ACCESS AGREEMENT 2018/2019
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### ACCESS AGREEMENT LUU 2018/19
THE UNIVERSITY OF LEEDS
ACCESS AGREEMENT 2018/19

OUR APPROACH

Strategies and Governance

1. The Access Agreement (AA) helps drive positive change within the University; its formulation is borne out of cross institutional engagement. The process of consultation and development not only generates a higher profile for our fair access and WP activities, but provokes wide discussion and constructive input. By promoting wide engagement we seek to ensure that the principles of widening participation help to influence recruitment, teaching and student support.

2. Our commitment to widen participation is embedded within our University of Leeds Strategic plan and all other strategies flow from this. The AA influences and is, in turn, partially shaped by a number of institutional strategies and policies, including, but not limited to, our Equality and Inclusion strategy, School Admissions policies, Employability strategy, Education Engagement strategy and the Teaching Excellence Framework.

3. Last year, we refreshed our strategy for engaging with WP students. The strategy 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 student engagement), consultation with services including Equality and Inclusion and academic staff across faculties. The resulting Education Engagement Strategy articulates our commitment to fair access, on course support and progression into graduate employment or further study.

4. Within the University, the responsibility for managing fair access and widening participation lies with the Educational Engagement Service and the Lifelong Learning Centre. Both report to the Deputy-Vice-Chancellor for Student Education and through appropriate University committees, including the Education Engagement Working Group, Taught Student Funding and Impact Group, Pricing, Scholarships and Financial Support Steering Group, Taught Student Recruitment Committee, Inclusivity Strategy Group, Taught Student Education Board and ultimately to Senate and Council.

Overview of Activity

5. Our activity spans the student lifecycle, balancing innovation with proven success. Through this approach we have activity targeting primary-age, through to key stages 3 and 4, post-16 students and adult learners. It has provision for on course support, development and employability through our Plus Programme (which provides proactive interventions and signposting for WP students) and through University facilities available through Schools, Faculties and Services which is available to all.

Measuring Progress

6. All of our work is underpinned by institutional-level assessment of our performance against our targets and benchmarks from all parts of the student lifecycle. Table 2 illustrates how we measure our institutional-level progress i.e. through our HESA Performance Indicators, augmented in-year with our own management information data. We undertake a rigorous annual process of collecting, analysing and reporting internal management data to monitor and evaluate progress against our targets and benchmarks from all parts of the student lifecycle; these are supplemented by operational level milestones which help gauge the effectiveness of our outreach and student success schemes. Our performance against these indicators helps dictate where we direct our efforts to accelerate our progress.

FEES, STUDENT NUMBERS AND FEE INCOME

7. Leeds has applied for a tuition fee uplift for 2018/19 onwards through an application to the Teaching Excellence Framework. The University will charge £9,250 per year, plus permitted inflationary uplift, for full-time Home/EU new entrants to undergraduate courses. The access and student success measures detailed herein remain dependent on our ability to charge the £9,250 fee plus permitted inflationary uplift.

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1 Supporting our fair access is our continued work on ensuring our admissions policy does not disadvantage one group over another. This work is undertaken on an annual basis and our approach is consistent with the SPA Good Practice Statement on Admissions, the Schwartz recommendations for good practice and the QAA code of practice.

2 Any permissible inflationary uplift will not be applied to the Home/EU undergraduate tuition fee for entrants in 2016 or before. This includes those students deferring from 2016 to 2017.
8. Part-time students commencing in 2018/19 will be charged a course fee of £9,250 fee, plus permitted inflationary uplift, pro-rata to the FTE\(^3\) studied. No part-time student will be charged more than £6,935 plus permitted inflationary uplift per year.

9. If a part-time student pays more than the basic fee, for example, where they take more modules in a year than is normal, we will ensure that a proportion of any income from part-time fees above the basic level is directed towards access measures. This proportional spend will be in line with our planned institutional commitment.

10. Home/EU undergraduates who undertake a study year abroad (including ERASMUS+) as part of their degree programme will be charged the maximum fee applicable to them (this is currently £1,385 but is likely to rise in line with inflation in future years). Students undertaking a UK or international placement year in industry will be charged the same amount as that applied to the study year abroad.

11. Our student numbers are projected to be 21,989 and our estimated higher fee income above the basic fee, £60M.

ACCESS AND STUDENT SUCCESS MEASURES

Expenditure Summary

12. We have continued to change the balance of our spending towards student access, progression and success. Expenditure directed towards access, progression and student success will more than double from £2.1M in 2015/16 to £4.8M in 2018/19. Our shifting investment profile reflects our strategic plan for protecting and growing investment in activities relating particularly to access and student success and progression (see Table 3). The level of emphasis on each of these priority areas will, of course, be subject to continued monitoring and evaluation as we improve our performance or identify where increased focus would be helpful.

<table>
<thead>
<tr>
<th>Higher Fee Income</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leeds Financial Support</td>
<td>£15.3M</td>
<td>£15.3M</td>
<td>£14.7M</td>
<td>£14.6M</td>
</tr>
<tr>
<td>Access, Student Success and Progression</td>
<td>£2.1M</td>
<td>£2.7M</td>
<td>£3.2M</td>
<td>£4.8M</td>
</tr>
</tbody>
</table>

Assessment of Access and Student Success Record

13. Our high-level targets (below) concentrate on recruitment and non-continuation of widening participation students. It is our performance against these targets that has the largest impact on our approach to fair access and student success and our performance is summarised in Table 2.

1. **Recruitment** of first year, full-time home/EU students (under 21) from a low socio-economic classification\(^4\) (25% by 2019/20) and to annually exceed our HESA Low Participation Neighbourhood (LPN) benchmark from 2014/15 (7.8%).

2. 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).

3. Exceed our 2012/13 HESA benchmark for non-continuation of 4.1% for first degree full-time home/EU students as well as improve the non-continuation of full-time home/EU undergraduates from NS SEC 4-7 (3% and 4% respectively, by 2019/20)

4. To work towards meeting our 2013/14 HESA non-continuation benchmark for mature students with no prior HE experience (12.4%) and to exceed our 2010/11 HESA non-continuation benchmark (4.9%) for young students from LPNs.

5. Increase the percentage of students declaring a disability at Leeds (12.8% by 2019/20).

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\(^3\) Full-time equivalent – a part-time student studying 60 credits in a year, which is 50% of a typical full-time student’s activity, will be charged 50% of £9,250, i.e. £4,625.

\(^4\) Low SEC targets run until 2019/20 only because publication of low SEC indicator data has been discontinued.
### Table 2: Our Access Trajectory 2010/11 – 2015/16:

<table>
<thead>
<tr>
<th>% of Young, full-time, first degree, home undergraduates - low SEC (HESA Table 1a)</th>
<th>Data 10/11</th>
<th>Data 11/12</th>
<th>Data 12/13</th>
<th>Data 13/14</th>
<th>Data 14/15</th>
<th>Target 15/16</th>
<th>Target 16/17</th>
<th>Target 17/18</th>
<th>Target 18/19</th>
<th>Target 19/20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20.0</td>
<td>18.4</td>
<td>20.2</td>
<td>21</td>
<td>22.5</td>
<td>21.4</td>
<td>23.5</td>
<td>24</td>
<td>24.5</td>
<td>25</td>
</tr>
<tr>
<td>% of Young, full-time, first degree home undergraduates from LPN (HESA Table 1a)</td>
<td>7.0</td>
<td>6.5</td>
<td>8.3</td>
<td>7.9</td>
<td>8.2</td>
<td>8.1</td>
<td>8.6</td>
<td>8.8</td>
<td>9</td>
<td>9.2</td>
</tr>
<tr>
<td>% of 1st year, full time, home undergraduates over 21 at point of entry, no experience of HE, from LPN (HESA Table 2a)</td>
<td>13.7</td>
<td>14.1</td>
<td>14.7</td>
<td>15.5</td>
<td>12.8</td>
<td>13.6</td>
<td>17.2</td>
<td>17.2</td>
<td>17.2</td>
<td>17.2</td>
</tr>
<tr>
<td>% Non-continuation for home/EU undergraduates (HESA Table 3a)</td>
<td>4.2</td>
<td>3.2</td>
<td>3.6</td>
<td>3.7</td>
<td>4.2</td>
<td>n/a</td>
<td>3.4</td>
<td>3.2</td>
<td>3.1</td>
<td>3</td>
</tr>
<tr>
<td>% Non-continuation of home/EU undergraduates – low SEC</td>
<td>8.2</td>
<td>5.6</td>
<td>6</td>
<td>5.8</td>
<td>8.3</td>
<td>6</td>
<td>5</td>
<td>4.6</td>
<td>4.2</td>
<td>4</td>
</tr>
<tr>
<td>% Non-continuation young students from LPNs (HESA Table 3b)</td>
<td>9.4</td>
<td>4</td>
<td>5.4</td>
<td>3.8</td>
<td>5</td>
<td>n/a</td>
<td>3.6</td>
<td>3.5</td>
<td>3.4</td>
<td>3.3</td>
</tr>
<tr>
<td>% Non-continuation mature students with no Prior HE experience (HESA Table 3c)</td>
<td>14.3</td>
<td>8.2</td>
<td>13</td>
<td>16.3</td>
<td>12.1</td>
<td>n/a</td>
<td>15.8</td>
<td>15.2</td>
<td>14.4</td>
<td>13.7</td>
</tr>
<tr>
<td>% part-time mature with no experience of HE and from LPN (HESA Table 2b)</td>
<td>14.4</td>
<td>14.2</td>
<td>10.4</td>
<td>7.5</td>
<td>9.2</td>
<td>10.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% students declaring disability at Leeds</td>
<td>-</td>
<td>-</td>
<td>8.7</td>
<td>9.2</td>
<td>9.7</td>
<td>10.2</td>
<td>10.7</td>
<td>11.3</td>
<td>12</td>
<td>12.8</td>
</tr>
<tr>
<td>% of 1st year, full time, home/EU entrants from a BME background</td>
<td>12.7</td>
<td>12.1</td>
<td>14.3</td>
<td>13.6</td>
<td>14.8</td>
<td>16.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of 1st year, full time home/EU entrants from a BME background - low SEC</td>
<td>3.7</td>
<td>3.8</td>
<td>4.8</td>
<td>4.5</td>
<td>5.3</td>
<td>5.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers of 1st year, full time undergraduates from a care background</td>
<td>20</td>
<td>19</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance against Milestones

14. We have seen a reduction in our 15/16 Low socio-economic classification (SEC) student Recruitment against our target (attaining 21.4% against a target of 23%). We also saw a slight reduction in the percentage of young students from Low Participation Neighbourhoods. Please see the Assessment Summary section (paragraphs 21 onwards) for our planned response to our performance against our milestones.

15. There has been a slight increase (0.8%) this year in the recruitment of mature students from low participation backgrounds from 12.8% in 2015/16 to 13.6% in 2015/16. We have seen an increase in mature, part-time students from LPNs studying at the University (7.5% in 2013/14 to 10.8 % in 2015/16), achieving significantly above our HESA benchmark (7.2%).

16. Our review of internal data indicates that we have, along with the rest of the sector\(^5\), seen a rise in non-continuation. We remain committed to continuing to improve our non-continuation rates and aim to close the gap between low SEC and University average non-continuation rates to 1% by 2019/20. Our continuing increases in spend on student success and progression reflects this ambition.

17. In 2015/16, our non-continuation rates for mature students with no prior HE experience remained fairly static at 12.1% (benchmark, 12.3%).

18. Last year we aligned our Access Agreement with the proposed targets from our Disability Support and Assessment Service (DSAS) strategy. We met our milestone for 2015/16 increasing the percentage of students declaring a disability at Leeds. We will be augmenting Target 5 with two further operational targets:

   a. The number of disclosed students who choose to register/engage with DSAS;
   b. The number of disclosed students who then access support;

However, we are not in a position to set the milestones for these targets. DSAS is in the process of introducing an upgraded CRM system and, by 2017/18, will be able to capture and report this service-user information. Once this is in place we can gain a baseline year upon which we can produce milestones.

External Context

19. The picture for widening participation remains challenging across the sector. In general, mature student recruitment is one of our more demanding milestones, although we have been consistently above our HESA benchmark over the past seven years (data from 2008/09 entry to 2015/16 entry). Our mature student recruitment performance may be negatively affected by the drop in nursing applications, as reported earlier in the year\(^6\). The changes to the financial support offered to those studying courses such as nursing and midwifery could hit Leeds particularly hard, typically, these courses contributed 25% of our mature student cohort from Low Participation Neighbourhoods (LPNs). We may also see this impact on our younger students where c8-10% of Leeds entrants (under 21) from NS-SEC 4-7 or LPN studied healthcare courses.

20. UCAS has reported an overall fall in applications to HE\(^7\) (from domestic students) of around 5%. This fall is particularly acute within the older demographic with applications from those aged 21-24 dropping by c15%.

Assessment Summary

21. We note that whilst we did not meet our AA targets for recruitment this year we remain one of the highest volume recruiters of WP students in the sector. We ranked 1\(^{st}\) in the English Russell Group where the median and mean average recruitment numbers were 175 and 226 students respectively; our recruitment was 445 LPN students. We are 2\(^{nd}\) within the English Russell Group for mature students from LPNs. Of the 132 institutions across England, Leeds ranked 23\(^{rd}\) for the number of students from LPNs recruited.

22. We remain conscious of the challenges outlined above (paragraphs 19 and 20) but cannot make any significant changes to our approach until we understand the proportions of WP students progressing to study at Leeds this year. The changes to NHS funded courses, the decision to leave the EU and the reduction in applications across the sector make it important for all institutions to take a measured approach in an uncertain environment.

23. In light of the sector context and our latest performance against our milestones, we are concentrating on the recruitment of young low SEC and LPN students, the recruitment of mature students and our non-continuation work as a whole. Table 3 gives more detail on our ongoing approach but this year we will continue to redirect funding away from our financial support package and towards recruitment and non-continuation activity to accelerate progress in these areas.

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\(^7\) UCAS, Feb 2017, “Applicants for UK higher education down: 5% for UK students and 7% for EU students” www.ucas.com/corporate/news-and-key-documents/news/applicants-uk-higher-education-down-5-uk-students-and-7-eu-students
### Table 3: Areas for Development

<table>
<thead>
<tr>
<th>Area for Development</th>
<th>Approach</th>
</tr>
</thead>
</table>
| Recruitment of young low SEC and LPN students | 1. We will redirect funding away from Leeds Financial Support package and towards activity and infrastructure which will help us to accelerate progress for recruiting our target students. Our approach will include:  
   a. Investment in projects targeting specific groups as identified by our ongoing work into groups underrepresented at Leeds.  
   b. Pilot of raising attainment activity with Engineering UTC students who need support in GCSE and A level Maths (see paragraph 41).  
   c. Expanding our two IntoUniversity centres in Leeds.  
   d. Investment in the development of management information capability to help direct and inform the focus of our activities.  
  
2. We will review the impact of A2L criteria changes on our LPN-student recruitment; paragraph 13 of our 2017/18 Access Agreement submission outlined how we had altered our Access to Leeds criteria to utilise POLAR 3 data alongside Index of Multiple Deprivation (IMD) data. The aim was to increase the number of students progressing to Leeds from LPNs. The first cohort of students due to progress to Leeds under the new criteria will not commence their studies until 2017/18 at which point we should be able to gauge the effectiveness of our approach and make appropriate adjustments.  

Part of our investigation into students with multiple dimensions of disadvantage showed that we have high proportions of students from BAME groups, for example: Asian British Pakistani, in our WP cohort compared to the institution as a whole (12.5% compared to 3.0%). However, ethnicities such as Black British - Caribbean still remain institutionally underrepresented when compared with national figures; therefore, part of our review of the impact of using POLAR 3 LPN data within our Access to Leeds scheme will be to ascertain whether this shows an increase from student applications from disadvantaged white males and females and other underrepresented or BAME groups. This work will utilise a variety of other indicators to segment the data, including POLAR 3 (quintile 1), IMD data (students from super output areas below 14,212) and household income. |
| Recruitment of mature students | 1. Reductions in established providers’ adult education budgets has meant increasing emphasis on work with multiple voluntary sector organisations to target under-represented communities; we will continue to invest in this work and will be reviewing ways to reach the work-place, including use of social media, at a time when many employers are unable to promote staff training opportunities.  
  
2. Diverting additional resource to our Lifelong Learning Centre (mature student focus) to support recruitment and promote student success. |
| Non-continuation | 1. Our non-continuation activity has been considerably enhanced since 2014 and our internal figures indicate that low SEC non-continuation drops to 6% in 2015/16, we will however continue to focus on this area. We have recruited a member of staff (in December 2016) with responsibility for identifying and supporting students who experience multiple dimensions of disadvantage and have conducted more in-depth investigations into non-continuation. We have identified a number of factors showing an overall association with a UK/EU UG student being more likely to be a non-continuer and we will:  
   a. Work to understand why disabled students and a number BAME groups within our WP cohort appear to have disproportionately high non-continuation.  
   b. Develop stronger year 1 to year 2 transition activities now that we have identified that our WP students appear to be more at risk of leaving HE after their first year.  
   c. Link our Plus Programme (PP) more closely with DSAS to ensure that these students are encouraged to access the support they need.  
  
2. Responsibility for institutional non-continuation is now located within our Educational Engagement Service (who deliver our WP activity for young students) which is where our Plus Programme team is located. We will now work more closely with academic and support staff contacts across the institution to identify the WP student groups most at risk of non-completion in their school, supplying or assisting the development of effective interventions. We will also work with faculty and support staff to help enhance the WP student attainment and employability activity currently coordinated through the PP.  

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8 Our institution-wide WP contextual admissions scheme.
24. Within our Educational Engagement Service, the Monitoring and Evaluation team coordinates and oversees monitoring and evaluation of our WP activity. It also works to contribute robust research to the sector. In order to ensure implementation of evaluation framework and to communicate sector developments, we have an Evaluation Strategy Implementation Group with representation from across the Educational Engagement Service. During 2015/16 we mapped out the current evaluation of all our activity against the Kirkpatrick model and are working during 2016/17 and 2017/18 to assess where and how we can increase the depth and breadth of our evaluation.

25. Our monitoring and evaluation programme runs throughout the year and uses both formative and summative evaluation to inform programme development and monitor progress against our targets. As outlined in previous Access Agreements, our approach utilises standard questionnaire templates, case studies, annual in-depth evaluations of key projects and longitudinal tracking of participants on programmes of sustained engagement.

Table 4: Evaluation and Research completed or ongoing during 2016/17:

<table>
<thead>
<tr>
<th>Area of Evaluation/Research</th>
<th>How findings have been/will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Project Qualification (EPQ) evaluation</td>
<td>In 2016 we undertook a review of the impact of EPQ on student attainment at A level and once they had progressed to Leeds. We found that low SEC students were not underrepresented in EPQ participation, that students in state schools perform 30 UCAS points better than those in independent schools. Gender and socio-economic status had no effect on scores but there was an overall positive impact on total tariff scores for EPQ entrants and when looking at first year outcomes there is a positive effect across the board, for almost all academic schools at Leeds, uptake of the EPQ is associated with an uplift in end of first year attainment (having controlled for prior attainment). Given these findings we will continue to develop our work on the Research Skills Programme. Some academic schools give a one grade reduction in A level offer for those students who have attained an A in their EPQ.</td>
</tr>
<tr>
<td>Quantitative analysis of the impact of the Plus Programme and financial support on the non-continuation and academic attainment of our WP students.</td>
<td>Results will help ascertain what impact, if any, financial support allied with non-financial support interventions has on the non-continuation and success of WP students. When completed the research findings will form the basis of an article as part of the OFFA academic writing project.</td>
</tr>
<tr>
<td>Review of Plus Programme activities (qualitative methodology with PP students)</td>
<td>Recommendations were made and implemented resulting in a more visible Plus Programme presence on campus, the introduction of a Twitter account for Plus Programme students and a comprehensive activity timetable circulated each semester.</td>
</tr>
<tr>
<td>Review of non-continuation and attainment at the University in BAME and under-represented groups.</td>
<td>Findings include an increased likelihood of non-continuation amongst those aged over 21, women, low POLAR quintile, disabled and selected WP BAME groups. The work is ongoing and will be used to improve the targeting and development of activities where necessary. This and the attainment research is due to complete in June 2017 to inform activities in the 2017/18 academic year.</td>
</tr>
<tr>
<td>Study Abroad &amp; Year in Industry research. Investigating the types of student who are more or less likely to participate in Study Abroad/year in Industry opportunities.</td>
<td>The first phase of research (literature review and quantitative data analysis) is nearing completion and preliminary findings have fed into the review of the Leeds financial Support package (see paragraph 59 onwards). Full findings will feed into the next review of LFS and into how we promote, price and/or fund study abroad/year in industry opportunities.</td>
</tr>
<tr>
<td>Evaluation of the Access2HE (A2HE).</td>
<td>We evaluated this key progression route for non-standard entry adults and implemented the following recommendations:</td>
</tr>
<tr>
<td></td>
<td>o Working with University admissions support staff to increase the understanding of adult non-standard entry students;</td>
</tr>
<tr>
<td></td>
<td>o Increasing the number of University interventions with A2HE students throughout the year including workshops on ‘Plan B’ options prior to UCAS Extra, financial support and familiarisation with the HE experience;</td>
</tr>
<tr>
<td></td>
<td>o Encouraging A2HE students to use the University’s impartial pre-entry adult IAG service;</td>
</tr>
<tr>
<td></td>
<td>o Exploring ways that the School of Healthcare supports Access2HE students to increase the number of successful applications;</td>
</tr>
<tr>
<td></td>
<td>o Engaging, where possible with pre-access further education students to enhance their awareness of the UCAS process and higher education options.</td>
</tr>
</tbody>
</table>

9 Pre 2016 UCAS Tariff
10 Low SEC students; mature students and students from BAME backgrounds appear to be under-represented but income level does not appear to be a factor in participation. There are some expected factors impacting on students’ decisions to take up these opportunities such as work and family commitments or course type, e.g. healthcare courses. However, more research will be carried out to ascertain whether amending the funding packages or fee arrangements could increase participation within the groups identified as being under represented.
26. As part of our approach to supporting the student success agenda and ensuring that Widening Participation is embedded across the institution, some of the above work was undertaken by current PG students and early career researchers who were funded through the Access Agreement.

27. We also take a longitudinal and collaborative approach to evaluating the impact of our outreach activities and have invested in the Higher Education Access Tracker (HEAT) in order to track student engagement in outreach activity and subsequently support our data analysis and reporting mechanisms when estimating the impact of such activity.

28. We will initially use the system to track participants on our sustained programmes of engagement and also to 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 allow us to gain similar feedback on the perceived effectiveness of outreach but also compare these results with evaluation data from other HEAT users, generating a where it is difficult to assess impact at an individual level.

29. In order to contribute to the national commitment to evidencing ‘What Works?’ last summer we organised a free, one-day national conference which brought together practitioners, researchers and students to discuss current research and practice concerned with addressing inequalities in Higher Education. We are also linked into local and national resources aimed at improving and developing sound evaluation methods.

30. In addition to this, Annex 1 is a case study of the work that the Lifelong Learning Centre is undertaking with OFFA to explore the impact of adult outreach on progression.

31. Plans for the future areas of evaluation or research include:

   o Reviewing the recruitment profile of students progressing through Access to Leeds (by ethnicity, gender, LPN and other factors, see Table 3).
   o Using the statistical model for the evaluation of financial support outlined in: Closing the gap: understanding the impact of institutional financial support on student success.
   o Reviewing the effectiveness of our schools outreach programme of activity.
   o Development of a proposal for raising attainment activity and an impact evaluation model in partnership with the Engineering UTC in Leeds.
   o Review Thomas Transition to gauge impact of skills development on attainment raising.

OUTREACH AND RAISING ASPIRATIONS

32. The University has established its core programme of outreach; it is designed to be coherent, embedded and sustainable. Our initiatives have been designed to provide a pathway to HE enabling students to ‘jump on’ at any point or to follow a progressive curriculum of activity integrated into and with the school curriculum where feasible or appropriate. Following the full sequence of activity can lead students from aspiration raising events, through to preparation for HE, fair access to Leeds and on course financial and pastoral support (i.e. Thomas Transition to Reach for Excellence to Access to Leeds to scholarships and/or the Plus Programme11).

33. Our core outreach works across the full range of subject disciplines and ages as well as with parents, carers, teachers and advisors. In 2015/16 we worked with over 1,000 schools and colleges, target groups included young learners and adults from disadvantaged backgrounds. We reached over 100,000 young learners and adults in addition to over 3,500 key influencers. Schools are targeted utilising an array of indicators (including POLAR 3 and DfE census data) to ensure we are reaching WP students.

34. Our more sustained interventions have stringent eligibility criteria to help us ensure that we are working longer-term with the students most in need of support (for example, those from low participation neighbourhoods); for Thomas Transition, Reach for Excellence, Realising Opportunities, Access to Leeds (A2L) and our WP scholarships, the eligibility criteria remain strategically aligned, providing seamless progression through to graduation, i.e. outreach to fair access to student success.

35. We have been reviewing the representation of a variety of different groups to the University, including recruitment from different ethnicities (disadvantaged BAME students as well as those from disadvantages white backgrounds, see Table 3), our care leaver contact supports pre-entry young people in public care by contacting them directly with information tailored to their circumstances such as details of Access to Leeds and our undergraduate pre-entry application WP Scholarships, both of which target those who have been in the public care system. We will be investigating the challenges faced by these groups and others, including estranged students (see Table 3).

36. We have amended our scholarships selection criteria to more heavily favour the selection of refugee applicants than had previously been the case.

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11 The Plus Programme is our on-course support network, details can be found later in this document.
Table 5: Example Outreach

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Aims, Activities and Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students into Schools</td>
<td>Standard provision runs from Primary age upwards and includes literacy and numeracy support, subject specific tutoring, mentoring, EAL and SEN support and the run of out of school activities, alongside the 17 curricular opportunities. These are offered and delivered in primary and secondary schools in the city and the region. We continue to support learners with learning difficulties and those on the autistic spectrum through our SEN Students into Schools placements.</td>
</tr>
<tr>
<td>Societies into Schools programme</td>
<td>Leeds University Union societies deliver aspiration raising activities to local and regional Primary schools. Planned developments include supporting those with mental health issues, by enabling the on-campus Mental Health Student Societies and Sport Societies to deliver outreach activities through our successful Societies into Schools programme.</td>
</tr>
<tr>
<td>Teach First (TF)</td>
<td>Targeting schools in areas of disadvantage to support teacher CPD and inspire the next generation of TF graduates.</td>
</tr>
<tr>
<td>Tutor Trust</td>
<td>We work with the Tutor Trust to provide trained and paid students to tutor disadvantaged young people in and around Leeds. Tutor Trust will share with the University detailed evaluation and feedback from the participating students and schools, including impact data.</td>
</tr>
<tr>
<td>Linguastars</td>
<td>Linguastars is our languages summer school for Year 12 students from across the country with the aim of increasing student progression into languages. Last year, 50% of those who attended applied to Leeds and the majority of these applicants were from state schools.</td>
</tr>
<tr>
<td>The Brilliant Club</td>
<td>Aims to increase the number of pupils from under-represented backgrounds that progress to highly-selective universities by working in partnership with universities and state schools. The scheme utilises PhD students, to deliver programmes of academic enrichment to high potential pupils in the Leeds city and region. The programme also includes two trips to highly selective universities, with university partners providing targeted information, advice and guidance about progression to highly selective universities.</td>
</tr>
</tbody>
</table>

37. We have extended our work-based delivery with the development of a Nursing Associates Foundation Degree, over 50% of the first cohort were from LPNs. This is additional to our programme for healthcare Assistant Practitioners. Increased numbers on our Child and Family Studies Foundation Degree are due to a blended learning approach. The additional flexibility has proved beneficial to part-time recruitment, demonstrating a way of work-related delivery alleviating the inability of employers to release staff.

Fair Access

38. **Access to Leeds** is our flagship fair access scheme, providing a contextual admissions route to students who meet selected WP criteria. All A2L applicants receive special consideration from admissions tutors and those made an offer receive both the standard offer and an alternative, two grades or 40 UCAS points below the standard offer, subject to successful completion of the A2L module. The scheme attracted 2,270 direct applications and 784 A2L students registered in 2016/17.

39. Our **Extended Degree Programmes** are designed as a WP vehicle for applicants of all ages who do not have the required entry tariff but demonstrate the potential to succeed. These programmes complement 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 2016/17 we recruited 224 students to six programmes, including a part-time pathway, covering a range of disciplines including STEM, Arts and Humanities, Social Sciences, Law and Business. Data indicate that 64% of these students are from LPNs, 48% are mature students, 31% are from BAME background and 93% of the 15/16 cohort progressed to degree programmes.

40. Our long established link with the University of Bradford continues to support fair access into medicine. WP students progressing to the **Clinical Science foundation year** have the opportunity to transfer to Leeds Medical School. If a Clinical Science Foundation Year student applies to transfer to Year 1 of the Leeds MBChB but is unsuccessful, that student will be eligible to apply from Year 1 of Clinical Sciences to transfer into Year 2 of the MBChB, subject to achieving the relevant academic criteria.

Attainment Raising

41. The **Leeds University Technical College (UTC)** has been launched in partnership with local employers: Siemens, Kodak and Agfa and with educational expertise from the University of Leeds. Supported by Leeds City Council, EEF –

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12MATH2800 Maths into Schools; CHEM3615 Chemistry into Schools; PHYS3605 / PHYS440M Physics in Schools / Advanced Physics in Schools; HIST2540 History Students into Schools; GEOG3530 Geographers into Teaching; MUSS2925 Music Students into Schools; THEO2000 Theology and Religious Studies into Schools; ENGL2110 English Students into Schools; MODL2001/2005 Linguists into Schools; PHIL2999 Philosophy Students into Schools; SOEE3521 Earth and Environment Students into Schools; LEED1040 Introduction to PE Teaching (Discovery Module); LEED2014 Practical PE Teaching (Discovery Module).
The Manufacturers Organisation, Leeds Chamber of Commerce, Grant Thornton and over 25 local businesses, the UTC will deliver a manufacturing and engineering focused curriculum. The UTC is in the process of ensuring that all students are tested using common baseline testing to gain a clear understanding of the starting points and trajectories for all young people at the college. The University will, in 2017/18, undertake a research project designed to both evaluate and deliver attainment raising activities within the UTC. This work is in its planning phase but will be designed in partnership with the college and the results will seek to ascertain what interventions are effective/ineffective and anticipate being in a position to set targets within our 2019/20 Access Agreement.

42. The University co-sponsors two IntoUniversity centres in Leeds; each is a higher education presence in the local community working long-term with young people aged 7-18. These programmes include after-school Academic Support, Mentoring, aspiration-raising FOCUS programmes including visits to the University, early intervention work at primary schools, tailored secondary school provision, family learning and employability and careers programmes. Nationally, IntoUniversity works closely with 226 schools. Students are carefully targeted to ensure they are from groups underrepresented in higher education – for example, white working class, BAME, looked after children. For young people from disadvantaged backgrounds, research shows two important steps towards achieving this are developing the necessary skills-set and attitudes, and getting the necessary grades. The intermediate aims of the Academic Support programme is to work to address these issues, in 2016, 75% of IntoUniversity school leavers progressed to university, compared with 22% (nationally) and 39% (Free School Meal).13

Collaborative work

43. Leeds has long viewed collaboration as one of the key factors for success; a selection of this work is detailed below.

Table 6: Example Collaborative Engagement

<table>
<thead>
<tr>
<th>Scheme</th>
<th>Aim</th>
<th>Example activities</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancing Access</td>
<td>Raising aspirations and encouraging applications to Russell Group universities.</td>
<td>CPD for teachers and advisors (from schools with low progression rates to Russell Group HEIs), supporting student progression to selective universities and courses.</td>
<td>Russell Group institutions</td>
</tr>
<tr>
<td>Excellence Hub</td>
<td>Aspiration raising.</td>
<td>Subject specific taster events and IAG events, workshops and conferences.</td>
<td>Universities of Sheffield and York</td>
</tr>
<tr>
<td>GP Placement Scheme</td>
<td>Provide work experience to medicine applicants from WP backgrounds.</td>
<td>Providing 60 students from a widening participation background with a pre-placement preparation workshop, a short placement in Primary Care and a post-placement reflective workshop with current students</td>
<td>Hull and York Medical School and the University of Sheffield</td>
</tr>
<tr>
<td>Realising Opportunities</td>
<td>Encouraging applications to research intensive universities.</td>
<td>Academic and study skills development activities as well as an entry grade reduction from partner institutions.</td>
<td>13 other Higher Educations Institutions</td>
</tr>
<tr>
<td>Nurturing Talent Mentoring Scheme</td>
<td>Student Success</td>
<td>Employer mentoring scheme to help students (especially WP students) to develop employability skills as well as build networks and connections with business professionals.</td>
<td>Over 60 companies in a range of industries (professional and financial services, public sector, pharmaceutical, banking and technology)</td>
</tr>
<tr>
<td>Plus Programme: mentoring</td>
<td>Student Success</td>
<td>Employer mentoring scheme with specific areas of focus within our WP cohort (e.g. women or leaders of the future) to help build employability skills, networks and connections with business professionals.</td>
<td>Leeds Alumni and national and regional large and medium employers.</td>
</tr>
<tr>
<td>HEFCE catalyst project (Call B): Barriers to Student Success</td>
<td>Student Success and Progression</td>
<td>Leeds is the lead partner for a HEFCE Catalyst Bid for 2016/17 – 2018/19, focusing on 'Progression to and success in taught postgraduate study by students who are low SEC and BAME’. This research will feed into institutional and sector wide issues surrounding progression to postgraduate level study by students from underrepresented backgrounds.</td>
<td>Universities of Manchester, Newcastle, Sheffield, Warwick and York</td>
</tr>
</tbody>
</table>

13 To access IntoUniversity, students (or schools) must meet at least one of the strict widening participation ‘primary’ criteria (Free School Meals, pupil premium, household income below £25,000, living in social housing, child looked after) or meet multiple ‘secondary’ widening participation criteria, all of which are indicators of lower progression into higher education (e.g. first generation applicant, young carer).
44. Massive reductions to the adult skills budget has meant that there are fewer community education pathways. In order to reach under-represented communities we have put a greater emphasis in our partnership with local voluntary sector organisations. Last year we collaborated with 30 organisations in West Yorkshire. We worked with over 1,900 adults. To alleviate the gaps in provision, we have developed a range of community and campus-based non-accredited provision to support adult learner pathways into HE. Our practice is the focus of a case study, part of OFFA commissioned adult outreach research (see Annex 1).

National Collaborative Outreach Partnership

45. Leeds is also the lead institution for the collaborative partnership, Go Higher West Yorkshire, who secured the National Collaborative Outreach Partnership (NCOP) for West Yorkshire. NCOP targets pupils in Y9-13 in HEFCE’s identified target wards and will be working to develop resources for teachers and advisers around attainment-raising – with a particular focus on groups where there are identified attainment differentials. It will also support teachers’ continuing professional development.

46. Go Higher West Yorkshire’s Widening Participation Planning Group has a focus on working with specific target groups, which include: Looked-After Young People and Care Leavers, NNCO schools which do not form part of NCOP and Y7 and 8 pupils in NCOP schools, mature and part time learners, young carers, and current HE students from non-traditional backgrounds. Activities include the collaborative summer school, where participants gain exposure to multiple HE providers, and Flood a School activities, where numerous student ambassadors from across the partnership shadow teachers for a day. Through this group, the Partnership has shared Access Agreement targets.

47. To ensure complementarity with NCOP, our institution is represented on the NCOP Steering Group and hosts an NCOP member of staff who will sit within our Educational Engagement team. This staff member will be our link with the central NCOP team, managed through Go Higher West Yorkshire, and outreach work within our own institution.

48. The NCOP is also working to ensure complementarity with the Opportunity Area (OA) identified in our region – Bradford. Our NCOP Wards Lead Officer for Bradford and Calderdale will be working closely with those involved in the OA. Our NCOP Steering Group has representatives from an academy in this OA as well as from both Higher Education institutions which serve the area.

STUDENT SUCCESS

49. The first phase of the work to embed the Plus Programme scheme across the institution is largely complete and it now reports to our Inclusivity Strategy Group, which feeds into Taught Student Education Board. This committee helps provide strategic direction to the scheme but also helps to cement formal links with other institutional student support services, activities and opportunities. This governance structure is complemented by the development of the Plus Programme Working Group in 2016/17. This Group brings together a wide range of staff in support services across the University who are involved in the delivery of the Plus Programme, or have a vested interest in WP, and are able to help shape the development of the scheme.

50. Student voice and input is crucial to the success of the Plus Programme and we secure this through the development of a Student Support Steering Group which will help to shape the delivery of the scheme in 2017/18 and beyond. A group of students have been employed to influence and steer elements of the scheme, including methods of communication and the development of social media and web materials.

51. We have made progress with the development of our Plus Programme and through a synthesis of various approaches (including providing a sustained and planned programme of activities and support) we provide a scheme to help foster the retention, employability and academic success of widening participation students¹⁴ 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:

- **Academic support**: e.g. diagnostic exercises to identify skills deficits prior to programme commencement, academic skills and resilience workshops, pre-registration academic refresher modules and welcome events, adopting blended learning approaches for particular courses.
- **Non-continuation support**: recognising the diverse needs of mature and part-time students, the LLC works closely with Leeds University Union to provide a one-stop-shop, open to all mature learners. Similar support is available to both undergraduate and postgraduate widening participation students along with regular group meetings with staff within Educational Engagement. Other work includes peer support, social events and personal development seminars, including a new ‘Meet and Greet’ service when students move into their accommodation in Leeds for the first time, offering pastoral support and reassurance at a time of uncertainty and change for our new students.
- **Employability Support**: through bespoke support including careers education and guidance (individual and group, both within and outside the curriculum), volunteering opportunities, mentoring schemes (including PwC,

¹⁴ Students identified as having refugee/humanitarian protection status may also access Plus Programme support
Marks and Spencer, as well as alumni mentors and a brand new Alumni Leadership Mentoring pilot scheme), *organising networking with employers and alumni events, provision of Leeds Masters Scholarships, promotion of postgraduate opportunities.*

52. In addition to the above, our Lifelong Learning Centre has utilised data collated since 2013 analysing foundation level students’ success and achievement. Entry to these programmes is subject to widening participation criteria with a proportion of learners facing ongoing circumstances, including learning disabilities and health issues that can impact negatively on retention and progression. As a result of ongoing analysis, retention strategies have been developed to ensure:

- Early identification of any specific learning needs, implementing pre-emptive provision of support to enhance achievement;
- Careful follow-up to any absences or other signs that a student may be struggling;
- Strengthening support provided for students on temporary leave.

53. Our care leaver contact, located within the Plus Programme team, supports prospective students and their key influencers by dealing with queries and signposting individuals to the relevant services within the University. This support remains available to students once they start at the University, to assist them through their transition into and through HE. When applying for accommodation, students who can demonstrate that they are leaving public care will have their upfront security deposit waived and can request 365-day accommodation. The University is also now in the process of signing up to the Stand Alone Pledge ensure we adhere to best practice in the support that we provide for students who are estranged from their family.

### Progression beyond Undergraduate Study

54. Encouraging progression to postgraduate study is a key aspect of our work to improve the graduate outcomes for our students. Postgraduate study options are discussed with our Plus Programme students at small group meetings (which take place during both Semester 1 and 2) and study opportunities are highlighted through our regular news bulletins to students, along with financial support opportunities. 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. In 2016/17, we created an online version of Masters Taster sessions, offering participants the chance to meet current students, academics and support services including the Careers Centre and the Students Union to give an insight into the benefits and reality of postgraduate study at Leeds.

55. This year we will be commencing work on the HEFCE catalyst project: *Progression to, and success in postgraduate study, for students from BAME and POLAR 1 & 2 backgrounds.* The project will target undergraduate and postgraduate students from LPNs and BAME backgrounds to close the gap in student success outcomes\(^\text{15}\) with a focus on progression to, and success in, postgraduate study. Leeds will be lead institution for this project which will use scaled up versions of Access to Leeds and the Plus programme to supply pre-UG WP entry interventions (using the Access to Leeds model of providing study skills module and liaison with relevant subject tutor) 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) with thousands of UG BAME and POLAR 1 & 2 and PGT BAME across six HE institutions.

56. Those WP students who are in receipt of a Leeds Masters Scholarship (LMS) are invited to participate in the Plus Programme, which will continue to offer support and activities designed to foster student success. For 2016/17, a new pre-registration Welcome Event was delivered by the Plus Programme, providing the new cohort of postgraduate scholars the chance to network with each other, to familiarise themselves with the campus and to engage with key support services before their studies began (including the Counselling Team, the Student’s Union and DSAS).

57. To ensure that we are providing positive graduate outcomes for students from Leeds and around the country we have created LMS selection criteria which is designed to ensure that the awards reach those most in need of support. The table below illustrates this principle by giving some detail on the composition of our current LMS cohort:

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number</th>
<th>% of cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Leeds graduates</td>
<td>18</td>
<td>40%</td>
</tr>
<tr>
<td>Graduates from other Russell Group Universities</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Graduates from non-Russell Group Universities</td>
<td>21</td>
<td>46%</td>
</tr>
<tr>
<td>In receipt of DSA at undergraduate level study</td>
<td>30</td>
<td>65%</td>
</tr>
<tr>
<td>Declared a disability at Leeds</td>
<td>31</td>
<td>67%</td>
</tr>
</tbody>
</table>

58. We also ensure that Leeds for Life and our Careers Centre\textsuperscript{16} are available to our students after they have graduated. We realise that our relationship with our students does not cease upon graduation. The Plus Programme has a strong working relationship with the Careers Centre. In 2016/17 (for the third year running) we will be offering a joint pre-Careers Fair event between the Plus Programme, the Careers Centre and the Lifelong Learning Centre. Plus Programme students, mature students and students with disabilities will be invited to enter the University’s annual Careers Fair before it has officially opened to attend a networking event with a number of employers who can offer them individual advice and guidance on careers planning. The students are then invited to enter the Fair for 30 minutes before the other attendees arrive; this provides students with disabilities and mobility issues the opportunity to move around the hall freely and easily. It also means that the students are able to speak to the employers and representatives in a quiet environment.

STUDENT FINANCIAL SUPPORT

Structure and Evaluation

59. Student Financial Support at Leeds comprises our automatically awarded Leeds Financial Support (LFS). We also provide a portfolio of WP Scholarships (to which students must apply prior to commencing their studies) and which are supplemented our scholarships with targeted non-financial interventions (see paragraph 49 onwards).

60. We have again revised our LFS package after direct input from staff and students through University committees and the result of a multi-stranded evaluation of the impact of our awards on different student demographics. We were particularly interested on the impact of funding on the student experience.

61. We reviewed the profile of students who had applied for our Access to Learning Funding (ALF), Study Abroad and Year in Industry opportunities,\textsuperscript{17} and we undertook a targeted survey into the needs of students who were funded through the NHS to understand their living costs in more depth. This was complemented by our annual survey to all students in receipt of LFS, Leeds University Union’s survey into the cost of living at Leeds and the findings of a recent sector wide research project (led by the London School of Economics’ Institution of Education and Centre for Economic Performance with cooperation and input from 22 universities, including Leeds).

62. When reviewing the LSE research\textsuperscript{18} we were pleased to note that the findings were in line with our long standing views, i.e. that scholarships and bursaries help improve student non-continuation and attainment. The work found that the impact of bursary on completion increases with each year of study. Each £1,000 of bursary increased the chances of getting a first or a 2:1 by 3.7 percentage points. The impact of bursary increases up to c£2,000, thereafter there appears to be less additional benefit.

63. As a result of our work we were able to identify healthcare students as those who seemed to be encountering the most frequent income shortfall (and more likely to make an ALF application), however the level of this shortfall was such that it should be significantly offset by the Government’s planned changes to maintenance funding for these students and their eligibility for LFS.

64. Availability of funding was an issue that was most notable within the responses from lower income mature students (particularly within the NHS survey and the LUU survey); in addition, their participation in study abroad and year in industry opportunities was very low. We could not be sure that income was a factor deterring mature students from study abroad/year in industry participation and it was therefore not felt to be appropriate nor proportionate for us to amend the LFS in favour of this group.

Leeds Financial Support

65. 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. As a result of our evaluation work this year (detailed above), we have dropped our award level from £2,250 to £2,000 for those with household incomes below £10k per annum and removed the £500 award at incomes between £36,000 and £42,875.

Table 9: Student Funding Package 2018/19

<table>
<thead>
<tr>
<th>Household income</th>
<th>Award amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>£25,000 or below</td>
<td>£2,000</td>
</tr>
<tr>
<td>£25,001 - £30,000</td>
<td>£1,500</td>
</tr>
<tr>
<td>£30,001 - £36,000</td>
<td>£1,000</td>
</tr>
</tbody>
</table>

\textsuperscript{16} Leeds for Life is available up to 5 years after graduation and our Careers Centre is available to our graduates for life.

\textsuperscript{17} Students studying on a year abroad or in industry are not eligible for LFS due to the reduction in fees payable to the University.

66. With respect to students from the devolved administrations, the arrangements for Scottish and Northern Irish students will match those for students from England. Welsh students\(^{19}\) will be ineligible for the Leeds Financial Support given the financial support arrangements put in place by the Welsh Assembly.

67. In light of the significant pressure on the part-time sector the funding package will not change from the 2015/16 arrangements for part-time students. 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 10 below).

Table 10: 2015/16 Full-time Funding Package

<table>
<thead>
<tr>
<th>Household income</th>
<th>Award Amount Year 0 (Foundation year only)</th>
<th>Award Amount 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>

Foundation Student Funding

68. Full-time Foundation year students entering in 2018/19 will be eligible for the funding package outlined in Table 10 (above) for their foundation year only; in subsequent years they will be moved to the funding package outlined in Table 9 (above). Full-time Foundation year students will also be eligible for the following levels of fee discount:

Table 11: Foundation Year Fee Discount 2018/19

<table>
<thead>
<tr>
<th>Household income</th>
<th>Fee Discount Year 0 (Foundation year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>£25k or below</td>
<td>£3,000</td>
</tr>
<tr>
<td>£25,001 - £42,875</td>
<td>£1,500</td>
</tr>
</tbody>
</table>

69. For students entering the part-time Foundation Year a pro-rata discounted fee will be charged and pro-rata financial support provided.

Leeds Masters Scholarships

70. Leeds Masters Scholarships have grown out of the Postgraduate Support Scheme work undertaken as a collaborative research project between Leeds and five other HEIs. This offers WP students from Leeds and other universities additional funding alongside Postgraduate student loans, thus providing a pathway beyond undergraduate qualifications and through to postgraduate study.

\(^{19}\) We will be reviewing this during the 2017/18 academic year, any changes will be included in our subsequent AA submission.
## TARGETS AND MILESTONES

<table>
<thead>
<tr>
<th>What we will do</th>
<th>Milestones 2018/19</th>
<th>Milestone 2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% of our first year, full-time home/EU students (under 21) will be from a low socio-economic background (HESA table 1a) and to annually exceed our HESA LPN benchmark from 2014/15 (7.8%)</td>
<td>24.5% and 9%</td>
<td>25% and 9.2%</td>
</tr>
<tr>
<td>Exceed our 2012/13 HESA benchmark for non-continuation of 3.6% for first degree full-time home/EU students as well as improve the non-continuation of full-time home/EU undergraduates from NS SEC 4-7 (3% and 4% respectively, by 2019/20)</td>
<td>3.1% and 4.2%</td>
<td>3% and 4%</td>
</tr>
<tr>
<td>To work towards meeting our 2013/14 HESA non-continuation benchmark for mature students with no prior HE experience (12.4% non-continuation) and to exceed our 2010/11 HESA non-continuation benchmark (4.9%) for young students from LPNs.</td>
<td>14.4% and 3.4%</td>
<td>13.7% and 3.4%</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.</td>
<td>17.2%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Increase the percentage of students declaring a disability at Leeds (internal data)</td>
<td>12%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

## Collaborative Provision

<table>
<thead>
<tr>
<th>What we will do</th>
<th>What the outcomes will be 2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care and care leavers, aged 5 – 25, through sustained engagement.</td>
<td>We will engage:</td>
</tr>
<tr>
<td>The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence through exposure to new and challenging experiences</td>
<td>• 140 students and their foster carers, of which 91% will show increased confidence through exposure to new and challenging experiences.</td>
</tr>
<tr>
<td>Working in collaboration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement.</td>
<td>• 120 learners.</td>
</tr>
<tr>
<td>Across the partnership of Excellence Hubs (a collaboration with the Universities of Sheffield, Hull and York) we will provide IAG decision making conferences for years 8/9, 11 and 12 students.</td>
<td>• 2,200 learners engaged</td>
</tr>
<tr>
<td>The partnership between the University and IntoUniversity supports young people from disadvantaged backgrounds (below the age of 13) in East Leeds and South Leeds.</td>
<td>• 900 young people engaged</td>
</tr>
<tr>
<td>Recruit students to Realising Opportunities, a collaboration with 14 other research intensive universities.</td>
<td>• 60 students per year recruited to the scheme by Leeds.</td>
</tr>
</tbody>
</table>
### Outreach

**What we will do**

Engage young people, their influencers, schools/colleges to raise aspirations and awareness of higher education by annually:

- Providing an intensive partnership with selected schools (with 66% of pupils from disadvantaged backgrounds) as part of our talent spotting schemes.
- Working with 80,000 young people
- Placing 1000 students in schools who will act as ambassadors for the University of Leeds

**What the outcomes will be 2019/20**

Of those we work with:

- We will see increased levels of recruitment from targeted schools.

### Longer Term Interventions - Reach for Excellence, Access to Leeds, Adult Education, Foundation Years, Plus Programme

**What we will do**

To support the ‘most able, least likely’ we will annually:

- Work with 800 young people in years 11, 12 and 13 supporting them to apply to a research-intensive university (Thomas Transition, Reach for Excellence and in subject specific talent programmes).

Grow the numbers of students on our admissions pathways through:

- 2000 direct applications to Access to Leeds (A2L)

For adults who have achieved FE Level 3/HE Level 0 (or equivalent) we will seek to expand our successful applications to the University of Leeds. To increase the number of adults studying at (FE) level 2 (or equivalent) to progress to Leeds we will engage 430 adults in activities (including a summer school, HE tasters and 8 campus study days).

Engaging with adults from low socio-economic classifications to consider higher education we will deliver non-accredited adult education in a range of curriculum areas in order to encourage progression to further FE study and to raise awareness of higher education as a longer-term option. We take a long term approach in engaging adults from low SECs in LPN to explore the journey to higher education, starting with non-formal adult education.

We will offer bespoke targeted success, non-continuation and progression measures to ensure the support and success of disadvantaged students, for example young people leaving public care and our scholars.

**What the outcomes will be 2019/20**

**Of those we work with:**

- In Year 11, 80% of participants will report improved self-confidence and self-belief in ability to progress to HE

- In year 12, 65% apply to a research-intensive university and 25% register at a research intensive university

**We will achieve:**

- 820 A2L students per year at the University

**We will achieve:**

- 215 successful applications to University of Leeds from Level 3 or HE Level 0 mature students.
- 285 adults directed to other HE provision.

**Annually, of those we work with:**

- 550 adults will be engaged in non-accredited activities
- 330 will indicate an interest in progression to higher education.

**To achieve this we will:**

- Extend support to 2,760 scholars, A2L students and those who entered Leeds through foundation year course from pre-entry to graduation
- Maintain a low institutional non-continuation at circa 3%
- Reduce our low SEC non-continuation to 4%
EQUALITY AND INCLUSION

71. 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 four strategic targets relate to people with protected 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 Access Agreement and there is clear senior leadership for WP which is aligned to the institutional vision.

72. Within our institutional Equality and Inclusion Strategy\textsuperscript{20} we identified an Equality Mission for Leeds. One of the four priority areas is to ensure we 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 and highlights the importance of integrating the varied needs of a diverse student population into the governance and practice of student education.

73. Our Equality and Inclusion work is an essential part of our approach to the recruitment of and support for students with protected characteristics. This is an important facet of our access provision as 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 to demonstrate how our equality and inclusion agenda is embedded within our access work. Examples include:

- Our Lifelong Learning Centre is specifically dedicated to the recruitment of 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 the Plus Programme (see paragraph 49 onwards) identifying differentials in non-continuation, attainment and employability. As well as the central support for this student success activity (offered through the Plus Programme) we are developing effective datasets for our Faculty colleagues, to enable them to explore their data locally and support 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. We believe that it is essential that the work is linked across the sector and the institution through Schools/Faculties and Services.
- The Head of Student Careers now 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\textsuperscript{21} 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 specifically to potential Muslim students who may have concerns regarding “Riba”.\textsuperscript{22} The page outlines the changes to the student finance arrangements as well as detailing a number of alternatives for those students affected.
- Our policy to support students who are pregnant, parents of very young children or carers continues to be well accessed.\textsuperscript{23} We believe that being or becoming responsible for a child or dependent adult should not, in itself, be a barrier to a student, or prospective student, starting, succeeding in, or completing a programme of study at the University. The University is committed to being as flexible as possible whilst, at the same time, making sure that any accommodations made for the student do not compromise academic standards.

\textsuperscript{20} Which forms part of our Equality and Inclusion Framework and may be found here: \url{http://www.equality.leeds.ac.uk/downloads/policies/EI-strategy-single-page-word-version.docx}

\textsuperscript{21} The University’s Access to Leeds programme is featured as a case study in the Russell Group publication on ‘Opening Doors – understanding and overcoming barriers to university access.’

\textsuperscript{22} Islamic Sharia law prohibits “Riba”, which means the paying and receiving of interest for profit.

\textsuperscript{23} \url{http://www.equality.leeds.ac.uk/university-policies-2/}
Disabled students

74. The University continues to transform its approach to the assessment and support for disabled students, moving from a funding led, individual reasonable adjustments and institutional structure model to a proactive, student-centred and guided model supporting its vision, values and aspirations for embedding inclusivity across its culture, systems, structures and processes. This involves coordinated working across faculties and key professional services to develop more inclusive approaches to academic provision and service delivery.

75. As noted in paragraph 18, we will be monitoring the numbers of students disclosing a disability; registering with DSAS and accessing support. Alongside the monitoring of these planned milestones, disabled students’ rates of non-continuation; attainment and employability outcomes will be reviewed as part of our work to inform the targets and we set through our Access Agreements.

76. Our success at encouraging declarations from disabled students (paragraph 18) means that we need to ensure that infrastructure is in place to facilitate appropriate support. This will require us to gain a deeper understanding of the needs of service-users and to develop a communication and engagement strategy to increase the range and awareness of available support online. We are now in the process of:

   a. Developing a DSAS Quality Assurance Framework;
   b. Mapping DSAS processes to ensure that the service is removing any potential barriers to accessing support;
   c. Developing a clear communications strategy and mechanisms.

77. An outcome of the work to ensure that our students were supported through the changes to Disabled Student Allowances was the development of a set of ‘University of Leeds Inclusive Learning and Teaching Guides’24, 18 guides on designing the curriculum, teaching and assessing inclusively as well as creating inclusive environments. These guides are aligned to the HEA UKPSF and we successfully launched them to the Student Education community at the University’s 2017 Student Education Conference. We are now focusing efforts on the dissemination of this work to our academic and professional services colleagues and seeking their engagement to adopt the good practice that the guides present themselves and encourage peer engagement. We expect these ‘tools’ for staff engagement and support to have a positive impact on student recruitment and student success for all students.

78. We produce management information, at University level, on admissions (applications, offers and acceptances), student experience surveys and student attainment data by protected characteristics. The University-wide ‘Inclusivity Strategy Group’ (ISG), a sub-committee of the University’s Taught Student Education Board, oversees this information: to review diversity profiles, identify areas of under-representation and gaps in student outcomes between groups of students, across the student lifecycle. 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. It is our intention to introduce more benchmarking information into our datasets to enable us to measure our performance more meaningfully against the sector and discipline areas. Furthermore, we aim to strengthen the work of this Group in providing advice and guidance to local Faculty Equality and Inclusion Committees set up as described in paragraph 79 below.

79. The University has focused attention on the establishment of local Faculty Equality and Inclusion Committees (advised and guided by the Inclusivity 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 will 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.

PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

80. 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. Our student finance webpages are approved and reviewed through committees which have student representation.

81. We will continue to provide:

   • Enhanced financial information on our website covering our fees as well as the government and University financial support available for new and continuing students.
   • Dedicated parent and advisor information via the web and through conferences and sessions at Open Days.
   • A dedicated financial literacy programme for schools and colleges, which includes student finance information sessions specifically tailored for parents/carers.
   • Integrated messages regarding finance in all communications with prospective students and embedded within our WP outreach at a national level.
   • Individual financial literacy and budgeting support for students on our talent-spotting schemes

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24 https://www.sdduonline.leeds.ac.uk/inclusiveteaching/
• Web based advice regarding the pros and cons of the different choice elements (fee waiver, bursary, accommodation discount) of our Leeds Financial Support. 25
• Accurate information for disabled students about the level of support they can expect to receive.
• Care experienced students are emailed prior to starting their courses, with information on the relevant support services available at the University for academic and personal support

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

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

CONSULTING WITH STUDENTS

84. We have long consulted our students in the formation 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 26 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. See Annex 1 for the perspective of our Students’ Union.

85. In 2016 we refreshed the University ‘Partnership’ developed by students and staff. It describes our mutual expectations as members of the University community. Within the Partnership structures, student views are sought both formally and informally in the development of the Access Agreement. At a formal level, there is student representation throughout the committee structures that comment on, endorse and monitor the Access Agreement. 27

86. Following the fully integrated Leeds for Life platform, which allows students to search for quality assured volunteering placements through the Students into Schools programme; student-led volunteering projects; and quality assured volunteering brokered with the third sector, the University of Leeds is working closer 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.

87. 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 modules), which will allow students to become involved in programmes in the community and the third sector is under way.

88. Our Educational Engagement Service employs students to help deliver activities on campus or in schools (often these students are those who progress to Leeds through WP routes). These student hosts are given debrief sessions with Careers Centre staff to assist them in identifying the skills they have developed through their work. This is also the case with our Mature Student Learning Champions who are involved in a range of activities with adults from local communities to encourage HE progression. By encouraging reflection in this way, we continue to enhance students’ skills development. We offer a variety of roles detailing the skills a student host will develop within each of these roles allowing students to target their skills development. Feedback from student hosts informs our training year-on-year.

89. Leeds’ Widening Access to Medical School (WAMS) scheme is run by medical students supported by doctors. Our students share their experiences of the application process, offer mentoring to prospective medical students, deliver on and off campus presentations and workshops to pupils from primary age through to sixth form. Eligibility to receive mentoring aligns with our Access to Leeds criteria ensuring that we support students who would most benefit. WAMS is just one of many student-led societies helping to deliver outreach.

90. Student consultation forms a large part of the Plus Programme evaluation matrix; focus groups, individual interviews and case studies will continue to take place in order to build a strong evidence base to support activity design and delivery. With the introduction of the Plus Programme Student Steering Panel (see paragraph 50) it also informs the direction of the scheme. At a committee level, we have student representation on a Taught Postgraduate Diversity Working Group and Taught Postgraduate Diversity Steering Group to help to ensure that our offer of financial and on-course support continues to meet the needs of our audience.

91. The University has funded a project researching the participation/representation of BAME students in LUU Societies, events and services. This work is running in parallel with the University’s ongoing research into BAME student non-continuation, recruitment and attainment (see Table 3).

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25 Drawn up in partnership with Leeds University Union.
26 Since 2006.
27 These include the Taught Student Financial Impact Group (meets five times per year: September to July), Education Engagement Working Group (meets six 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).
**Case study Lifelong Learning Centre – Outreach**

The University of Leeds is involved in OFFA commissioned six month research led by the Open University in partnership with Bristol and Birkbeck. The aim is to explore the impact of adult outreach on progression. Case studies are being produced which will evidence different institutional approaches to the engagement with adult learners. The Leeds case study has a focus on community outreach targeting adults from under-represented groups and the preparation for progression undertaken by the Lifelong Learning Centre.

Using both tracking data analysis and qualitative participant interview methods, the research identified the following key themes:

- Importance of in-depth pre-entry impartial information, advice and guidance (including finance) to progression and on-course student achievement;
- Role of a diverse group of mature student learning champions supporting WP adults to progress, to act as role models and aid ‘belonging’;
- Greater likelihood of adult progression from intensive and sustained interventions, including liberal adult education provision;
- Role of key influencers as catalysts for adult progression e.g. community education tutors, voluntary sector support workers, work colleagues as well as family and friends;
- Value of trusted partnerships with community-facing providers and organisations.

The findings of the research will impact on our practice in the following ways:

- Improve the existing tracking activity to ensure comprehensive data in relation to the destinations of adult outreach participants;
- Sustain and develop the skills and employability of WP mature student learning champions ensuring they represent disparate curriculum areas;
- Increase those interventions which have greatest impact on progression;
- Identify ways of connecting constructively with potential key influencers located in adult education settings, voluntary sector and in the workplace.
Leeds University Union Strategy

1. At Leeds University Union (LUU) we are in the third year of our current 4 year strategic plan. The plan is divided into four areas, Enrich, Empower, Drive and Inspire. The objectives that LUU has been delivering within the plan were developed as a result of researching our students needs through our Express Yourself Research in which over 4000 students took part. A key element of the strategic plan is the continuing development of our partnership with the University to ensure that the ever changing needs of students are met.

Consultation

2. Consultation is a key part of policy work within LUU, both in consulting students but also in responding to consultation on behalf of students. Each year students at the University of Leeds elect 6 officers to represent them. Of those six offers we have an Equality and Diversity officer and a Welfare officer. The elected officers’ manifestos become part of their objectives for the next year and inform project work and campaigns. Our current Equality and Diversity Officer won a recent award from NUS for Higher Education LGBT Student Rep of the Year.

3. LUU is often consulted on a wide range of areas with the University and external sources such as NASMA or Government consultations. LUU is a part of the University decision making process at every level and is consulted with when policies are made. An LUU student exec officer and staff member sit on University committees for example Taught Student Recruitment Committee, Taught Student Financial Impact Group Inclusivity Strategy group. As part of these committees student opinion is sought and represented in policy development, review and monitoring. Examples of this are the new scholarship offer and the annual Leeds Financial Support offer each year.

4. One mechanism we use to consult with our students is our forum system. Students bring ideas to the forums and a jury of randomly selected student peers vote whether the idea becomes policy. If it is a close vote it goes to referendum. This year some of the key issues that have come to through forums are: working with the University to provide more counselling support, making housing more affordable for students and banning landlords that charge fees as well as continued work with the University sports facilities to make them more affordable to those with low incomes. Following the outcome of forums staff within LUU are assigned to passed policies and responsible to put them into action.

Widening Participation

5. LUU is embedded within the raising aspiration work of the University of Leeds. LUU supports the following programmes: Access to Leeds, Realising Opportunities and Thomas Transition. LUU participates in the Reach for Excellence summer residential and when they arrive in Leeds at the welcome talks. This has been a long running partnership and a current member of our sabbatical team came through on this programme.

6. Our Equality and Diversity officer has also been consulted with the Plus Programme offer to see how we can improve support for Access to Leeds students after they are accepted into the University of Leeds. The Plus Programme sessions are offered to students to improve their skills, including confidence building and presentation skills workshops, study skills (i.e. – essay support, time management, exam preparation, research skills and report writing) in the hope that this will support students whilst they are studying at the University of Leeds. A staff member from LUU Advice helps to deliver some support and information to students on the programme.

7. The strategic review research we conducted with over 4000 students has also been used in order to develop the scholar support. The University used the research to identify areas of support such as safety, money management and feelings of isolation. This was then integrated into plans for the Plus Programme, both in terms of communications to students but also in strategy and developing the Plus programme brand.

8. We have also successfully piloted our Societies into Schools programme with LUU societies taking up the opportunity to deliver inspiring aspiration raising activities in targeted local and regional primary schools. The flagship partnership programme between the University and LUU will be further developed to ultimately allow members of every society in the LUU to have the opportunity to participate in outreach activities in the schools and the community.

Equality and Diversity

9. The University has helped to fund a role in LUU which is researching the needs of BME students. Their role is covering involvement in sport, access to advice and support and informing policy within LUU.

10. As part of the DSA reforms our Equality and Diversity officer has been integral in supporting students and communicating with the University. LUU is consulted throughout the University’s reporting structure and in developing the University’s response to the reforms and supports with key messages to concerned students. The Equality and Diversity officer sits on the working group focusing on this and feeds back concerns from students about these changes.

11. One of the shared objectives from our sabbatical team was to identify what financial pressures students from a diverse range of backgrounds face and how this may impact on both their studies, and their health and wellbeing. This led to a ‘Cost of Living; survey being undertaken with over 1000 students responding, including mature, disabled, part time and students with dependants. The findings of the research are being shared with the relevant University departments who were all very actively engaged in the survey as a way of finding out what impacts their students.
12. We have launched Liberation Co-ordinators. These students volunteer to support other students in running and feeding into Liberation Campaigns both on campus and nationally. The liberation areas are: Black students/BME, Women students, LGBT and Disabled students. The Liberation Campaigns exist to defend and extend the rights of those particular groups of students (who often face discrimination in education and who are also oppressed in wider society). The students in these roles feed into key activity throughout LUU such as LGBT History month but also develop their own activity. The BME Liberation Co-ordinators ran local events to support the Black Lives Matter movement and the LGBT Liberation Co-ordinators ran stalls and social media campaigns about LGBT youth homelessness targeting MPs to raise awareness. This is the first year of the scheme and we are working with students to develop this programme.

13. Black History Month- This work is important to engage with our Widening Participation students who identify with these ethnicities to help foster a sense of belonging. This helps with engagement and retention. We have been running events in Black History Month for several years. This year’s programme involved film showings and talks on history and career access to young people from under-represented and under-served backgrounds.

14. One area of work being developed is to work with the University and Private Landlords to increase affordable and accessible private accommodation for student with disabilities who want to live off campus.

Welfare

15. Our Welfare officer is currently overseeing the implementation of a new LUU advice delivery model which is increasing on the day front line advice and support for students.

16. The Welfare Officer is undertaking research with academic departments around personal tutors and the pastoral care that they deliver. The results will inform future training opportunities, ensure tutors have the information, resources and support they need. It is intended to help engage students who may be experiencing difficulties, help reduce stress levels, mental health difficulties and help retain students who may otherwise feel they have to leave their course.

17. A new initiative, developed in partnership with the University, is the creation of a Well-Being Advisory Board to guide and inform on campaigns and day to day areas of concerns for students. The Board has a range of members from LUU, University and students. It reports to Student Support Strategy Group (led by the Head of Student Support).

18. We are also an active member of Leeds SUs together- a partnership of staff and officers across all Universities in Leeds. This enables the different institutions to get together to see what issues may be facing students across the city and to identify areas where collaboration can take place.

19. We run networking and briefing meetings for Student Support Officers within the Universities. Meetings target staff in departments who offer support to students and this year involved updates on our advice campaigns, our “zero tolerance” to sexual harassment campaign and updates from the University appeals and complaints team, the head of student support and the student exec officers. These meetings help with retention and helps with on course support.

Recruitment

20. LUU is a key focus point in recruitment including supporting the University open days. Welcoming students on Open days allows staff and student led groups to engage and promote the activities and support that students would receive from LUU and also shows how we work in partnership with the University and how this benefits students.

21. LUU Advice also offers information and advice to prospective students, this can be on a wide range of topics but generally most questions are asked in relation to financial support. This allows us to promote what support the Union offers but also the different support that can be offered by the University.

Lifelong Learning Centre

22. We work closely with the Lifelong Learning Centre, supporting part time and mature learners. We support social events, provide advice, information and representation. We have a mature and part time society; our Equality and Diversity Officer and our Education Officer are supporting the society’s campaign against the age cap on Post Graduate loans.

23. We also deliver tailored talks to Lifelong Learning Students as well as offering introductions to the Student Union so that students can see the range of activities on offer than can meet a diverse range of interests and needs.

Partnership

24. The University and LUU have had a formal partnership agreement since 2011. This partnership is still active as demonstrated with the level of consultation but also in major projects such as the LUU building plans (http://www.leedsuniversityunion.org.uk/buildingproject/). This is an intensive refurbishment that will rejuvenate a lot of the LUU spaces accessed by students.

25. Our partnership is celebrated with the Partnership awards each year. Last year we had over 1100 nominations and are currently shortlisting nominees. The categories are Wellbeing Champion, Academic Rep, Best Feedback, Innovation Award, Inspirational Teaching Award, Mentor Award, Outreach Award, Personal Tutor Award, Postgraduate Teaching Award, Positive Impact Award, and the Supervisor Award. In particular the outreach award is for the person who has made an exceptional effort towards encouraging and working with potential students and supporting a diverse and inclusive environment.
<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Main target type (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description <em>(500 characters maximum)</em></th>
<th>Is this a collaborative target? (drop-down menu)</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate <em>(500 characters maximum)</em></th>
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<tbody>
<tr>
<td>T16a_01</td>
<td>Access</td>
<td>Socio-economic</td>
<td>HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)</td>
<td>First year full time home/EU students (under 21) from NS SEC 4-7</td>
<td>No</td>
<td>2013-14</td>
<td>31</td>
<td>44 26 25</td>
<td>Low SEC indicator discontinued.</td>
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<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a - (Mature, full-time, first degree entrants)</td>
<td>Mature entrants with no previous HE experience and from low participation neighbourhoods</td>
<td>No</td>
<td>2015-10</td>
<td>16.8 16.4 16.6</td>
<td>17.2 17.2</td>
<td>We have changed the way this target and target T16a_05 are expressed. There is a possible reduction in numbers, we might be using targets that have historically been expressed as retention into year 2 with non-continuation rates as used in targets T16a_08 and T16a_09.</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Student success</td>
<td>Multiple</td>
<td>HESA T1a - No longer in HE after 1 year (Mature, full-time, first degree entrants)</td>
<td>Participation of students who are in receipt of the Disabled Students Allowance</td>
<td>No</td>
<td>2012-13</td>
<td>3.6 3.2 3.1</td>
<td>3 3</td>
<td>This target has been supplemented by target T16a_37 and new targets T16a_32 and 33 in light of changes to Disabled Student Allowance.</td>
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<tr>
<td>T16a_04</td>
<td>Access</td>
<td>Disabled</td>
<td>We have created a number of other, operational level targets to supplement this and show the full picture for our disabled student engagement. We believe that the 13% figure is a realistic cap on our numbers and further development at the point will likely relate to improving the support offered to those students who declare a disability to the University.</td>
<td>Participation of students in receipt of DSA (full-time, all undergraduate entrants)</td>
<td>No</td>
<td>2012-14</td>
<td>5.7 N/A N/A N/A N/A</td>
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<td>T16a_05</td>
<td>Student success</td>
<td>Socio-economic</td>
<td>Other statistic - Completion/Non continuation (please give details in the next column)</td>
<td>Non-continuation rates for full-time home/EU undergraduate students from NS SEC 4-7</td>
<td>No</td>
<td>2012-14</td>
<td>4.8 4.6 4.2 4 3.8</td>
<td>We remain committed to closing down the gap between low and high SEC student retention. We do recognize that the NS SEC indicator will not be reported through HESA and have therefore complemented this target with targets T16a_39 and T16a_49.</td>
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<td>T16a_06</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a - Low participation/neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</td>
<td>First year, full-time home/EU students (under 21) from Low participation neighbourhoods</td>
<td>No</td>
<td>2013-15</td>
<td>7.8 6.8 6 5.2 4.4</td>
<td>The new target is included to ensure that we can benchmark against other institutions but also so that we can ensure that we are reaching the right students with our outreach work. This target complements T16a_31.</td>
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<tr>
<td>T16a_07</td>
<td>Access</td>
<td>Disabled</td>
<td>Other statistic - Disabled (please give details in the next column)</td>
<td>Non-continuation rates for full-time home/EU undergraduate students from NS SEC 4-7</td>
<td>No</td>
<td>2012-13</td>
<td>6.7 6.3 6.2 6.1 6</td>
<td>We have created a number of other, operational level targets to supplement this and show the full picture for our disabled student engagement. We believe that the 13% figure is a realistic cap on our numbers and further development at the point will likely relate to improving the support offered to those students who declare a disability to the University.</td>
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<td>T16a_08</td>
<td>Student success</td>
<td>Mature</td>
<td>HESA T1a - No longer in HE after 1 year (Mature, full-time, first degree entrants)</td>
<td>Participation of mature students with no prior HE experience</td>
<td>No</td>
<td>2013-14</td>
<td>16.3 15.2 14.4 13.7 13.5</td>
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<td></td>
</tr>
<tr>
<td>T16a_09</td>
<td>Student success</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a - No longer in HE after 1 year in Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</td>
<td>To exceed our 2011/12 HESA non-continuation benchmarks for young students from LPNs (our most challenging benchmark over the last five years by 1.5%) by 2013/14</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>4.5% 3.7 3.6 3.4 3.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7b - Other milestones and targets.

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Select stage of the lifecycle</th>
<th>Main target types (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16b_01</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Working with young people and their influencers to raise aspirations and achievement towards higher education and the University of Leeds.</td>
<td>No</td>
<td>2013-14</td>
<td>T0598</td>
<td>56880</td>
<td>76000</td>
</tr>
<tr>
<td>T16b_02</td>
<td>Access</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>Please '1000 students as ambassadors in schools and other educational settings</td>
<td>No</td>
<td>2013-13</td>
<td>726</td>
<td>1568</td>
<td>1568</td>
</tr>
<tr>
<td>T16b_03</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Working in an intensive long term partnership with schools identified by less than 45% GCSE A*-C (or equivalent) pass rate and by 60% of population from the lowest super output areas.</td>
<td>No</td>
<td>2009-10</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>T16b_04</td>
<td>Access</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>95% of young people we work with in years 5-8 are aware of higher education.</td>
<td>No</td>
<td>2013-13</td>
<td>98</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>T16b_05</td>
<td>Access</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>95% of young people we work with in years 6-11 will see university study as a realistic option.</td>
<td>No</td>
<td>2013-13</td>
<td>92</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>T16b_06</td>
<td>Access</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>95% of young people we work with in years 12-13 will consider the University of Leeds or other higher education institutions.</td>
<td>No</td>
<td>2013-14</td>
<td>98</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>T16b_07</td>
<td>Access</td>
<td>Multiple</td>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>Working in partnership across the City, we will provide bespoke support for young people in public care and those with a disability. Of these, over 60% view higher education positively and see it as a possible option for them in the future.</td>
<td>No</td>
<td>2013-14</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>T16b_08</td>
<td>Access</td>
<td>Multiple</td>
<td>Operational targets</td>
<td>Of those young people we work with through the Projects, 95% have increased confidence through exposure to new and challenging experiences.</td>
<td>No</td>
<td>2013-13</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>T16b_09</td>
<td>Access</td>
<td>Multiple</td>
<td>Listening/learning</td>
<td>We take a long term approach in engaging adults from low SEGs in LPNs to explore the journey to higher education, starting with non formal adult education.</td>
<td>No</td>
<td>2011-12</td>
<td>214</td>
<td>320</td>
<td>320</td>
</tr>
<tr>
<td>T16b_10</td>
<td>Access</td>
<td>Multiple</td>
<td>Listening/learning</td>
<td>Of those engaged, 33% will indicate an interest in higher education progression activities e.g. summer schools, HE taster days and campus study days.</td>
<td>No</td>
<td>2011-12</td>
<td>193</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>T16b_11</td>
<td>Access</td>
<td>Multiple</td>
<td>Listening/learning</td>
<td>We work with adults who are studying at FE Level 2, engaging in progression activities e.g. summer schools, HE taster days and campus study days.</td>
<td>No</td>
<td>2011-12</td>
<td>207</td>
<td>410</td>
<td>420</td>
</tr>
<tr>
<td>T16b_12</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>To support the 'least able least ready' to apply we will work intensively with young people in years 11, 12 and 13 to support them in applying to a research intensive University.</td>
<td>No</td>
<td>2009-10</td>
<td>300</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>T16b_13</td>
<td>Access</td>
<td>Multiple</td>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>Of those we work with through Thomas Transition in Year 11, 40% will progress to level 3 qualifications 2016/17</td>
<td>No</td>
<td>2012-13</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>T16b_14</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaboration - please give details in the next column)</td>
<td>Of those we work with through such talent spotting schemes, 45% will apply to a research intensive university and 35% will register at the University of Leeds.</td>
<td>No</td>
<td>2009-10</td>
<td>45%</td>
<td>35%</td>
<td>45%</td>
</tr>
<tr>
<td>T16b_15</td>
<td>Access</td>
<td>Multiple</td>
<td>Contextual data</td>
<td>Expand the number of direct applications through Access to Leeds</td>
<td>No</td>
<td>2015-16</td>
<td>1075</td>
<td>3869</td>
<td>3870</td>
</tr>
<tr>
<td>T16b_16</td>
<td>Access</td>
<td>Multiple</td>
<td>Contextual data</td>
<td>Expand the number of students registering through Access to Leeds</td>
<td>No</td>
<td>2016-15</td>
<td>949</td>
<td>758</td>
<td>790</td>
</tr>
</tbody>
</table>
T16b_17 Access Multiple Lifelong learning For adults who have achieved FE Level 3/A Level 2 equivalent and we seek to expand our successful applications to the University of Leeds 2013/14 195 300 250 210 215

T16b_18 Access Multiple Lifelong learning Expand the number of successful mature student applications to other HEIs through collaborative outreach activity undertaken in LPNs regionally. 2013/14 127 270 275 280 280

T16b_19 Other/Multiple stages Multiple Operational targets Support our scholars and vulnerable students through a series of bespoke targeted initiatives, success and progression measures. 2014/15 1170 4100 2763 2763 2763

T16b_20 Access Multiple Outreach / WP activity (collaborative - please give details in the next column) Recruit students to Realising Opportunities, a collaboration with 14 other research intensive universities. Yes 2013/14 32 80 50 50 N/A

T16b_21 Access Multiple Outreach / WP activity (collaborative - please give details in the next column) Across the partnership of Excellence Hubs (a collaboration with the Universities of Sheffield, Hull and York) we will provide WC decision making conferences for years 9/10, 11, and 12 students. Yes 2011/12 960 3190 2150 2200 2225

T16b_22 Access Multiple Outreach / WP activity (collaborative - please give details in the next column) The partnership between the University and Instinctivo supports young people from disadvantaged backgrounds (below the age of 15). In East Leeds. (This scheme currently works with 11 primary schools and 10 secondary schools and will support a further 1100 students from East Leeds by 2014/15 and a further 3000 from South Leeds by 2017/18) 2014/15 450 1600 900 900 900

T16b_23 Student success Apprenticeship raising Operational targets Increase the proportion of Access to Leeds students achieving a 1st or 2:1 in final degrees at the University of Leeds. No 2013/13 37% 30% 27% 20% 30%

T16b_24 Access Multiple Operational targets Of those we work with through Thomas Transition in Year 11, 80% of part time will report improved self confidence and self belief in ability to progress to HE. No Other please give details in Description column 90% 90% 90% 90% 90%

T16b_25 Access Care leavers Outreach / WP activity (collaborative - please give details in the next column) Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care aged 15 – 18, through sustained engagement. 2014/15 915 126 331 136 40 944

T16b_26 Access Care leavers Outreach / WP activity (collaborative - please give details in the next column) The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence through exposure to new and challenging experiences 2013/14 93 99 98 91 91 92

T16b_27 Access Low participation neighbourhoods (LPN) Outreach / WP activity (collaborative - please give details in the next column) Working in collaboration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement. Yes 2015/16 37 106 110 120 130 140

T16b_28 Access Multiple Outreach / WP activity (other - please give details in the next column) Of those we work with through such talent spotting schemes, (TfSC) will apply to research intensive universities (RIE) No Other please give details in Description column N/A N/A N/A N/A N/A

T16b_29 Access Multiple Outreach / WP activity (other - please give details in the next column) Of those we work with through talent spotting schemes, (TfSC) will register at research intensive universities (RIE) No Other please give details in Description column N/A N/A N/A N/A N/A

T16b_30 Access Multiple Outreach / WP activity (other - please give details in the next column) Of those we work with through Thomas Transition in Year 11, 80% of part time will report improved self confidence and self belief in ability to progress to HE. No Other please give details in Description column N/A N/A N/A N/A N/A

**T16b_17 Note:** We were not satisfied with the initial target set by the Realising Opportunities partners. Targets have been reworded to replace “HEART” with “Go Higher West Yorkshire.”

**T16b_18 Note:** This target partially through the work evaluating our program with those cohorts of students that will be able to direct retention, progression and attainment raising activities with students who have experienced multiple dimensions of disadvantage (e.g. disadvantaged ethnic students, selected DAME students from LPNs). This work will, therefore also inform what targets we set in our next Access Agreement with regard to particular MDD groups. See Table 3 in the Access Agreement narrative.

**T16b_19 Note:** This target partially through the work evaluating our program with those cohorts of students that will be able to direct retention, progression and attainment raising activities with students who have experienced multiple dimensions of disadvantage (e.g. disadvantaged ethnic students, selected DAME students from LPNs). This work will, therefore also inform what targets we set in our next Access Agreement with regard to particular MDD groups. See Table 3 in the Access Agreement narrative.

**T16b_20 Note:** Targets listed reflect the University’s proportion of the collaboration’s target set by the Realising Opportunities partners.

**T16b_21 Note:** Target has been reworded to replace “HEART” with “Go Higher West Yorkshire.”

**T16b_22 Note:** Target has been reworded to replace “HEART” with “Go Higher West Yorkshire.” Yearly milestones have been increased from the 2017-18 academic year to ensure targets remain stretching with the potential increased cohort size, whilst being mindful of actual numbers. Target has been reworded to reflect “HEAT” with “Go Higher West Yorkshire.” Yearly milestones have been increased from the 2017-18 academic year to ensure targets remain stretching with the potential increased cohort size, whilst being mindful of actual numbers.

**T16b_23 Note:** As mentioned above (target T16b_13), this target is partially informed by the review of our talent spotting schemes and relationships based upon informal monitoring of participants.

**T16b_24 Note:** As mentioned above (target T16b_13), this target is partially informed by the review of our talent spotting schemes and relationships based upon informal monitoring of participants.

**T16b_25 Note:** Target has been reworded to replace “HEART” with “Go Higher West Yorkshire.” Yearly milestones have been increased from the 2017-18 academic year to ensure targets remain stretching with the potential increased cohort size, whilst being mindful of actual numbers. Target has been reworded to replace “HEART” with “Go Higher West Yorkshire.” Yearly milestones have been increased from the 2017-18 academic year to ensure targets remain stretching with the potential increased cohort size, whilst being mindful of actual numbers.

**T16b_26 Note:** Target has been reworded to replace “HEART” with “Go Higher West Yorkshire.” Yearly milestones have been increased from the 2017-18 academic year to ensure targets remain stretching with the potential increased cohort size, whilst being mindful of actual numbers.

**T16b_27 Note:** Target has been reworded to replace “HEART” with “Go Higher West Yorkshire.”

**T16b_28 Note:** Based on reporting existing data from those students who apply to Leeds and other RI institutions. We can currently only access data on the application profile of those who apply to Leeds or from those who complete a destination questionnaire. With the introductions of “HEAT” as a means of raising the data collection both more robust and more detailed we should cover the majority of the cohort by destinations. Targets will be set when we get a baseline through HEAT.

**T16b_29 Note:** This target will refer to a percentage of the overall cohort who register at a RI university, as distinct from the previous target (T16b_14) which took a percentage of those known to be applying to a RI university.
<table>
<thead>
<tr>
<th>T16b_30</th>
<th>Access</th>
<th>Multiple</th>
<th>Operational targets</th>
<th>%TBC of young people we work with who will believe that it is likely that they will apply to university</th>
<th>No</th>
<th>Other please give details in Description column</th>
</tr>
</thead>
</table>

These targets will replace those from T16b_04-06 and have been changed so that we can compare the impact of our activities against other institutions and programmes that also use the HEAT common evaluation questions. For example, the Brilliant Club use these two measures as part of their evaluation. We are measuring different and more ambitious attitudes (perceived expectations of application and entry compared to awareness of and expectations of HE), and also using the same measures across all stages. Once we have a baseline we will report against these targets. We will report against milestones in the 2018/19 academic year. 2017/18 will give us a baseline and we will set milestones in the 2018/19 academic year.

<table>
<thead>
<tr>
<th>T16b_31</th>
<th>Access</th>
<th>Multiple</th>
<th>Operational targets</th>
<th>%TBC of young people we work with who will believe that it is likely that they will enter higher education</th>
<th>No</th>
<th>Other please give details in Description column</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>T16b_32</th>
<th>Student success</th>
<th>Disabled</th>
<th>Student support services</th>
<th>The number of disclosed students who choose to register/engage with Disability Support and Assessment Service</th>
<th>No</th>
<th>Other please give details in Description column</th>
</tr>
</thead>
</table>

These targets are to be used alongside our strategic target T16a_07. However, we are not in a position to set the milestones. Our Disability Support and Assessment Service is in the process of introducing an upgraded CRM system and by 2017/18, we will be able to capture and report this service-user information. Once this is in place we can gain a baseline year upon which we can produce milestones.

<table>
<thead>
<tr>
<th>T16b_33</th>
<th>Student success</th>
<th>Disabled</th>
<th>Student support services</th>
<th>The number of disclosed students who then access support;</th>
<th>No</th>
<th>Other please give details in Description column</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>T16b_34</th>
<th>Access</th>
<th>Attainment raising</th>
<th>Outreach / WP activity (other - please give details in the next column)</th>
<th>Attainment raising target to be agreed with University Technical College sponsored by the University of Leeds</th>
<th>Yes</th>
<th>Other please give details in Description column</th>
</tr>
</thead>
</table>

As detailed in paragraph 41 of the narrative. We will set a target for attainment raising activity with the University Technical College in our next Access Agreement submission. The UTC opened in 2016 and before we develop a pilot scheme for helping raise attainment, it is essential that we gain a baseline for pupils' academic performance.

Optional commentary on milestones.
The box is character limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.