



UNIVERSITY OF LEEDS

# Access and Participation Plan

Annual Report 2017/18

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# Introduction

Here at the University of Leeds we have a long, proud history of promoting and facilitating access to a university education for under-represented groups, with our School of Continuing Education opening its doors over 50 years ago. Since then, Leeds’ commitment to ensuring our programmes are accessed by people of all ages and from all backgrounds with the ability to succeed has been driven forward through our Educational Engagement Team and the Lifelong Learning Centre. Both these together with our Disability Services and faculties work together to make a material difference to the life chances of under-represented students through access, retention and achieving a successful outcome.

Our programme of activity from outreach and access to retention and success is robustly measured through qualitative and quantitative techniques. The outcome of this evaluation ensures we can a) evidence the impact of our activity and value of investment and b) inform the future strategic direction so that our work continues to evolve and improve.

Our Educational Engagement Outreach Programme is central to our university vision and mission. It has an excellent track record in providing successful outreach interventions and we are widely considered sector leaders across collaborative activity, targeted talent spotting, fair access initiatives, and robust, proportionate evaluation – amongst other areas.

This year alone we have engaged 130,871 learners in Educational Engagement activity and this report highlights just a handful of our many achievements during 2017/18. A number of illustrative case studies are provided within, and include initiatives to raise attainment such as the Thomas Transition Project, targeted at Year 11 pupils; IntoUniversity, aimed at Primary, Secondary and Post-16 learners; and our Leeds University Business School – Nurturing Talent Mentor Scheme, aimed at Undergraduate Business Students to help them develop employability skills.

Our commitment to ensure students are fully supported to succeed during their time at Leeds is evidenced by our Teaching Excellence and Student Outcomes Framework (TEF) Gold rating, this award exemplifies our commitment to access and outreach, with the independent TEF judging panel highlighting that our metrics demonstrate that, “students from all backgrounds achieve consistently outstanding outcomes” and noting our “longstanding strategic interventions to facilitate widening participation for students from all backgrounds and modes of study, such as Access to Leeds, which is one of the largest contextualised schemes in the sector”.

Going forward, participation in the TEF and demonstrating a step change in progress against our high quality, ambitious Access and Participation Plan are part of our conditions of registration with our new regulator the Office for Students (OfS). Colleagues have welcomed opportunities to engage with OfS in recent months on access and participation objectives and we remain fully supportive of the national commitment to improving access and student success.

My thanks and congratulations are due to the dedicated colleagues from across services and faculties who have contributed to our successes during 2017/18 and we look forward to continuing to enhance our practices, making a material difference to the lives of learners from all walks of life.



*Thomas Ward*  
**Professor Tom Ward**  
Deputy Vice-Chancellor: Student Education



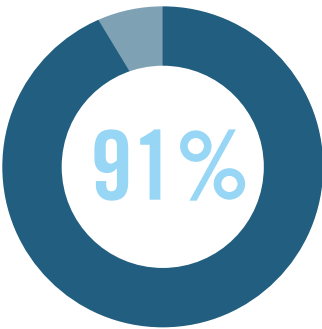
# Targets, Milestones and Progress

Our internal strategies underpinning our Access and Participation Plan complement the Strategy set out for the Office for Students, ensuring we are ever more ambitious and committed to making a transformative change in access and success of students from under-represented groups.

## Key outputs during 2017/18

- 130,871 learners were engaged in Educational Engagement activity
- 1,436 adults were engaged in educational and community activity
- 21 students are studying on the Assistant Practitioners Higher Level Apprenticeship, 95% are mature with no prior experience of HE and 76% are from LPN's. 116 students in total are studying on our apprenticeship programmes
- 1,243 current UG and PG students contributed to outreach activity (working as mentors, tutors, hosts and ambassadors)
- 1,193 young people aged 7-18 took part in an intensive mentoring and attainment raising programme delivered in partnership with IntoUniversity
- 708 talented young people engaged with our Reach for Excellence, Thomas Transition, and Realising Opportunities programmes
- 2,749 students applied through Access to Leeds with 993 registering on University programmes, exceeding our annual target by 32%. Access to Leeds entrants now make up 13% of our home/EU intake

- 942 schools and colleges nationally were engaged with through a variety of activity
- 3,353 school children, post-16 students, adult learners, teachers and parents took part in the Leeds Festival of Science and the Festival of Arts and Humanities.
- 90% of the young people in public care worked with through Go Higher in West Yorkshire reported an increase in confidence as a result of their new and challenging experiences
- 11.1% of our students declared a disability a 3 percentage point increase over 5 years
- £20.2M invested in Widening Participation and financial support, of which £13.9M provided financial support to students
- 32% of home/EU UG students were in receipt of Leeds' financial support
- 3,144 students have accessed the Plus Programme which is an enhanced programme of targeted pastoral and academic support measures.



of young people worked with (years 12- 13) said they will consider Leeds or other Higher Education institutes



talented young people engaged with our Reach for Excellence, Thomas Transition, and Realising Opportunities programmes

## Progress against Access and Participation Plan targets for 2017/18

Student lifecycle stage	Target student group	Description	Target	Progress to date, by academic year			17-18 Performance Ranking by English Russell Group
				2015-16	2016-17	2017-18	
Access	Low participation neighbourhood*	Mature entrants with no previous higher education experience and from low participation neighbourhoods	17.2	13.6	13.1	11.1	3rd
Student Success	Other	Retention of all first degree, full-time home and EU young and mature students	97	96.6	94.3	95.1	11th
Student Success	Socio-economic	Internal University of Leeds measure of continuation rates for full-time, home and EU undergraduate students from NS-SEC 4-7	96	93.6	91.6	93.1	No comparator
Access	Disabled	Internal University of Leeds measure of percentage of students declaring a disability	13	9.7	10.9	11.8	No comparator
Access	Low participation neighbourhood	First year, full-time, home and EU students (under 21) from low participation neighbourhoods	9.2	8.1	8.1	8.3	4th
Success	Mature	Non-continuation of mature students with no prior higher education experience	13.5	8.7	15.7	19.8	5th
Success	Low participation neighbourhood	To exceed our 2011/12 HESA non-continuation benchmark for young, full-time, first degree entrants from low participation neighbourhoods by 1.5% for 2019/20 – students no longer in higher education after one year	3.2	4.5	10.5	5.8	No comparator

\*Neighbourhoods defined as having a low participation in higher education

2017/18 is the first year of a more nuanced and expanded set of targets which are demonstrably stretching and ambitious. Since 2012 we have made some positive progress specifically within:

- access of young students from low participation areas
- students able and willing to declare a disability
- the retention both mature and young students from low participation neighbourhoods.

In addition to monitoring progress against the targets above, we measure a change in student numbers across a number of student groups. The positive impact of our work is set out below:

Description	Student Numbers change from 2015/6 to 2017/18
Young entrants from LPN (Quintile 1)	+64
Students entering through Access to Leeds	+204
Mature	-04
BAME	+285
BAME + NS SEC 4-7	+107
Part-time + a from LPN quintiles 1 & 2	+39
Declaring a disability	+210

Using 2016-17 published HESA data N = 20. National Statistics Socio-economic classification (NS-SEC), group definitions: 4: Small employers and own account workers, 5: Lower supervisory and technical occupations, 6: Semi-routine occupations, 7: Routine occupations. From: [www.ons.gov.uk/methodology/classificationsandstandards/otherclassifications/thenationalstatisticsocioeconomicclassificationnssecrebasedonsoc2010](http://www.ons.gov.uk/methodology/classificationsandstandards/otherclassifications/thenationalstatisticsocioeconomicclassificationnssecrebasedonsoc2010)



# Outreach, Raising Aspirations and Awareness

Our Educational Engagement teams work across the UK with schools and colleges to raise awareness of, and aspirations towards, higher education.

We offer an extensive programme of talks, workshops and enrichment events for primary and secondary school learners through to post-16 students. Our activities are tailored to individual stakeholder requirements and are delivered either on campus or in schools.

In addition to our broader work, the Educational Engagement Team provides a comprehensive programme of subject-specific outreach incorporating the Arts, Social Sciences and Science, Technology, Engineering and Mathematics (STEM) disciplines. Academic activities include visits and demonstrations in schools, experience days on campus, talks and workshops.

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

## Thomas Transition Programme (TTP)

**Target Group:** Learners in Year 11

**Aims:** A distinct programme of activity supporting gifted and talented learners to make the most suitable choices for post-16 study.

For the past eight years, The Thomas Transition Programme has supported over 600 high-achieving young people through the final stages of their GCSE studies. Through a variety of interventions, our TTP programme offers students support in areas such as confidence building and exam preparation, as well as high quality information, advice and guidance on making the most suitable choices for post-16 study.

Sean Stansill was selected to take part in the Thomas Transition Programme by his secondary school, Castleford Academy, in September 2012. The school identified that Sean had the potential to study at a research-intensive university but being the first member of his family to consider higher education and living in a geographical location with a low progression to university, they felt he needed some extra support.

Sean is now a student at the University of Leeds studying Physics. This year he was successful in his application to

join us as a student host, supporting the next generation of young people to enter higher education.

He says he feels privileged to have been given these opportunities:

“

*I still remember the University coming to school to speak to us about the Thomas Transition Programme. The additional support I received helped me feel more confident in my abilities and provided me with useful tools that helped me through my GCSEs, some of which I still use today in my degree.*

*Despite knowing I wanted to study at university and thinking I had a clear idea of what I wanted to study, I am now studying a completely different subject as I wasn't aware of all the options available to me before taking part in the schemes. During events on campus, I made friends with a range of people making me a much more confident individual. So, the schemes didn't just help me academically but have helped mould me into the person I am today.*

*The Thomas Transition Programme residential at the University was invaluable, I got a taster of what studying at university was like, something I wouldn't have been able to experience otherwise. That cemented my ambitions of gaining a place at university.*

**Sean Stansill**

TTP Graduate, Castleford Academy  
Current Student at the University of Leeds studying Physics

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### Outcomes:

- 100% of students in cohort 7 of the programme (2016/17) transferred onto further study.
- 90% of students chose to attend a sixth form college and are pursuing three A-Levels with the hope of moving on to Higher Education, whilst 10% chose to study vocational qualifications and apprenticeships.



62%

of students said they felt more positive about going to university following the TTP Campus visit



625

students have taken part in TTP since it first began



## National Art and Design Saturday Club

**Target Group:** Secondary School

**Aims:** Nurture talent and build confidence and self-esteem

The School of Fine Art, History of Art and Cultural Studies has been running the National Art & Design Saturday Club as part of a national network created by the Sorrell Foundation since November 2017. During 2017/18, more than 1,250 young people across the UK took part in a local Saturday Club.

By joining the Saturday Club our participants (aged 13 to 16) have a unique opportunity to study art & design on Saturday mornings at their local college, university or museum, free of charge. Members have access to a wide range of resources, a chance to meet and work with a diverse range of art and design professionals and work in a creative environment alongside young people who all have common interests.

We were delighted to end our first year with an exhibition of the Club members work in the School of Fine Art, and a celebration event attended by the Club members and their family, friends and teachers. It was great to celebrate all their hard work over the year, in particular each member's achievement of the Arts Award Discover accreditation.

Professor Abigail Harrison Moore, Head of the School of Fine Art, History of Art and Cultural Studies, said:

"Alongside our ongoing work with teachers and pupils, we see the Club as a great chance for young people to come and experience the facilities and support that we have in our School, and to have fun and learn through making art."

Over the coming months we will be working with a number of our key partners, such as the Yorkshire Sculpture Park, The Hepworth Wakefield and the Arts Council Collection, to provide a brilliant, stimulating year of activities on Saturday mornings.

We want to ensure that young people in schools have the opportunity – to develop career connected to art and the humanities. We aspire to young people having the chance to contribute to a brilliant, cultural and creative future, in a way that is not limited by where they were born or went to school."

## IntoUniversity

**Target Group:** Primary School, Secondary School, Post-16

**Aims:** To provide high quality learning centres where young people are inspired to develop skills, increase academic attainment and raise aspirations enabling them to reach their full potential.

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

Programmes typically include a combination of:

- after school academic support
- mentoring
- aspiration raising FOCUS programmes including visits to the University
- early intervention work at primary schools
- tailored secondary provision
- family learning and employability

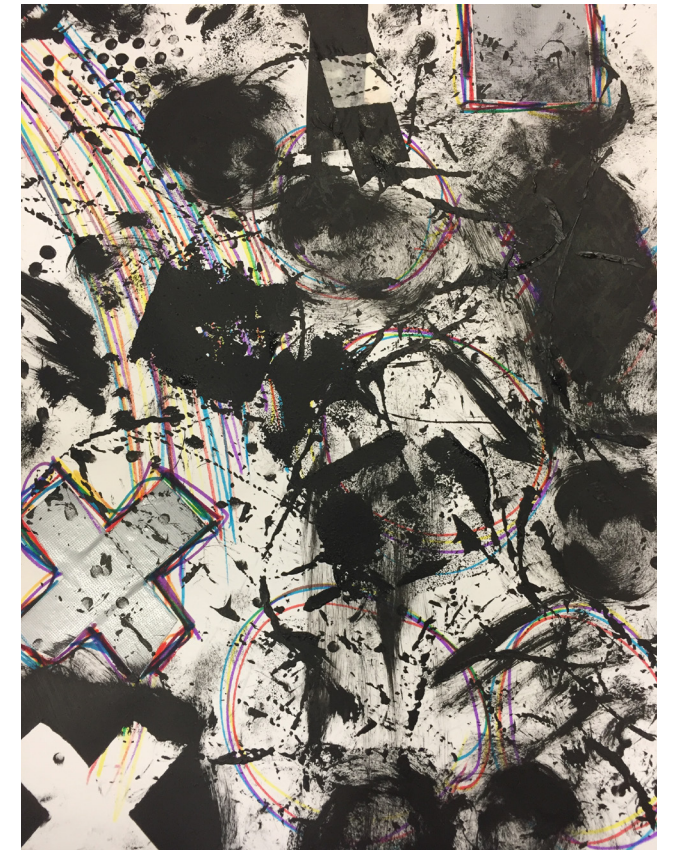
IntoUniversity is distinctive as it begins working with children in primary years in order to have a decisive impact upon their futures. Continuing to provide academic and pastoral support right through to university application, IntoUniversity are the only organisation offering a long-term, multi-stranded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

During the 2017/18 academic year a team of dedicated University of Leeds student and academic mentors have supported the two centres to deliver over 250 academic support sessions, 76 primary workshops and 99 secondary workshops in schools and at the centres.

Nationally, IntoUniversity works with 226 schools and students are carefully targeted to ensure they are from groups under-represented in higher education (e.g. white working class, BAME, looked after children). For young people from disadvantaged backgrounds, research shows two important steps towards achieving this are developing the necessary skills set and attitudes as well as getting the necessary grades. The intermediate aims of the Academic Support programme is to work to address these issues. In 2016/17, 75% of IntoUniversity school leavers progressed to university compared with 22% (nationally) and 39% (free school meals).

### Outcomes:

- 2,048 students were involved in sustained engagement via this programme
- 76% of students on all programmes reported that they were more likely to go to university as a result of attending IntoUniversity





## Access to Leeds

**Target Group:** Year 13, Mature Learners

**Aims:** Alternative admissions scheme guaranteeing special consideration for WP students who must demonstrate their potential to succeed through other means than grades alone

At Leeds we have the a distinctive contextual admissions scheme which looks at applications to the university holistically, and guarantees special consideration for students applying from across the UK whose personal circumstances may affect their ability to demonstrate their talent through grades alone.

The scheme, which has existed for fifteen years, was originally set up to ensure fair access to the university using an innovative, nuanced combination of indicators of disadvantage. It was the first of its kind and is the largest in the country, growing in popularity to the point where over 5,000 people were considered for 2018 entry.

We take into consideration a number of factors, such as household income, the level of awareness of higher education within family and community networks, experience of public care, and any disruption to study applicants have experienced.

The chance to receive a lower offer for their chosen course provides a helpful safety net to high achieving young people, as well as a proportion of mature applicants returning to education, easing the level of risk prospective students feel they're taking by choosing a Russell Group institution.

Central to the scheme is the pre-entry module, delivered via distance learning to around 1,500 students per year, and designed to help students make the transition to university life by building familiarity and a sense of belonging. We do this by using a multifaceted approach including early access to university systems and libraries, tuition from subject-specific academic tutors, guidance on skills expected for undergraduate study, pastoral support, and visits to campus for events.

Since 2003 when just 35 students took part in the scheme, Access to Leeds has helped 5915 students achieve their place on undergraduate courses at the University of Leeds. Our research proves that participation in the module contributes to students remaining on their course, and that over three quarters of former participants graduating in the last four years achieved a first or 2:1.

Access to Leeds students are automatically eligible for support from the Plus Programme (see page 12) whilst on course at Leeds which has been designed to support student success and progression for WP students.

*"Access to Leeds not only provided me with an accessible route into a Russell Group University, it provided me with support and opportunities right from the day I accepted my offer to study at Leeds. My passion for advocating that all students have an equal level of access to opportunities, paired with a determination to increase the awareness of A2L, perfectly suited my role as an A2L Ambassador. Before I started university, I was extremely apprehensive about whether I'd "fit in". When I came to university I really struggled to find students who had similar interests as myself and started to consider whether I had made the right decision in coming to university altogether. However, through the support of the Plus Programme and the organized Fresher's events and my successful application as a student host, I was able to meet those from a similar background as myself and finally feel like I was starting to enjoy and engage with university life.*

*During my assessment center with an Investment bank in canary wharf, the interviewer was extremely impressed by my work experience gained at university – which proceeded with me gaining an internship within the social mobility team in the firm. I truly believe that the opportunities I have been offered whilst at university had a great deal to play in this, and I'm extremely grateful for the University of Leeds and Access to Leeds for making these opportunities available to me."*

**Leah Richards**  
A2L student

### Outcomes:

- 2,749 students applied through Access to Leeds in 2017/18
- 993 registered on University programmes in 2018, exceeding our annual target by 32%
- 13% of the University's overall intake entered through Access to Leeds compared with 7.3% in 2012/13
- 75% of all Access to Leeds graduates over the last 4 years have completed with a first class or upper second class degree.

## Lifelong Learning Centre Foundation Years

**Target Group:** Mature Learners

**Aims:** To provide an alternative progression route for applicants of all ages who have the potential for success at the University but who may not meet standard entry requirements

Our Foundation Year has continued to provide mature learners with a supportive environment to make the transition to University study and gain academic knowledge. This year we have worked with 1,436 adults to explore HE opportunities and 86 of which have registered on our Foundation Years. 66% of these entrants were from LPNs and 35% were BAME. To support entry into 18/19, 473 students who took part in outreach activity have made successful applications to Leeds and other providers in the region.

### Outcomes:

- 86 entrants are currently on our Foundation Year Programme
- 66% are from LPN and 35% are BAME

## LLC Higher Level Apprenticeships

**Target Group:** Assistant NHS Practitioners

**Aims:** Working with adults who are employed in support roles to acquire higher level academic skills

The arrival of the employer levy has created new opportunities with existing University networks and longstanding partnerships. In response to this new initiative, we are currently working in collaboration with 5 regional NHS Trusts to deliver Higher Level Apprenticeships for Assistant NHS Practitioners. Our programme has been specifically developed to support the delivery of health and social care in a range of areas of clinical practice.

This particular group of target learners correlates well with the LLC's WP remit to include provision for adults who are in support roles in the workforce who require higher level skills with academic underpinning. The apprenticeship offer represents a remarkable opportunity for WP learners to study whilst being employed with the costs met by the employers.

We are looking to build on our on our existing collaboration (including joint recruitment, review of current curriculum and information exchange) by developing a bespoke negotiated curriculum and sharing good practice between the University and potential new employers in the near future.



*"When at school, Terri's ambition was to be a nurse or a midwife. Unfortunately she was deterred from applying to university by a tutor who informed her that she would not achieve the required grades. In fact she did.*

*She started working in hospital at 18, was awarded her Clinical Support Work Diploma and continued to work as a clinical health support worker for 5 years. Terri feels that she has been lucky in having a really supportive manager who actively supported her to progress in her career and encouraged Terri to apply for the Assistant Practitioner Apprenticeship. She was immediately promoted to a new job role and when she completes the apprenticeship will become an Assistant Practitioner.*

*According to Terri, the coursework is hard, it is difficult to juggle work and study. It is also a struggle financially. However she feels that she has "learnt loads, loved the lab work and it has totally changed the way I do my job. My knowledge has really broadened and studying has really given me a wider understanding of my role. I have had amazing support from the lecturers. They are always there to help with academic study support and any personal circumstances difficulties. The class has really gelled and we help each other with our studies".*

**Terri Jarvis**  
Assistant Practitioner  
Apprenticeship student



# Student Success

## Plus Programme

**Target Group:** Post-16, Undergraduates, Postgraduates, Mature learners

**Aims:** To ensure smooth transition of WP students to Leeds. Providing on course support to generate a sense of belonging and increase student success

Our Plus Programme offers a bespoke menu of on-course support, developed to support students most at risk of withdrawing from their studies early. The programme has expanded to also support Asylum Seekers who are in receipt of the University's new Sanctuary scholarship from 2018/19

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

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

For 2018/19, the Plus Programme has introduced a bespoke mentoring programme for Black, Asian, and minority ethnic groups. The mentoring supports first year students, who are partnered with a second or third year mentor, who supports them during their first year by having regular meetings and answering queries they may have.

### Outcomes:

- 3,144 students are currently on the Plus Programme.
- Plus Programme non continuation rates average 4.5%

## Leeds financial support

**Target Group:** low income undergraduate and postgraduates

**Aims:** The effectiveness of our outreach is enhanced and we encourage students from all backgrounds to consider, apply for and succeed at the University of Leeds.

Since 2012/13, Leeds has delivered £84M of additional fee income back to our home/EU undergraduate students through our portfolio of Leeds Financial Support (LFS) and we have worked to ensure that we have a coherent student funding package which is:

- impactful, meeting the needs of our students
- sensitively differentiated across different groups of students (e.g. part-time and Foundation year students)
- responsive to changes in national policy
- transparent and aligned with faculty and school-based financial awards

In 2017/18 we delivered £14M of financial support to students with one in three (32%) students benefitting in non-repayable support of up to £3k annually. 67% of this was delivered to students from household incomes of £25k or under. Financial support is delivered in a number in three ways to our students:

- LFS bursary where no further application is needed, just a consent to share their household income with us from the Student Loans Company. Students can receive between £500 and £3,000 depending upon household income and other factors.
- 131 undergraduate means tested scholarships which provide enhanced annual scholarship of £3,000 per year.
- Leeds Hardship Fund which, delivered over £200k in funding in response to students experiencing unforeseen financial hardship which befalls some students through no fault of their own.

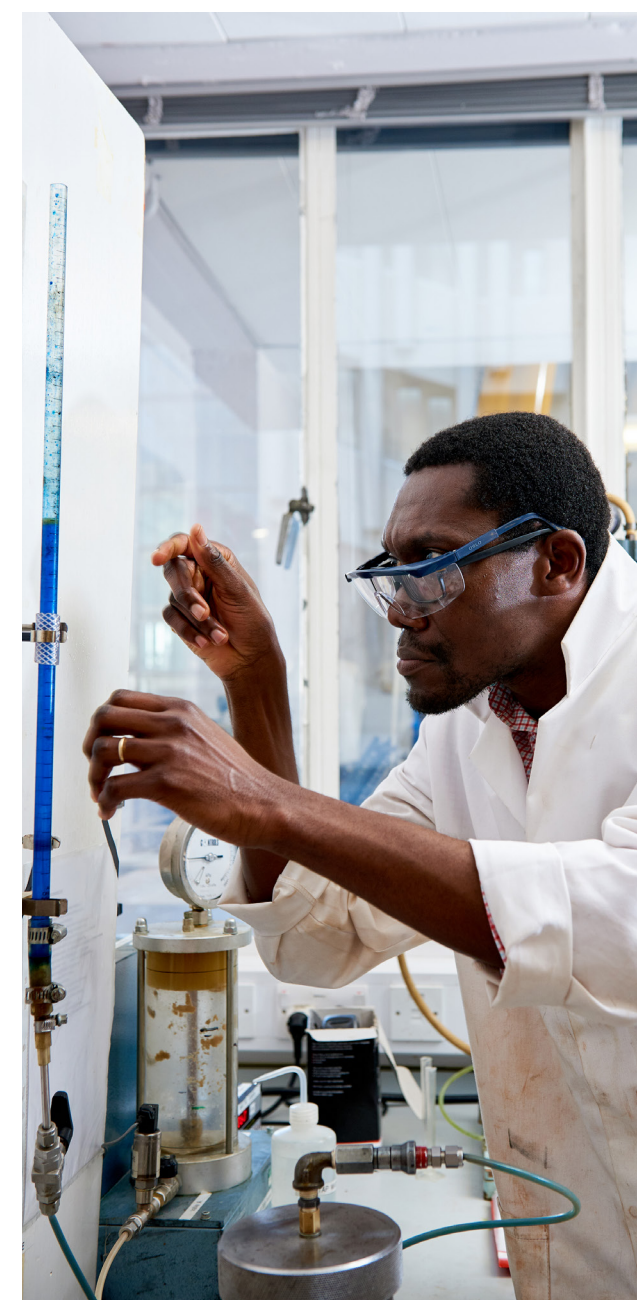
Working with Leeds University Union, we have established up to three sanctuary Scholarships which provide full financial support for forced migrants who are unable to access government funding through student financial England. These scholarships are awarded through an application process with a stringent selection criteria and are available to both undergraduate and postgraduate scholarships for full and part-time study. The three new scholars started their course in September 2018.

In addition, the University has led a two-year project in collaboration with the Universities of Manchester, Sheffield, Warwick, and York. The aim of this is to increase understanding of progression to, and success in, postgraduate taught study among two target groups:

- students from neighbourhoods with low rates of participation in higher education (whose home postcodes are in POLAR quintiles 1 and 2)
- UK black, Asian and minority ethnic (BAME) students

The project has created two strands:

- The Discover Postgrad programme, which offered a programme of on course support for undergraduate students in the form of events, mentoring and a series of informative e-bulletins
- The Prepare for Postgrad pre-arrival online course which was offered to UK BAME offer-holders for taught postgraduate courses between June and October 2018



The impact of both strands of the project are being evaluated via randomised control trials being led by Prof Paul Wakeling and Dr Sally Hancock from the University of York.

Evaluation of strand one has found that delivery of interventions such as e-bulletins increases confidence and knowledge of PGT study, in areas such as how to apply for postgraduate taught courses and the options available for funding further study.

Strand two addresses the challenges that are often faced by students from non-traditional backgrounds during the transition to further study. Engagement with the online course showed a demand for this type of intervention, with approximately one-third of the intervention cohort agreeing to participate in the online course and high levels of engagement with course content such as quizzes and video views.

"I found the modules that encouraged self assessments and follow up advice really useful (e.g. your learning style, distractions) and also the information from other students on the Padlets"

"It's a good bridge from undergraduate to postgraduate studies"

The findings have influenced practice across all participating universities and work is underway to disseminate findings and recommendations more widely.

### Outcomes:

- 86.8% of respondents considered their scholarship or bursary to be 'very important' or 'important' to continuing their studies
- 80% agreed or strongly agreed that it helps them to participate with their fellow students, concentrate on their studies without worrying about finances, be able to balance commitments such as work, study and family relationships and feel less anxious than they would have without the financial support.
- Almost 89% of the students surveyed and a similar proportion of interviewees indicated that the financial support made them feel 'less anxious' and therefore reduced stress levels.



## StandAlone Pledge

**Target Group:** Estranged Students, Staff

**Aims:** to raise awareness of the issue of estrangement and share information and guidance

In 2017/18 we officially launched our StandAlone pledge, together with Leeds University Union, outlining our commitment to supporting estranged students who are studying without the support of a family network.

At Leeds we already have many successful schemes from which estranged students can benefit including the Access to Leeds alternative admissions scheme, scholarships and financial support and the Plus Programme, offering support during the transition to university and while on course. However, we have recently been identifying areas where we might do more.

One key development has been the creation of a package of accommodation support for estranged students, which includes a guaranteed place in University residences for 365 days a year, as well as a waiver of the security deposit until their student loan is received. Other new initiatives have included working with our outreach teams to better communicate the support available, developing dedicated webpages for estranged students, collaborating with the Student Union to raise awareness and to work towards the creation of a student-led network, and providing assistance with graduation costs.

As part of the pledge, a group of estranged students met with Professor Tom Ward, Deputy Vice-Chancellor: Student Education, to share their experiences and ideas for future support. Their suggestions ranged from help with moving into University to assistance with planning for life after graduation, and we will be working to implement new initiatives in these areas this year.

We have also been working hard to raise awareness of the issue of estrangement among staff and students through briefings, drop-in sessions, articles in student and staff news outlets, and a postcard campaign. We are already seeing results with significantly more students coming forward to access the support available and increasing numbers of enquiries and referrals from staff members too.

*"I had a tough time coming to University. My household was unstable to say the least, so I spent time in and out of care throughout my teens. During my final year of sixth form I was homeless. My school tried as much as they could to help but their hands were tied as I was several months away from being 18. Meaning that I*

*could not yet receive help from adult services and children services could only support me for a short time. However, my school was able to help me by making me aware of the Access to Leeds scheme; which was perfect for me as Leeds was my top choice. The scheme was very helpful and prepared me and two of my friends for university life.*

*I was originally worried about starting university, but I quickly made friends on my course, in my accommodation and my Scholar Peer Information Network (SPIN) group.*

*From the get-go, I really enjoyed my course. It was a lot more varied than I thought. I joined lots of extra-curriculum societies including Sub-Aqua, Duke of Edinburgh, Yoga and Zoology Society. In my second year I would go onto be the President of the Duke of Edinburgh Society which was very rewarding.*

*My biggest achievement whilst at Leeds has been working with the educational engagement department on various outreach roles. It has been a truly humbling experience to help those from a similar background as me aspire to study at University. My work with my own faculty and STEM team lead me to being awarded the student outreach award at the Faculty of Biological Sciences award ceremony last year. I was truly honoured to gain such an achievement and it has since motivated me to do even more outreach work when I return to Leeds in September".*

**Gerard Murphy**  
Level 3 MBiol, BSc (Ind) Zoology



## Disability Services

Our Inclusivity agenda enables our students to engage fully with all aspects of their student lives, removing barriers as necessary and providing greater accessibility and flexibility so that they are able to achieve their potential and succeed in their studies and life after Leeds.

Through the implementation of an IT system, to improve response rates to student requests for support, we have been able to capture, monitor and report on key data which will enhance and continuously improve support. We have invested heavily in support for mental health through additional student opportunity funding which has helped us to more readily meet the needs of our students.

This year we have also seen the successful launch of the inclusive learning and teaching guides ([www.sdduonline.leeds.ac.uk/inlusiveteaching](http://www.sdduonline.leeds.ac.uk/inlusiveteaching)). These guides were show-cased through journal submission and at the National Association of Disability Practitioners conference; becoming examples of good practice across the sector.

The Service has recently introduced a tiered advice model for students to access support advice and guidance. This model has ensured an institutional awareness of support requirements earlier and more efficiently via institutional support summary sheets.

We also have seen a 30% increase in engagement with students in the past 2 years, as well as seeing year on year increases in students disclosing to the university. The Service is currently looking to understand why the level of disclosure to the service is significantly higher than the level to which student disclose to the institution.

### Outcomes:

- Successful launch of inclusive learning and teaching guides showcased as examples of good practice across the sector
- 30% increase in students engaged with Disability Services
- 11.8% of students declared a disability (a 3 percentage point increase over 5 years)





# Employability

## Leeds University Business School - Nurturing Talent Mentor Scheme (NTMS)

**Target Group:** Business undergraduates  
**Aims:** To connect WP Business students with graduate professionals in the business world.

Our Nurturing Talent Mentor Scheme connects undergraduate students with professionals from industry. Through the mentoring relationship, students get a chance to enhance their employability skills and start to build their professional networks, as mentors pass on their knowledge, expertise and experience to support the career paths of their mentees.

Successful applicants to the scheme receive a wide range of benefits as they are mentored on a one-to-one basis for one academic year. Capacity is limited and applying for the scheme is a competitive process.

Underpinned by quality, long-term, one-to-one mentoring relationships, the programme links its students with professionals from over 60 national and international companies such as KPMG, PwC, Barclays, Morrisons, M&S and Yorkshire Building Society to provide mentees with valuable insights into their chosen field of work after graduation.

NTMS prioritises students who are first generation into HE, or who have entered the Business School from one of the University's central Access routes – Access to Leeds or our Foundation Year with 40% of mentees on the scheme coming through these routes and over 50% being first generation into HE.

We have recently introduced “Mentee to Mentor” - a new element to the scheme where we encourage those mentees who have previously been on the scheme to come back as mentors; therefore, developing our relationship with our most recent alumni and creating a culture of “giving back” to the scheme.



*“I applied to the programme to develop my employability through CV advice, increasing my professional network and improving my confidence for future interviews and applications for internships and jobs. I also wanted to gain commercial awareness that I could demonstrate to employers.*

*My mentor has been an invaluable source of help over the year, she has helped me develop my CV, given me TED talks to watch to help my confidence and advice and guidance on assessment centres. I was also able to develop my confidence and networking skills when I was invited to the Head Office for a week long work experience. The experience I gained in London was invaluable, I met numerous employees at all levels in the organisation, built my professional network and gained confidence.*

*One of the best things to come of the mentoring relationship was that I was successful in securing one of 10 exclusive summer internships that M&S offer! My mentor helped me prepare for the interview and I met with her to explain my ideas and plans for the presentation I had to give. Overall not only has the Nurturing Talent Mentoring Scheme contributed to my summer internship but, through working with my mentor, I have developed confidence in interviews and networking and it has given me a high insight into the business world”.*

### Outcomes:

- We connect students with mentors from over 68 companies, half of which are included in the “Times Top 100 Graduate Employers”
- 99% of mentees said that the mentoring process had been effective
- Nominated and shortlisted in the ‘Highest Impact University Initiative’ category at the Student Social Mobility Awards

## The Tutor Trust

**Target Group:** Primary School, Secondary School, Undergraduates

**Aims:** to provide one-to-one academic tuition to disadvantaged students and to provide mentoring opportunities to undergraduate students

The Tutor Trust is a registered charity aiming to transform one-to-one tuition and helping to tackle educational inequality. The Leeds Office of the Tutor Trust is based in the University's Careers Centre which presents an invaluable opportunity for our student community to increase their employability prospects and give something back to the city.

The University of Leeds has been working with the Trust since September 2015 to support disadvantaged pupils by supplying schools with first class academic university student tutors. Our students are recruited and trained by the Tutor Trust who are paid for their work within state schools in challenging communities.

Despite only launching in Leeds three years ago, the programme is thriving and growing and also being recognised by others. In 2017, the Tutor Trust won the top ‘spirit of Community’ award from the Yorkshire Bank Foundation (beating 300 other competition entries).

In November 2018, the Education Endowment Foundation published impressive results of a major independent evaluation of the Tutor Trust. The report provides solid proof of the quality and impact of this partnership's work, and a strong foundation on which to build further opportunities across the wider Region.

### Outcomes:

- Since launched in Leeds, over 10,000 hours of tuition has been delivered in over 70 primary and secondary schools across the city
- During the 2017/18 school year, we delivered 4,300 hours of tuition.





# Partnership/Collaboration

## Go Higher West Yorkshire (GHWY)

GHWY provide a single point of contact for information on 12 Higher Education Provider partners, to help with access and preparation for study. Partners offer a wide range of study options to suit all kinds of learners, including full-time, part-time, short courses, apprenticeships and foundation degrees.

GHWY is formally recognised by Office for Students as the Single Point of Contact (SPOC) for all 11-18 schools in the West Yorkshire area, as well as primary schools and businesses.

The University of Leeds are the lead institution for the network, and host to the GHWY central team to help students to find and apply for courses, provide resources for teachers, advisors, parents and carers and engage businesses to build a better workforce for the future.

## GHWY Train the Trainer Programme

**Target Group:** Teachers/Advisors  
**Aims:** To train those working with young people aged 13-19 to make informed choices about their future

This ongoing programme, funded through the National Collaborative Outreach Programme (NCOP), is in the process of training participants whose job roles involve working with young people aged 13-19 years in targeted wards in West Yorkshire. We have worked with careers company C&K Careers to develop this three day training programme, in which participants are introduced to the learning resources and undertake a micro teaching session, amongst other tasks.

We have also offered participants the opportunity to gain accreditation in two units from either the OCR L4 Diploma in Career Information and Advice or the L6 Diploma in Career Guidance and Development. So far, all of our participants have chosen to undertake this extra work for accreditation as they have seen it as beneficial to their professional development and their role.

Up to August 2018 we have trained school staff including those with careers and enterprise responsibilities, work experience coordinators and subject teachers, student engagement coordinators, advisors and careers staff from FE colleges. We have also engaged community group workers and will be working with staff from Bradford Council, Wakefield Youth Offending Team and Ravenscliffe Community Centre amongst others who are signed up to our final two cohorts due to take place during the Autumn term.

Those who have participated already have recommended

the training to colleagues and commented that the course included “lots of excellent ideas and resources” and that they “feel confident to pass on the information [to colleagues and young people]”. Furthermore when asked “How useful did you find the training?” every participant responded with “useful” or “very useful”.

By December 2018 we had trained 40 participants from across Wakefield, Leeds and Bradford who will disseminate this training and use of our resources to the young people they work with, with the aim of helping more 13-19 year olds to make informed choices about their futures.

## Go Higher in Healthcare Work Experience Programme

**Target Group:** Secondary school  
**Aims:** To help young people, from areas of low progression to HE, explore careers in healthcare

Access to career opportunity information in the region is limited for some young people. GHWY is committed to providing meaningful information to support young people, irrespective of background, to make decisions on their options. We hope to generate an informed student pool capable of progressing into healthcare sectors that reflect the wider community, correcting under-representations related to social background, gender, ethnicity, age and disability.

This project, funded by GHWY's NCOP, has been designed to help young people explore careers in healthcare. It is targeted at young people from areas where progression rates to Higher Education are low, and particularly low when GCSE attainment is taken into account. This initiative is an expansion of a programme started by the University of Leeds in 2014, funded by Health Education England and the Royal College of General Practitioners. Our current project involves working with a broader mix of healthcare-related organisations in order to deliver careers activities and events in schools and to support placements in a wide variety of settings.

We are currently working with placement provider organisations across West Yorkshire. Our key partners include: Wakefield General Practice Resilience Academy, Leeds Teaching Hospitals Trust, Bradford Teaching Hospitals NHS Foundation Trust, Born in Bradford, University of Leeds Faculty of Medicine and Health.

The programme includes an induction session to prepare participants for placement, a two to five-day placement and a review session within which participants are encouraged to reflect on their placement and explore the personal development/learning gains.

Each participating student is provided with a “Work experience student handbook” developed in collaboration with our partner placement providers. This resource includes content on preparing for work experience, getting the most out of the placement and reflecting on the whole experience. The project will culminate in Skills Yorkshire (3 & 4 October 2018, Centenary Pavilion, Leeds United FC) which is the region's largest careers, jobs, skills and apprenticeship event for young people and their key influencers.

As part of our work with partner organisations who support and promote healthcare career options, we have recently held a “Meet the healthcare professionals” event at the University of Leeds. This was attended by 114 Year 11/Year 12 students who welcomed the opportunity to speak with healthcare professionals from the Universities of Leeds, Bradford, Huddersfield, Leeds Trinity and Leeds Beckett University. A comment from one participant crystallises the value of the event:

“I am more open to more fields in healthcare – which I never knew existed. Today's event has been one of the best events related to careers there's been!”





# Influencing the Influencers

## Experiment in a box: Promoting enquiry based learning in STEM

**Target Group:** Teachers/Advisors

**Aims:** working with teachers to increase enthusiasm and confidence in practical science

In 2017 funding was received from the Royal Society of Chemistry outreach fund to develop an 'Experiment in a box' project. This involved developing 5 boxes of STEM activities that related to the Key stage 2 and 3 curriculum that could be loaned by schools and delivered as part of our outreach programme.

The objectives of the project were to engage more school teachers in teaching scientific experiments (particularly primary school teachers), offering more opportunities for pupils to carry out their own scientific investigations, increasing their enthusiasm and confidence in practical science. Where possible we aimed to show clear links to everyday science and the potential careers and employment it can lead to, either through the activities themselves or through discussion with the outreach presenters.

Due to the source of the funding the majority of the boxes had a chemistry link, however there were crossovers with materials science, food science and earth science and all included elements of working scientifically.

During the development stage (summer 2017) a primary school teacher from a school in Harehills contacted the STEM team to ask for help in developing an enquiry based approach to teaching science. Discussions led to the outreach team trialling some of the boxes with various classes at the school and running a bespoke training session for 30 teachers. These interventions culminated in the school preparing to apply for the Primary Science Quality Mark (PSQM) in the following academic year.



Amrit Gour, STEM Coordinator at the school explained the background:

*"In July it was apparent that the pedagogy behind teaching Science at Hovingham Primary was not meeting the demands of the curriculum. Teachers were not able to provide the enquiry based approach the curriculum demanded due to issues with timings, resources and ideas for teaching practical science relevant to the primary curriculum. I approached the University of Leeds in order to help remedy these issues. After running sessions in school, providing practical and written resources for us to replicate and use, and a training session with teachers, the teaching and learning of science at Hovingham has improved vastly. Teacher confidence in delivering practical, engaging, enquiry-based science has increased and the pupils are engaging with science on deeper levels than before. We now feel we are ready to embark on our journey to achieve the PSQM".*

The project coordinator, Louise Crabtree commented

*"Through conversations with teachers we knew there was a demand for hands-on science activities, from primary schools in particular, and there were barriers to them offering more of this themselves. The reasons varied depending on the school and experience of the teacher, but they included a lack of knowledge/ideas/confidence in teaching science, a lack of equipment, time to prepare and clear away, and concerns about health & safety and making a mess. This project aimed to sow the seed for teachers to see some of their perceived barriers were not always justified, and the benefits far outweighed any negatives. Hearing primary school pupils saying it was the best science lesson ever and they now wanted a science party for their birthday really made our visits feel worthwhile".*

The majority of the outreach in this pilot year was delivered in primary schools with little take up of the loan service. Plans for the future include making the experiments available as online resources so that teachers can run their own, and delivering more of the key stage 3 activities as part of our outreach programme.





# Measuring Impact

## Evaluation and Research Developments

### Educational Engagement Monitoring and Evaluation Team

The University's Monitoring and Evaluation Team was set up in 2014 to monitor and report on the outcome of widening participation (WP) and outreach work within Educational Engagement. The remit of the team has expanded in recent years to include carrying out research into factors linked with non-continuation and creating evaluation guidelines for faculties when assessing the impact of their spend on student success interventions.

#### Our key aims are to:

- Continue to develop the University of Leeds evaluation framework used across widening participation and student success activity across all stages of the lifecycle
- Ensure monitoring and reporting procedures remain effective, support external reporting requirements (e.g. HEFCE, OFFA) and liaise with relevant external agencies
- Foster links between academics, professionals and practitioners who share an interest in the widening participation and fair access agendas
- Deliver in depth reviews and research into large scale projects and student trends to inform future target groups and relevant interventions for those groups
- Develop minimum expectations of evaluation, with appropriate guidance to enable staff to deliver their own robust evaluations, including the use of HEAT to inform the development of their activities
- Showcase and share good practice

## Evaluation and Research Highlights

National guidance and institutional commitments require that we carry out research to identify “what works” and “for who” when participants engage with our support interventions. At Leeds we utilize the expertise of our academic researchers and employ external consultants to carry out robust qualitative and quantitative research, taking into account multiple measures of disadvantage. We also provide opportunities for current Post-graduate to carry research projects to investigate the impact of various interventions and pre-entry pathways on retention, completion and student success.

Some of our key achievements this year have included using a binary logistic model to identify indicators of non-continuation at faculty level. This model will be used during 2018/19 to develop retention strategies and a more granular investigation into non-continuation in under-represented groups where numbers are small and intersectional groups would have been ‘missed’ in the statistical model.

We have carried out an in-depth review of our schools level outreach activity to estimate the impact of engagement with our activity and applications and registrations to the University, looking in particular at students with multiple indicators of deprivation. This will be used during 2018/19 to refine both the activity and the target group we work with.

### Sector Contribution

Our Lifelong Learning Centre took part in research led by the Open University to determine the most effective ways for universities to reach out to mature learners, particularly those from under-represented groups. The aim of the Leeds case study was to explore the impact of a range of adult outreach interventions in relation to HE progression through both qualitative and quantitative analysis. Findings resulted in number of measures being enhanced at Leeds which include impartial information, advice and guidance; personalised financial advice, sustained interventions coupled with sustained staff interaction which increase the likelihood of progression and a sense of belonging.

The final report has elicited interest from other HEI's who are keen to learn from Leeds experienced practitioners.

#### Outcomes:

- 86% of Leeds financial support survey respondents consider their scholarship or bursary to be “very important” or important to continuing their studies
- Our analysis suggests that bursary holders are more like to obtain a good degree (a first or upper second class) than non-bursary holders





# Next Steps and Priorities Going Forward

Widening access and maximising success and outreach is at the heart of all that we do at Leeds. The challenge and scale of need has been a driver in our approach to developing an extensive programme of outreach and on-course engagement. We're proud to have supported thousands of students and the impact is clear through the statistics in the report.

The case studies in the report are a snapshot of a range of activity taking place and looking forward we intend to continue to review our activity to prioritise investment. The developments in the widening participation sector provide a welcome focus on outcomes and we will continue to use our evaluation model to measure impact and test new models of innovation. This will include an increased focus on student success ensuring that our approach across the student lifecycle maximises this.

We are proud to host Go Higher West Yorkshire, our regional partnership of HE providers. This year, hard work getting the

National Collaborative Outreach Programme up and running really paid off, with the project engaging over 10,000 young people and key influencers. Students participated in sector-specific projects with employers, subject taster sessions, large-scale careers events and activities, summer schools and higher education opportunities. Innovation has been a key strand of the project and an example of this is the Young Researchers project. Year 9 learners in schools developed skills to equip them to undertake research into their own communities, providing valuable context and understanding to ensure HE outreach is appropriate and useful in the places where it is delivered.

There are many people and organisations who have made our work in this area possible. In particular I'd like to pay tribute to the staff and students across the institution, our alumni community, businesses and third sector organisations. Whilst there is still a great deal to be done to close gaps I am confident that we will make valuable strides towards our goals over the next year.



  
**Louise Banahene MBE**  
Head of Educational Engagement





# Glossary

## At-Risk Groups

Students, at Leeds, who have been identified as being at greater risk of discontinuing their studies: Mature, Disabled; some BAME groups those entering through Clearing; with a BTEC qualification or with an Access to HE qualification.

## BAME

Black, Asian and Minority Ethnic Groups

## Collaborative Arrangements or Partnership

A general term for arrangements between Leeds and at least one other external organisation or institution to undertake joint initiatives or investigations.

## Fair Access

A general definition would be that fair access refers to admissions processes. Institutions must ensure that there is nothing in these processes that unfairly prejudices the ability of any applicant to be selected on merit. Institutions should not exclude applicants on anything other than academic grounds, and in particular that extraneous matters like family circumstances, social class or ethnic origin should not enter into admissions decisions. A further element of fair access is arguably the efforts made by the institution to ensure a wide mix of students apply and that no particular groups feel excluded from applying.

## Further Education (FE)

Further education is for people over compulsory school age (currently 16 in England) which does not take place in a secondary school. Further education courses are generally up to the standard of GCE A-level or NVQ Level 3.

## Higher level apprenticeships

Higher level apprenticeships go from level 4 to 7 and are equivalent to a foundation degree and above e.g. a professional qualification.

## Gifted and talented learners

A young person with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). Education providers are encouraged to identify such individuals from aged 4-19.

## Impact and Evaluation

To assess the changes that can be attributed to a particular intervention, such as a project, programme or policy, both the intended ones, as well as ideally the unintended ones. In contrast to outcome monitoring, which examines whether targets have been achieved, impact evaluation is structured to answer the question: how would outcomes such as participants' well-being have changed if the intervention had not been undertaken? This involves counterfactual analysis, that is, "a comparison between what actually happened and what would have happened in the absence of the intervention. Impact evaluations seek to answer cause-and-effect questions. In other words, they look for the changes in outcome that are directly attributable to particular activity.

Impact evaluation helps people answer key questions for evidence-based policy making: what works, what doesn't, where, why and how?

## Impact Report

A formal, evidence-based procedure to assess the effects of a policy.

## Leeds Hardship Fund

A fund to assist students facing financial hardship. Applications are assessed according to University procedures. Awards are made only in cases of genuine hardship, and where funding cannot be obtained from other sources (eg statutory student funding, savings or financial help from family).

## Leeds Financial Support (LFS)

By right financial support for undergraduate full or part-time students from low income backgrounds up to £42,600. No separate application form is needed but the students do have to give their consent to share their household income data with us to the Student Loans Company. Financial support can be awarded as a tuition fee concession, accommodation discount or cash according to the student's preference

## Mature students

Mature students are students who are 21 or over when they start their course.

## National collaborative outreach programme (NCOP)

The national collaborative outreach programme aims to support the most disadvantaged young people in England to progress into higher education. It runs from 2016-17 to 2019-20.

## Non-continuation

Continuation outcomes are based on a student's activity after entering higher education. If it is found the student has subsequently left higher education after 1 December on the year the entered they are classed as a non-continuant. Students who leave before 1 December on the year of entry are not classified as such as there can be a variety of reasons for leaving early in the academic year that are unconnected with the course or institution. This information is first gathered one year after student entry.

## Office for Students (OfS)

The OfS is the acting regulator and competition authority for the higher education (HE) sector in England. The OfS merged both the Higher Education Funding Council for England (HEFCE) and the Office for Fair Access (OFFA), and formally inherited their responsibilities, while 'working in the interests of students and prospective students' and having 'a wider remit ... taking charge of the granting of degree awarding powers and university title'. The OfS takes a 'risk-based' approach to regulation.

## Outputs

The end product/result which can be measured to understand efficiency and value of a particular task, project or activity.

## Outreach

An activity of providing services to any populations who might not otherwise have access to those services. In addition to delivering services, outreach has an educational role, raising the awareness of existing services. Educational programmes may include:

- Community events
- Awareness, skill-building, and/or behaviour changing lesson plans, activities and/or classroom supplements
- Volunteering opportunities
- Direct mail, advertising, online marketing and public relations
- Corporate non-profit partnerships

## Performance indicators

A set of indicators produced by the Higher Education Statistics Agency (HESA) which measure the performance of higher education institutions in the UK in a number of areas.

## POLAR

The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of the young population that participates in higher education. It looks at how likely young people are to participate in higher education across the UK and shows how this varies by area. POLAR classifies local areas into five groups - or quintiles - based on the proportion of 18 year olds who enter higher education aged 18 or 19 years old. Quintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation.

## Postgraduate student

A student on a course which normally requires a first degree as a condition of entry.

## Protected groups

Groups identified in the Equality Act 2010 as sharing a particular characteristic against which it is illegal to discriminate: Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race including colour, nationality, ethnic or national origin; Religion and belief; Sex; Sexual orientation.

## Retention

Retention is where a student remains in one HE institution and successfully completes a programme of study. Retention can be regarded as the opposite of non-continuation.

## Scholarships ("means tested" or "widening participation")

An award of financial aid for a student to further their education. Scholarships are awarded based upon various criteria, which usually reflect the values and purposes of the donor or founder of the award. Scholarship money is not required to be repaid.

"Means tested" scholarships are based on household income and "widening participation" scholarships are packages of financial support for students who meet specific "widening participation" criteria.

## Special Consideration Scheme

A scheme run in parallel to a standard process, which guarantees special consideration for students whose personal circumstances may affect their ability to

demonstrate talent through grades alone. They must demonstrate their potential through other means.

## Quintile

A quintile is any one of five equal groups into which a population has been divided according to the distribution of values of a particular variable. See also POLAR.

## Register of HE providers

The Register lists all the English higher education providers officially registered by the Office for Students. It is a single, authoritative reference about a provider's regulatory status.

## Student Opportunity Years

A 12 month placement as part of a course which provides an opportunity to develop employability, acquire new skills and experiences.

## Student Opportunity Funding

The Opportunities Fund helps students who would otherwise be unable, for financial reasons, to access extracurricular professional development opportunities offered by the University or external organisations.

## Successful Student Outcomes

A successful synthesis of approaches to foster the retention, employability and academic success, skills and knowledge of students.

## Student Support

Provision of direct services for all students, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counseling, consultation and individual assessment.

## Targets

Targets are specific desired outcomes that support achievement of objectives.

## TEF

The Teaching Excellence and Student Outcomes Framework (TEF) is a scheme for recognising excellent teaching, in addition to the already rigorous national quality requirements for universities, colleges and other higher education providers. It provides information to help prospective students choose where to study. Participating higher education providers receive a gold, silver or bronze award reflecting the excellence of their teaching, learning environment and student outcomes.

## Transition Points

specific points in education where

students must complete designated requirements in order to proceed to the next stage of a particular programme. Under-represented groups Groups that have participation rates significantly below the national average for the cohort under consideration. Examples of such groups may be:

- people from low-income backgrounds
- people from lower socio-economic groups
- people from low participation neighbourhoods
- certain minority ethnic groups
- Disabled people.
- Mature.

## Value for money

Demonstrate the direct impact of an investment on students or student outcomes

## Widening participation (WP)

in higher education has been a major component of government education policy since 2000 in the United Kingdom and Europe. It consists of an attempt to increase not only the numbers of young people entering higher education, but also the proportion from under-represented groups (those from lower income families, from low participation neighborhoods, people with disabilities and some ethnic minorities).



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