University of Leeds

Access and Participation Plan 20-21 to 24-25

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ASSESSMENT OF PERFORMANCE

The text below outlines the University of Leeds's performance across the student lifecycle in relation to a number of under-represented groups.

POLAR 4 and IMD students

Access

Our progress in recruiting students from Low Participation Neighbourhoods (LPNs)[1] has been positive, but there is more work to do. HESA experimental statistics[2] show that from 2015 to 2017 we either met our HESA benchmark or were 0.1% point below this figure. However, we did not meet our location adjusted benchmark during this three-year period. The OfS data release also outlines progress with the ratio of POLAR 4 Quintile 5 (Q5) to Quintile 1 (Q1) students progressing to Leeds dropping from 6.7 in 2013/14 to 5.7 in 2017/2018. In addition, we can identify a year-on-year trend of growth in numbers and proportion of Q1 students.

The percentage gap between Q1 and Q5 students registering at Leeds has narrowed between 2013/14 and 2017/2018 (38.9% to 36.1%); however, this figure fluctuates as does the percentage of Q5 students progressing to Leeds. In 2017/2018 we can see a lower proportion of Q5 students registering than in 2013/14 but it would be unsafe to categorise this as a trend.

Whilst we are making progress, we know that we are not progressing as quickly as we would like, and that the gap between the proportion of Q1 and Q5 students (mean average of 37.2%) remains wide with fluctuations. We have taken steps to accelerate our progress as illustrated in the **Access: Strategic approach and Access: Strategic measures** sections**.**

We have also reviewed our progress using the Index of Multiple Deprivation (IMD) data made available as part of the OfS dataset. It has highlighted that there are disparities in access between students in the lowest IMD quintile (IMD Q1) and the highest (IMD Q5). IMD Q1 students represent 11.9% of the student body whereas IMD Q5 account for 34.2% in 2017/18, a gap of 22.3%. We have, however seen improvement across the five years between 2013 and 2017 with growth of the proportion of IMD Q1 and no proportional growth of IMD Q5.

When compared with the sector, the progress is similar (2% growth of IMD Q1 across five years at Leeds compared with 2.3% within the sector), however the gap between IMD Q1 and Q5 has been effectively eliminated at a sector level. It is clear that there is an issue to address for these students at Leeds. IMD is not a dataset that we have fully incorporated into our institutional infrastructure (as is the case with POLAR data) and we will be evaluating how best to work across the institution to identify the students and the overlap between POLAR4 and IMD cohorts. IMD has been, and will continue to be, a component of the 'low progression area' criteria for our Access to Leeds (A2L) scheme. We will also consider how we can further support access for these students, with the commitment that a target to close the Q1/Q5 gap in IMD access, across the APP lifecycle, will be set by 2020/2021.

Success: Non-Continuation

We have traditionally performed well in the sector for ensuring the continuation of students; the Office for Students (OfS) dataset shows mean average of 90.6% continuation for the sector between 2012/13 and 2016/17 compared with 94.9% at Leeds for the same period. However, combining the OfS dataset with more recent internal data, we have identified a growth in the continuation gap between Q1 and Q5 students for the years 2016/17 (both in OfS and internal data) and 2017/2018 (internal data).

These data suggest a widening in the percentage continuation gap between Q1 and Q5 students from 1.7% for 2015/16 entrants to 3.8% for 2016/17 entrants. This figure is higher than the five-year average of performance (2.5%

[1] Defined herein as those students from POLAR 4 quintile 1

[2] https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators

gap) and higher than any one year across the period. Internal figures suggest that this gap will remain higher than the average for 2017/2018 starters.

IMD Q1 non-continuation patterns are similar to those found in POLAR4 Q1 with Leeds performing more strongly than the sector as a whole (retaining an average of 92.2% of IMD Q1 students at Leeds compared with 87.9% for the sector). We have been similarly strong when comparing the gap in performance between IMD Q1 and IMD Q5 non-continuation at Leeds with that of the sector (average gap of 5.2% at Leeds and 6.3% within the sector). However, 2016/17 saw the gap at Leeds increase to 7.5% compared with only 7.1% for the sector.

We are well placed to address these gaps and will be working to identify areas of strength and areas for development in our student success processes and interventions across the institution over the next two years (for POLAR 4 students). This has included the inception of a student success project, data analysis of student groups likely to discontinue their studies and other measures. We will also be reviewing how these projects and evaluation work will impact on IMD students and by 2020/2021 will set a target for closing the continuation gap between Q1 and Q5 IMD students across the lifecycle of the plan.

Work in this area is discussed in more depth in the **Student Success: Strategic measures and Student Success: Strategic approach** sections.

Success - Attainment

Within the sector, the mean average gap in attainment of a 'good degree' by Q5 vs Q1 students, between 13/14 and 2017/2018, is 10%. However, the mean average gap at Leeds is 11.8% over the same period.

In 2017/2018 there remains a 7.9% gap between Q1 and Q5 students, which is statistically significant, although below the sector-level gap of 9.4% for the same year. There has been a 10% increase in the attainment of good degrees by Q1 students since 2013/14 compared with a 3.7% increase by Q5 students; therefore, we can show positive progress. However, it is important to note that the gap between Q1 and Q5 attainment fluctuates (between 2016/17 and 2017/2018 by 8.7%) across the five-year OfS dataset.

When reviewing attainment using IMD data, a clear and significant gap in the proportion of IMD Q1 and IMD Q5 students attaining a 2:1 or above is evident (17.2% in 2017/18). This gap has reduced since 2013 but has fluctuated across the five years.

We can show a relatively consistent and positive growth in 'good degree' attainment of IMD Q1 students (7%) between 2013 and 2017 compared with a more modest (5%) increase amongst IMD Q5 students.

The performance of these groups across the sector is less positive than at Leeds and the gap in attainment between these two groups has widened since 2013.

By 2020/2021 we will set a target for closing the gap in IMD Q1 and Q5 attainment across the lifecycle of the plan.

We outline how we are working towards more consistent progress in the **Student Success: Strategic measures and Student Success: Strategic approach** sections.

Progression

Interrogation of the OfS dataset identified positive outcomes in progression for Q1, mature, disabled and BAME students. Using internal figures, we have identified a gap in progression between the progression rate of Access to Leeds (A2L) [3]students and the University average. Work is already underway to address this gap and was highlighted in our previous APP.

[3] Access to Leeds is our flagship contextual admissions scheme which gives students who meet several WP criteria the opportunity to receive a two grade reduction in their University offer.

Black, Asian and minority ethnic (BAME) students

Access

The OfS dataset shows a difference between Leeds and the Sector when considering the proportion of BAME students registering. The five-year average suggests this gap is 14.5%; however, when comparing the progress of the sector and Leeds across the five-year period, the BAME cohort in Leeds grew by 5.5% whereas the sector grew by only 4.5%.

When investigating the gap between BAME and White student recruitment at Leeds we can see that the gap dropped by 11% between 2013/14 and 2017/2018, compared with a sector gap in BAME vs White recruitment that closed by 9% across the same period. Trend analysis of performance suggests that our BAME recruitment performance grew at the same rate as the sector until 2017/2018 at which point there was a more pronounced increase in BAME recruitment at Leeds, which coincided with a 5% increase of BAME students progressing through A2L.

Internal figures show a 1% growth in recruitment from BAME groups in 2017/2018. When reviewing at a more granular level, internal data suggests we are near or achieving numbers representative of the general population, except for Black students where we are achieving a 3% recruitment rate compared with the 3.4% population figure as per the last Census data. Using the 2018/2019 internal figures, we can see that Black Caribbean students are underrepresented by 0.4% (0.5% in 2017/2018), Black African students are overrepresented by 0.3% and students identifying as Other Black background are underrepresented by 0.4%.

Whilst the differences are less than a percentage point, we remain committed to recruiting students from diverse backgrounds and our work to attract more students from underrepresented ethnicities is detailed in the **Access: Strategic approach and Access: Strategic measures** sections.

Our review of Access to Leeds recruitment figures shows that the scheme continues to facilitate the recruitment of a significant proportion of BAME students to Leeds (14.1% Black Caribbean, 27.3% Black African). There was modest (0.6%) overall growth in BAME recruitment through our contextual admissions scheme after we narrowed our eligibility criteria to use the lowest POLAR3, POLAR4 and Index of Multiple Deprivation (IMD) quintile for 2018 entry. There was also a more pronounced growth in the recruitment of White males from LPN, which increased from 6.8% of the A2L cohort to 8.2% in 2018. Thus, A2L facilitated the recruitment of 47.9% of the University undergraduate cohort from this background. We will continue to monitor the performance of A2L in recruiting BAME students.

Success: Non-Continuation

Continuation gaps between BAME groups and White students are identifiable both at an aggregated BAME level and within more granular groupings (e.g. Black, Asian). We identify a mean average gap in non-continuation of BAME students compared with White at 2.7% with a spike in the most recent year to 3.1%. These figures are statistically robust and mask higher figures within the Black and Asian groupings (4.8% and 3.3%, respectively). The data for the gap between Black and White student non-continuation fluctuates in statistical significance due to sample sizes; however, in the years where this gap spikes (5.9% and 5.7%) the data can be relied upon as significant.

We have analysed the non-continuation data for part-time BAME and white students. It is a small cohort of students and the continuation rate for part-time BAME students at Leeds outperforms the sector across the time period until 16/17. In this final year of data, there is a drop in non-continuation for all BAME students and this is not seen in part-time white students at Leeds.

Success: Attainment

There is a significant disparity in the proportion of BAME students attaining a 2:1 or above when compared with White students. We had already invested into this area as a result of our work on last year's APP and the OfS dataset has helped underline the significance of this gap. At an aggregated BAME level, the gap between 2013/14 and 2017/2018 has risen from 11.6% to 12.7% with a three-year trend of this gap widening.

Aggregation of ethnic groupings up to BAME level does mask larger disparities in attainment: the gap between Black and White students was 28.9% in 2017/2018 (mean average of 25.9%); the gap between Asian and White students

was 16.6% in 2017/2018 (13.3% mean average gap). Our approach to addressing these gaps can be found in the **Student Success: Strategic measures and Student Success: Strategic approach** sections**.**

Progression

As outlined above, the OfS dataset identified positive outcomes in progression for BAME students with the gap between White and BAME students' progression being less than 1%. The figures are not considered statistically robust at BAME level and figures have been redacted at a more granular level making it more difficult to identify the performance of specific ethnicities. However, we continue to review our performance and have introduced measures as outlined in the **Student Success: Strategic measures and Student Success: Strategic approach** sections**.**

Mature Students

Access

Analysis of the OFS dataset reveals a trend showing a widening gap between mature and non-mature students. The proportion of mature students in 2013/14 was 7.0% compared with 6.3% in 2017/2018. Figures have fluctuated within this period, with year-on-year reduction in 2016/17 and 2017/2018. Our performance against the sector also looked similar when comparing the gap in access between mature and young students, which has widened from 15.5% in 2013/14 to 17.2% in 2017/2018. Internal data suggests a modest increase in the proportion of mature students recruited in 2018/2019 compared with 2017/2018 (+0.6%).

Success: Non-Continuation

There is a significant gap in continuation between mature and young students with a 7.1% five-year mean average, which is close to the mean for the sector, although slightly higher (+0.5%). The latest internal figures point to another rise in non-continuation for this group and a widening of the gap between young and mature continuation.

Success: Attainment

There is a significant gap in attainment between young and mature students of 14% (five-year mean) and fluctuating performance annually. The proportion of mature students attaining a 2:1 or above has improved over the five-year period covered by the OfS dataset and the growth has been more pronounced within the mature group (8.3% from 2013/14 and 2017/2018 compared with 3.5% for young students). However, the gap in attainment between the two groups has widened in 2017/2018 (12.1%) and is now wider than that of the sector (9.5%). Our approach to addressing this is outlined in the **Student Success: Strategic measures and Student Success: Strategic approach** sections.

Progression

The performance of mature students is positive in comparison to younger students and we will continue to work to support the progression of this group into graduate destinations and further study.

Disabled students

Access

Our work to support the access of disabled students has led to annual increases in the identification of disabled students at Leeds every year since 2012/13 (growing by 6.3%). We remain at 12.8% in 2017/2018 compared with a sector average of 14.8% and have measures to address this as outlined in **the Access: Strategic measures** section.

Student Success: Non-Continuation

The OfS data shows a small gap in continuation when comparing disabled and non-disabled students, although the dataset lists this as not statistically significant. The gap has remained largely static for 5 years with a mean average of 1.8%. The sector shows an even more static picture but a slightly better gap in performance (0.9% average). However, the continuation rate average for Leeds compared with the sector is much more favourable with average disabled student continuation at 94.3% compared with 90% in the sector.

A granular analysis of internal data on the gaps in non-continuation amongst disabled students, over the last ten years, shows that some students in specific disability groups are less likely to continue. They include those who have mental health conditions; are blind or have a serious visual impairment, or who have multiple disabilities.

We remain committed to supporting the continuation of these students and details can be found in the **Student Success: Strategic measures and Student Success: Strategic approach** sections.

Success: Attainment

The OfS dataset shows a five-year mean attainment gap between disabled and non-disabled students, at the University of Leeds, of 2.8%. We have seen a steady improvement in the attainment of 2:1s (or above) within the disabled student cohort between 2012/13 and 2017/18. Our improvement (by 4.7%) compares favourably with the improvements in attainment amongst non-disabled students who showed only a 3.7% growth across the same period.

The gap in performance has closed between these two groups from 3% in 2012/13 to 2% in 2017/18. In comparison, the attainment gap within the sector has closed by 0.7%. We are also able to show a lower gap in performance between disabled and non-disabled students when compared with the sector over the last two years and taken as a five-year average.

Progression

Progression of disabled students holds up strongly against non-disabled students with the disabled cohort evidencing higher graduate progression rates than non-disabled students for three of the five years included in the OfS dataset. We can discern a negative gap in performance for students with cognitive and learning difficulties in 2017, but the gap is small, and the trend has shown fluctuation with these students outperforming non-disabled students in three of the five years. In addition, even at the aggregated level of 'disabled' the gap between the two groups is not statistically significant.

Care leavers

Access

Our work to identify care leavers entering the University has meant we are working with increasing numbers of this group through the Plus Programme. We worked with 17 students in 2016/17 and 13 in 2017/2018, compared to only one in 2015/16.

Student Success: Non-continuation

The non-continuation rate for care leavers was 0%, except for 2016/17 when it was 23.5%. As numbers are so low, variance is to be expected and the statistical significance is low. We continue to be aware that this group is particularly vulnerable and have planned interventions outlined in the **Student Success: Strategic measures and Student Success: Strategic approach** section.

Student Success: Attainment

Our last two years of attainment data has been encouraging, with 83% and 75% of care leavers receiving a first or 2:1 degree in 2016/17 and 2017/2018, respectively. These figures need to be treated with caution though as the cohort sizes were six and four respectively.

Progression

We cannot currently report on progression data as only three identified care leavers have completed the destination survey and any statistical survey of this could potentially compromise their personal data. More data will be gathered as current student cohorts' graduate and, longer term, we will use the Graduate Outcomes survey. We will also work to increase the rate of destination survey completion among care leavers, as it is currently lower than other students.

Intersections of Disadvantage

Access

Access to Leeds students are required to meet WP criteria to progress onto the scheme. Figures below show the contribution the scheme makes to recruitment of students from diverse backgrounds who are consequently more likely to encounter a variety of different intersections of disadvantage. We continue to work with A2L students to improve their progression into graduate destinations or further study.

Table 1: 2018/2019 % of University cohort progressing to Leeds through Access to Leeds by Ethnicity

Ethnicity	% of University ethnic grouping progressing through A2L in 202018/2019
Arab	24.0
Asian or Asian British – Bangladeshi	44.6
Asian or Asian British – Indian	25.7
Asian or Asian British – Pakistani	41.6
Black or Black British – African	27.3
Black or Black British – Caribbean	14.3
Chinese or Other Ethnic Background – Chinese	20.7
Mixed - White and Asian	14.1
Mixed - White and Black African	18.2
Mixed - White and Black Caribbean	26.7
Other Asian background	23.7
Other Black background	25.0
Other Ethnic background	24.4
Other Mixed background	12.9
White	11.8

Student Success: non-continuation

We have, in previous years, identified intersections of disadvantage amongst particular groups within the BAME groupings. These are also evident when looking at continuation within the OfS dataset. Our latest internal data supports the OfS dataset. When reviewing the latest continuation results of Black students from Quintile 1 compared with White students from Quintile 1 we find a disparity of 6.7%. The numbers are small and not statistically robust; however, they are a subset of the BAME students highlighted within the OfS dataset as less successful at progressing from year 1 to year 2 than their White peers and therefore worth noting.

Student Success: Degree attainment

There is a trend showing an increasing attainment gap between BAME students from Quintiles 1 and 2 and their Quintile 1 and 2 White peers: 4.7% in 2013/14 rising to 13.1% in 2017/2018.

We outline in the **Student Success: Strategic measures and Student Success: Strategic approach** how we will address these continuation and attainment issues and how these feed into our higher-level continuation targets.

Other groups who experience barriers in higher education

Estranged students

From 2016/17 onwards, we have been working to identify estranged students entering courses at the University. Numbers are low but growing, with two identified in 2016/17 and 14 in 2017/2018. Amongst the students identified, continuation is 100%. We do not yet have data on attainment or progression.

Students from military families

Review of four years of internal data on occupational background of UCAS applicants found that 95 undergraduate entrants were from a military family background. Of those, 15 were mature students, who may have been in the military themselves.

STRATEGIC AIMS AND OBJECTIVES

Social mobility is embedded in the strategic plan[4] for the University of Leeds with a commitment to attracting and retaining students from diverse backgrounds, equipping them to succeed in a competitive global market and to make a difference.

Our Educational Engagement strategy 2016 – 2020 flows from this commitment with the following more specific aims:

- Targeted and sustained engagement to attract and retain taught students;
- Narrow the gaps in access, retention and student success through systematic support for students at every stage and in all aspects of their learning journey; and
- Ensure an evidence-based approach through a robust approach to research, evaluation and monitoring.

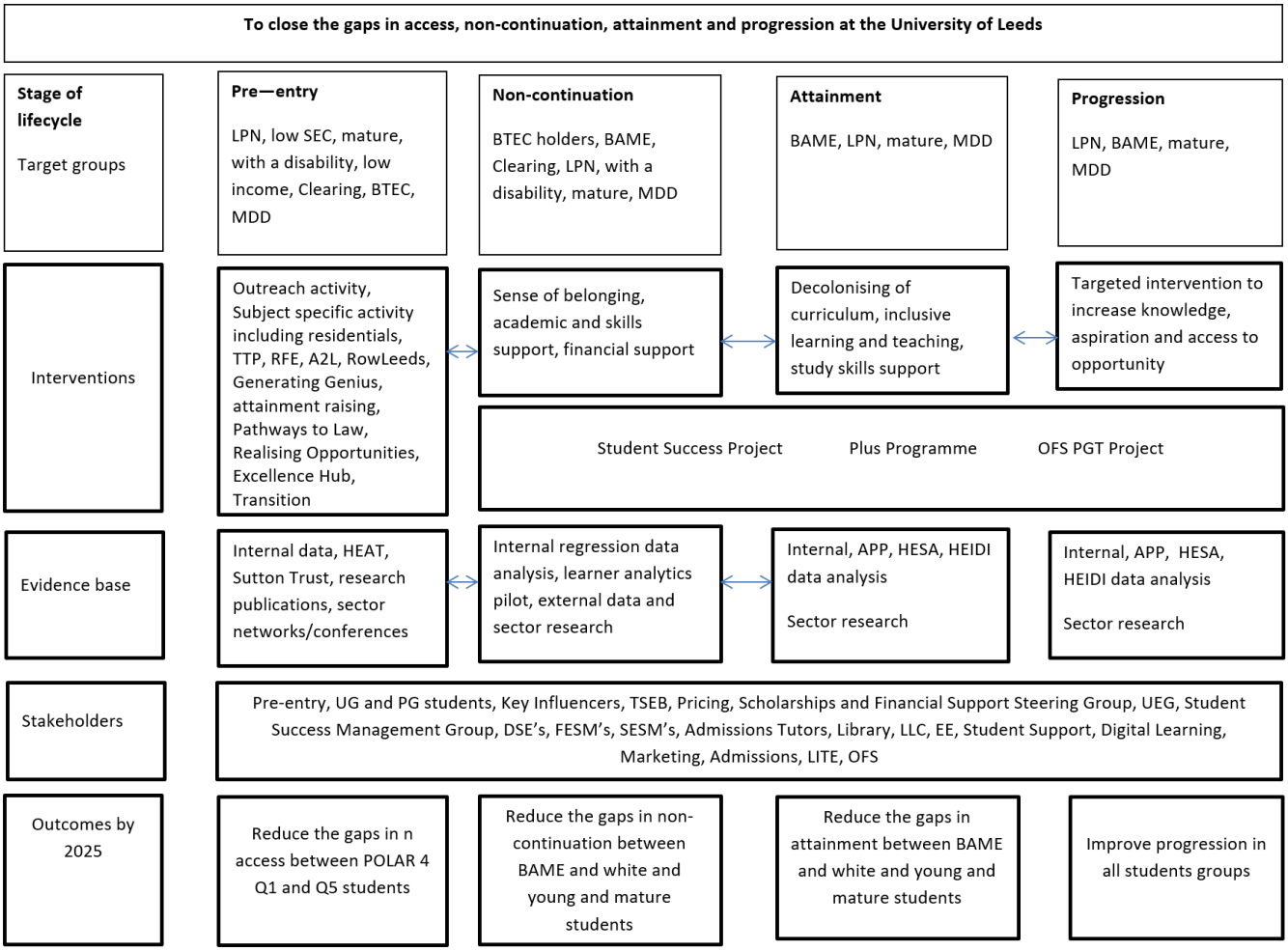
The aims for the University of Leeds' Access and Participation Plan for 19/20 – 24/25 are to:

- Close the gaps in access to higher education at the University of Leeds through sustained engagement and partnership
- Narrow the gaps in access, retention and student success through systematic support for students at every stage and in all aspects of their learning journey; and
- Ensure an evidence-based approach through a robust approach to research, evaluation and monitoring.

The next iteration of the institutional strategy for social mobility will be developed in 19/20 and both sets of aims summarised above will inform this.

Case studies on work to meet these aims are included in our WP annual report at: https://www.leeds.ac.uk/info/128010/teachers_and_advisors/249/what_we_do
The targets set out in the plan build on those identified in earlier Access Agreements and are underpinned by our institutional values of integrity, inclusiveness, community, professionalism and academic excellence. The theory of change strategy outlined to support meeting these targets is in the following diagram:

4 https://hr.leeds.ac.uk/info/60/strategy_values_and_standards/229/the_university_strategy_values_and_standards



Our interventions across each stage of the student lifecycle are directed by both internal and external data, consultations with beneficiaries and key influencers and sector level research. We continue to monitor not only the estimated impact of our activity but also the groups we target, for example, we regularly review the criteria for our A2L scheme to ensure that we make use of all relevant contextual data to benefit under-represented groups. We have also combined numerous one-off interventions where there is evidence to suggest impact to deliver more robust packages of activity and sustained programmes of engagement for each stage of the lifecycle.

Target groups

Our consistent approach to targeting is informed on a regular basis by our evaluation and monitoring team and others that deliver and report on the impact of their programmes, against objectives. This work is outlined in the **Evaluation Strategy** section. As a standard, our work targets: low income students, LPN students (mature and young), disabled students, students with particular ethnicities; care leavers, estranged students, first-generation students, and refugees.

Our work to date has seen:

- Progress in recruiting students from areas with the lowest 20% of learners progressing to higher education (POLAR Quintile 1) and mature learners.
- Progress in closing the gap in non-continuation and degree outcomes for our disabled students and WP entrants via Access to Leeds when compared with the wider undergraduate cohort
- Positive outcomes in progression to graduate employment and further study for under-represented groups.

The above reflects the success of our contextual admissions scheme, Access to Leeds, Lifelong Learning Centre and WP support scheme, Plus Programme.

However, analysis of internal data sets and our assessment of performance identifies that significant gaps remain for Q1, mature and BAME students particularly at the access, continuation and degree attainment stages of the lifecycle.

Our Educational Engagement strategy will focus on these groups from 2020/2021, or earlier, and will be at the heart of the next iteration of the strategy. We aspire to significantly close gaps over the next five years and we anticipate our work will inform the University's and sector's understanding of the causal factors and the impact of strategic initiatives. Our broader strategy will be implemented whilst maintaining and building on existing work summarised in the last Access and Participation Plan. Our work over the last year has enabled us to identify areas of intersectionality; therefore, we are confident that work focusing on the groups listed above will also benefit groups where gaps are smaller or sub-groups who also experience barriers to higher education.

It is anticipated that by 2022/2023 there will be sufficient understanding and evidence of impact to project the timeframe by which all gaps will be closed. Alongside this, we will continue to maintain progress in areas where we are performing well, thereby strengthening our evidence base to refine our programme design for these areas. Our annual milestones for each aim reflect the anticipated rate of change as the strategy is implemented.

Target Group: Q1 students

Target PTA_1: Close the gap in access to the University of Leeds between Q1 and Q5 students from a ratio of 5.5 in 2017/2018 to 3.5 by 2024/2025

Target PTA_2 : By working in collaboration, Realising Opportunities (RO) will contribute to national improvement in closing the gap in entry rates at higher tariff providers between the most and least underrepresented groups. This will be achieved by increasing the percentage of RO students progressing to a research intensive university from 42% in 2015/2016 to 54% in 2024/2025.

Evidence base:
Whilst the University of Leeds recruits high numbers of Q1 undergraduate students (490 entrants in 2017/2018), the growth of Q5 students has been more rapid. This is, in part, linked to the higher attainment of the latter. Access to Leeds and our foundation year programmes provide opportunity for both young and mature students to demonstrate potential through more than grades alone.

Our internal data shows that whilst many students from under-represented groups progress to the University through Access to Leeds and our foundation year, a significant minority choose not to and apply via the standard route. Review of the application, offer and acceptance rates suggest that there could be improvements made to admissions processes to increase offers and acceptances.

The success of Access to Leeds has reinforced the importance of continuing to use a basket of measures to address social disadvantage and we will continue to utilise this alongside refinements to strengthen targeting of underrepresented groups. Work will continue to enable access for disabled students. Our commitment to support estranged students (including via the Stand Alone pledge[5]) and care leavers is expected to increase visibility of the agenda and encourage more students to self-identify and apply to the University.

However, there is a need for additional focus, working in partnership with other organisations, to increase the pool of eligible students and in turn those who are made offers. This will include a contribution to equality of opportunity for under-represented groups nationally. This will form part of our longer term strategy to eliminate the gaps in access by 2038/39. We are also committed to setting a target to close the gap between IMD Q1 and Q5 students.

[5] http://www.thestandalonepledge.org.uk/

We have not set a target for access for BAME students; however, additional work is planned to maintain progress in access for this group with additional activity planned aimed at increasing the number or proportion of Black Caribbean students entering the University. Our internal data highlights the overlap between BAME and Q1; therefore, our strategy to close the gap between Q1 and Q5 students will include monitoring of access by ethnicity.

We also work in close collaboration with other research-intensive universities through the Realising Opportunities (RO) programme. RO is expanding its geographical range, with new university partners joining to increase the number of students able to take part, including in higher education cold spots.

Objectives to achieve targets 1 and 6
a) Refine programme of outreach, to increase awareness and understanding of routes into higher education, through review of impact using theory of change model – **December 2021, Ongoing**
b) Increase the pool of high attaining students who can apply to the University of Leeds through raising attainment work with KS1 to KS3 students – **Lifetime of Plan**
c) Review and refine admissions processes to increase offers and acceptances amongst target groups – **December 2021, Ongoing**
d) Contribute to national social mobility by supporting progression to higher education at all levels and any institution – **Lifetime of plan**

Target PTS_1: Close the gap in non-continuation between Q1 and Q5 students from 3.8% in 2016/2017 to 1.5% in 2024/25.

Evidence base:
Our internal research has identified key factors that influence non-continuation across all under-represented groups and they have informed our approach to supporting the most disadvantaged students across the University. The Plus Programme, which supports students who have progressed via our contextual admissions scheme alongside other groups such as care leavers, includes opportunity to develop networks, establish a sense of belonging and engage with dedicated staff who can support or signpost to services and curricular opportunities. Around 1000 students join the Plus Programme each year and a review of internal data shows that students who participate in the Plus Programme, have better non-continuation rates than non-participating Q1 students.
In addition to groups identified as at risk in the **Assessment of Performance**, analysis of five years of internal data found that students holding a BTEC qualification and entering via Clearing were also at risk.

Given the fluctuation in data robustness, it was felt that it would not be appropriate to set a target for non-continuation of BAME students. However, we will continue to monitor performance, at the level of BAME and more granular ethnic groupings, particularly in the context of the Q1 cohort. We will also continue to target our work at Black students specifically.

Whilst we know some groups of disabled entrants have higher non-continuation rates than others, there is more work to be undertaken to understand how to address this.

Objectives to meet target 2
a) Review institutional approach to Clearing and communications to entrants via this route – **December 2020**
b) Improve pre-HE engagement with a focus on BTEC students to enhance transition to the University – **December 2020**
c) Draw on internal research to refine our approach to induction and transition for all students with a focus on target groups – **December 2021**
d) Improve capacity to enable early identification of students at risk of non-continuation using additional datasets and staff resource – **1st phase December 2021, Ongoing**
e) Review the Plus Programme to expand and support a wider group of POLAR 4 Q1 students - **1st phase December 2021, Ongoing**

Target group: mature students

Target PTS_3: Close the gap in non-continuation between young and mature students from 7.8% in 2016/2017 to 4.4% in 2024/2025.

Target PTS_4: Close unexplained gap between mature vs young student attainment from 12.1% in 2017/2018 to 6.8% in 2024/2025.

Evidence base:
Like the sector, the gap between mature and young students for non-continuation and degree attainment is significant. Our commitment to mature learners who often have additional indicators of social disadvantage and lower prior attainment has informed the growth of our highly successful foundation programmes, degree apprenticeships, the development of the Lifelong Learning Centre Hub and in turn our approach to maximise outcomes in non-continuation and degree attainment amongst the target group.

Our research suggests that the external environment and pressures can be particularly difficult for mature learners who may also have caring responsibility. Similarly, programmes offered by our School of Healthcare, including Nursing, are popular with mature learners but present additional challenges for students from low-income households. For this reason, it is likely that some of the gap can be explained by structural factors. Understanding this will enable us to understand the unexplained factors and bring about change.

We are now able to analyse particular groups of mature students who are more vulnerable to non-completion such as those progressing from Access2HE Diplomas and other non-traditional routes. We have additional resource to undertake more pre-entry preparation activity with those cohorts and then develop a number of interventions at critical points of the student cycle e.g. returning to study in January of the first year, pre exam additional support.

Ensure that interventions at times throughout the student journey that have been identified as 'critical moments' are developed. This will include a range of flexible support to deal with mature student issues such as the likelihood of greater complexity in their lives e.g. caring duties, nurturing their sense of belonging and addressing imposter syndrome which can be barriers to students reaching their full potential.

Objectives to meet targets 3 and 5
a) Enhance understanding of the structural and unexplained gaps in non-continuation amongst this group – **1st phase September 2021; ongoing**

b)	Review and make changes to curriculum, assessment and feedback to provide an inclusive curriculum to an increasingly diverse community of students – **Baseline standards, September 2021; roll out September 2023**
c)	Improve capacity to enable early identification of students at risk using additional datasets and staff resource – **1st phase December 2021, Ongoing**
d)	Build on work to test new programme design, such as degree apprenticeships, to develop routes for higher education study which may reduce non-continuation – **Lifetime of plan**

Target group: BAME students

Target PTS_2: Close unexplained gap between proportion of BAME students attaining a 2:1 compared with proportion of White students attaining 2:1 or above from 12.7% in 2017/2018 to 5.5% in 2024/2025.

Evidence base:

Our commitment to closing the unexplained BAME attainment gap to 5.5% is reflected in our strategy and ambition which projects considerable progress over the lifecycle of the Access and Participation Plan. However, this is also balanced against acknowledgment of the relative immaturity of understanding on what works across the sector. Institutional research is underway to review quantitative data and qualitative information and develop our understanding of the reasons behind this gap. Our work to inform both the University and the sector will continue and this may result in a request to amend the target during the lifecycle of the plan.

Whilst the data on attainment of Black students is not statistically robust, work will continue to ensure that the gap is monitored. In the meantime, sector research has informed our work to pilot projects ahead of institutional roll-out from 2020/2021. Our intention is to close gaps for all BAME students with the longer term aim to eliminate the unexplained gap by 2030/31.

Alongside this, work has started to review the curriculum content building on the work of our Students' Union campaign, 'Why is my curriculum White?' and to make changes to the institutional approach to assessment. Our commitment is reflected in signing the BAME attainment pledge and this will inform a framework to provide discussion, senior leadership of the agenda, action plans and change.

Further work will be undertaken to inform our understanding of the timeframe by which any unexplained gaps can be closed.

Objectives to meet target 4:
a) Develop an inclusive curriculum – **Lifetime of plan**
b) Develop additional opportunities to foster a sense of belonging. This will include work with our Students' Union, including Clubs and Societies and within academic communities – **1st phase September 2021, then lifetime of plan**
c) Provision of additional opportunities to develop social and cultural capital. We will ensure that we understand and minimise barriers some students may face in accessing co-curricular opportunities - **1st phase September 2021, then lifetime of plan**
d) Address psychosocial and identity factors experienced by target group – **Lifetime of plan**
e) Implement recommendations outlined in the UUK/NUS BAME attainment pledge – **September 2021**

As well as target 4, all the objectives listed above will contribute to closing the gap between the continuation of white and BAME students.

We currently have existing targets from our 2019/20 Access & Participation Plan which we propose to replace with the new targets identified, in this Plan from 2020/21:

- T16a_02 Improve access for mature applicants with no previous HE experience and from LPNs (POLAR 3)
- T16a_05 Improve continuation for full time students from NS SEC 4-7
- T16a_06 Improve access for young students from LPNs (POLAR 3).

As these targets have been subsumed within, or replaced by, the new targets above, we would like to strategically realign to provide clear strategic objectives internally. As we look to refine our admissions processes, as outlined in the **Access: Strategic approach and Access: Strategic measures** sections, we would like to give a clear message that POLAR 4 Q1 is the key target group and that mature students should be prioritised alongside young students. Our contextual admissions scheme, Access to Leeds, and our foundation programmes allow access to the University for WP students using a wider basket of measures and this will continue.

STRATEGIC MEASURES

Whole provider strategic approach: Overview and alignment with other strategies

Our commitment to widen participation is embedded within our University of Leeds Strategic plan from which all other strategies flow. Our strategy for engaging with WP students across the student lifecycle is well established and was developed in collaboration with colleagues from Educational Engagement (who lead our engagement with young students) and the Lifelong Learning Centre (which leads our mature learner engagement), consultation with services including Equality and Inclusion and academic staff across faculties. The resulting Education Engagement Strategy articulates our commitment to fair access, and student success with shared principles articulated in our approach to progression.

Our institutional key performance indicators for widening participation are incorporated in the annual refresh of related plans including Educational Engagement Strategy's action plan, Employability Strategy and Student Education priorities. This helps guide our work at a strategic level by identifying key targets with a focus on outcomes and evidence of impact. Our Leeds Institute of Teaching Excellence (LITE), a community of excellence in scholarship and research in student education, holds access and participation as a core theme. There are opportunities for both staff and students to undertake research with a focus on priority areas identified through our widening participation strategy. Underpinning and complementing this is our approach to evaluation and research applied across the whole student lifecycle.

When designing our access plans, the University adheres to the principles of equality and diversity as outlined in the Equality Act 2010. Equality considerations are embedded throughout our access and success activity. Equality Policy

Unit (EPU) staff serve on committees and working groups responsible for inputting into the creation, reporting and monitoring of our APP. In addition, there is clear senior leadership for WP which is aligned to the institutional vision. A fuller description of how our access and participation plans align can be found in our Equality Impact Assessment (Annex A).

It is our strategy to work in partnership in our local area via Go Higher West Yorkshire (GHWY), a consortium of diverse HE providers, to improve the access, success and progression of under-represented groups.

Our targets outlined in the **Target Groups** section demonstrate areas that we will prioritise over the period of this plan. From our assessment of performance, we will prioritise work to narrow the gaps in access between BAME and White students, disabled student access compared to the sector, non-continuation between BAME and White students and attainment between Q1 and Q5 students.

Our commitment to narrowing all these gaps is demonstrated by the strategic approach outlined below, in addressing access through outreach, strategic partnerships and strategic admissions; non-continuation and attainment through curriculum redesign, student support and skills support; progression through employability and skills development.

Access

Access: Strategic approach

Work will continue to increase awareness and understanding of routes into higher education through our extensive outreach programme, which runs through all the key stages. Our review of impact of initiatives will facilitate refinement of the programmes by 2020/2021, with success defined as sustained engagement, increased awareness of routes into research intensive HE and increased attainment. Refinements to our admissions strategy, to increase applications, offers and acceptances, to all modes of study including part-time, is underway will be embedded by 2020/2021.

Development of our institutional strategy to strengthen our partnerships with schools, communities and other stakeholders will contribute to increased attainment, increased applications from disadvantaged students and new approaches to contextual admissions. We continue to strengthen our evaluation strategy and this will ensure that efforts and resource are increasingly focused and progress is maintained. We will be able to accelerate progress over time, including after 2024/25, to ensure that the gap in access for this group of students is eliminated by 2038/39. We anticipate that a target for eliminating the gap by 2038/39 can be set by 2020/21.

Mature students are a key part of our access strategy and we will target using a basket of measures including Q1/Q5 and IMD data. The work of our Lifelong Learning Centre will continue to focus on pre-entry interventions with mature learners and we will also focus on the admissions process for Access to HE candidates.

We will ensure that we continue to make progress in increasing access for groups where a high-level target has not been set. This will include increased investment to improve access for disabled students and BAME, particularly Black Caribbean, students following the piloting of interventions to measure impact. Work with other groups that face barriers will include students from military families and estranged students which will include additional consideration to improve access and maximise student success.

Access: Strategic measures

Our existing work on raising attainment and analysis of sector data has highlighted the importance of work in this area. From 2018/2019, additional models of raising attainment are being trialled and they include pre-HE work with the community to support attainment in maths amongst mature learners and projects with Tutor Trust, Brilliant Club and IntoUniversity. As institutional lead for the Born in Bradford project, we have a unique opportunity to research the impact of social, health and educational factors on learning to inform policy and practice at an institutional and national level. Review of the impact will inform where our additional investment to raise attainment amongst learners from KS1 and upwards will be targeted from 2020/2021.

Our Art and Design Saturday Clubs and STEM After School Clubs aim to increase participation in these subjects, particularly in schools where they may be at risk, to ensure opportunity is accessible to WP students. In the Art and Design Saturday Clubs specifically, the aim is to encourage progression to Key Stage 5 and then university and through working with targeted schools, we have ensured that 67% of students engaged on the programme meet A2L criteria (including LPN) and 22% are from BAME backgrounds. Outcomes of the project will be monitored through continuation to Key Stages 4 and 5 in Art and Design, measured in 2020 and progression to University of Leeds. The first HEAT, **as outlined in the Evaluation Strategy,** outcomes data will be available in 2022 and will inform discussions around broadening the projects to include other subjects.

Our approach to outreach, on a local and national scale, generates significant numbers of applications through our contextual admissions scheme, A2L. It operates across every course at the institution and enables students to demonstrate their potential through more than grades alone. Applicants who meet two or more criteria using a basket of measures, including LPN, Index of Multiple Deprivation (IMD), Care experience, low income and no family history of HE, are made an offer two grades below the standard entry offer or equivalent. Criteria changes are approved at the University Recruitment Committee to ensure match with University WP objectives. Consequently, A2L has been successful in recruiting 57.1% of University's LPN cohort and a high proportion of the University's BAME students as outlined in **table 1**. A2L criteria will be reviewed each year to ensure relevance with our WP objectives.

Our approach has resulted in an increasing number of undergraduate entrants from WP backgrounds; however, our analysis of internal data has identified potential for improvement in conversion between application, offer and acceptance. Our priority for access will focus on our admissions processes and a review of entry requirements for BTECs and Access to HE candidates and increasing use of contextual data to support the offer making process for students. It will be set in the context of work underway to rebalance our cohort by reducing home numbers and diversifying our cohort. This work is expected to address the access gaps in the polar quintiles in our assessment of performance and the high proportions of BAME students in Q1 mean that we also expect to see increases for this group. There is a risk that external factors may limit the potential for growth to enable reduction in home numbers. Furthermore, the volatility of funding for adult education across the sector may also be a risk to the pipeline of mature students from Q1.

We work strategically via GHWY by pooling resources in support of common goals. GHWY brokers collaboration between providers of higher study and our theory of change is that if people, particularly those from underrepresented groups, can access information about the range of HE options available to them it will support them to enrol and succeed in HE. Our strength is in delivering information and support to under-represented groups where they are and when they want it. We do this through an integrated programme of research, evaluation, long term engagement with providers and schools, individual activities and community engagement. Our short-term aim is the continuation of existing projects and understanding their impact. Longer term our aim is the development of those activities that have evidence of impact – both as a collaborative group and individual organisations. We will use a realist evaluation approach to evidence effectiveness. As a GHWY NCOP partner, we play an active role in NCOP governance and employ an NCOP Outreach Officer to ensure complementarity with outreach work in our institution. Our NCOP is supporting sustainability by delivering CPD to key influencers as a 'Train the Trainer' model.

We are a signatory to the national Care Leaver Covenant and the Stand Alone pledge, with collaborative versions of each drawn together by GHWY to showcase our local offer and commitment.

The work in the paragraphs above is designed to meet Aim 1: Close the gap in access to the University of Leeds between Q1 and Q5 students.

We are part of Realising Opportunities (RO) a collaboration of research-intensive universities working with shared objectives to eliminate the national gap in entry rates at higher-tariff providers between the most and least under-represented groups. The programme is underpinned by robust evaluation, undertaken by independent evaluators, which is a theory of change model using narrative, empirical research and causality evaluation types to evidence impact. **This work will contribute to Aim 6: By working in collaboration with Realising Opportunities, will contribute to national improvement in closing the gap in entry rates at higher tariff providers between the most and least underrepresented groups**

Our Disability Services team is increasing its work in the induction period to raise its profile with students who have not declared a disability during the application process, with an increased social media presence and range of welcome events. Disability will also continue to feature as one of the qualifying characteristics of the 'disrupted studies' criterion of A2L. **This work will contribute to increasing the proportion of disabled entrants to the University of Leeds.**

Student Success

Strategic approach to non-continuation:

Qualitative and quantitative research will be undertaken to determine the reasons for higher levels of non-continuation amongst target groups.

From 2020/2021, pre-HE engagement with schools and students will support prospective students holding BTEC and Access to HE qualifications to ease transition to University. This will be complemented by the findings from a research fellowship in the Leeds Institute of Teaching Excellence on induction and transition which will inform recommendations, relevant to all students but particularly those at risk.

- New programme design is underway to test models such as degree apprenticeships. Their impact on non-continuation will inform our approach from 2020/2021 onwards.
- Review of our curriculum and feedback, commencing in 2018/2019, will assess the extent to which changes are required from 2020/2021 onwards to teach an increasing diverse community of students.
- We know from research across the sector and the success of the Plus Programme that the early identification of students at risk of lower engagement in learning enables timely intervention to support and encourage in their daily interactions. We aim to replicate through enhanced use of data and will trial employment of dedicated student success officers with a mature model of delivery in place by 2021/2022.
- Whilst the testing of models has commenced, it is expected that incremental change will be seen from 2022/2023 onwards.

Strategic approach to attainment:

- We will work to ensure all aspects of the university experience are inclusive, using targeting where needed, to empower all students to succeed. This will include exploration of the needs of individual groups, in 2018/2019, as part of our work to close the gap in attainment between White and BAME students. This will ensure our work to meet the high level target does not conceal unaddressed differential performance.
- We know that the student voice is crucial and will be developing additional ways to facilitate this through the University's Partnership Agreement. This will include the appointment of diversity ambassadors and exploration of alternative ways to share student experience to bring about change.
- A diverse academic and professional community is likely to contribute to diverse perspectives and approaches. With this in mind, we will work with HR, and related areas, to explore how we will develop this. It will include a review of the ways in which we can diversify the pipeline of potential staff through work at PGT and PGR level as well as the opportunity for apprenticeships for professional staff.
- Work on agendas such as gender equality, through Athena Swan for example, highlights the importance of a whole institution approach and this will be crucial. It is relevant to all targets but is particularly pertinent to closing gaps in degree attainment where the greatest change is required.
- The timing for closing the gap is influenced by the time it will take for a student to have experienced the changes planned. It is expected that it will take three years for the changes to be experienced across a students' educational experience at Leeds. This may be slightly longer for mature learners who may study a foundation year with the Lifelong Learning Centre.

The gap in degree attainment between disabled and non-disabled students is not statistically significant and we are confident in our progress in this area. On this basis, a target has not been set. However, investment is underway which is expected to continue to narrow the gap.

Student Success: Strategic measures

Identification of gaps in non-continuation and degree attainment led to consultative workshops and meetings taking place with colleagues in the summer/autumn of 2018 with several institution and faculty-wide initiatives developed as part of a Student Success framework. The resulting work commenced in 2018/2019 spanning areas identified as factors required to influence positive change in student success, including the following:

- Curriculum and pedagogy interventions, ensuring teaching and assessment practice is inclusive and reflective of a diverse student community
- Relationships between staff and students, with an understanding that sense of belonging is a key determinant of student outcomes
- Social, cultural and economic capital, including understanding of how students experience university, how they network, their external support and their financial situation
- Psychosocial and identity factors, including an understanding of how students feel supported and encouraged in their daily interactions.

As a result of this work we will take measures including the development of diversity ambassadors, collaboration and financial support. We will increase use of data and appoint student success officers to combine early identification of students at risk. This will ensure a person-centred approach to mitigate risk of non-continuation, introduce an effective pre-entry engagement activity/intervention with BTEC offer holders to aid transition to University courses, use learner analytics and monitoring in all Faculties and increased effective means of communicating support available to students. **This work will contribute to meeting targets for non-continuation and degree attainment (Aim 2, 3, 4 and 5). It is expected to contribute to a reduction in non-continuation across the wider student population. All student success activity will be ready to report 2023**

Leeds aims to equip all students to succeed in a competitive global environment and make a difference to the world around them. The Leeds Curriculum provides students with an outstanding education through our pioneering approach to teaching. This enables students to broaden their knowledge, participate in a range of co-curricular opportunities to enrich their experience and apply their learning as well as specific skills development to reinforce employability outcomes. All students experience the Leeds Curriculum and engagement amongst under-represented groups, in optional elements such as Study Abroad or Work Experience are monitored to ensure barriers are addressed.

Building on existing work, a priority is to continue to develop the **curriculum**, pedagogy and assessment to ensure that learning is meaningful, relevant and accessible to all. A project on inclusive curriculum design has commenced in the Leeds Institute of Teaching Excellence (LITE) with the objective of designing more inclusive and decolonised curricula across the University, increasing belonging, and narrowing the attainment and non-continuation gaps for students from lower socio-economic groups and BAME backgrounds identified in our **Assessment of Performance.** There will be curriculum change pilots in five university faculties, in the academic year 2019/20 to measure how module course, content and design has become more inclusive, surveying and interviewing both academics and students. Baseline standards will be developed in 2020/2021. These will monitor progress on the initiative with improvements expected in **2024.** In addition, Diversity Ambassadors are being recruited across the University to promote study abroad and year in industry opportunities to BAME and Disabled students, supporting objectives in narrowing gaps in non-continuation and attainment. Our work in this area is underpinned by our commitment to meet the expectations set out in the UUK/NUS BAME attainment pledge. **This work will contribute to closing the gaps in degree attainment (Aims 4 and 5). It is also expected to contribute to degree attainment amongst additional under-represented groups.**

Over the last two years, we have increased focus on inclusivity and diversity on the **curriculum**. This has included widespread change to assessment and feedback to improve the student experience and degree attainment for students from under-represented groups including those with a disability. Our Taught Student Education Board has agreed to an institution-wide adoption of a set of Baseline Standards of Inclusive Learning and Teaching, with a

commitment to working towards embedding these standards into all taught student provision: starting with a review of our current practices in 2019-20. This will be a comprehensive institutional approach to produce materials that are inclusive and accessible to disabled students, with an acknowledgement that these students come from a wide range of educational, social and linguistic backgrounds. The project will consequently be addressing our performance gaps outlined in our **Assessment of Performance.** School Academic Leads for Inclusive Practice (SALIPs) will raise awareness of inclusivity, share good practice and evaluate the extent to which the baseline standards are currently being met in the school throughout **2019-20** and throughout **2020-22** will lead on change initiatives to ensure the baselines are met. **This work will contribute to closing the gaps in degree attainment (aims 4 and 5). It is expected to contribute to degree attainment amongst additional under-represented groups.**

We know that our mature students and others from disadvantaged backgrounds may not have the same access to pre-HE qualifications or there may be barriers to full-time study. Our diverse programme portfolio provides opportunity to study at foundation level and via part-time options. The University offers six Higher and Degree Apprenticeships that have been developed in collaboration with businesses and organisations. Our Registered Nursing Apprenticeship, run in collaborations with Leeds Teaching Hospitals Trust, offers an alternative route into Nursing for those who may not otherwise have had the opportunity. This programme is of particular benefit to mature learners, working in the local region. **This work will contribute to non-continuation and degree attainment gaps for all target groups.**

The decrease in non-continuation amongst part-time BAME students is a concern and we will undertake further investigation to understand the causes and indicators that this may be a trend. Depending on the outcome of this, an additional target may be set in 20/21 to address this through the lifecycle of the plan.

Alongside this, our strategy for closing the gaps in non-continuation will ensure that interventions are developed with the intention of targeting this group. This will include inclusion as a priority group for the work undertaken by the student success officers.

The work of the Plus Programme has been successful in engaging students who progress via Access to Leeds, estranged students and care leavers and the impact includes positive non-continuation rates and degree attainment in line with peers. We plan to build on this by testing the rollout to additional groups of students including BTEC and Quintile 1 students who have opted not to progress via Access to Leeds. This will include pre-HE engagement with all groups referenced. The work outlined in the student success framework is part of a three-year plan that will provide pre-entry and on course support, through appropriate and timely interventions, for identified cohorts of students. **This work will contribute to closing the gaps in non-continuation and degree attainment (aim 2, 3 and 5)**

In light of sector changes, the University continues to work to transform its approach to the assessment and support for disabled students. We are moving from a funding led, individual 'reasonable adjustments' model to a proactive, student-centred and guided model, supporting the University's vision, values and aspirations for embedding inclusivity across its culture, systems, structures and processes.

Since 2015/16 we have seen a 33% increase in service users; we are therefore working to ensure we continue to deliver an effective, student-centred and streamlined approach. We are particularly focussing on developing our communication systems (to ensure the student voice is represented and informs practice) and infrastructure for storing and analysing data. This approach will drive continuous improvement and contribute to reducing the risk of non-continuation amongst disabled students. **This work will contribute to closing the gaps in non-continuation amongst disabled students.**

Financial support is a strategic measure targeted at students from disadvantaged backgrounds using family income as the indicator for eligibility. The aim is to maximise continuation and degree attainment. The objective is to ensure that students can participate all aspects of university life without financial barrier. Leeds Financial Support (LFS) 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. The amount of Leeds Financial Support a student receives depends on:

- their household income
- whether they are studying a foundation year
- the year they started at Leeds.

This an automatic award, which the students do not have to apply for. Full time students starting at Leeds in 2019[6], will receive the following, subject to an assessment of household income for each year of study using data from the Student Loans Company:

Household Income	**Award Amount Year 0 (foundation year only)**	**Award Amount (First & subsequent years at Leeds)**	**Additional information**
£0 - £25,000	£3,000	£2,000	UK students can choose between a cash sum, tuition fee discount and a discount on University owned accommodation.
£25,001 - £30,000	£1,500	£1,500	
£30,001 - £36,000	£1,000	£1,000	
£36,001 - £42,600	£500	No award	

Part time students receive a **pro-rata** proportion of the following financial support package[7]:

Household Income	Award Amount Year 0 (Foundation Year)	Award amount Year 1 and subsequent years
£0-£25,000	£3,000	£2,500
£25,001-£30,000	£1,500	£1,500
£30,001-£36,000	£1,000	£1,000
£36,001-£42,875	£500	£500

We also offer means-tested WP scholarships. To be eligible to apply for the higher value WP scholarship, a student's annual household income must be assessed as being £42,875 or below. The scholarships are worth £3k per year (for 3 years). Students are paid in 8 instalments of £375, across each academic year. These are more valuable because they are intended to target WP students who are most in need of support (e.g. care leavers and estranged students). The selection criteria of these awards takes in account a range of indicators which may show an applicant is from a less advantaged background; these include:

- Students who progressed to Leeds after successfully completing one of our fair access initiatives (Access to Leeds, Realising Opportunities, Reach for Excellence or a Foundation Year)
- Students who are first generation in their family to enter higher education
- Students whose studies have been disrupted by circumstances in their personal, social and domestic lives
- Student who live in a geographical area with low levels of progression to higher education
- Students who have experienced time in Local Authority Care or Kinship Care or who are Estranged from both of their parents
- Student with caring responsibilities

[6] All financial support packages are reviewed annually, so all figures quoted are only certain for students starting their studies in 2019.

[7] Detail on awards for specific intensities of study can be found at: https://www.leeds.ac.uk/info/128004/fees_and_funding/28/leeds_financial_support_non-repayable

- Students who have been recognised as a refugee by the UK government, or been granted humanitarian protection status

The quantitative aspect of our evaluation of our funding package (using the OFFA toolkit) suggested that students in receipt of £3k and above are proportionally more likely to progress from year 1 to year 2 than non-LFS recipients. It also found that students with a financial award ranging from £2001-£3000 are proportionally more likely than non-bursary students to achieve a first or upper second, therefore our WP Scholarships extend to £3,000.

We, however, interpreted the evaluation findings above with caution given the relatively wide confidence interval; therefore, our decision to maintain our award level for LFS at £2,000 was based on further evaluation findings[8].These suggested the impact of financial support increased up to £2,000, thereafter there appeared to be less additional benefit.

Whilst the LFS model and funding by income band is unchanged, the last two years has seen a decrease in eligible students entering the University and a continuation of this decline is projected in the reduction in spend on financial support within the five-year plan.

Our analysis of internal data points to structural differences that explain some of the differences in non-continuation and degree attainment between mature and young students. Additional research will be undertaken to understand these gaps. We will also pilot activity to ascertain the effectiveness of support aimed at ensuring a high level of continuation and attainment for mature students. There will be a focus on academic support for mature students including building capacity and confidence in numeracy skills. Both areas have been highlighted as benefiting mature students in an ongoing qualitative longitudinal survey of Lifelong Learning students' life cycle and will be working to address the attainment gap between mature and young students.

Our Finance Support work will contribute to closing the gaps in non-continuation and degree attainment between young and mature students (Aims 3 and 5)

Whilst a target has not been set for reduction of the gap in non-continuation and BAME students, we're confident that our understanding of the factors that influence this and the approach to closing gaps amongst mature and Q1 students will also have a positive impact on this group with monitoring to review this.

Progression: Strategic measures

Our **Assessment of performance** shows that, despite progress, the gap in performance is still not entirely closed between under-represented groups and the wider undergraduate population. We do not intend to set a target but work will continue to close the gap. This includes work to enhance **employability**. The Access and Participation Plan for 2019/2020 set out a plan for the recruitment of Graduate Employability interns. A team of graduates living locally have now been recruited to support WP students with their progression after graduation. They work with an identified cohort to ensure progression into a desired employment or postgraduate route. They are using specific data sets which have been compiled through Careers and registration data. This work is supported by an Employability Officer in our Careers Centre. **This work will contribute to closing the gap in progression to further study or graduate employment between Q1 and Q5 students.**

We are working in **collaboration** with an external BAME mentoring consultant to provide coaching for 1st and 2nd year BAME students, with the objective of narrowing the non-continuation gap between BAME and White students outlined in our **Assessment of Performance** but also to provide leadership skills to help progression outcomes. Early evaluation feedback indicates that the BAME-specific nature of this scheme has helped with participation. **This work will contribute to closing the gap in progression to further study or graduate employment among BAME and white students.**

[8] Wyness G (2017), *Higher Education bursaries: distribution and impact*.

The University of Leeds, has led an OfS funded 'Barriers to Student Success' project, working in collaboration with four additional institutions, testing interventions to maximise progression to, and success in taught postgraduate study. The evaluation, including the use of a randomised control trial, will shape the institutional approach and findings will be shared with TASO to inform the wider sector.

STUDENT CONSULTATION

Our University 'Partnership', developed by students and staff, describes our mutual expectations as members of the University community. Leeds University Union (LUU) staff and Sabbaticals have regular meetings with key partners in the University, (the Vice Chancellor, Head of Student Cases and Head of Student Support) enabling issues to be raised and the student voice to be heard. Annex B provides more information on how the LUU works in partnership with the University to support access and participation.

The development of the APP includes a specific student consultation process whereby the LUU works with the University to facilitate the direct contribution of a diverse range of students. The contributions arising from the consultation are, where possible, built into the APP. Where a contribution is not included, the reasons for this are fed back to the group and the LUU. In the development of this APP, there weren't any recommendations that could not be built in. Students also help monitor the APP through representation on University Committees, including the Recruitment Committee.

Training on social mobility is embedded from the recruitment stage of all academic representation roles for students. This continues formally and informally with the opportunity to undertake specific roles to work on the agenda.

Student voice is crucial to the success of the Plus Programme, our Student Steering Group helps to shape the direction and delivery of the scheme. The group is modelled on the governance and co-production principles that underlie successful public engagement in health research.[9] Plus Programme students from a variety of subject areas, ethnicities and level of study (e.g. undergraduate and postgraduate) are employed to influence, steer and evaluate elements of the scheme, including methods of communication and the development of social media and web materials and interventions.

We employ students to deliver outreach activities on campus or in schools (often students who have progressed to Leeds through WP routes). Mature Student Learning Champions are involved in a range of activities with adults from local communities to encourage HE progression. We offer a variety of outreach roles to students, with WP students specifically targeted to apply. These include student host and Education Outreach Fellow roles and also student led subject initiatives such as Widening Access to the Medical School (WAMS).

EVALUATION STRATEGY

Strategic context

Resource for evaluation, research and monitoring is allocated with strategic oversight, informed by a dedicated evaluation and monitoring team in Educational Engagement, linking closely with our Lifelong Learning Centre. A consistent approach to evaluation is embedded across teams directly involved in widening participation with opportunities to develop understanding and refine processes. Research, monitoring and evaluation is undertaken by a wider team of professional and academic colleagues with a permanent working group, the Evaluation Strategy Implementation Group (ESIG) dedicated to the review of progress on this agenda. We engage with pre-entry students, current UG and PG students, academic and service staff and PhD students to inform our programme development and to evaluate our progress against targets and to commission research.

[9] Greenhalgh T, et al (2016), *Achieving Research Impact through Co-creation in Community-Based Health Services: Literature Review and Case Study.*

An evaluation culture is supported at an institutional level and it is embedded within our Educational Engagement Strategy as a core objective. The Higher Education Action Tracker[10] (HEAT) is now embedded and will be used to monitor the success of our activities over the period of the APP. WP practitioners are using logic models to understand the inputs required to produce our outcomes, with linked timescales.

Our work to provide opportunity for honest reflection on effectiveness of our approach to evaluation, and in turn our activities, will start with an independent evaluation by an external agency to report in 2020/2021, with recommendations which will inform future practice. Priorities for 2020/2021 onwards are to embed the evaluation programme across all widening participation across the institution, particularly through the student success project. Expected outcomes include a greater understanding of how to evaluate, and share, best practice and enhanced opportunity to apply learning into related policy and strategy, and a continued focus on availability of data with a culture of evidencing impact.

The focus for research over the next two years includes gaps in degree attainment, non-continuation and admissions policy to widen access. The University's Leeds Institute of Teaching Excellence enhances this further through the provision of research fellowships for priority areas to address social mobility. Current research includes work on induction, transition and the experience of curriculum and learning by our BAME students.

There is opportunity for staff employed in this area to enhance their skills and develop their knowledge through conferences and involvement in organisations or external projects. To continue the trajectory of continuous improvement, we will include opportunities for our university ambassadors to develop their areas of interest, enhance their learning and support their sharing of lived experiences and perspectives.

Objective: The evaluation model, at the University of Leeds, is embedded across work aimed at addressing gaps in social mobility by 2025.

Outcomes:

- **The approach to evaluation is embedded across all widening participation initiatives**
- **An independent evaluation will enable honest reflection of our effectiveness of approach**
- **The staff and student community across the University of Leeds will have increased opportunity to develop their skills base and expertise**
- **Focus on availability of data and culture of evidencing impact**

Programme design

Our Student Success Project, as outlined in our the **Student Success: Strategic measures and Student Success: Strategic approach** section, has been developed using both the findings from our research into retention trends at the University of Leeds and a pilot trial of additional data sets. We looked at five years of data using a regression analysis to identify unexplained differences in retention rates amongst students from WP or under-represented backgrounds including POLAR 3, BAME, mature, disability, SEC, and gender (15 variables in total) at both school and faculty level. The findings were disseminated across the institution to inform the development of a full programme of student success activity for all Leeds students including improvement to teaching and pedagogy methods, a review of the curriculum in collaboration with students to make it more inclusive and student support embedded within faculties. Interventions are being developed and piloted in three faculties during 2018/2019 with details of impact expected to be reported during 2021/2022.

We are also reviewing student attainment, controlling for entry tariff, as well as student views on how they perceive their University experience through the four explanatory factors identified in HEFCE's 2015 report *Causes of differences in student outcomes.* The findings are due to be released in late 2018/2019 and will be disseminated across the institution through the Student Success Management Group and used to develop changes to the curriculum and learning and teaching methods across the University.

[10] https://heat.ac.uk/

Measures with outcomes are applied across all core programmes and this approach is embedded into the planning stage for all interventions. Our focus will be to support the wider institution to apply this approach providing a wider body of evidence and directing activity to where impact is greatest.

We will use learning from the GHWY NCOP by engaging in dissemination and considering how this relates to our work. We will consider if and how we can use the GHWY Progression Framework as part of ensuring our outreach work is evidence informed. As a multi-layer consortium spanning universities and HE providers with FE provision, there is the potential to bring together relevant data sources to evidence impact, as well as test interventions in a variety of HE settings. Evaluation expertise within the consortium can be utilised by all partners, which hosts good practice events to share and disseminate learning.

Objective: All activity intended to meet targets outlined in the Access and Participation plan will be informed by existing evidence with evaluation at design stage

Outcome: Good practice in this area, as outlined in the evaluation self-assessment will be applied across all programmes.

Evaluation design
Work began during 2018/2019 to develop a new evaluation framework in line with the new OfS expectations for types of evaluation. The framework is currently being piloted with feedback and amendments to the framework to be implemented by the end of 2018/2019. All cross-institutional activity and investment will be evaluated using both the framework and monitoring of high-level institutional targets from 2019/20 to continually improve the effectiveness of our work.

All activity is currently being reviewed to ensure that it is underpinned by an evidence-based theory of change and where there is little or no evidence to support the theory, we are investigating how we can gather our own data to inform our practice. We are committed to the use of different research designs and have recently used Randomised Control Trials as the lead institution for a collaborative project that tested interventions to support progression to, and success in taught postgraduate study. We intend to develop our approach further by developing capacity in the use of business intelligence and data analytics.

Objective: Evaluation of activity, to meet Access and Participation Plan targets, will be proportionate to the complexity of the programme and context for delivery

Outcome: Practitioners involved in WP activity will have increased opportunity to develop skills to evaluate using a range of methodology, including the use of business intelligence and data analytics.

Evaluation implementation
We use various methods of evaluation to ensure that our findings are both robust and ethically obtained. We use HEAT for our sustained programmes of engagement, using consent as the legal basis for data processing, having sought ethical approval for this evaluation.
When developing and completing complex data analysis, we engage with our academic community. For example, we investigated non-continuation using a complex, multi-variable, binary regression analysis model to ensure that our findings were robust and controlled for various relevant factors such as qualification type on entry, gender, ethnicity and POLAR data.

We also work collaboratively with external stakeholders to design and deliver effective evaluation. For example, we work with the Tutor Trust, The Brilliant Club, IntoUniversity (IU), sharing good practice and support. We are currently working with IU to support a one-year trial of the HEAT system, in collaboration with the HEAT service. This work will contribute to the national evaluation of the IU programme.

Objective: Data collection mechanisms will be standardised across all programmes

Outcome: The evaluation framework will include the use of data incorporating validated or sector-standard tools and techniques.

Learning to shape improvements

The Evaluation and Monitoring team commission, coordinate and receive reports on evaluation across the University. The team ensure findings are delivered at Governance committees and/or at (relevant) team level and are tasked with identifying whether/what changes have been implemented as a result of evaluative work so that we may identify the impact as part of our drive for continuous improvement.

We identified during 2017/2018 that we have a strong record in evaluating the impact of activity, particularly our sustained programmes of engagement, but tend to share our findings inside the institution. Therefore, we are currently recruiting to a post with the remit of gathering all of our findings to share threefold – a conference for practitioners and researchers, a summary of our research to be published online and sharing our findings across the sector and the Centre for Transforming Access and Student Outcomes.

We have appointed a data analyst to our evaluation and monitoring team as we have recognised that additional resource and investment is needed to support our work when evaluating robustly using quantitative data. We expect to share our findings from these changes.

We will consider and seek opportunities to collaborate with the GHWY NCOP research and evaluation team to assess the effectiveness of collaborative activities and/or activities delivered by University of Leeds as part of a progressive programme of outreach activity.

Objective: Evaluation and Monitoring team will be a priority for investment

Outcome: Increased level of data will be available to inform programme design, evaluation design will be improved through collaboration and our outcomes will be widely shared.

MONITORING PROGRESS AGAINST DELIVERY

Enhancing institutional confidence and self-awareness sit at the centre of performance monitoring. Through effective progress monitoring we should demonstrate:

a. Continuous improvement against APP aims
b. Effective identification of risk (and mitigations) in year and monitor impact of corrective action.
c. Fully understand and be able to articulate our successes underpinned by evidence
d. Ensure effective use of limited resource at targeted initiatives.
e. Enhance whole institutional ownership of progress against targets.

Engaging the governing body with APP monitoring

Council is already engaged in the monitoring and performance of our APP through receiving reports, in-year, on Recruitment Performance; Graduate Outcomes; Non-Continuation; Gaps in Attainment and Degree Classifications.

In addition we will provide an in-cycle Progress Report on APP objectives (May).

Underpinning this work, the Audit and Risk Committee (with members and Chair appointed directly from Council) provide an assurance mechanism supporting the APP.

Student engagement with performance monitoring

Leeds' University Union are invited to attend a briefing to understand the changing landscape for APP progress and performance monitoring.

In addition, we will:

- Meet with the incoming LUU executive at the start of session to understand APP aims, objectives and establish progress to date
- Student officers with membership of APP-related governance mechanisms will be supported to develop their role and contribute proactively to our in-cycle monitoring of APP.
- An end of year workshop will be held following the submission of APP Impact report which will include students as key stakeholders in defining next steps for the APP.

Progress monitoring and what actions will be taken if progress is worsening

Building on systems and processes already in place through the implementation of a risk register, we will identify areas of higher risk (responding robustly with mitigations) and highlight opportunities ensuring we can articulate and understand fully the reasons for a positive trajectory and identify where performance is falling short. This mechanism has already worked effectively. For example, Leeds responded immediately to a rise in non-continuation through the implementation of the Student Success Framework which, amongst other things, set up a programme to support the needs of students entering through Clearing.

For 2019/20, we will report through to Taught Student Funding and Impact Group four times per year. This Group, with student representation, will identify remedial actions across the APP landscape or, where appropriate, charge other related governance mechanisms with implementation. Progress will reported to Pricing, Scholarships and Financial Support Steering Group.

PROVISION OF INFORMATION TO STUDENTS

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

1. Information provided to students	2. Medium
3. **The fees a prospective student will be charged for the duration of their course (this information will be made available prior to students committing to the course).** 4. **Government financial support arrangements.** 5. **Details (for prospective, new and continuing students) of financial support available package (including annual value, eligibility criteria and the arrangements surrounding any means-testing based on students sharing financial data).**	6. Our finance webpages. 7. Dedicated parent and advisor information via the web and through conferences and sessions at Open Days. 8. Integrated messages within our WP and non-WP outreach 9. Appropriate hard-copy publications (e.g. the University Prospectus). 10. Individual financial literacy and budgeting support for students on our talent-spotting schemes.

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

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

Annex A

Equality Impact Assessment

The University of Leeds confirms that due regard has been paid to equality and inclusion issues in the development of this Access and Participation Plan. We evidence this through:

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

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

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

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

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

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

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

Annex B

Leeds University Union Strategy

At Leeds University Union (LUU) we develop our Strategic Plan every four years based on direct feedback from our members. Our current four year plan (2018-2022) focusing on supporting our students to achieve their goals, stay healthy and happy and find value in their membership of the Student Union. The current plan is divided into four areas, Enrich, Empower, Drive and Inspire. Our Strategic Plan is reliant on forging strong partnerships within the University as well as the City of Leeds and our ever widening student Community which is both local and global. We see this as an effective mechanism for ensuring our students receive the best they can from both us as a Student Union and the University.

Consultation

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. Included in those officers, we have an Equality and Diversity officer, a Welfare officer and a Community Officer. The elected officers' manifestos become part of their objectives for the next year and directly inform project work and campaigns throughout their term in office which also influences their work and discussions with University partners.

There are over a 1000 student course reps across all departments at the University. They pick up on any localised issues or concerns that students may have and this in turn feeds back into improvements within that department. LUU are involved in the recruitment, training and support of the course reps.

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. Elected Officers have staff support from LUU for each of these meetings to help inform on issues and trends that are being seen within the student community.

One mechanism within LUU that we use to consult with our students is our forum system. Students bring ideas to the forums which fall into the areas of Better Leeds (changes relating to the City), Better Union (changes proposed within LUU), Better University (changes they want to see within the University). For each idea submitted, 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 ensure students receive quicker mental health support from the University, should LUU do more to engage students politically and should LUU lobby the University to provide free sanitary towels across campus. Following the outcome of forums staff within LUU are assigned to passed policies and responsible to put them into action.

Widening Participation

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.

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.

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

LUU have focused on diversify their Help and Support staff team to ensure that it is representative of the wider student body. The number of staff with BME backgrounds has increased by 50%.Their role will help broaden the reach and understanding with the intention of encouraging more BME students to access support earlier.
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

We have a successful Liberation Co-ordinators programme. 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.

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.
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

LUU and the University launches a new University funded service that operates within LUU. A daily Health and Wellbeing drop in service that is staffed by experienced Health and Wellbeing practitioners based within LUU. This service enables students who are struggling or distressed to have access to immediate support which can help students identify strategies to deal with how they feel as well as signpost for further emotional support if needed. It has helped to support over 200 students this academic year with a range of difficulties including, the transition from home to University, relationship breakdowns, failing exams or assignments as well as serious cases of assault. The feedback from students for this easily accessible service has been very positive.

The University and LUU have begun a two year project aimed at increasing students Health and Wellbeing across key Schools on campus. The project is funded by the University and run by LUU. It focuses on 6 Schools, Medicine, Civil Engineering, Lifelong Learning, Maths, Institute of Transport and the Business School. A Health and Wellbeing Co-ordinator supervisors 8 student Health and Wellbeing Ambassadors. They deliver on the ground tailored events, activities and support within each targeted school. The Student Support leads and Managers for each of these Schools are involved in identifying the areas to focus on to help support the broad range of health and wellbeing for their

students. The project is regularly evaluated and can be flexible depending on the change of needs for each group of students.

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.

Through our joint Hate Crime Project and the Universities Task Force group on preventing sexual assault and harassment, we have developed an online reporting system. This enables students or staff to report any form of harassment or assault on/off campus and they can receive direct support if needed or remain anonymous. The data collected forms part of the reporting processes and feeds into training and direct campaign activity if trends are identified. This report system was a partnership piece between the University and LUU and is now firmly embedded into the Universities reporting and support structures.

Recruitment

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.

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

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.

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 interest

Partnership

The University and LUU have had a formal partnership agreement since 2011. This partnership is still active as demonstrated with the level of consultation and joint project working

Our partnership is celebrated with the Partnership awards each year. Last year we had over 1200 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.

Office for Students

Access and participation plan
Fee information 2020-21

Provider name: The University of Leeds

Provider UKPRN: 10007795

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	Students who started in academic year 2018/19 and beyond	£9,250
Foundation degree	*	*
Foundation year/Year 0	Students who started in academic year 2018/19 and beyond	£9,250
HNC/HND	*	*
CertHE/DipHE	Students who started in academic year 2018/19 and beyond	£9,250
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	Students who started in academic year 2018/19 and beyond	£1,385
Erasmus and overseas study years	Students who started in academic year 2018/19 and beyond	£1,385
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		£6,935
Foundation year/Year 0		£6,935
HNC/HND	*	*
CertHE/DipHE		£6,935
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£1,385
Erasmus and overseas study years		£1,385
Other		£6,935

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Leeds

Provider UKPRN: 10007795

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£3,768,946.00	£3,786,904.00	£3,817,264.00	£3,933,089.00	£4,011,901.00
Access (pre-16)	£1,068,414.00	£975,480.00	£998,717.00	£1,019,868.00	£1,041,848.00
Access (post-16)	£1,712,995.00	£1,807,453.00	£1,797,710.00	£1,879,956.00	£1,925,995.00
Access (adults and the community)	£522,900.00	£523,500.00	£524,100.00	£524,700.00	£525,591.00
Access (other)	£464,637.00	£480,471.00	£496,737.00	£508,565.00	£518,467.00
Financial support (£)	£11,984,197.00	£11,510,795.00	£11,291,645.00	£11,259,405.00	£11,265,655.00
Research and evaluation (£)	£214,000.00	£221,600.00	£191,100.00	£196,800.00	£202,704.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£61,238,483.00	£59,770,346.00	£58,581,273.00	£58,439,898.00	£58,349,348.00
Access investment	5.6%	5.7%	5.9%	6.1%	6.3%
Financial support	18.1%	17.8%	17.7%	17.7%	17.8%
Research and evaluation	0.3%	0.4%	0.3%	0.3%	0.3%
Total investment (as %HFI)	24.0%	23.9%	24.0%	24.2%	24.4%

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Leeds

Provider UKPRN: 10007795

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Close the gap in access to the University of Leeds between POLAR 4 Q1 and Q5 students	PTA_1	Low Participation Neighbourhood (LPN)	Close the gap in access to the University of Leeds between Q1 and Q5 students from a ratio of 5.5 in 2017/2018 to 3.5 by 2024/2025.	No	The access and participation dataset	2017-18	5.5	4.2	3.7	3.64	3.58	3.5	The targets feed into a longer term strategy to eliminate the gap by 2038/39. Mature and BAME students continue to be key target groups. We also expect to set a target for Q1 IMD students by 2020/2021.
By working in collaboration, Realising Opportunities (RO) will contribute to national improvement in closing the gap in entry rates at higher tariff providers between the most and least underrepresented groups	PTA_2	Multiple	Proportion of RO students who are tracked into HE who will access a research intensive university (RIU) within two years of becoming 'HE ready' and completing their post-16 studies	Yes	HEAT data	2015-16	42%	50%	51%	52%	53%	54%	RO wishes to demonstrate maximum ambition for RO students and track two years of access to RIUs using HEAT data. RO will therefore only be able to report on a milestone after two years, to allow for HESA data to be gathered via HEAT. For example, data for reporting on 2020-21's milestone will be available from Spring 2023.
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Close the gap in non-continuation between POLAR 4 Q1 and Q5 students	PTS_1	Low Participation Neighbourhood (LPN)	Close the gap in non-continuation between POLAR 4 Q1 and Q5 undergraduate students from 3.8% in 2016/2017 to 1.5% in 2024/25	No	The access and participation dataset	2016-17	3.8	3.5	3.3	3	2	1.5	Internal data shows an increase in non-continuation in 17/18. Work to reduce non-continuation has commenced following research to understand the factors that have influenced this. The milestone set in 2020/2021 reflects the expected timeframe by which changes will result in a return to baseline levels and a continued improvement from there. This will feed into our longer term strategy to eliminate all gaps by 2038/39.
Close the unexplained gap between proportion of BAME and white students attaining a 2:1 or above.	PTS_2	Ethnicity	Close the unexplained gap between proportion of BAME and white full-time, first degree students attaining a 2:1 or above from 12.7% in 2017/2018 to 5.5% in 2024/2025.	No	The access and participation dataset	2017-18	12.7	12.2	11.7	10.3	8	5.5	Although the numbers of black students are relatively small, the data for degree attainment is statistically significant and highlights a larger gap for this group than the wider population. This target has been set to include all BAME students to ensure no sub-group will be left behind. However, the strategy to address this has been developed with an understanding of the wider gap between black students and white students. Additional work will be undertake to address this.
Close the gap in non-continuation between young and mature students	PTS_3	Mature	Close the gap in non-continuation between young and mature full-time, first degree students from 7.8% in 2016/2017 to 4.4% in 2024/2025.	No	The access and participation dataset	2016-17	7.8	8.7	8	6.8	5.6	4.4	The milestone set in 2020/2021 reflects the expected timeframe by which changes will result in a return to baseline levels and a continued improvemet from there.
Close the unexplained gap between proportion of mature and young students attaining a 2:1 or above.	PTS_4	Mature	Close the unexplained gap between proportion of mature and young full-time, first degree students attaining a 2:1 or above from 12.1% in 2017/2018 to 6.8% in 2024/2025.	No	The access and participation dataset	2017-18	12.1	10.8	9.8	8.8	7.8	6.8	Work to close the gap will include research to understand structural and unexplained gaps. The strategy will reflect the intersectionality of the mature population at Leeds - many of whom are also from LPN or meet another indicator of social disadvantage. This will inform adjustment of the target where necessary.
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												

	PTP_6												
	PTP_7												
	PTP_8												