme (see paragraphs 74-76).</td>
</tr>
<tr>
<td>Reviewing our schools outreach activity.</td>
<td>This work is looking at the impact of our nation-wide schools liaison model of outreach with a particular focus on recruitment from schools targeted based on high proportions of WP students.</td>
<td>The work will inform future delivery of this work, ensuring that we invest funding appropriately.</td>
</tr>
<tr>
<td>Literature review into measuring school attainment raising activities.</td>
<td>Prior to the publication of OFFA guidance, we commissioned a literature review to inform our plans for attainment raising activity in schools.</td>
<td>This work will inform our baselining and impact measurement for our work with the University Technical College (see paragraph 66).</td>
</tr>
<tr>
<td>Review of mature student provision</td>
<td>The lifelong learning centre has completed the first stage of a qualitative longitudinal study to pinpoint gaps and good practice in support provision at different points of the student cycle.</td>
<td>Current findings have led to expanding the role of mature student learning champions, increased pre-entry skills support and transition activity.</td>
</tr>
<tr>
<td>RowLeeds</td>
<td>As outlined in paragraph 67 we are delivering an attainment raising project in partnership with Gorse Academies Trust schools and with RowLeeds. The iRow protocol (developed at Leeds) which will be used to measure impact and the project methodology have received ethical approval. We will commence delivery and monitoring in 2018/19 and intend to provide an interim report in July 2019.</td>
<td>The central aim of the investment from the University is to understand whether and how co-curricular activity can be used to positively affect students’ academic attainment.</td>
</tr>
<tr>
<td>Financial Support Evaluation</td>
<td>We have investigated the impact of our financial support package on retention, gaining a ‘good’ degree, completion and graduate outcomes using the OFFA recommended model (see paragraph 84-85). We are imminently due to start the qualitative research which will support the quantitative data and will help inform future decisions regarding where best to target support and at what level. There has been ongoing qualitative work with mature students.</td>
<td>The quantitative results have been used to inform our (2019/20) financial support package. We hope that our research will eventually contribute to a broader sector picture of which groups most need us to invest in financial support.</td>
</tr>
<tr>
<td>HEFCE Catalyst project</td>
<td>The project targets LPN and BAME undergraduate and postgraduate students and applicants to close the gap in student success outcomes. The focus is on progression to, and success in, postgraduate study. Leeds is the lead institution for this project which uses scaled up versions of Access to Leeds and the Plus Programme to supply pre-UG WP entry interventions (using the A2L model of providing a study skills module) with Home PGT BAME offer holders and on-course interventions for UG WP students (using the Plus Programme model of using on-course interventions including information and advice sessions, access to networks and mentoring) across six HE institutions.</td>
<td>Results will be shared internally and with the sector. Best practice will inform provision for BAME and LPN students with particular emphasis on graduate progression. Detail can be found in paragraph 73 and 82.</td>
</tr>
</tbody>
</table>

Sharing our Findings
31. The results of our WP activities are annually summarised in APPs and annual monitoring submissions. We also produce an annual report (circulated to senior management and local MPs and stakeholders) highlighting activity we have delivered and the impact of this work.

32. We have published findings and resources which derived from our collaborative project (with five other HEIs and funded by HEFCE) designed to evaluate the impact of financial and on course support on encouraging WP postgraduate study (the Postgraduate Support Scheme). We have recently had a HEFCE blog post\(^\text{12}\) published about the data protection challenges of utilising randomised control trials as part of our latest collaborative project (funded through HEFCE Catalyst monies, see paragraph 73). The findings will be published as a research report.

33. Through participating in other collaborative studies, such as OFFA commissioned work to understand the impact of outreach on the higher education progression of adult learners, we feature as case studies in nationally published reports.\(^\text{13}\) We submitted evidence to UUK’s Social Mobility Advisory Group which published its final report, citing our Jumpstart adult learning programme as an example of best practice.\(^\text{14}\)

34. Our evaluation team staff are members of groups such as NEON, an organisation developed to support professionals working in widening participation and social mobility, they attend its quarterly Impact and Evaluation Working Group. They also participate in the Russell Group Widening Participation Forum, HEAT regional meetings and Sheffield’s national online Community of Practice for WP Evaluation.

Future Evaluation
35. Our plans for the future areas of evaluation or research include:

- Specific predictors of non-continuation: work on non-continuation at faculty level (Table 4) highlighted that students progressing to Leeds with BTECs or through clearing were at a higher risk of non-continuation. These groups will be reviewed to identify composition and support interventions.
- Increasing student engagement with the Plus Programme: we are developing a project with the Behavioural Insights Team\(^\text{15}\) on encouraging increased engagement with target groups.
- Attainment of BAME students: reviewing student attainment controlled for entry tariff, as well as student views on how they perceive their University experience through the four explanatory factors identified in HEFCE’s 2015 report *Causes of differences in student outcomes*.\(^\text{16}\)
- Financial support eligibility: as a result of a projected underspend in our 2017/18 LFS (see paragraph 94) we will commission a report reviewing overlap between low SEC, LPN and low income students at Leeds. The results will help future financial projections and be a potential sector resource.
- The impact of redirected underspend: this money will fund new (or enhancements to existing) activity. Our Evaluation and Monitoring team will ensure that work funded through these monies are identified, enabling us to measure impact. Where teams receive increased investment, we will set more ambitious team-level KPIs which will drive us closer to meeting or exceeding existing high-level APP milestones. Where new activity has been funded, it will be evaluated using our standard processes but will be identifiable as funded through redirected monies. The timeline for reporting will vary: where we invest in, for example, Key Stage 5 outreach, we would expect to be able to gauge the impact quite rapidly (i.e. 2019), but directing funds towards, for example, non-continuation will mean a longer period before we can report on impact (i.e. 2021 based on HESA data).

Equality and inclusion

36. When designing our access plans, the University adheres to the principles of equality and diversity as outlined in the Equality Act 2010. Two of our strategic targets relate to people with protected

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\(^\text{12}\) http://blog.hefce.ac.uk/2017/11/13/new-data-regulations-are-coming-is-your-widening-participation-project-ready/
\(^\text{15}\) http://www.behaviouralinsights.co.uk/
\(^\text{16}\) These are: 1) curricula and learning; 2) relationships (staff-student and between students); 3) social, economic and cultural capital and 4) Psychosocial and identity factors.
characteristics (disabled and mature students) and equality considerations are embedded throughout our access activity. Equality Policy Unit (EPU) staff serve on committees and working groups responsible for inputting into the creation, reporting and monitoring of our APP and there is clear senior leadership for WP which is aligned to the institutional vision. Our APP has been and will continue to be subject to a specific Equality Impact Assessment (see annex 1).

37. Our Equality and Inclusion Strategy identifies an Equality Mission for Leeds. One of the priority areas is to successfully embed equality into all aspects of University business. Priority 4: ‘Ensure a world class student experience through inclusion and academic excellence’ addresses fair and equal access to recruitment, attainment and progression opportunities. The strategy highlights the importance of integrating the needs of a diverse student body into the governance and practice of student education.

38. Our Equality and Inclusion work is essential to the recruitment of and support for students with protected characteristics. These students are statistically over represented within lower socio-economic groups and low participation neighbourhoods. We continue to support and recruit students with protected characteristics through a variety of approaches which help demonstrate how our equality and inclusion agenda is embedded within our access work. Examples include:

- Our Lifelong Learning Centre is specifically dedicated to recruiting and supporting mature students.
- Our EPU team continues to work with colleagues in Educational Engagement to identify and ultimately address the unequal continuation and employability outcomes between different ethnic and social groups. We are initially targeting students we work with through A2L and the Plus Programme (see paragraphs 9-15) identifying differentials in non-continuation, attainment and employability. We are also developing effective datasets for our Faculty colleagues, to enable them to identify under-representation and disparities in outcomes across the student lifecycle, with their work being informed by external engagement, sector-wide evidenced interventions and good practice.
- The Head of Student Careers chairs a Student Employability Inclusion Group with a remit to mainstream and embed equality and inclusion priorities across our student employability activities. We collaborate with employers so that our diverse student population has a greater chance of helping fulfil their own diversity aspirations.
- Our WP Scholarships and A2L schemes typically recruit a higher proportion of BME students than the University average. These students are supported by Plus Programme activities which help us meet Priority 4 of our institutional Equality and Inclusion strategy.
- Through the Plus Programme, flexible arrangements are made for mature learners or those with children/caring responsibilities (in relation to the scheduling of Small Group Meetings held in Semesters 1 and 2). Training is provided to students participating in our Plus Programme peer support network as Group Leaders (who provide information and advice to new scholars during Semester 1) to raise their awareness of diversity and working inclusively. When designing event programmes, religious obligations are accommodated and prayer time is allocated where required.
- Equality Policy Unit developed a finance web page dedicated for potential Muslim students with concerns regarding “Riba”. The page details a number of alternatives for those students affected.

39. Our policy supporting students who are pregnant, parents of very young children or carers is well accessed. Being or becoming responsible for a child or dependent adult should not, in itself, be a barrier to a student starting, succeeding in, or completing a programme of study at Leeds.

### Disabled students

40. In light of Disabled Students Allowances (DSA) and sector changes, the University continues to work to transform its approach to the assessment and support for disabled students. We are moving from a funding led, individual ‘reasonable adjustments’ model to a proactive, student-centred and guided model, supporting the University’s vision for embedding inclusivity across its culture, systems and structures.

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17 Which forms part of our Equality and Inclusion Framework and may be found here: https://equality.leeds.ac.uk/wp-content/uploads/sites/64/2014/03/EI-strategy-single-page-word-version.pdf


19 Islamic Sharia law prohibits "Riba", which means the paying and receiving of interest for profit.

20 https://equality.leeds.ac.uk/equality-inclusion-framework/policies/
41. Since 2015/16 we have seen a 33% increase in service users; we are therefore working to ensure we continue to deliver an effective, student-centred and streamlined approach. We are particularly focussing on developing our communication systems (to ensure the student voice is represented and informs practice) and infrastructure for storing and analysing data. This approach will drive continuous improvement across the Service.

42. We have developed a set of ‘University of Leeds Inclusive Learning and Teaching Guides’ , 18 guides on designing the curriculum, teaching and assessing inclusively as well as creating inclusive environments. These guides are aligned to the HEA UKPSF. The project has now entered a new phase (which responds to the Disabled Students Sector Leadership Group Report) aiming to set clear University-level standards for Inclusivity and reasonable adjustments. The initial part of this phase was a pilot assessment exercise in a school to establish appropriate assessment criteria and methods. The project is a University-wide consultative process reporting to the Inclusion and Engagement Strategy Group.

43. We produce University level management information on admissions (applications, offers and acceptances), student experience surveys and student attainment data by protected characteristics. The institutional level ‘Inclusion and Engagement Strategy Group’ (a sub-committee of the University’s Taught Student Education Board), oversees this information: reviewing diversity profiles, identifying areas of under-representation and gaps in student outcomes between groups of students. The Group’s role is to recommend further analyses; establish appropriate targets and action plans to address any identified issues; and recommend specific courses of action and inclusive practices, drawn from sector engagement, research and best practice.

44. The University has focused attention on the establishment of local Faculty Equality and Inclusion Committees (advised and guided by the Inclusivity and Engagement Strategy Group) supporting the implementation of the Equality and Inclusion Framework and enabling the engagement of the four key priorities in a local context. Using an evidence-based approach, these Faculty Committees support the identification and addressing of areas of student under-representation, differences in experience outcomes and differentials in attainment and employability outcomes between groups of students.

Student consultation

45. We have long consulted our students in the formation, monitoring and delivery of WP activity and have historically engaged with them in decision making processes at all levels of the institution. This activity ranges from student representatives helping to select winners of our Widening Participation Scholarships, to representing the student voice on our Plus Programme Steering Group (within Educational Engagement), to formal (and informal) input into and monitoring of the Access Agreement through the relevant committees or participation on interview panels for WP staff. See Annex 2 for the perspective of our Students’ Union.

46. Our University ‘Partnership’, developed by students and staff, describes our mutual expectations as members of the University community. It ensures student views are sought both formally and informally in the development of the Access and Participation Plan. There is student representation throughout the committee structures that comment on, endorse and monitor the APP. LUU staff and Sabbatics have regular meetings with key partners in the University, (the Vice Chancellor, Head of Student Cases and Head of Student Support) enabling issues to be raised as well as input into policy and processes.

47. Student representatives, including Sabbatical Officers and course representatives who sit on committees across the institution receive a full induction and training package to help them actively engage and contribute fully in their role. The University supports some of this training and inductions and each Sabbatical Officer has a Leeds University Union (LUU) mentor and a LUU staff member to support them in their role helping prepare Officers to make an effective impact at the committees they attend.

21 https://www.sduonline.leeds.ac.uk/inclusiveteaching/
23 Since 2006.
24 These include the Taught Student Financial Impact Group (meets five times per year: September to July), Taught Student Recruitment Committee (meets three times per year: September to July), Senate (meets six times per year: October-July).
48. Our Leeds for Life platform, allows students to search for quality assured volunteering placements through the Students into Schools\(^25\) programme; student-led volunteering projects; and quality assured volunteering brokered with the third sector, the University of Leeds works closely with the LUU to develop a unified approach to volunteering which is informed by the needs of all stakeholders. The Leeds for Life Foundation provides funding to support student-led volunteering projects both in the UK and overseas.

49. Student voice is crucial to the success of the Plus Programme, our Student Steering Group helps to shape the direction and delivery of the scheme. The group is modelled on the governance and co-production principles that underlie successful public engagement in health research.\(^26\) Plus Programme students from a variety of subject areas, ethnicities and level of study (e.g. undergraduate and postgraduate) are employed to influence, steer and evaluate elements of the scheme, including methods of communication and the development of social media and web materials and interventions.

50. The Volunteering Hub is working to expand the opportunities for our students to engage and support people in settings outside formal education. The investigation of a curricular opportunity (similar to the Students into Schools module), which will allow students to become involved in programmes in the community and the third sector is underway.

51. We employ students to deliver outreach activities on campus or in schools (often students who have progressed to Leeds through WP routes). Mature Student Learning Champions are involved in a range of activities with adults from local communities to encourage HE progression. We offer a variety of roles to undergraduates and postgraduates, detailing the skills they will develop within each of these roles allowing students to target their skills development. They also receive debrief sessions with Careers staff to assist them in identifying the skills they have developed. Feedback from student hosts informs our training each year.

52. Leeds' Widening Access to Medical School (WAMS) scheme is one of our outreach programmes\(^27\) led by students. Supported by doctors our students share their experiences of the application process, mentor prospective medical students, deliver on/off campus presentations and workshops to pupils from primary through to sixth form. Eligibility to receive mentoring aligns with our A2L criteria ensuring that we support students who would most benefit. WAMS is one of many student-led societies helping deliver outreach.

**Access, student success and progression measures**

**Delivering our ambition**

**Access overview**

53. As highlighted under our assessment of our performance we aim to make progress in each area of the student lifecycle. Our programme of outreach is designed to be coherent, embedded and sustainable, providing a pathway to HE; enabling students to ‘jump on’ at any point from primary\(^28\) through to HE or to follow a progressive curriculum of activity integrated with the school curriculum where appropriate or feasible. Following the full sequence of activity can lead students from aspiration and attainment raising events, through to preparation for HE, fair access to Leeds and on course financial and pastoral support (Thomas Transition to Reach for Excellence to Access to Leeds to scholarships and the Plus Programme).

54. Our outreach works across the full range of subject disciplines and ages as well as with key influencers. Schools are targeted utilising an array of indicators (including POLAR 3 and DfE census data) to ensure we are reaching WP students.

55. Our sustained interventions have stringent eligibility criteria ensuring that we work longer term with those most in need of support (e.g. those from low participation neighbourhoods); for Thomas Transition, Reach for Excellence, Realising Opportunities, A2L and our WP scholarships, the eligibility criteria

\(^{25}\)Annually undergraduates and postgraduates (taught and research) assist in over 70 schools and colleges (including primary level) to deliver and support a range of educational interventions tailored to the needs of each school.


\(^{27}\) Others include OpenWide for dentistry and PsychU for psychology.

\(^{28}\) Through activities such as IntoUniversity (which supports young people from age 7-18), our Students into Schools module or African Voices.
remain strategically aligned, providing seamless progression through to graduation, i.e. outreach to fair access to student success and progression.

56. Part of our sustained outreach activity for mature learners has seen an increase (up 16% from previous year to 683) in demand for pre-entry IAG services. Over 46% of users identified as belonging to a BAME group and from an LPN.

57. Our Extended Degree Programmes are a WP vehicle for applicants of all ages who do not have the required entry tariff but demonstrate the potential to succeed. The foundation year complements A2L by providing intensive, rigorous support for such learners to enable them to develop academic skills and knowledge for progression to level 1 of an honours degree. In 2017/18, data indicates that 64% of these students are from LPNs, 33% mature (95% in part-time route), 35% are from BAME background. 93% of the 16/17 foundation year cohort progressed to under-graduate degrees.

58. As part of our collaborative approach we also work to ensure complementarity with the Opportunity Area identified in our region – Bradford – the Partnership Manager for Go Higher West Yorkshire is a member of the Opportunity Area Working Group ‘Access to Rewarding Careers’ and our NCOP Area Manager for Bradford and Calderdale works closely with those involved in the Opportunity Areas. Our partnership has also signed a Memorandum of Understanding with Bradford Pathways, part of Bradford Council, which is a service offering free advice and support to primary and secondary schools on developing a careers framework within the school’s curriculum; Bradford Pathways is also responsible for setting up and delivering Bradford’s Education Covenant and has strong links with the Opportunity Area.

59. Our Go Higher West Yorkshire partnership’s areas of focus include opening up higher education options to underrepresented groups, especially employers and their employees, including prospective mature and part-time students. The work is underpinned by a robust evaluation framework and includes:
   a. Support for looked-after young people and care leavers (including development of a collaborative Care Leaver Covenant), estranged Students (including development of a collaborative StandAlone Pledge), former NNCO schools (which do not form part of NCOP), and current students from non-traditional backgrounds
   b. Development of higher and degree apprenticeships which aim to appeal to a wide range of students, and investigation into the social mobility potential of this emerging area of work.

60. Our partnership-working with Leeds City College and the Workers Educational Association engaged 576 adults studying at GCSE or intermediate qualification level. Moreover, our community-based outreach reached 2477 adult participants, predominantly from LPNs.

Planned Interventions: Access

61. Based on our performance against our KPIs and the ongoing review and evaluation work that is part of our approach to fair access and student success, we have identified a number of initiatives that will be introduced or adjusted from 2018:

<table>
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<tr>
<th>Access Priorities</th>
<th>Evidence Base</th>
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<tbody>
<tr>
<td>Mature learners from LPNs with no prior HE experience</td>
<td>Paragraph 16</td>
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<td>Table 2</td>
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<td>Table 3</td>
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<tr>
<td>Young LPN students</td>
<td>Paragraph 16</td>
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<td>Table 2</td>
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<td>Table 3</td>
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<tr>
<td>White male LPN students</td>
<td>Paragraphs 3-8</td>
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<td></td>
<td>Table 3</td>
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<tr>
<td>BAME students (particularly Black Caribbean)</td>
<td>Paragraphs 3-8</td>
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<td>Table 3</td>
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62. We will expand a new initiative introduced this year, working with armed forces veterans; a key group of low SEC mature learners, predominantly male. Over 50 army personnel/veterans have received advice

http://www.gohigherwestyorks.ac.uk/care-leaver-covenant/
and information on progression to HE study and we are looking at how we enhance this collaboration and have also expanded the role of our Mature Student Learning Champions (Table 4 and paragraph 51).

63. This year, the University has developed its first apprenticeship programme. In partnership with local NHS Trusts, this initial Assistant Practitioners Higher Level apprenticeship has a cohort of 21, 95% are mature learners with no prior higher education, 76% coming from LPNs. It is being delivered by the Lifelong Learning Centre (LLC) as part of its adult widening participation remit.

64. After changes to the A2L criteria for 2017 entry (adding the lowest two POLAR quintiles as an eligibility criterion rather than simply Index of Multiple Deprivation data), we saw overall increases of white male LPN students1% and BAME students (5%) progressing through the scheme. The geographical eligibility criterion, for 2018 entry, utilises IMD (students from super output areas below 14,212) and POLAR 3 quintile 1 only (as opposed to quintiles 1 and 2), to more tightly focus our recruitment of underrepresented students from LPN and/or BAME backgrounds. We will review the impact in 2019.

65. Complementing the measures above, we have also commenced the review mentioned in our 2018/19 Access Agreement Table 4 to help better ascertain the impact of our schools outreach and identify ways in which we can make this work more effective. This work will help ensure that we can direct our schools outreach most effectively, hitting the groups we most need to target (young students from LPNs, BAME groups, white males from LPNs).

66. Our attainment raising work with the UTC has commenced and we commissioned a literature review to identify best practice for measuring impact of this type of work. This piece of work has informed our evaluation methodology. This work will form part of our efforts to increase the national pool of potential young students from LPNs. The acting Principal at the UTC has submitted a statement for inclusion:

“The Leeds University Technical College delivers an advanced manufacturing and engineering focussed curriculum and is supported by Leeds City Council, the Manufacturer’s Organisation, Leeds Chamber of Commerce and over 25 local businesses. Launched in partnership with local employers, including Siemens and Agfa and the University of Leeds, the UTC marries industry with education, we aim to positively contribute to the local economy and the development of local students. During 2017/18 we have been looking at even closer partnership working with the University of Leeds to deliver an attainment raising project which we hope will be an example for the wider educational sector. Work is underway to create a two-year project relating to engineering-based mathematics. This project will be piloted with an identified 2018/19 cohort of year 10 students, following them through to year 11 and GCSEs/Technical awards. We will set a baseline in July 2018, identifying our students’ incoming academic attainment and measuring whether the intervention helps improve their performance through years 10 and 11. We are excited to be working together with the University on this project, we believe it highlights our commitment to consistently improve our students’ experience and opportunity and that this pilot could be a model for future collaborative work between schools and HE.”

67. We have ethical approval and funding for a staff member recruited from the Leeds University Internship Scheme (which gives students the opportunity to intern at Leeds) to help deliver our RowLeeds attainment raising project which provides sustained engagement in partnership between the University, RowLeeds and the Gorse Academies Trust. Qualified rowing coaches work with students across a number of the schools providing them the chance to participate in rowing (and related developmental activity) at the Leeds University Boathouse. The project will ascertain whether structured regular co-curricular activity fosters the development of skills and traits beneficial for academic success. Impact will be measured using the iRow protocol developed by academic staff at Leeds. The protocol baselines particular students’ traits looking at progress in a number of areas against a control group.

Student Success and Progression Overview

68. Our Plus Programme employs a synthesis of approaches to foster the retention, employability and academic success of UG and PG widening participation students31 at the University of Leeds. The Plus Programme links with student success work undertaken through our Lifelong Learning Centre. Both schemes have a range of measures to address student non-continuation and foster student success including a ‘Keeping Warm’ portfolio of events and workshops for those who have offers or in the process of applying to the University; the Kickstart programme available on or off campus includes a cycle of

30 www.rowuk.co.uk
31 Students identified as asylum seekers may also access Plus Programme support
academic skills and personal development interventions at critical points of the academic year, co-produced and delivered with students; volunteering opportunities, mentoring schemes (including PwC, Marks and Spencer, as well as alumni mentors and an Alumni Leadership Mentoring scheme), and networking events with employers.

69. Activities and data relating to non-continuation, attainment and progression are fed into our Inclusion and Engagement Strategy Group, which reports into Taught Student Education Board. This committee helps cement formal links with other institutional student support services, activities and opportunities.

70. Our care leaver contact supports prospective students and their key influencers. This support remains available to students once at the University, to assist them through their transition into and through HE. Students who can demonstrate that they are leaving public care will have their upfront security deposit waived and can request 365-day accommodation. We have now signed up to the Stand Alone Pledge and adhere to best practice in the support we provide for students estranged from their family.

71. We are data driven in our approach to Employability. The University’s Employability Strategy Group is responsible for an institutional Employability Strategy and oversees KPIs for institutional and faculty performance. Each faculty has its own academic-led employability team responsible for taking action to further improve graduate outcomes. Our Careers Service provides faculties with data relating to its performance highlighting disparities in employment outcomes for different student groups to ensure a focus on improving progression to employment. We require students to assess their career readiness at each registration, the data is analysed to inform tailored support at faculty and school level.

72. Leeds allows all students to undertake a work placement year except programmes through which placements are integrated into the programme such as Medicine.

73. Encouraging progression to postgraduate study is a key aspect of our work to improve the graduate outcomes for our students. We work to ensure that our undergraduates are prepared for the transition to postgraduate study, utilising resources designed to help them to assess their skills and understand the level and challenge of postgraduate study. We created an online version of Masters Taster sessions, offering participants the chance to meet current students, academics and support services to give an insight into the benefits and reality of postgraduate study at Leeds. We have also continued our work on the HEFCE catalyst project: Progression to, and success in postgraduate study, for students from BAME and POLAR 1 & 2 backgrounds (see Table 4).

### Planned interventions: Non-continuation

<table>
<thead>
<tr>
<th>Non-continuation Priorities</th>
<th>Evidence Base</th>
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<tbody>
<tr>
<td>Young LPN students</td>
<td>Paragraphs 9-11, Table 2, Table 3</td>
</tr>
<tr>
<td>Disabled students</td>
<td>Paragraph 24, Table 4</td>
</tr>
<tr>
<td>BAME students (particularly Black Caribbean)</td>
<td>Paragraph 9-11, Table 3, Table 4</td>
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74. We will continue to invest in our Plus Programme activity for the coming years to support young LPN students and have (see paragraph 10 and Table 4), changed how we identify predictors of non-continuation, and therefore, where and how we and our faculties target our efforts. We will be:

1. Commencing a piece of work to understand the challenges faced by students who have studied BTECs (these were identified as more likely to leave the University see paragraph 10 and Table 4). We will also review the composition of these students to identify the prevalent ethnicity, income levels and social classification. Research suggests\(^{32}\) that BTEC students tend to be from LPNs. We will also link with colleges and schools offering BTECs as well as our own faculties to gain an

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understanding of the academic and non-academic challenges faced by these students. The aim is to identify and share good practice creating interventions where necessary.

2. Supporting BTEC students who do not participate in the Access to Leeds study skills module. Within the A2L cohort, there is a correlation between students who have studied BTECs and those who do not complete the A2L module; these students are a higher non-continuation risk. They will receive pre-entry webinars, induction events and further support to complete the study skills module.

3. Focussing on selected **BAME groups within our Plus Programme cohort**. We have looked at the data for this cohort at a more granular level to identify where we can target particular retention interventions. We will develop a suite of targeted interventions and a peer support for a subset of our Plus Programme students with multiple dimensions of disadvantage, in this case students from the following ethnicities: Asian British – Pakistani had the highest rate of non-continuation, other Black background, Black or Black British – African, Black or Black British – Caribbean (the provision will be available more widely if there is interest). The scheme will launch in 2018/19 supporting students to enhance their academic skills and accessing extra-curricular activities to enhance their transferable skills. The mentoring will then move to help enhance the student’s employability skills, including highlighting internship and study abroad years.

75. We introduced two new disability targets this year, as promised in our 2018/19 Access Agreement. These reflect the work that we undertake to support our **disabled students** at Leeds and ongoing development of underlying infrastructure to permit more effective tracking of student engagement. To remain student focussed, we will be alert to known challenges: some may not wish to engage with the service despite disclosing a disability, others might wish to opt out of further engagement.

76. As noted in Table 4 a review of non-continuation in the Plus Programme cohort highlighted disabled students as less likely to progress from year 1 into year 2. In the short-term these students will receive more focussed support from the Plus Programme, it is likely that recording and monitoring systems under development within disability services will enable us to link the Plus Programme and Disability Services more closely permitting early identification of at-risk students and structuring future interventions.

**Planned interventions: Attainment**

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<th>Attainment Priorities</th>
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<tr>
<td>Access to Leeds students</td>
<td>Paragraphs 12-13 Table 3</td>
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<tr>
<td>BAME students</td>
<td>Paragraphs 12-13 Table 3</td>
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<tr>
<td>Mature Students</td>
<td>Paragraphs 12-13 Table 3</td>
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77. Our success and progression work is underpinned by the provision of Leeds Financial Support targeting underrepresented students, i.e. those from the lowest income backgrounds, giving them the opportunity to devote more time to their study without the added pressure of part-time work. It is also supported by Plus Programme activity which supports over 2,000 widening participation students through a variety of methods including fostering student and staff-student networks to help create a sense of belonging.

78. We continue to work with our **Access to Leeds students** progressing onto the Plus Programme to support their academic attainment through pre-entry academic preparation and the facilitation of on course study skills workshops and monitor their progress through a key performance indicator in our Access and Participation Plans. We have revised our milestones for this target to make them more challenging and ensure our A2L students are keeping pace academically with more advantaged peers.

79. As outlined in paragraph 35 we will be investigating **BAME student** attainment in more detail. One of the other key pieces of work will be led by the ‘Why is my Curriculum white’ Task and Finish Group. This group is working with the Leeds University Union and other cross-institutional stakeholders to identify how and where we can implement recommendations to ensure our teaching curriculum is fully representative and more accessible for more student groups (including BAME).
80. Other areas of work relate to reviewing our personal tutoring system and differential academic attainment. Personal tutors are key for fostering a sense of belonging, supporting and encouraging students and advising them on how best to develop academically. In addition, an academic role tasked with working across the institution to understand and address gaps in attainment between student groups is intended to coordinate and drive progress in this area. The aim is to more effectively support the success of diverse student groups (e.g. Mature, BAME).

81. We have linked with an ESRC funded research project: Inequality in Higher Education Outcomes in the UK: Subjective Expectations, preferences and Access to Information. The project seeks to understand the impact of interventions designed to promote a ‘growth mind-set’ among the student population. The project will review the effect of the intervention (vs. a no-intervention control group) on students’ motivation and academic performance, segmented by student groups (e.g. ethnicity, Plus Programme, income). The results may impact on attainment raising activity for WP groups at (or applying to) Leeds.

**Planned interventions: Progression**

<table>
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<tr>
<th>Progression Priorities</th>
<th>Evidence Base</th>
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<tr>
<td>Access to Leeds students</td>
<td>Paragraphs 14-15</td>
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<td>Table 3</td>
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<td>BAME students</td>
<td>Paragraphs 14-15</td>
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82. Outcomes for A2L students are not as positive as their peers and we aim to address this through activities detailed below which will be specifically marketed towards students on the Plus Programme, LLC, Disabled and BAME students/graduates.

1. Specific targets will be included this year for A2L graduate destinations, any future targets will be informed by the work of the BAME Careers Progression officer.
2. Dedicated assessment centre preparation days through partnership between the Plus Programme team, the Careers Centre and third party providers. Continued delivery and promotion of activities designed to improve employability and graduate destinations. Linking with the HEFCE Catalyst project which will deliver activities to encourage progression onto PG study in selected subject areas. This work has a particular focus on BAME and LPN quintile 1 and 2 groups.
3. Recruitment of BAME careers officer post based within the Careers Centre. The role has two phases; phase 1 will identify (at a University and school level) differential progression rates and provision for student groups; including where they intersect with BAME students. Phase 2 links with Educational Engagement (and the results from the HEFCE catalyst project due to report in 2019) to devise and deliver support and interventions to improve graduate prospects. This role will inform our performance targets at a more granular level and aid accelerated progress in this area.
4. Building on our collaborative work with Leeds City Council, other Leeds HEIs and employers through the InLeeds Programme, a unique collaborative approach promoting graduate opportunities in the city through a student led Career Trek Challenge.
5. Increasing the number of local employers engaging with the University Careers Teams through having a Local Zone in Careers Fairs and a Reverse Careers Fair whereby employers can come in and meet University Employability and Academic staff and Student Societies.
6. Working with 6 Northern University Careers Services and national/Local employers to put on workshops in Leeds, Sheffield, York, Newcastle, Durham, Manchester and Liverpool for graduates in the first 6 months after they graduate, building on a small pilot delivered this year.
7. Working with LUU to build on the BAME Inspire Lead Learn 2018 Conference a student led event.

**Financial support**

83. Leeds Financial Support offers full and part-time students a choice of a fee discount, cash award or contribution towards accommodation, giving them the opportunity to choose the support most appropriate to their individual circumstances. We also have a system of WP Scholarships of higher value (£3k) and awarded based on application and personal circumstances as well as income. These are more valuable because they are intended to target WP students who are most in need of support (e.g. care leavers).

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33 A theory developed by Stanford Psychologist, Dr Carol Dweck, which stipulates that when students understand that intelligence can be developed through effort and experience it leads to higher academic achievement.
84. We are maintaining our funding package (detailed above) for a number of reasons:

- We will be reporting an underspend on our 2017/18 LFS package. This will be reallocated across access and student success and progression activity over 2018/19 (see paragraphs 94-95).
- Student funding underpins much of the work we deliver at Leeds, supporting on course student attainment and retention work (paragraph 77) and many other areas. The quantitative aspect of our evaluation of our funding package (using the OFFA toolkit) suggested that students in receipt of £3k and above are proportionally more likely to progress from year 1 to year 2 than non-LFS recipients. It also found that students with a financial award ranging from £2001-£3000 are proportionally more likely than non-bursary students to achieve a first or upper second.

85. We interpreted the evaluation findings above with caution given the relatively wide confidence interval, and our decision to maintain our award level (for WP scholarships and LFS) was therefore also influenced by the findings of the work undertaken by the London School of Economics’ Institution of Education and Centre for Economic Performance. These suggested the impact of financial support increased up to £2k, thereafter there appeared to be less additional benefit.

86. In light of the significant pressure on the part-time sector we are pleased to note that our proportionate intake of part-time students from low participation neighbourhoods and with no prior HE experience places us second in the English Russell Group. We would not seek to further challenge these students by altering the funding package this year. These students will therefore continue to receive awards that are pro rata to the standard student funding package available in 2015/16 (outlined in Table 6 below).

Table 6: Part-time Funding Package – Part-time students receive pro rata proportion of the below

<table>
<thead>
<tr>
<th>Household income</th>
<th>Year 0 (Foundation year only)</th>
<th>Year 1 and subsequent years</th>
</tr>
</thead>
<tbody>
<tr>
<td>£25k or below</td>
<td>£3,000</td>
<td>£2,500</td>
</tr>
<tr>
<td>£25,001 - £30,000</td>
<td>£1,500</td>
<td>£1,500</td>
</tr>
<tr>
<td>£30,001 - £36,000</td>
<td>£1,000</td>
<td>£1,000</td>
</tr>
<tr>
<td>£36,001 - £42,875</td>
<td>£500</td>
<td>£500</td>
</tr>
</tbody>
</table>

Leeds Masters Scholarships
87. These offer WP students from Leeds and other universities additional funding alongside Postgraduate student loans, thus providing a pathway beyond undergraduate qualifications and through to PG study.

Provision of information to students
88. We recognise that fee levels and the financial support system available in universities and nationally might be difficult to understand so we are committed to making our information as accessible as possible as outlined below:

<table>
<thead>
<tr>
<th>Information provided to students</th>
<th>Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fees a student will be charged for their course.</td>
<td>Our finance webpages.</td>
</tr>
<tr>
<td>Government financial support arrangements.</td>
<td>Dedicated parent and advisor information via the web and through conferences and sessions at Open Days.</td>
</tr>
<tr>
<td>Details for new and continuing students of financial support available package (including value and eligibility criteria and the arrangements surrounding any means-testing based on students sharing financial data).</td>
<td>Integrated messages within our WP outreach.</td>
</tr>
<tr>
<td></td>
<td>Appropriate hard-copy publications (i.e. the University Prospectus).</td>
</tr>
<tr>
<td></td>
<td>Individual financial literacy and budgeting support for students on our talent-spotting schemes.</td>
</tr>
</tbody>
</table>

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89. Our approved Access and Participation Plan will be available on our student finance webpages; these are approved and reviewed through committees which have student representation.

90. All of our information regarding financial support adheres to the Competition and Markets Authority’s advice to ensure that we comply with consumer law.

91. We will provide the relevant information to UCAS and SLC in a timely and accurate manner, to populate their course databases to inform applicants.

**Investment**

92. As detailed within our ambitions and strategy section, we wish to make improvements within every area of the student lifecycle. We have developed new attainment raising work and are reviewing our outreach structure, we have highlighted areas for improvement in attainment for BAME students, retention of LPN and WP BAME students through transitional and on-course interventions and have introduced a new target for progression to graduate prospects for our A2L students. The table below summarises our OfS countable level of investment in fair access and student success.

<table>
<thead>
<tr>
<th>Table 7- APP Countable Investment</th>
<th>2019/20</th>
<th>2020/21</th>
<th>2021/22</th>
<th>2022/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Fee Income</td>
<td>£61.4M</td>
<td>£61.7M</td>
<td>£61M</td>
<td>£61.3M</td>
</tr>
<tr>
<td>Leeds Financial Support</td>
<td>£13.4M</td>
<td>£13.2M</td>
<td>£12.9M</td>
<td>£13.0M</td>
</tr>
<tr>
<td>Access</td>
<td>£3.7M</td>
<td>£3.7M</td>
<td>£3.8M</td>
<td>£3.8M</td>
</tr>
<tr>
<td>Student Success</td>
<td>£1.2M</td>
<td>£1.1M</td>
<td>£1.1M</td>
<td>£1.1M</td>
</tr>
<tr>
<td>Progression</td>
<td>£1.2M</td>
<td>£1.2M</td>
<td>£1.2M</td>
<td>£1.2M</td>
</tr>
<tr>
<td>Total spend as a percentage of higher fee revenue</td>
<td>31.6%</td>
<td>31.3%</td>
<td>31.3%</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

93. We routinely invest more than this in our fair access and student success work. The table below outlines additional spend over and above that invested through higher fee income.

<table>
<thead>
<tr>
<th>Table 8- non- APP Countable Investment</th>
<th>2019/20</th>
<th>2020/21</th>
<th>2021/22</th>
<th>2022/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Success</td>
<td>£876k</td>
<td>£897k</td>
<td>£902k</td>
<td>£910k</td>
</tr>
<tr>
<td>Progression</td>
<td>£440k</td>
<td>£440k</td>
<td>£440k</td>
<td>£440k</td>
</tr>
</tbody>
</table>

94. We have reviewed our forecasting in light of an underspend in our 2017/18 LFS and redirected the available funding towards activities supporting our fair access and student success agenda in 2018/19. This has also meant that our proportionate and actual spend projection on LFS drops to 21.3% steady state from 22.5%. Specific areas of investment have been identified and are in line with our approach in the 2018/19 Access Agreement and our Educational Engagement Strategy; Table 9, below, outlines the main areas but there will be also be increased investment in the evaluation and monitoring work undertaken across the student lifecycle.

<table>
<thead>
<tr>
<th>Table 9 – Areas of Increased Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Student Success</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Progression</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

95. The broad plan and timeline for evaluating the impact of our redirected investment is outlined in paragraph 35. By 2019 we will have redistributed the full underspend and be in a position to articulate when we could report on the impact of new or enhanced activities.
The University of Leeds confirms that due regard has been paid to equality and inclusion issues in the development of this Access and Participation Plan. We evidence this through:

1) A collaborative approach to the development of our plan, with high levels of partnership between senior institutional leads for Educational Engagement, Equality and Inclusion, Student Support (including Disability Services) and Lifelong Learning (for a focus on PT and Mature Learners).

2) This Access and Participation Plan is also developed in the context of the University’s Equality and Inclusion Strategy, specifically Priority 4, which strives to embed equality and inclusion holistically across the whole of the student lifecycle, an aim that is strategically accountable to the University’s Equality and Inclusion Committee (a Committee of University Council) and our Taught Student Education Board.

3) Our Plan seeks to make a substantial and positive difference (including taking positive action measures) to students from all protected characteristics and aims to improve the outcomes for all groups. Our Plan also sits alongside our own strong internal institutional commitment to accelerating equality progress for students from all backgrounds.

4) Alongside these considerations, we are taking a targeted approach where this is necessary to ensure that any disproportionality in access, engagement with key opportunities and services, and outcomes, for any specific equality group of students is identified and addressed.

5) We have sought the views of the student community in the development of this Plan, through our Partnership model and relationship with Leeds University Union.

6) Our in-year monitoring and regular assurance reporting will ensure that our commitments to paying due regard to equality and inclusion issues are maintained throughout the life of this Plan.

7) Our Plan provides more detail of our approach and specific activities to enable us to reach out to all diversity groups of students, address their needs and improve their access and outcomes.