1. **Access**

- **Increased** the proportion of undergraduate students from areas of low participation in HE compared to those from areas of high participation in HE from 4.9:1 in 2020/21 to 4.3:1.*

- **Set a new target to increase the percentage of postgraduate researchers from an ethnic-minority background to 21.8% by 2024/25.**

- **Set a new target to increase the proportion of undergraduate students from deprived areas to a ratio of 2:1 by 2024/25.**

2. **Continuation**

- **Being part of the Plus Programme, I've met some amazing people; it feels like a home from home.**

- **University of Leeds, Student**

- ** Decreased the percentage of postgraduate-taught ethnically-minoritised students who do not continue their studies from 6.9% in 2020/21 to 5.2%.**

- **Met our annual milestone to decrease the percentage of undergraduate mature students who do not continue onto their 2nd year of study to 8.0%.**

*Internal University of Leeds data
ACCESS AND STUDENT SUCCESS
2021 - 2022 SNAPSHOT

3 Awarding gaps

Met our annual milestone to decrease the difference between the percentage rates of ethnically-minoritised and white students who achieve a 1st or 2:1 degree to 11.7%.*

4 Enablers

Saw our 2nd year of involvement in the ‘100 Black Female Professors Now’ project as part of increasing the proportion of female professors from ethnically-minoritised backgrounds at Leeds.

Enhanced our data capability which has enabled greater understanding of intersections between demographics and the impact of different points in the student lifecycle on student outcomes.

Effectively embedded student voice in our evaluative processes. This includes the introduction of listening rooms, student panels across faculties and co-creation of interventions.

We have also refined our knowledge exchange model to implement change as a consequence of student voice.

*Internal University of Leeds data