



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Leeds Beckett University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Leeds Beckett University's ambition and strategy as detailed in the 2019-20 access and participation plan:

Access:

Our ambition for Access in the 2019/20 APP was to grow applications and enrolments to higher education from under-represented groups, and in doing so reduce the gaps in performance articulated within our plan.

We aimed to achieve this via a broad range of activities and actions, all of which were summarised under two main headings.

- i) To increase our access work with specifically targeted groups in schools and colleges. This would support our aims of further developing our consistent approach to the delivery of pre-application information and advice, and of developing and maintaining strong, trusted relationships with all students with the potential to succeed in and benefit from higher education.
- ii) To further develop our work with teachers, lecturers, parents and other stakeholders to support the raising of attainment in schools and colleges and therefore to ensure that all students with potential have the opportunity to progress to higher education.

Success:

We wanted to improve continuation and success for all our students and in particular among students from under-represented groups.

We also wanted to improve our support for students with disabilities, as well as those who are estranged from their families, carers and care-leavers

Progression:

Our ambition was to improve student success and progression across the whole University (76% graduate level employment by 2021) with a particular focus on under-represented groups, especially our BAME population, working in collaboration with our Students' Union.

We planned to develop an approach to careers education and supporting student transition founded on a deeper understanding of our individual subject areas, aligning careers support with our Schools. To support this, we committed to establishing a new Business Engagement Unit that would bring together our careers services, placement provision and external engagement to stimulate greater effect and impact on student progression. Furthermore, the plan committed to developing a consistent approach to careers education across all levels of study. We would develop a detailed understanding of the challenges and barriers faced by students across the range of APP characteristics; as well as establishing targeted transitional support for students' with specific characteristics (our BAME cohorts, for example) and engagement with our central professional development programmes. Finally, we committed to developing an APP monitoring and evaluation process to allow us to effectively track progress and impact.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Leeds Beckett University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Leeds Beckett University's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To increase participation from state schools	2013-14	94.3%	95.9%	96.5%	Percentage	2019-20	95	Limited progress
T16a_02 (Access)	To increase participation from NS-SEC classes 4-7	2013-14	35.7%	38.6%	39.3%	Percentage	2019-20	0	No progress
T16a_03 (Access)	To increase participation from low participation neighbourhoods to meet the local adjusted benchmark	2013-14	15.8%	20.4%	21.6%	Percentage	2019-20	17.3	Limited progress
T16a_04 (Access)	To increase participation of mature learners from low participation neighbourhoods with no previous experience of higher education	2013-14	13.2%	19.1%	19.1%	Percentage	2019-20	18.7	Limited progress
T16a_05 (Access)	To increase participation from low participation neighbourhoods in part time study	2013-14	4.9%	8.9%	9.9%	Percentage	2019-20	5.9	Limited progress
T16a_06 (Student success)	To improve retention of all students progressing from their first year into second year of study	2012-13	9.9%	5.9%	4.9%	Percentage	2018-19	9.5	Limited progress
T16a_07 (Student success)	To encourage students to declare any disabilities at the point of first time enrolment to ensure, where appropriate, DSA funding is in place to support their studies	2013-14	4.8%	6.2%	6.8%	Percentage	2019-20	6.4	Limited progress
T16a_08 (Student success)	To encourage students to complete their studies and achieve the award they first enrolled for	2014-15	73.7%	83%	85%	Percentage	2018-19	71.6	No progress
T16a_09 (Progression)	Graduate Level Employment (Destination of Leavers in Higher Education - 6 months after graduation)	2013-14	63%	72%	74%	Percentage	2019-20	0	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Student success)	Improve student attainment achieving good honours degrees for BME Students	2014-15	44.7%	54%	58%	Percentage	2019-20	70	Expected progress
T16b_02 (Access)	Increase number of students enrolling from Care/looked after backgrounds	2013-14	41	55	60	Headcount	2019-20	131	Limited progress
T16b_03 (Access)	Increase participation of white working class boys in Young Professionals outreach programme	2013-14	20	40	50	Headcount	2019-20	54	Expected progress
T16b_04 (Access)	Increase number of applications from BME students through working with partner schools and colleges	2013-14	109	200	230	Headcount	2019-20		Limited progress
T16b_05 (Access)	Increase number of applications from students undertaking The Progression Module	2014-15	600	675	700	Headcount	2019-20	0	No progress
T16b_06 (Progression)	Improve outcomes for BME students reporting whether they are in employment or further study six months after graduation	2014-15	88.7%	91%	92%	Percentage	2019-20	0	Limited progress
T16b_07 (Multiple)	Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care (aged 5 to 25) through sustained engagement to consider a higher education pathway	2015-16	116	126	131	Headcount	2019-20	136	Expected progress
T16b_08 (Multiple)	The young people in public care who are engaged with sustained engagement via the Go Higher West Yorkshire partnership will increase in confidence through exposure to new and challenging experience.	2013-14	83	89	91	Headcount	2019-20	90	Limited progress

T16b_09 (Access)	Work in collaboration with partners, the Go Higher West Yorkshire consortium will promote summer school opportunities for learners across local regions with low participation rates	2014-15	47	100	110	Headcount	2019-20	120	No progress
T16b_10 (Access)	Increase number of school pupils (in KS2) each year going engaging with the Let Leeds Read project, where the school pupils are struggling to improve their reading age	2016-17	80	125	150	Headcount	2019-20	25	limited progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,919,537.00	£1,604,000.00	-16%
Financial Support	£1,197,328.00	£1,647,000.00	38%

4. Action plan

Where progress was less than expected Leeds Beckett University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	The University continues to focus its recruitment efforts on the state sector and has ambitious plans to increase recruitment from the FE sector in particular, through an established network of FE college partnerships and relationships.
T16a_02	This target has been superseded by POLAR and IMD measures and as such data is no longer available.
T16a_03	The University is seeking to expand its outreach particularly with FE colleges who have significant numbers of POLAR eligible students. In partnership with our local Uni Connect partnership the University has created additional resources to improve IAG for low POLAR students- this includes 350 students enrolled onto the Progression Module online resource
T16a_04	We are planning additional pre-arrival induction activity for this group to improve retention of mature students. We anticipate that this will close the remaining gap. We have targeted mature students, particularly those with child care responsibilities, for additional support over the pandemic.
T16a_05	Portfolio developments and improvements in information delivery are planned for when students return to campus.

T16a_06	We have found that some measures already taken to improve retention need more time to take effect. We will monitor the impact of these initiatives to ensure we can identify those measures with the greatest impact. We are sharing best practice between subject areas and working most closely with those areas where we identify the greatest challenges.
T16a_07	The new Inclusive Curriculum work (which includes inclusive assessment) will be rolled out across all courses to support all of our students with disabilities.
T16a_08	Continuation and completion are monitored centrally, with Deans and support services provided with data to assess performance. Course based actions are in place so that the support is tailored to the specific subject area.
T16a_09	Investment in staff; short, medium and long term plans of activity and a set of associated metrics will underpin the continued growth in progression projects. Our team of colleagues who provide dedicated employability support for students in their specific subject areas will continue to establish themselves. In addition, our project with our alumni network will also enable us to respond to the extended GO timeframe for impact.
T16b_02	Continue with current plans.
T16b_04	Continue with current plans.
T16b_05	In collaboration with Go Higher West Yorkshire we have created a new version of this outreach project to support students who have had less opportunity to engage with outreach owing to the pandemic. 350 enrolled in 2020-21
T16b_06	As detailed in the narrative report, we will be seeking to build on the progress we have developed over the last year. Once we are able to work through the challenges we have faced during the Covid-19 pandemic, we will seek to build robust measures of impact - short, medium and long term which will support our evaluation process and help us to respond to the now increased timeframe for impact (as a result of GO).
T16b_08	In Partnership with GHWY we will review the project and seek to improve the numbers stating increase in confidence. We do however feel that the given the hard to reach nature of this group the achievement here is still notable.
T16b_09	Implementation of amended activity plans in consultation and in partnership with GHWY.

5. Confirmation

Leeds Beckett University confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Leeds Beckett University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Peter Slee
Position	Vice Chancellor

Annex A: Commentary on progress against targets

Leeds Beckett University's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
The University has made some progress towards this target, though we currently are behind the annual milestones. It should be noted this is an extremely stretching target from a very high base level. The proportion of independently educated students studying at LBU is lower than either the sector average or the proportion of the population educated at independent schools more generally.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Over the course of the pandemic, we significantly increased our communications to applicants to support them in concluding their year 13 education and then to assist them in transitioning to a university education. This was successful and we are continuing this again this year.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
This target has been superceded by POLAR and IMD measures and as such data is no longer available.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This target has been superceded by POLAR and IMD measures and as such data is no longer available.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Representation from POLAR 3 eligible groups has increased at the University by 1.5%, although this remains behind the annual target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Pandemic closures of schools & colleges have limited the University's ability access this group, moving all support contact online. However, as lockdown eases, we have plans to expand activity with the specific purpose of targeting this group. (See cell X21)

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?

The University is marginally behind the target for mature students.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have improved enquiry and information provision for mature students and believe this will support increased recruitment to the University.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
Targets not met and only limited progress made.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have reviewed: our provision for PT students; the modes of delivery used; PT student support; and enquiry handing. This remains a declining national market .

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
The University has made some limited progress towards this target, although we are behind the annual milestones.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We are confident, from our most recent data, that withdrawals continue to reduce and that we continue to close the gap.

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
The University has made good progress towards this target and is only slightly behind the annual milestones (0.4%).
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Student Services continue to work closely with disabled students to ensure 'reasonable adjustment' plans are in place. Our Inclusive Curriculum self-analysis, which has been delayed slightly due to Covid-19, will inform and tailor our work with and for students with disabilities.

Target reference number: T16a_08

How have you met the commitments in your plan related to this target?
As our continuation after one year of study improves, we anticipate that this will also support improved progression. All Deans of Schools are monitored on the continuation and completion of their students to ensure that they are focussing on supporting the student career.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The impact of Covid-19 and the introduction of emergency regulations make comparison of data between years challenging.

Target reference number: T16a_09
How have you met the commitments in your plan related to this target?
DLHE data has been discontinued and replaced with Graduate Outcomes, therefore the annual benchmarks are no longer relevant. Data for the 18/19 graduating cohort is not available (due to delays in publication), and the GO data is over a different (more protracted) timeframe which means that the data sets cannot be compared with each other.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Nevertheless, over this period, the University has made significant progress in building our 'progression' offer for students as detailed in the narrative report. We are confident that as these initiatives become established and our investments mature, our progression metrics will continue to improve.

Target reference number: T16b_02
How have you met the commitments in your plan related to this target?
University data demonstrates a steady improvement in our enrolments of care leavers, increasing from 83 in 15/16 (all years), to 131 in 19/20.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps and our current practice (across Access, Success and Progress) is outlined in text document.

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
The basis for this target has changed over time, as the University has moved away from working with a small number of 'partner schools', to a more region-wide approach. Nonetheless, using a more reliable measure, of all enrolments of BAME students (accepting the lag in receiving the categorised data from UCAS) the University has made steady progress

in absolute and relative terms, rising from 1,000 enrolments (18.1%) of our 16/17 intake to 1,325 enrolments (23.2%) of our 19/20 intake.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University has identified and built partnerships with Schools and Colleges where DfE data demonstrates a high proportion of the pupil body are drawn from BAME backgrounds and (pre-pandemic) have also worked with BAME ambassadors from our own student body who are effective role models.

Target reference number: T16b_05

How have you met the commitments in your plan related to this target?

The effect of 'closed' 6th forms in schools/colleges as a result of the pandemic led to a significant fall in Progression Module participation as Schools focussed on essential activities.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We reviewed our approach to the dissemination of the Progression Module and have increased the collaborative network through which the Progression Module is taught. In addition, we are establishing enhanced tracking processes to ensure Progression Module graduates are identified during the admissions & enrolment cycle.

Target reference number: T16b_06

How have you met the commitments in your plan related to this target?

The recent changes from the 6 month DLHE to the Graduate Outcomes (GO) survey make this hard to assess. Firstly, the data for the 18/19 graduating cohort is not available (due to delays in publication), and secondly the GO data is over a different (more protracted) timeframe which makes the data sets incomparable.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have made significant progress in building our APP 'progression' offer for our students as detailed in the narrative report. We are confident that as this builds we will see a positive impact upon our progression metrics. This last year we have utilised the feedback from our BAME research to inform the introduction of a new 'Elevate' brand to address those concerns - with positive impact upon BAME student engagement and feedback.

Target reference number: T16b_08

How have you met the commitments in your plan related to this target?

The target has been missed by 1 (90 vs 91) - a single individual not stating an increase in confidence.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No - we are confident our approach will achieve the stated target.

Target reference number: T16b_09
How have you met the commitments in your plan related to this target?
This activity has been discontinued by GHWY. Due to resource constraints and emerging evidence from TASO this project no longer runs in favour of more impactful value for money outreach.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In discussions with our partners in GHWY to identify more appropriate and effective activity.

Target reference number: T16b_10
How have you met the commitments in your plan related to this target?
In 2019/20 the programme suffered significant disruption due to the covid pandemic - it is anticipated that this will recover partially in 2021-22 with anticipated learners of 100
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
N/a

Annex B: Optional commentary on targets

Leeds Beckett University's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	This target has been superceded by socio-economic measures in the new 5-year APP
T16a_02	Data is no longer available and this measure has been superceded in the 5-year APP
T16a_03	
T16a_04	Improvement on baseline, not at target
T16a_05	Improvement on baseline, not at target
T16a_06	Improvement on baseline, not at target
T16a_07	Close to target
T16a_08	This is an area of priority for the institution that is reviewed at the most senior levels.
T16a_09	Data is no longer available
T16b_01	
T16b_02	Since the establishment of our Strategic Insight team, our data management has improved. Therefore, the specification and methodology for capturing these data has changed during the monitoring period, providing us with greater confidence in the data produced for recent years. This target is superceded by targets in our 2020-25 APP
T16b_03	
T16b_04	Since the inception of this target, our outreach team has changed significantly and adopted a more expansive approach to recruitment, working with a far wider range of Schools and Colleges. Therefore, the basis for this target, which was proscribed to a small number of 'partner' schools is no longer valid. It has been superceded with targets in the 2020-25 APP
T16b_05	
T16b_06	Data is no longer available
T16b_07	
T16b_08	
T16b_09	
T16b_10	